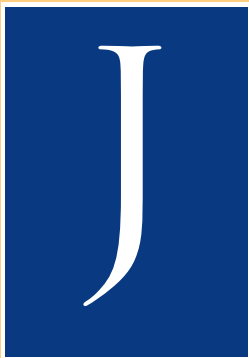


UNDERGRADUATE  
BULLETIN 2011 – 2012



JOHN JAY COLLEGE  
THE CITY UNIVERSITY OF NEW YORK  
OF CRIMINAL JUSTICE

# A Letter from the President

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It is my pleasure to introduce you to John Jay College of Criminal Justice.

Educating for justice is our mission. To accomplish this, we offer a rich liberal arts education focusing on the themes of fairness, equity and justice. We encourage robust debate on the critical issues facing our society, promote rigor in thinking and writing, and foster deep understanding of the human condition.

We celebrate the diversity of our student body. Our 15,000 students reflect the broad diversity of New York City itself, including different races, ethnic groups, ages, nationalities, religions and career interests. We consider John Jay a close-knit community, global in outlook, located on the West Side of Manhattan.

In this bulletin, you will learn about the undergraduate degrees that we offer in 21 criminal justice-related majors. These challenging programs meet the highest academic and professional standards. They prepare you for a wide range of careers and lay a foundation for graduate studies or law school.

Learning about these subjects at John Jay is at once thought-provoking and exciting because of our faculty. John Jay faculty are recognized experts in their areas of scholarship. Many are engaged in research projects around the world. Our faculty bring their real world experiences into the classroom. The faculty at John Jay enjoy fostering the academic success of their students.

Through this unique combination of distinguished faculty and innovative curriculum, we endeavor to prepare you to become ethically and socially responsible leaders for the global community.

I thank you for your interest in John Jay and hope to see you on our campus.

[Jeremy Travis](#)

<b>1 DEGREES OFFERED</b>	<b>1</b>	<b>9 FINANCIAL AID</b>	<b>247</b>
<b>2 COURSE OFFERINGS</b>	<b>43</b>	<b>10 STUDENT LIFE</b>	<b>256</b>
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**JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
OFFERS BACCALAUREATE DEGREES  
IN 21 FIELDS OF STUDY**

**Computer Information Systems in Criminal Justice  
and Public Administration (BS)**

**Correctional Studies (BS)**

**Criminal Justice (BA & BS)**

**Criminal Justice Management (BS)  
(formerly Criminal Justice Administration and  
Planning))**

**Criminology (BA)**

**Culture and Deviance Studies (BA)  
(formerly Deviant Behavior and Social Control)**

**Economics (BS)**

**English (BA)**

**Fire and Emergency Service (BA)**

**Fire Science (BS)**

**Forensic Psychology (BA)**

**Forensic Science (BS)**

**Gender Studies (BA)**

**Global History (BA)**

**Humanities and Justice (BA)**

**International Criminal Justice (BA)**

**Judicial Studies (BA)** Note: Students are no longer  
being admitted to this program

**Legal Studies (BS)**

**Police Studies (BS)**

**Political Science (BA)**

**Public Administration (BS)**

**Security Management (BS)**

These programs enhance the academic and professional body of knowledge in the criminal justice and public service fields. Each program is intended to meet the special needs of pre-career, in-career and second-career students.

## REQUIREMENTS FOR BACCALAUREATE DEGREES

John Jay College of Criminal Justice candidates for the baccalaureate degree (Bachelor of Arts or Bachelor of Science) must complete at least 120 credits, composed of the general education requirements, a major and electives (no more than 4 credits of physical education activities courses may be applied in this last category). To receive a baccalaureate degree from John Jay College, students must complete at least 30 credits of coursework in residence and at least 50 percent of their majors at the College.

Any student may complete a dual major where such a major exists among departments and programs. Baccalaureate candidates may also complete an optional minor or one of the special programs offered by the College.

### BACCALAUREATE DEGREE GENERAL EDUCATION REQUIREMENTS

Exposure to the liberal arts and sciences helps to create well-rounded individuals who can communicate with people in different scholarly communities and can understand problems outside their specialized area of study. By promoting the integration, synthesis and application of knowledge, general education provides individuals with an awareness of their role in a diverse culture and highlights their responsibilities to the larger community.

Candidates for the baccalaureate degree must complete 44-60 credits in general education. The number of credits is dependent upon exemptions. Students are encouraged to complete the English, mathematics and speech requirements within the first 30 credits of coursework. Students who do not complete these requirements within the first 60 credits will not be permitted to register for further coursework until these requirements have been fulfilled.

**Please note:** In accordance with the CUNY Board of Trustees Transfer Policy, students who have earned an Associate of Arts degree (AA) or an Associate of Science degree (AS) from a CUNY college will be deemed to have automatically fulfilled the lower-division general education requirements for the baccalaureate degree. Students may, however, still be required to complete one additional course in a discipline required by John Jay College that was not part of the student's associate degree program. Students who have earned an Associate of Applied Science degree (AAS) from a CUNY college will have their general education courses applied on a discipline-by-discipline basis to John Jay College's lower-division general education requirements. Students must fulfill all requirements for courses.

Students are advised to complete the required courses in history, literature, philosophy, ethnic studies and the social sciences (several are prerequisites for certain majors) within the first 60 credits. All remaining general education requirements should be completed within the first 96 credits or by the conclusion of the student's junior year.

Baccalaureate Degree General Education Requirements		Credits
<b>I. Skills</b>	<b>Subtotal: 12-15</b>	
English 101 or SEEK-English 095*	3	
<i>(These courses are a prerequisite for all 200-level courses.)</i>		
English 201 (formerly English 102)	3	
<i>(This course is a prerequisite for all 300-level or above courses.)</i>		
Speech 113 or SEEK-Speech 115	3	
Mathematics 104, or 105 or exemption <sup>2</sup>	0-3	
Mathematics 108 or 141	3	
<b>II. Core Requirements</b>	<b>Subtotal: 15</b>	
Two of the following: History 203, 204, 205	6	
<i>(*Please note: students who have completed HIS 231, must take HIS 205)</i>		
Literature 230 or 231 and Literature 232 or 233	6	
Philosophy 231	3	
<b>III. Distribution Requirements</b>	<b>Subtotal: 16-30</b>	
<b>A. Cultural Studies</b>		
1. Foreign Languages <sup>3</sup>	0-6	
<i>(Note: To take courses in Spanish or French, a placement test is required before registering. The tests are administered in the Foreign Language Laboratory in Room 112W.)</i>		
2. Ethnic Studies	3	
<i>Select one of the following three courses:</i>		
Ethnic Studies 123 Race and American Society: The African-American Experience		
Ethnic Studies 124 Introduction to Latinas/os in the United States		
Ethnic Studies 125 Race and Ethnicity in America		

Baccalaureate Degree General Education Requirements		Credits
<b>III. Distribution Requirements <i>continued</i></b>		
3. Fine Arts	3	
<i>Select any 3-credit course in art or music or drama (This course may not be used to satisfy major requirements.)</i>		
<b>B. Social Sciences</b>		
<i>Select two of the following:</i>		
Anthropology 101    Economics 101 or 102		
Political Science 101 (formerly Government 101)		
Psychology 101    Sociology 101		
<i>Students should consult their major prerequisites before choosing their social science courses.</i>		
<b>C. Natural Sciences <sup>4**</sup></b>		
Natural Science 107 or exemption	0-4	
<i>Select one of the following:</i>		
Environmental Science 108, Forensic Science 108, or Physics 108	4-5	
Physics 101 or Physics 203 ( <i>calculus-based, for students with a strong math background</i> )		
Biology 103 (or BIO 101 + BIO 102) or Chemistry 103 (or CHE 101 + CHE 102)		
<i>(for students with a strong science background)</i>		
<b>D. Physical Education</b>		
Any course offered by the Department of Health and Physical Education except PED 172, for 1-3 credits or exemption <sup>5</sup>	1-3	
		<b>Total: 44-60</b>

\*Students must enroll in ENG 101 or ENGS 095 in their first semester at the College, except for those who are required to take remedial or developmental work in writing. All students must pass ENG 101 or ENGS 095 before registering for ENG 201 (formerly English 102).

Placement in the required English and mathematics courses is based upon results achieved on the CUNY Assessment Tests and upon assessments by the Department of English and the Department of Mathematics and Computer Science. For information about the CUNY Assessment Tests, see Chapter 5, Admission and Registration.

\*\*Note: Students with a strong mathematics or science background without an exemption may satisfy the general education science requirement with two laboratory-based science courses such as BIO 103-104, CHE 103-104, PHY 101-102, PHY 203-204, or the equivalent, with permission of the Department of Sciences.

<sup>1</sup> Exemption from the speech requirement is granted by the Department of Communication and Theatre Arts based on extensive job-related public or small group speaking experience. Apply at the department when classes are in session. Students who are not fluent in spoken English should enroll in the sections of SPE 113 designated for non-native speakers of English. Students who require speech therapy should also apply to the department chair for special placement before they register for SPE 113.

<sup>2</sup> Placement in or exemption from a beginning mathematics course is determined by the student's score on the CUNY Assessment test in Mathematics. Students exempt from MAT 105 can fulfill the mathematics requirement with either MAT 108, MAT 141 or MAT 241.

<sup>3</sup> The foreign language requirement is a one-year sequence at the 100-level. It is strongly suggested that students seeking a bachelor's degree complete the sequence within a three-semester period. Students who have completed three years of a language at the high school level, including a passing grade on a New York State Level III Regents Examination, are exempt from the foreign language requirement. Transfer students who can provide documentation showing they have

successfully completed one year of a foreign language on the college level may have fulfilled the foreign language requirement. Students who take the placement test in Spanish or French and place into the second half of the 100-level or higher can satisfy the general education requirement with one 3-credit course. Students who place into SPA 101 must complete the sequence by taking SPA 102. Students who take SPA 111 must complete the sequence by taking SPA 112 or a higher level course (upon the instructor's recommendation) to satisfy the general education requirements.

**Please note:** Students who can provide documentation of a high school degree from a foreign country and whose primary language is not English are exempt from the foreign language requirement but are not awarded any credits for that language. Students who receive a grade of three or higher on the Advanced Placement Examination in high school are exempt from the foreign language requirement and will be awarded 6 credits, which may be applied toward a minor in a foreign language. Credit by examination (up to a maximum of 6 credits) or exemption by examination may be obtained by taking the CLEP examination. For additional information, see Chapter 5, Admission and Registration. In addition, American Sign Language shall be accepted on the same basis as all other languages in fulfillment of John Jay's foreign language requirement for graduation.

<sup>4</sup> Students who have completed three years of science in high school (9<sup>th</sup>-year general science plus two years of New York State Regents credit) are exempt from taking NSC 107 but are still required to take another laboratory-based science course. To confirm exemption, students must fill out the appropriate downloadable form found at the Jay Stop webpage at <http://jstop.jjay.cuny.edu>. The completed form is submitted to the Jay Express Services Center. Students who have completed two years of science in high school (9<sup>th</sup>-year general science plus one year of Regents credit) must take NSC 107 and one additional laboratory-based science course. Students cannot take NSC 107 after they have taken any other science course at John Jay College.

<sup>5</sup> Students who have received physical education credit for their military training, or police, fire, or corrections academy, or other comparable agency training can use that credit to satisfy this requirement.

## REMEDIAL AND DEVELOPMENTAL COURSES

Students who entered John Jay College prior to Fall 2010, whose scores on the CUNY Assessment Tests and whose assessments by the appropriate academic departments require that they enroll in remedial or developmental courses must do so within the first 20 credits taken at the College. Students who fail these courses are required to enroll in them again during the next semester of attendance.

The following remedial and developmental courses are offered at the College:

English for Academic Purposes EAP 121 and 131  
 English-W 100  
 Mathematics 100  
 Mathematics 103  
 Communication Skills 102/SEEK Communication Skills 102

Students who receive two grades of F, WU, R, or any combination thereof in any of the remedial or developmental courses listed here are not permitted to continue at the College. Students may not appeal the denial of registration.

## BACCALAUREATE MAJORS

Students select a major upon application to the College. Any student may complete a dual major where such a major exists among departments and programs. Majors may be changed at any time before graduation. To change a major, a student should fill out an electronic Undergraduate Declaration of Major Form on the Jay Stop webpage at <http://jstop.jjay.cuny.edu>.

John Jay College of Criminal Justice offers the following majors for baccalaureate degree candidates:

Computer Information Systems in Criminal Justice and Public Administration (BS)  
 Correctional Studies (BS)

Criminal Justice (BA & BS)  
 Criminal Justice Management (BS)  
 Criminology (BA)  
 Culture and Deviance Studies (BA)  
 Economics (BS)  
 English (BA)  
 Fire and Emergency Service (BA)  
 Fire Science (BS)  
 Forensic Psychology (BA)  
 Forensic Science (BS)  
 Gender Studies (BA)  
 Global History (BA)  
 Humanities and Justice (BA)  
 International Criminal Justice (BA)  
 Judicial Studies (BA) (*Students are no longer being admitted to this program*)  
 Legal Studies (BS)  
 Police Studies (BS)  
 Political Science (BA)  
 Public Administration (BS)  
 Security Management (BS)

Students are urged to consult with an academic adviser or major coordinator to plan their courses of study. Students may also consult *DegreeWorks*, an online tool, available through the CUNY Portal at [www.cuny.edu](http://www.cuny.edu). Prerequisites for beginning each major are listed in each major description. Be aware that individual courses may have their own prerequisites. Students are advised to read carefully all course descriptions in this bulletin and consult *DegreeWorks* when planning their schedules in addition to consulting with an adviser.

**Please note:** ENG 101 is a prerequisite for students wishing to enroll in 200-level courses and ENG 102 or ENG 201 is a prerequisite for students wishing to enroll in 300-level courses or above.



Courses previously designated as Government (GOV) are now listed as Political Science (POL). Students registering for a Political Science course should make certain that they have not previously taken the course under the Government designation.

## COMPUTER INFORMATION SYSTEMS IN CRIMINAL JUSTICE AND PUBLIC ADMINISTRATION

(Bachelor of Science)

The major in Computer Information Systems in Criminal Justice and Public Administration focuses on software development, information systems design and the modeling of public systems, using the techniques of operations research. In addition to fulfilling basic requirements in computer science, operations research and mathematics, students must complete an applied specialization in computer applications in either criminal justice or public administration.

**Credits required.** 42

**Prerequisites:** MAT 141\*, 204, and 241–242. MAT 141 fulfills the College's general education requirements in mathematics.

In the Public Administration Specialization, any one of the following courses: ANT 101, ECO 101, POL 101 (or GOV 101), PSY 101, or SOC 101 is a prerequisite for PAD 240. (This prerequisite also partially fulfills the general education requirement in the social sciences.)

\* Students with a strong high school mathematics background that includes trigonometry and pre-calculus may be exempt from MAT 141. In such cases, consultation with the Department of Mathematics and Computer Science is suggested.

### Coordinators.

Department of Mathematics and Computer Science Professors:

- Spiridon Bakiras (212.484.1181, sbakiras@jjay.cuny.edu)
- Ping Ji (212.237.8841, pji@jjay.cuny.edu)

- Jin Woo Kim (212.237.8927, jwkim@jjay.cuny.edu)
- Bilal Khan (212.237.8843, bkhan@jjay.cuny.edu)
- Mythili Mantharam (212.237.8844, mmantharam@jjay.cuny.edu)
- Douglas Salane (212.237.8836, dsalane@jjay.cuny.edu)
- Peter Shenkin (212.237.8925, pshenkin@jjay.cuny.edu)

For the Public Administration Specialization Professors:

- Warren Benton (212.237.8089, nbenton@jjay.cuny.edu)
- Maria D'Agostino (212.237.8068, mdagostino@jjay.cuny.edu)

**Senior-level requirement.** A senior seminar and an internship in the specialization selected by the student are required.

**Additional Information.** Students who enrolled for the first time at the College in September 2003 or thereafter must complete the major in the form presented in this bulletin. Students who enrolled prior to that date may choose to complete the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

## Credits

### PART ONE.

COMPUTER FOUNDATION COURSES Subtotal: 18

#### Required

Mathematics 271 Introduction to Computing and Programming\*  
 Mathematics 272 Object-Oriented Computing  
 Mathematics 373 Advanced Data Structures  
 Mathematics 374 Programming Languages  
 Mathematics 375 Operating Systems  
 Mathematics 377 Computer Algorithms

### PART TWO. OPERATIONS RESEARCH REQUIREMENT

Subtotal: 6

#### Required

Mathematics 323 Operations Research Models I  
 Mathematics 324 Operations Research Models II

**PART THREE. MATHEMATICS, STATISTICS AND  
COMPUTER ELECTIVES** Subtotal: 6

*Select two. Early consultation with a major coordinator is recommended.*

**Mathematics Electives**

Mathematics 231 Linear Programming  
Mathematics 243 Calculus III  
Mathematics 301 Probability and Mathematical Statistics I  
Mathematics 302 Probability and Mathematical Statistics II  
Mathematics 310 Linear Algebra  
Mathematics 351 Introduction to Ordinary Differential Equations  
Mathematics 352 Applied Differential Equations  
Mathematics 371 Numerical Analysis  
Mathematics 410 Abstract Algebra

**Computer Electives**

Economics 275 Games, Decisions and Strategy  
Mathematics 265 Data Processing Mastery  
Mathematics 270 /Security 270 Security of Computers and their Data  
Mathematics 273 Graphics and Interface Programming  
Mathematics 276 Systems Analysis and Design  
Mathematics 277 Computers for Administrative Decision Making  
Mathematics 278 Software Applications for Office Management  
Mathematics 376 Artificial Intelligence  
Mathematics 379 Computer Networking

**PART FOUR. APPLIED SPECIALIZATION** Subtotal: 12

*Select one sequence: Public Administration or Criminal Justice*

**Public Administration**

**Required**

Public Administration 240 Introduction to Public Administration  
Public Administration 400 Quantitative Problems in Public Administration  
Public Administration 404 Practicum in Public Administration\*\*

**Select one**

Public Administration 340 Planning and Policy Analysis

Public Administration 343 Administration of Financial Resources

**Criminal Justice**

**Required**

Mathematics 400 Quantitative Problems in Criminal Justice  
Mathematics 404 Internship in Management Information Systems\*\*  
Mathematics 470 Database Systems in Criminal Justice

**Select one**

Mathematics 270/Security 270 Security of Computers and their Data  
Mathematics 279 Data Communications and the Internet

**Total: 42**

\* Required of all students unless they have sufficient experience with at least one computer language. Qualified individuals may substitute one computer course from Part Three with the approval of the chairperson of the Department of Mathematics and Computer Science.

\*\*Students with appropriate experience, such as individuals who are working with criminal justice agencies and already possess computer experience, may be exempt from the internship with the approval of the chairperson of the Department of Mathematics and Computer Science.

## CORRECTIONAL STUDIES

**(Bachelor of Science)**

The major in Correctional Studies is designed for students preparing for entry-level professional positions and for correctional professionals who wish to improve their skills and add to their knowledge. The major also prepares students for graduate study in this field.

**Credits required.** 36

**Coordinator.** Professor Lior Gideon, Department of Law, Police Science and Criminal Justice Administration ([212.237.8991](tel:212.237.8991), [lgideon@jjay.cuny.edu](mailto:lgideon@jjay.cuny.edu))

**Credits**

**PART ONE. REQUIRED INTRODUCTORY COURSE**

Subtotal: 3

Corrections 101 Introduction to Corrections

**PART TWO. OVERVIEW COURSES** Subtotal: 6

**Select two**

African-American Studies Sociology 110 Race and the Urban Community

Anthropology 110/Psychology 110/Sociology 110 Drug and Alcohol Use and Abuse in American Society

Sociology 203 Criminology

**PART THREE. CORRECTIONS COURSES** Subtotal: 15

**Required**

Corrections 201 The Law and Institutional Treatment

Corrections 250 Rehabilitation of the Offender

Corrections 320 Race, Class and Gender in a Correctional Context

Corrections 415 Major Works in Corrections

Corrections 430 Senior Seminar in Correctional Studies

**PART FOUR. SPECIALIZATIONS** Subtotal: 12

**Choose Track A or Track B**

**A. Correctional Administration Track**

**Select four**

Corrections 282 Principles of Correctional Operations

Corrections 401 Evaluating Correctional Methods and Programs

Corrections 402 The Administration of Community-Based Correctional Programs

Public Administration 240 Introduction to Public Administration

Public Administration 340 Planning and Policy Analysis

**B. Correctional Science Track**

**Select four**

Corrections 202 The Administration of Correctional Programs for Juveniles

Corrections 303 Comparative Correction Systems

Statistics 250 Principles and Methods of Statistics

Social Science Research 325 Research Methods in the Behavioral Sciences

**Total: 36**

**CRIMINAL JUSTICE**

**(Bachelor of Arts)**

The Criminal Justice (BA) major provides opportunities for the study of many facets of the criminal justice system. This major will interest students who plan to attend graduate or professional school or to pursue careers in criminal justice or other public service agencies.

**Credits required. 33**

**Prerequisites:** SOC 101 *and* GOV 101 *or* POL 101. Students are strongly urged to complete these courses during their first year in the College.

These courses fulfill the general education requirement in the social sciences. CRJ 101 is the required first course within the major and, like GOV 101, POL 101 and SOC 101, is a prerequisite for many subsequent courses in the major.

Other courses have prerequisites beyond courses previously taken in the major:

- In Concentration A, Psychology 101 is a prerequisite for Psychology 370/Law 370.
- In Concentration B, African-American Studies Sociology 110 or 121 is a prerequisite for African-American Studies Sociology 215.
- In Concentration C, Public Administration 240 is a prerequisite for Public Administration 360.
- In Concentration D, Corrections 101 is a prerequisite for Corrections 320, Corrections 201 is a prerequisite for Corrections 415, and Psychology 101 is a prerequisite for Psychology 272.
- In Concentration E, Psychology 242 is a prerequisite for Psychology 372.
- In Part Five, Humanistic Perspectives on Criminal Justice, Latin American and Latina/o Studies 107 and 108 require an understanding of spoken Spanish. (English 102 or 201 is a prerequisite for Spanish 208.)

**Coordinator.** Professor Evan Mandery, Department of Criminal Justice (212.237.8389, [emandery@jjay.cuny.edu](mailto:emandery@jjay.cuny.edu))

**Baccalaureate/Master's Program in Criminal Justice.** Qualified undergraduate students may enter the Baccalaureate/Master's Program and graduate with both a bachelor's and a master's degree in criminal justice. For additional information, contact Professor Chitra Raghavan, Department of Psychology (212.237.8417, [bamadirector@jjay.cuny.edu](mailto:bamadirector@jjay.cuny.edu)).

**Study abroad.** Students in the College's Study Abroad Program may use some of their study abroad credits to substitute for related courses in the major. With regard to particular courses, the student should consult with the coordinator for the major. For information about the College's Study Abroad Program, contact Ms. Liza Carbajo (212.484.1339, [lcarbajo@jjay.cuny.edu](mailto:lcarbajo@jjay.cuny.edu)).

**Senior-level requirement.** In Part IV, students must complete **one 300-level** course in any concentration and **one 400-level** course in their chosen concentration.

**Additional information.** Students who enrolled for the first time at the College in September 2008 or thereafter must complete the major in the form presented in this bulletin. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

## Credits

### PART ONE. CORE COURSES

Subtotal: 9

#### Required

Criminal Justice 101 Introduction to Criminal Justice  
Law 203 Constitutional Law  
Sociology 203 Criminology

### PART TWO. CRIMINAL JUSTICE INSTITUTIONS

Subtotal: 9

#### Required

Corrections 201 The Law and Institutional Treatment  
Law 206 The American Judiciary  
Police Science 201 Police Organization and Administration

### PART THREE. SKILLS

Subtotal: 3

#### Select one

Social Science Research 325 Research Methods in the Behavioral Sciences  
Statistics 250 Principles and Methods of Statistics

### PART FOUR. CONCENTRATIONS-OF-CHOICE

Subtotal: 9

**Select one concentration and complete three courses with at least one course at the 400-level.**

#### Concentration A. Law and Due Process

Anthropology 330 American Cultural Pluralism and the Law  
Criminal Justice 425 Seminar on Major Works in Criminal Justice  
History 277 American Legal History  
Latin American and Latina/o Studies 322 Civil Rights and Civil Liberties in Urban Latina/o Communities  
Law 301 Jurisprudence  
Law 310/Philosophy 310 Ethics and Law  
Law 401 Problems of Constitutional Development  
Political Science 215 The Legislative Process  
Political Science 230 Principles of Constitutional Government  
Political Science 313/Law 313 The Law and Politics of Race Relations  
Political Science 375 Law, Order, Justice and Society  
Political Science 430 Seminar in Problems in Civil Rights and Civil Liberties  
Psychology 370/Law 370 Psychology and the Law  
Sociology 305 Sociology of Law

#### Concentration B. The Police and the Community

African-American Studies Sociology 215 The Police and the Ghetto  
Criminal Justice 425 Seminar on Major Works in Criminal Justice  
Philosophy 321/Criminal Justice 321 Police Ethics  
Police Science 202 Police and Community Relations  
Police Science 204 The Patrol Function  
Police Science 207 The Investigative Function  
Police Science 235 Women in Policing  
Police Science 245 Community Policing

Police Science 301 The Police Manager

Police Science 309 Comparative Police Systems

Police Science 401 Seminar in Police Problems

Psychology 271/Police Science 271 The Psychological Foundations of Police Work

### **Concentration C. The Courts and the Criminal Justice System**

Criminal Justice 425 Seminar on Major Works in Criminal Justice

Law 202 Law and Evidence

Law 204 Criminal Law of New York

Law 209 Criminal Law

Law 212 The Criminal Process and the Criminal Procedure Law

Philosophy 322/Criminal Justice 322 Judicial and Correctional Ethics

Political Science 308 State Courts and State Constitutional Law

Political Science 435 Seminar in Judicial Processes and Politics

Public Administration 360 Court Administration

Sociology 206 The Sociology of Conflict and Dispute Resolution

### **Concentration D. Corrections**

Criminal Justice 425 Seminar on Major Works in Criminal Justice

Corrections 202 The Administration of Correctional Programs for Juveniles

Corrections 282 Principles of Correctional Operations

Corrections 303 Comparative Correction Systems

Corrections 320 Race, Class and Gender in a Correctional Context

Corrections 415 Major Works in Corrections

Philosophy 322/Criminal Justice 322 Judicial and Correctional Ethics

Psychology 272 Correctional Psychology

Sociology 216 Probation and Parole: Principles and Practices

Sociology 301 Penology

### **Concentration E. Crime and Society**

Anthropology 110/Psychology 110/Sociology 110 Drug and Alcohol Use and Abuse in American Society

Anthropology 230 Culture and Crime

Criminal Justice 236/Sociology 236 Victimology

Criminal Justice 425 Seminar on Major Works in Criminal Justice

Economics 170 Introduction to the Economics of Crime and Social Problems

Economics 315/Police Science 315 An Economic Analysis of Crime

Economics 360/Sociology 360 Corporate and White-Collar Crime

History 320 The History of Crime and Punishment in the United States

Police Science 405 Organized Crime in America

Latin American and Latina/o Studies 325 The Latina/o Experience of Criminal Justice

Psychology 372 Psychology of Criminal Behavior

Sociology 215 Social Control and Gender: Women in American Society

Sociology 309 Juvenile Delinquency

Sociology 420/Criminal Justice 420 Women and Crime

### **PART FIVE. HUMANISTIC PERSPECTIVES ON CRIMINAL JUSTICE**

Subtotal: 3

#### **Select one**

Drama 225 Criminal Justice in the Theater

History 219 Violence and Social Change in America

History 224 A History of Crime in New York City

History 325 Criminal Justice in European Society: 1750 to the Present

Literature 315 American Literature and the Law

Literature 327 Crime and Punishment in Literature

Latin American and Latina/o Studies 107 Puerto Rican Literature: Criminal Justice Themes in Poetry and Drama

Latin American and Latina/o Studies 108 Puerto Rican Literature: Criminal Justice Themes in the Essay, Short Story and Novel

Political Science 319 Gender and the Law

Spanish 208 The Theme of Justice in 20th-Century Spanish Literature

**Total: 33**

## **CRIMINAL JUSTICE**

### **(Bachelor of Science)**

The Criminal Justice (BS) major provides a broad understanding of major components of the criminal justice system. It will interest

students who plan careers in various law enforcement, judicial, or correctional agencies at the local, state, or federal level. It also provides an academic foundation for students who plan to attend graduate or professional schools. The Bachelor of Science degree differs from the Bachelor of Arts degree because of its emphasis on the institutions of criminal justice, particularly the police, courts and corrections.

**Credits required.** 33

**Prerequisites:** SOC 101 *and* GOV 101 or POL 101. Students are strongly urged to complete these courses during their first year in the College. These courses fulfill the College's general education requirements in the social sciences. CRJ 101 is the required first course within the major and is a prerequisite for many subsequent courses in the major.

Other courses also have prerequisites beyond courses previously taken in the major:

- In Part II, Category A, Police Science 216 requires an understanding of Windows software.
- In Part II, Category A, Public Administration 240 is a prerequisite or co-requisite for Public Administration 241.
- In Part II, Category B, English 250 or Speech 285 is a prerequisite for Law 350.
- In Part IV, Psychology 101 is a prerequisite for Psychology 370/Law 370, Public Administration 360 is a prerequisite for Law 420/Public Administration 420, and Public Administration 240 is a prerequisite for Public Administration 360.
- In Part V, Psychology 101 is a prerequisite for Psychology 272, and Corrections 201 is a prerequisite for Corrections 415.

**Coordinator.** Professor Staci Strobl, Department of Law, Police Science and Criminal Justice Administration ([212.237.8037](tel:212.237.8037), [sstrobl@jjay.cuny.edu](mailto:sstrobl@jjay.cuny.edu))

**Baccalaureate/Master's Program in Criminal Justice.** Qualified undergraduate students may enter the Baccalaureate/Master's Program and thereby graduate with both a bachelor's and a master's degree in criminal justice. For additional information, contact

Professor Chitra Raghavan, Department of Psychology  
([212.237.8417](tel:212.237.8417), [bamadirector@jjay.cuny.edu](mailto:bamadirector@jjay.cuny.edu)).

**Study abroad.** Students in the College's Study Abroad Program may use some of their study abroad credits to substitute for related courses in the major. With regard to particular courses, the student should consult with the coordinator for the major. For information about the College's Study Abroad Program, contact Ms. Liza Carbajo ([212.484.1339](tel:212.484.1339), [lcarbajo@jjay.cuny.edu](mailto:lcarbajo@jjay.cuny.edu)).

**Additional requirement.** As part of this major, at least **one course** from PART THREE, PART FOUR or PART FIVE must be at the **300-level or above**.

**Additional information.** Students who enrolled for the first time at the College in September 2008 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Lloyd George Sealy Library.

## Credits

### PART ONE. CORE REQUIREMENTS

Subtotal: 6

Criminal Justice 101 Introduction to Criminal Justice  
Law 203 Constitutional Law

### PART TWO. SKILLS

Subtotal: 6

**Select one course from Category A and one from Category B.**

#### Category A. Computer Skills

**Select one**

Criminal Justice 255 Computer Applications in Criminal Justice  
Mathematics 279 Data Communications and the Internet  
Police Science 216 Crime Mapping  
Public Administration 241 Information in Public Management

#### Category B. Research Skills

**Select one**

Law 350 Introduction to Legal Research

Mathematics 220/Police Science 220/Fire Science 220 Survey of Concepts of Operations Research

Social Science Research 325 Research Methods in the Behavioral Sciences

Statistics 250 Principles and Methods of Statistics

### PART THREE. POLICE

Subtotal: 6

#### *Select two*

Criminal Justice 321/Philosophy 321 Police Ethics

Police Science 201 Police Organization and Administration

Police Science 202 Police and Community Relations

Police Science 204 The Patrol Function

Police Science 207 The Investigative Function

Police Science 210 Colloquium on Criminal Justice Literature

Police Science 227 Police Training Programs: Goals, Content and Administration

Police Science 235 Women in Policing

Police Science 245 Community Policing

Police Science 271/Psychology 271 Psychological Foundations of Police Work

Police Science 301 The Police Manager

Police Science 303 Personnel Administration and Supervision

Police Science 309 Comparative Police Systems

Police Science 315/Economics 315 An Economic Analysis of Crime

Police Science 340 Planning for Police Operations and Management

Police Science 350 Police Labor Relations

Police Science 355 Money and the Police Manager

Police Science 405 Organized Crime in America

Police Science 415 Seminar in Terrorism

Security 310 Emergency Planning

### PART FOUR. LAW AND THE COURTS

Subtotal: 6

#### *Select two*

Anthropology 330 American Cultural Pluralism and the Law

History 277 American Legal History

Law 202 Law and Evidence

Law 204 Criminal Law of New York

Law 206 The American Judiciary

Law 209 Criminal Law

Law 212 The Criminal Process and the Criminal Procedure Law

Law 259/Political Science 259 Comparative Criminal Justice Systems

Law 301 Jurisprudence

Law 310/Philosophy 310 Ethics and Law

Law 313/Political Science 313 The Law and Politics of Race Relations

Law 340 Employment Discrimination Law, Affirmative Action and Police Organization

Law 370/Psychology 370 Psychology and the Law

Law 401 Problems of Constitutional Development

Law 420/Public Administration 420 Contemporary Administration and the Judiciary

Political Science 308 State Courts and State Constitutional Law

Public Administration 360 Court Administration

Sociology 305 The Sociology of Law

### PART FIVE. CORRECTIONS

Subtotal: 6

#### *Select two*

Corrections 201 The Law and Institutional Treatment

Corrections 202 Administration of Correctional Programs for Juveniles

Corrections 230/Police Science 230 Sex Offenders in the Criminal Justice System

Corrections 282 Principles of Correctional Operations

Corrections 303 Comparative Correction Systems

Corrections 320 Race, Class and Gender in a Correctional Context

Philosophy 322/Criminal Justice 322 Judicial and Correctional Ethics

Psychology 272 Correctional Psychology

Sociology 216 Probation and Parole: Principles and Practices

Sociology 301 Penology

**PART SIX. SENIOR REQUIREMENT** Subtotal: 3**Select one**

Corrections 415 Major Works in Corrections  
 Criminal Justice 425 Seminar on Major Works in Criminal Justice  
 Police Science 401 Seminar in Police Problems  
 Political Science 435 Seminar in Judicial Processes and Politics

**Total: 33****CRIMINAL JUSTICE MANAGEMENT**

(formerly Criminal Justice Administration and Planning)

**(Bachelor of Science)**

The Criminal Justice Management major focuses on the development of leadership, supervision and analytic skills of students who aspire to executive positions in criminal justice agencies. The major is designed to introduce students to the American criminal justice system, expose students to management issues and methods, introduce ethical considerations, and provide students with basic academic and management skills.

**Credits required.** 39-42

**Prerequisites:** Political Science 101 (or Government 101) American Government and Politics and English 201 Composition II: Disciplinary Investigations – Exploring Writing Across the Disciplines. Each of these courses partially fulfills general education requirements.

**Coordinator.** Professor Richard Culp, Department of Public Management ([212.237.8929](tel:212.237.8929), [rculp@jjay.cuny.edu](mailto:rculp@jjay.cuny.edu))

**Baccalaureate/Master's Program in Criminal Justice Management.**

Qualified undergraduate students may enter the Baccalaureate/Master's Program and thereby graduate with both a bachelor's in criminal justice management, and either a master's in criminal justice or the Master of Public Administration degree. For additional information, contact Professor Chitra Raghavan ([212.237.8417](tel:212.237.8417), [bamadirector@jjay.cuny.edu](mailto:bamadirector@jjay.cuny.edu)).

**Additional information.** Students who enroll for the first time at the College in September 2011 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

**Credits****PART ONE. FOUNDATION COURSES** Subtotal: 9**Required**

Criminal Justice 101 Introduction to Criminal Justice  
 Political Science 230 Principles of Constitutional Government  
 Public Administration 240 Introduction to Public Administration

**PART TWO. MANAGEMENT COURSES** Subtotal: 12**Required**

English 235 Writing for Management, Business and Public Administration  
 Public Administration 241 Information in Public Management  
 Public Administration 314 Leadership, Supervision and Performance  
 Public Administration 318 Decisions in Crises

**PART THREE. TECHNICAL COURSES** Subtotal: 12**Select one**

Accounting 250 Introduction to Accounting  
 Public Administration 343 Administration of Financial Resources

**Select three**

Corrections 282 Principles of Correctional Operations  
 Fire Science 2XX Science Foundations of Emergency Management and Response  
 Police Science 201 Police Organization and Administration  
 Public Administration 360 Court Administration  
 Security 310 Emergency Planning

**Note:** In-service students in the uniformed services may apply up to 12 credits of external credit for advanced training approved by the College or by the American Council on Education (ACE), provided that the student's total external credits do not exceed curricular limitations on total external credits



toward a degree. Advanced training is training that is not part of the initial program of training for new uniformed service personnel.

**PART FOUR. CRIMINAL JUSTICE PLANNING AND POLICY ANALYSIS** Subtotal: 3

**Required**

Public Administration 348 Justice Planning and Policy Analysis

**PART FIVE. CAPSTONE SEMINAR** Subtotal: 3-6

**Select one**

Public Administration 402 Seminar and Internship in Public Administration

Public Administration 404 Practicum in Public Administration

Public Administration 445 Seminar in Justice Administration and Planning

**Note:** the internship or practicum must involve an agency with a criminal justice-related mission.

**Total: 39-42**

**CRIMINOLOGY**  
(Bachelor of Arts)

Criminology is the study of crimes, criminals, crime victims, theories explaining illegal and/or deviant behavior, the social reaction to crime and criminals, the effectiveness of anti-crime policies and the broader political terrain of social control. The major contains courses in sociology, other social science disciplines and the humanities. Students who are planning to attend graduate or professional schools and students who are currently working in criminal justice or other public service fields as well as those planning to do so in the future will find this major of interest.

**Credits required.** 36

**Prerequisites:** SOC 101 and PSY 101. These courses fulfill the College's general education requirements in the social sciences. Other courses also have prerequisites beyond courses previously taken in the major:

- In Part Three, any Economics course can be a prerequisite for ECO 360/SOC 360 Corporate and White-Collar Crime

- In Part Five, CRJ 101 or ICJ 101 is a prerequisite for PSC 216 Crime Mapping, AAS 110 or AAS 121 is a prerequisite for AAS 215 Police and the Ghetto, ECO 101 or ECO 170 is a prerequisite for ECO 315 /PSC 315 An Economic Analysis of Crime, PSY 242 is a prerequisite for PSY 372 Psychology of Criminal Behavior

**Honors Option.** Students with a cumulative 3.5 grade point average when they have completed 75 credits are eligible for a Criminology Honors track. The Honors track requires completion of 6 additional credits in the form of a two-semester research internship (SOC 430-431) or a research independent study. Consult the major coordinator for further information.

**Coordinator.** Professor Douglas Thompkins, Department of Sociology ([212.484.1118](tel:212.484.1118), [dthompkins@jjay.cuny.edu](mailto:dthompkins@jjay.cuny.edu))

**Additional information.** Certain courses are offered only in fall semesters and others only in spring semesters. Students who enrolled for the first time at the College in Fall 2010 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

**Credits**

**PART ONE. DISCIPLINARY REQUIREMENTS** Subtotal: 15

**Required**

Sociology 203 Criminology

Sociology 314 Theories of Social Order

Sociology 440b Senior Seminar in Criminology

Social Science Research 325 Research Methods in the Behavioral Sciences

Statistics 250 Principles and Methods of Statistics

**PART TWO. MULTI-DISCIPLINARY FOUNDATIONS**

Subtotal: 3

**Select one**

Anthropology 230 Culture and Crime

Economics 170 Introduction to the Economics of Crime and Social Problems

Law 310/Philosophy 310 Ethics and Law

Psychology 242 Abnormal Psychology

**PART THREE. APPLICATIONS OF CRIMINOLOGY**

Subtotal: 6

**Select two courses**

Sociology 301 Penology

Sociology 308 Sociology of Violence

Sociology 309 Juvenile Delinquency

Sociology 335 Migration and Crime

Sociology 3XX Special Topics in Criminology

Sociology 236/Criminal Justice 236 Victimology

Sociology 420/Criminal Justice 420 Women and Crime

**PART FOUR. ADVANCED METHODS**

Subtotal: 3

**Select one course**

Sociology 327 Advanced Sociological Methodology

Sociology 3XX Advanced Social Statistics

Sociology 3XX Qualitative Research Methods

Sociology 3XX Evaluation Research

**PART FIVE. ELECTIVES**

Subtotal: 9

**A. Multi-Disciplinary Electives****Select one**

African American Studies Sociology 215 Police and the Ghetto

Anthropology 330 American Cultural Pluralism and the Law

Anthropology 340 Anthropology and the Abnormal

Economics 315/Police Science 315 An Economic Analysis of Crime

Police Science 216 Crime Mapping

Psychology 372 Psychology of Criminal Behavior

Latin American and Latina/o Studies 325 The Latina/o Experience of Criminal Justice

**B. Sociology Electives****Select two**

Sociology 201 Urban Sociology

Sociology 206 Sociology of Conflict and Dispute Resolution

Sociology 222 Sociology of Mass Communication

Sociology 240 Social Deviance

Sociology 251 Sociology of Human Rights

Sociology 302 Social Problems

Sociology 305 The Sociology of Law

Sociology 351 Crime and Delinquency in Asia

Sociology 405 Social Systems/Modern Organizations

Sociology 2XX Race, Racism and Crime

Sociology 202/Psychology 202 The Family: Changes, Challenges and Crisis Intervention

**Total: 36****CULTURE AND DEVIANCE STUDIES**

(formerly Deviant Behavior and Social Control)

**(Bachelor of Arts)**

The major in Culture and Deviance Studies is designed to provide students with a basic interdisciplinary understanding of deviance as a concept of difference and diversity within the framework of cross-cultural research and how deviance has been related to important social problems and institutional responses to treat and control them. This foundation is enhanced by a comprehensive and critical understanding of cultural variation and macro- and micro-social and historical contexts as these apply to human conflict. This major also teaches students the ethnographic and ethnological perspectives and skills used in professional field research, while maintaining strong interdisciplinary content. The Culture and Deviance Studies major prepares students to be professionally effective in diverse and challenging fields, including social services, protective and corrective services, probation, parole, community reintegration and treatment. The research, writing, and interdisciplinary theoretical training provide majors with the background necessary for graduate programs in social work, law, or the social sciences. The core requirements

pertain to theory, ethnographic methods, cross-cultural research and analysis, while electives demonstrate applications of both theory and method to particular problems.

**Credits required.** 33

**Prerequisites:** ANT 101 and SOC 101. These courses fulfill the College's general education requirements in the social sciences.

**Coordinator.** Professor Elizabeth Hegeman, Department of Anthropology ([212.237.8289](tel:212.237.8289), [ehegeman@jjay.cuny.edu](mailto:ehegeman@jjay.cuny.edu))

**Additional Information.** Students who enrolled for the first time at the College in September 2010 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

## Credits

**PART ONE. ANTHROPOLOGY CORE** Subtotal: 15  
**Required**

Anthropology 208 Cities and Culture  
Anthropology 210/ Psychology 210/Sociology 210 Sex and Culture  
Anthropology 330 American Cultural Pluralism and the Law  
Anthropology 340 Anthropology and the Abnormal  
Anthropology 450/Psychology 450/Sociology 450 Major Works in Deviance and Social Control

**PART TWO. INTERDISCIPLINARY CORE** Subtotal: 6  
**Required**

Statistics 250 Principles and Methods of Statistics

**Select one**

Psychology 221 Social Psychology  
Sociology 314 Theories of Social Order

**PART THREE. THEMATIC CLUSTERS** Subtotal: 12

**Select four of the following courses. Only two may be at the 100-level. (Note:** Students are encouraged, but not required, to take at least two courses in one of the clusters below).

The Culture and Deviance Studies major enables students to select thematic clusters both across disciplines and within disciplines. Thus students are advised to consult the College Bulletin course descriptions for specific prerequisite information for particular courses. For example, all GOV, POL, PSC, PSY, and SOC courses require a 101 prerequisite in their respective disciplines. Students are advised to plan their cluster course selections with this in mind. Likewise, some 200-, 300-, and 400-level courses are sequence-based, meaning that the topic and theme is continued at the upper-level, if students wish to pursue further study of a topic or subject. A student wishing to concentrate their courses beyond the anthropology core in psychology should be aware that, for example, PSY 331 requires PSY 266 and PSY 268 as prerequisites. PSY 350 requires PSY 266, PSY 268 as well as PSY 331 as prerequisites. Please note that some concentration courses do not require specific prerequisites beyond the basic 101-level but do require sophomore or junior standing or permission of the instructor..

### A. Abuse, Interpersonal Relationships and Human Services

Anthropology 110/Psychology 110/Sociology 110 Drug and Alcohol Use and Abuse in American Society

Anthropology 224/Philosophy 224/Psychology 224/Sociology 224 Death, Dying and Society: A Life Crises Management Issue

Latin American and Latina/o Studies 265/History 265 Class, Race and Family in Latin American History

Psychology 232 Psychology of Adolescence and the Adolescent Offender

Psychology 234 Psychology of Human Sexuality

Psychology 236 Group Dynamics

Psychology 255 Group Dynamics in Chemical Dependency Counseling

Psychology 266 Psychology of Alcoholism and Substance Abuse

Psychology 268 Therapeutic Interventions in Chemical Dependency

Psychology 275 Family Conflict and the Family Court

Psychology 331/Counseling 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling

Psychology 342/Counseling 342 Introduction to Counseling Psychology

Psychology 350/Counseling 350 Advanced Topics in Chemical Dependency Counseling

Psychology 480 Ethical and Professional Issues in Chemical Dependency Counseling

Sociology 160 Social Aspects of Alcohol Abuse

Sociology 161 Chemical Dependency and the Dysfunctional Family

Sociology 380 Laboratory in Dispute Resolution Skill Building

Sociology 435 Current Controversies in Alcoholism and Substance Abuse

### **B. Crime, Deviance, Institutions and Culture**

African American Studies Justice 210 Drugs and Crime in Africa

African American Studies Justice 230/ Latin American and Latina/o Studies 230 Comparative Perspectives on Crime in the Caribbean

Anthropology 230 Culture and Crime

Anthropology 315 Systems of Law

Anthropology 328/English 328 Forensic Linguistics: Language as Evidence in the Courts

Anthropology 445/Psychology 445 Culture, Psychopathology and Healing

Corrections 101 Introduction to Corrections

Corrections 201 The Law and Institutional Treatment

Corrections 202 The Administration of Correctional Programs for Juveniles

Corrections 250 Rehabilitation of the Offender

Economics 170 Introduction to the Economics of Crime and Social Problems

Economics 215 Economics of Regulation and the Law

Economics 315/Police Science 315 An Economic Analysis of Crime

History 224 History of Crime in New York City

History 320 History of Crime and Punishment in the United States

Police Science 101 Introduction to Police Studies

Police Science 201 Police Organization and Administration

Police Science 235 Women in Policing

Political Science 250 International Law and Justice

Political Science 375 Law, Order, Justice and Society

Psychology 242 Abnormal Psychology

Psychology 272 Correctional Psychology

Psychology 372 Psychology of Criminal Behavior

Psychology 370/Law 370 Psychology and the Law

Sociology 203 Criminology

Sociology 216 Probation and Parole: Principles and Practices

Sociology 240 Social Deviance

Sociology 301 Penology

Sociology 308 Sociology of Violence

### **C. Individual and Group Identities and Inequalities**

African-American Studies Economics 250 Political Economy of Racism

African American Studies Justice 220 Law and Justice in Africa

African-American Studies Sociology 237 Institutional Racism

Anthropology 212 Applied Anthropology

Anthropology 330 American Cultural Pluralism and the Law

History 214 Immigration and Ethnicity in the United States

Latin American and Latina/o Studies 220 Human Rights and Law in Latin America

Latin American and Latina/o Studies 241 Puerto Rican/Latina/o Experience in Urban United States Settings

Latin American and Latina/o Studies 250 Drugs, Crime and Law in Latin America

Latin American and Latina/o Studies 255 The Latin American Woman

Latin American and Latina/o Studies 321 Puerto Rican/Latina/o Community Fieldwork

Latin American and Latina/o Studies 322 Civil Rights and Civil Liberties in Urban Latina/o Communities

Latin American and Latina/o Studies 325 The Latina/o Experience of Criminal Justice

Latin American and Latina/o Studies 267/African American Studies History 267/History 267 History of Caribbean Migrations to the United States

Latin American and Latina/o Studies 261/History 261 Revolution and Social Change in Contemporary Latin America

Law 313/Political Science 313 The Law and Politics of Race Relations

Political Science 320 International Human Rights

Psychology 228 Psychology and Women

Sociology 215 Social Control and Gender: Women in American Society

Sociology 309 Juvenile Delinquency

Sociology 351 Crime and Delinquency in Asia

Sociology 420/Criminal Justice 420 Women and Crime

**Total: 33**

## ECONOMICS

**(Bachelor of Science)**

Economics is the study of how people and societies make choices to accomplish individual and social purposes. In this major, students learn about individual, national and global economic behavior, and then apply theoretical insights and methods of analysis to contemporary challenges involving crime, social justice, and the investigation of fraud and corruption.

**Credits required:** 36 or more, depending upon the completion of prerequisites (if needed).

**Prerequisites:** ECO 101 is a prerequisite for required courses in the Economics major and also fulfills one of the College's general education requirements in the social sciences. Transfer students who have completed 18 credits or more in economics and/or accounting are waived from the ECO 101 prerequisite.

Students considering graduate programs in economics should consider additional mathematics and statistics courses as free electives, part of a minor, or as electives within Concentration A. Concentration A includes MAT 241 Calculus I and MAT 242 Calculus II as course options. MAT 241 requires MAT 141 as a prerequisite, which can fulfill general education requirements in mathematics. Students are strongly advised to discuss graduate school options early in their progression through the major.

**Coordinators.** Professor Jay Hamilton, Department of Economics (212.237.8093, [jhamilton@jjay.cuny.edu](mailto:jhamilton@jjay.cuny.edu)) or for Forensic Financial Analysis specialization Professor Randall LaSalle, Department of Economics (212.484.1308, [rlasalle@jjay.cuny.edu](mailto:rlasalle@jjay.cuny.edu)).

## Credits

### PART ONE. ECONOMIC FOUNDATIONS

Subtotal: 12

#### **Required**

Accounting 250 Introduction to Accounting

Accounting 307 Forensic Accounting I

Economics 220 Macroeconomics

Economics 225 Microeconomics

### PART TWO. INTERDISCIPLINARY PERSPECTIVES

Subtotal: 9

#### **Required**

Criminal Justice 101 Introduction to Criminal Justice

Law 202 Law and Evidence

Statistics 250 Principles and Methods of Statistics

### PART THREE. CAPSTONE

Subtotal: 3

#### **Select one**

Economics 405 Seminar in Economics and Crime

*(recommended for Specialization A or B)*

Accounting 410 Seminar in Forensic Financial Analysis

*(recommended for Specialization B or C)*

### PART FOUR. SPECIALIZATIONS

Subtotal: 12

**Select one specialization. Four courses must be completed in the specialization selected.**

#### **Specialization A. Economic Analysis**

##### **Required**

Economics 315/Police Science 315 An Economic Analysis of Crime

##### **Electives**

##### **Select three**

African-American Studies Economics 250 Political Economy of Racism

Economics 231 Global Economic Development and Crime

Economics 245 International Economics

Economics 260 Environmental Economics, Regulation and Policy

Economics 265 Introduction to Public Sector Economics

Economics 270 Urban Economics

Economics 280 Economics of Labor  
 Economics 324 Money & Banking  
 Economics 360/Sociology 360 Corporate and White-Collar Crime  
 Fire Science 104 Risk Management  
 Mathematics 241 Calculus I  
 Mathematics 242 Calculus II

### Specialization B. Investigation of Economic Crimes

#### Required

Accounting 251 Introduction to Management Accounting  
 Economics 315/Police Science 315 An Economic Analysis of Crime

#### Electives

#### Select two

Accounting 265 Digital Forensics for Fraud Examiners  
 Accounting 308 Auditing  
 Economics 215 Economics of Regulation and the Law  
 Economics 260 Environmental Economics, Regulation and Policy  
 Economics 324 Money & Banking  
 Economics 360/Sociology 360 Corporate and White-Collar Crime  
 Police Science 207 The Investigative Function

### Specialization C. Forensic Financial Analysis

#### Required

Accounting 308 Auditing  
 Accounting 309 Forensic Accounting II

#### Electives

#### Select two

Accounting 265 Digital Forensics for the Fraud Examiner  
 Economics 215 Economics of Regulation and the Law  
 Economics 235 Finance for Forensic Economics  
 Economics 330 Quantitative Methods for Decision Makers  
 Economics 360/Sociology 360 Corporate and White-Collar Crime  
 Law 203 Constitutional Law

**Total: 36**

## ENGLISH (Bachelor of Arts)

English majors read, discuss, and write about literature, film, popular culture and the law from a variety of perspectives. In doing so, they build skills in critical reading and analysis, verbal presentation, argumentation, and persuasive writing. In John Jay's unique English curriculum, students acquire a comprehensive and varied foundation in literary study, and then choose either an optional concentration in Literature and the Law or pursue the field of Literature in greater depth. The major prepares students for a variety of careers and graduate work in law, public policy, business, education, writing, and government.

**Credits required.** 36

**Prerequisites.** ENG 102 or 201, and one general education Literature course: LIT 230, LIT 231, LIT 232, LIT 233

**Coordinator.** Professor Allison Pease ([212.237.8565](tel:212.237.8565), [apease@jjay.cuny.edu](mailto:apease@jjay.cuny.edu))

**Honors Option.** To receive Honors in Literature, a student must take both the Literature Seminar and an Independent Study that includes a research project, maintaining a GPA of 3.5 within the major. To receive Honors in Literature and the Law, a student must take both the Literature and the Law Seminar and an Independent Study that includes a research project, maintaining a GPA of 3.5 within the major.

## Credits

### PART ONE. CRITICAL SKILLS

Subtotal: 3

#### Required

Literature 260 Introduction to Literary Study

### PART TWO. HISTORICAL PERSPECTIVES

Subtotal: 12

#### Choose four

Literature 370 Topics in Ancient Literature

Literature 371 Topics in Medieval Literature

Literature 372 Topics in Early Modern Literature

Literature 373 Topics in Seventeenth- and Eighteenth-Century Literature

Literature 374 Topics in Nineteenth-Century Literature

Literature 375 Topics in Twentieth-Century Literature

**PART THREE. CRITICAL METHODS** Subtotal: 3

**Required**

Literature 300 Text and Context

**PART FOUR. LITERATURE AND THE LAW** Subtotal: 3

**Required**

Literature 305 Foundations of Literature and Law

**PART FIVE. ELECTIVES** Subtotal: 12

**Choose any four literature courses (LIT); if concentrating in Literature and the Law, choose at least two of the courses identified with asterisks.**

Literature 203 New York City in Literature

Literature 212 Literature of the African World

Literature 219 The Word as Weapon\*

Literature 223/African American Studies Literature 223 African-American Literature

Literature 284 Film and Society

Literature 290 Special Topics

Literature 309 Contemporary Fiction

Literature 311 Literature and Ethics\*

Literature 313 Shakespeare

Literature 314 Shakespeare and Justice\*

Literature 315 American Literature and the Law\*

Literature 316 Gender and Identity in Literary Traditions

Literature 319 Law and Justice in European Medieval Literature\*

Literature 323 The Crime Film\*

Literature 327 Crime and Punishment in Literature\*

Literature 330 Alfred Hitchcock

Literature 332 Martin Scorsese and Spike Lee

Literature 342 Perspectives on Literature and Human Rights\*

Literature 344 Caribbean Literature and Culture

Literature 346 Cultures in Conflict

Literature 360 Mythology in Literature

Literature 340/African American Studies Literature 340 The African American Experience in America: Comparative Racial Perspectives

**Courses with an asterisk [\*] identify courses that can be counted toward the LIT and the LAW concentration. The list of elective courses above is illustrative and not exhaustive. Students should consult the current course schedule for offerings in Literature [LIT].**

**PART SIX. MAJOR SEMINAR** Subtotal: 3

**Choose one ( if concentrating in Literature and the Law, choose Literature and the Law Seminar)**

Literature 400 Senior Seminar in Literature

Literature 405 Senior Seminar in Literature and Law

**Total: 36**

## **FIRE AND EMERGENCY SERVICE (Bachelor of Arts)**

The major in Fire and Emergency Service provides a foundation in fire and emergency services, with related courses in management and administration. The major prepares students for careers in fire services, emergency management and administrative aspects of emergency medical services.

**Credits required.** 33

**Coordinator.** Professor Robert Till, Department of Protection Management ([212.484.1379](tel:212.484.1379), [rtill@jjay.cuny.edu](mailto:rtill@jjay.cuny.edu))

**Additional information.** Students who enrolled for the first time in September 1998 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major (BA in Fire Service Administration). A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

	Credits
<b>PART ONE. CORE COURSES</b>	Subtotal: 24
<b>Required</b>	
Fire Science 101 Introduction to Fire Science	
Fire Science 104 Risk Management	
Fire Science 350 Management Applications in Fire Protection	
Fire Science 401 Seminar in Fire Protection Problems	
Public Administration 240 Introduction to Public Management	
Public Administration 241 Information in Public Management	
Public Administration 343 Administration of Financial Resources	
Public Administration 346 Human Resource Administration	
<b>PART TWO. SPECIALIZATION REQUIREMENTS</b>	Subtotal: 9
<b>Select one specialization and complete 3 courses</b>	
<b>Fire Service</b>	
Fire Science 209 Analysis of Urban Hazardous Materials, Tactics and Strategy	
Fire Science 210 Fire Safety Administration	
Fire Science 230 Building Construction and Life Safety Systems I	
<b>Emergency Medical Services</b>	
Students must have taken and passed the New York State Department of Health certification examination for the AEMT-IV paramedic (or an equivalent certification from another jurisdiction as determined by the Program Coordinator). Nine transfer credits will be applied toward this specialization.	
<b>Emergency Management</b>	
Fire Science 209 Analysis of Urban Hazardous Materials, Tactics and Strategy	
Fire Science 319 Hazard Identification and Mitigation	
Security 101 Introduction to Security	
	<b>Total: 33</b>

## FIRE SCIENCE

### (Bachelor of Science)

The Fire Science major prepares students for a fire service or fire protection career by providing an overall understanding of the scope, content and literature of fire science, and developing key skills necessary for effecting fire safety in the public and private sectors. Public sector career opportunities include working directly in federal, state and local fire organizations. Private sector career opportunities include working with architects in building code consulting, fire protection systems design (such as design of sprinkler and alarm systems), and other related areas.

#### *Credits required.* 42

**Prerequisites:** MAT 241 is the prerequisite for PHY 203. MAT 242 is a prerequisite or co-requisite for PHY 203. These courses will fulfill the mathematics general education requirements.

MAT 242 and PHY 203 are prerequisites for PHY 204.

The prerequisite for CHE 103 is placement into MAT 141 or higher; or placement into MAT 104 or MAT 105 and a score of 80% or higher in the New York State Chemistry Regents. Placement is determined by the CUNY Assessment Test in Mathematics. Students who did not take the New York State Chemistry Regents will need the permission of the Department of Sciences.

**Coordinator.** Professor Robert Till, Department of Protection Management ([212.484.1379](tel:212.484.1379), [rtill@jjay.cuny.edu](mailto:rtill@jjay.cuny.edu))

**Additional information.** This major requires completion of CHE 103 or CHE 101 and CHE 102, and one semester of physics. These courses fulfill the College's general education requirements in science.

Students who enroll at the College for the first time in September 2011 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier



version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

### Credits

PART ONE. SCIENCE REQUIREMENTS Subtotal: 9

*Required*

Chemistry 101-102 General Chemistry I-A and I-B *or*

Chemistry 103 General Chemistry I

*In addition*, one of the following physics courses:

Physics 101 College Physics I *or*

Physics 203 General Physics I

PART TWO. CORE REQUIREMENTS Subtotal: 21

*Required*

Fire Science 101 Introduction to Fire Science

Fire Science 210 Fire Safety Administration

Fire Science 230 Building Construction and Life Safety Systems I

Fire Science 257 Fire Dynamics

Fire Science 330 Building Construction and Life Safety Systems II

Fire Science 401 Seminar in Fire Protection Problems

Fire Science 2XX Science Foundations of Emergency Management and Response

PART THREE. ELECTIVES Subtotal: 12

*Select four*

Fire Science 106 Safety Engineering

Fire Science 202 Fire Protection Systems

Fire Science 205 Fire Service Hydraulics

Fire Science 207 Water-Based Fire Suppression Systems

Fire Science 220/Mathematics 220/Police Science 220 Survey of the Concepts of Operations Research

Fire Science 303 Fire Investigation

Total: 42

## FORENSIC PSYCHOLOGY

### (Bachelor of Arts)

The Forensic Psychology major is designed for students who are interested in the relationship between psychology and the criminal justice system. The mission of the Forensic Psychology major is to enhance students' understanding of individual behavior, in terms of its biological, cognitive, social and emotional components and their interaction, and its effects on the broader community. Students will learn to employ an empirical approach to understand human behavior. The major prepares students for a number of careers and graduate work in psychology, social work, law enforcement, or other criminal justice professions.

*Credits required.* 40-46

*Prerequisite.* PSY 101, which does not count toward the 40 credits required in the major. This course partially fulfills the College's general education requirements in the social sciences.

*Coordinators.* Professor Thomas Kucharski, Chair, Department of Psychology ([212.237.8783](tel:212.237.8783), [tkucharski@jjay.cuny.edu](mailto:tkucharski@jjay.cuny.edu)), Professor Daryl Wout, Deputy Chair for Advising ([646.557.4652](tel:646.557.4652), [dwout@jjay.cuny.edu](mailto:dwout@jjay.cuny.edu))

*Internship Program.* Students can receive practical experience in forensic psychology by enrolling in PSY 378, which offers fieldwork placements in such settings as hospitals for emotionally disturbed offenders, prisons and agencies related to the family court or otherwise offering treatment services to youthful offenders.

*Baccalaureate/Master's Program in Forensic Psychology.* Qualified undergraduate students may enter the BA/MA Program and thereby graduate with both a bachelor's and a master's degree in forensic psychology. For additional information, contact Professor Chitra Raghavan, Department of Psychology ([212.237.8417](tel:212.237.8417), [bamadirector@jjay.cuny.edu](mailto:bamadirector@jjay.cuny.edu)).

*Additional information.* Students who enroll for the first time at the College in September 2011 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may

choose either the form shown here or the earlier version of the major.

A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

## Credits

### PART ONE. CORE COURSES

Subtotal: 22

#### **Required**

Psychology 200 Cognitive Psychology  
 Psychology 221 Social Psychology  
 Psychology 231 Developmental Psychology  
 Psychology 242 Abnormal Psychology  
 Psychology 311 Research Methods in Psychology  
 Psychology 370/Law 370 Psychology and the Law  
 Statistics 250 Principles and Methods of Statistics

### PART TWO. CORE ELECTIVES

Subtotal: 6

#### **Select two**

Psychology 243 Theories of Personality  
 Psychology 3XX Brain and Behavior  
 Psychology 3XX Perception  
 Psychology 3XX Learning and Memory  
 Psychology 3XX Multicultural Psychology  
 Psychology 3XX History of Psychology

### PART THREE. GENERAL ELECTIVES

Subtotal: 6

#### **Select two**

Psychology 228 Psychology and Women  
 Psychology 232 Psychology of Adolescence and the Adolescent Offender  
 Psychology 236 Group Dynamics  
 Psychology 240/African American Studies Psychology 240 Psychology of Oppression  
 Psychology 266 Psychology of Alcoholism and Drug Abuse  
 Psychology 272 Correctional Psychology  
 Psychology 275 Family Conflict and the Family Court  
 Psychology 342/Counseling 342 Introduction to Counseling Psychology

Psychology 372 Psychology of Criminal Behavior

Psychology 378 Fieldwork in Forensic Psychology I **OR** PSY 3XX Supervised Research Experience

Psychology 442 Key Concepts in Psychotherapy

Psychology 445/Anthropology 445 Culture, Psychopathology and Healing

Psychology 3XX Tests and Measurements

### PART FOUR. CAPSTONE REQUIREMENTS Subtotal: 6

#### **Select two**

Psychology 421 Forensic, Social and Experimental Psychology  
 Psychology 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System  
 Psychology 4XX Advanced Research in Psychology  
 Psychology 4XX Clinical Topics in Forensic Psychology  
 Psychology 4XX Seminar in Forensic Psychology

### PART FIVE. HONORS THESIS IN PSYCHOLOGY (OPTIONAL)

Subtotal: 0-6

Psychology 4XX-4YY Honors Thesis I & II

**Total: 40-46**

## FORENSIC SCIENCE

### (Bachelor of Science)

The major in Forensic Science is designed to provide academic and professional training for students seeking to work in forensic science laboratories, or who are planning to pursue careers as research scientists, teachers or medical professionals. The major draws primarily from chemistry (organic, analytical and physical) with courses in biology, physics and law. Students may specialize in one of three tracks: Criminalistics, Molecular Biology, or Toxicology.

**Credits required.** 73 or more, depending upon the completion of prerequisites (if needed).

**Mathematics Requirement.** Two semesters of calculus (MAT 241 and MAT 242) are required as well as one semester of probability and statistics (MAT 301). It is recommended that the MAT 241-242

sequence be completed as soon as possible since MAT 241 is a prerequisite for PHY 203 and MAT 242 is a prerequisite for PHY 204. Physics is placed in the sophomore year of the three-year common core for all Forensic Science majors.

**Coordinator.** Professor Larry Kobilinsky, Department of Sciences (212.237.8884, [lkobilinsky@jjay.cuny.edu](mailto:lkobilinsky@jjay.cuny.edu)). Referrals will be made to faculty in each of the tracks within the major.

**Science Internship Directors.** Peter Diaczuk for forensic science laboratory internships (212.484.1176, [pdiaczuk@jjay.cuny.edu](mailto:pdiaczuk@jjay.cuny.edu)), Professor Ronald Pilette for research internships (212.237.8989, [rpilette@jjay.cuny.edu](mailto:rpilette@jjay.cuny.edu))

**Additional information.** An internship is required for the forensic science degree. This can be fulfilled by either FOS 401 or FOS 402 (see course descriptions in Chapter 2 of this bulletin). The internship requirement is to be completed after the junior year in the Forensic Science major progression. Certain courses are offered only in the fall semesters while others are offered only in the spring semesters. Consult the course descriptions in this bulletin or the designated coordinator for proper program planning. Please note that certain courses have specific prerequisites that must be taken for timely progression through the major. The chemistry or biology taken in the freshman year of the Forensic Science major fulfills the science component of the general education requirements.

Students who enrolled for the first time at the College in September 2009 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

**Prerequisite information.** To be placed into BIO 103, students must have an SAT Verbal score of 520 or higher; or completion of the New York State Biology Regents with a score of at least 80%. Students who have not taken the New York State Biology Regents will need departmental permission. Students not meeting these

criteria must complete the BIO 101-102 sequence (or equivalent) in lieu of BIO 103.

To be placed into CHE 103, students must be eligible to take MAT 141 or higher; or be taking MAT 104 or MAT 105 and have earned a score of 80% or higher on the New York State Chemistry Regents. Placement will be determined by the CUNY Assessment Test in Mathematics. Students who did not take the New York State Chemistry Regents will need departmental permission. Students not meeting these criteria must complete the CHE 101-102 sequence (or equivalent) instead of CHE 103. For physics prerequisites, see mathematics requirement noted above.

**Academic Standards/GPA Requirement.** Students must maintain a GPA of 2.0 or better in the science and mathematics courses of the major to qualify for progression to the sophomore- and junior-level courses in the major. Students not maintaining the necessary GPA will be dropped from the major. Students may request a waiver of this requirement by appealing to the department chairperson.

**Please note: the majority of courses required for the degree in Forensic Science are not available in the evening.**

## Credits

### Science Requirements: First Three Years

Freshman year Subtotal: 18

**Required**

Biology 103-104 Modern Biology I and II, *or*

Biology 101-102 Paced Modern Biology I-A and I-B, and  
Biology 104 Modern Biology II

Chemistry 103-104 General Chemistry I and II, *or*

Chemistry 101-102 General Chemistry I-A and I-B, and Chemistry  
104 General Chemistry II

Sophomore year Subtotal: 23

**Required**

Chemistry 201-202 Organic Chemistry I and II

Chemistry 220 Quantitative Analysis

Law 202 Law and Evidence

Physics 203-204 General Physics I and II

Junior year Subtotal: 18

Chemistry 302 Physical Chemistry II

Chemistry 315 Biochemistry

Chemistry 320-321 Instrumental Analysis I and II

Mathematics 301 Probability and Mathematical Statistics I

CRIMINALISTICS TRACK Subtotal: 14

Junior year

Forensic Science 313 An Introduction to Criminalistics for Forensic Science Majors

Senior year

Forensic Science 401 Forensic Science Laboratory Internship, *or*

Forensic Science 402 Undergraduate Research Internship, *and*

Forensic Science 415-416 Forensic Science Laboratory I and II

TOXICOLOGY TRACK Subtotal: 14

Junior year

Toxicology 313 Toxicology of Environmental and Industrial Agents

Senior year

Forensic Science 401 Forensic Science Laboratory Internship, *or*

Forensic Science 402 Undergraduate Research Internship, *and*

Toxicology 415 Forensic Pharmacology

Toxicology 416 Analytical Toxicology

MOLECULAR BIOLOGY TRACK Subtotal: 14

Junior year

Biology 315 Genetics

Senior year

Biology 412-413 Molecular Biology I and II

Forensic Science 401 Forensic Science Laboratory Internship, *or*

Forensic Science 402 Undergraduate Research Internship

**Total: 73**

## GENDER STUDIES

**(Bachelor of Arts)**

The Gender Studies major explores how gender and sexuality influence constructions of human identity historically and culturally, and how these in turn shape human development, behavior, and the processes of justice. Students in the major will learn to examine gender and sexuality from a broad variety of academic perspectives. As such, they become versatile thinkers with strong skills in critical problem solving, research, data collection, and writing. The Gender Studies major has been designed in the best tradition of liberal arts study: courses are structured to support independent inquiry, ethical reflection, and critical thought, and they culminate in a final research project that enables students to test their skills on a question of their own choosing. Students graduating with a BA in Gender Studies go on to a wide variety of careers and post-graduate study, including the arts, business, education, health care, media, politics, law, public policy and social work.

**Credits required.** 36

**Coordinator.** Professor Katie Gentile, Department of Counseling  
(212.237.8110, [kgentile@jjay.cuny.edu](mailto:kgentile@jjay.cuny.edu))

### Credits

PART ONE. HISTORICAL AND THEORETICAL FOUNDATIONS

Subtotal: 12

**Required**

Gender Studies 101 Introduction to Gender Studies

Gender Studies 205 Gender and Justice

Gender Studies 255/Biology 255 The Biology of Gender and Sexuality

Gender Studies 364/History 364 History of Gender and Sexuality: Prehistory to 1650

PART TWO. CRITICAL METHODS

Subtotal: 3

**Required**

Gender Studies 333/Philosophy 333 Theories of Gender and Sexuality

PART THREE. RESEARCH METHODS

Subtotal: 3

**Choose one**

Social Science Research 325 Research Methods in the Behavioral Sciences

Humanities and Justice 315 Research Methods in Humanities and Justice Studies

**PART FOUR. SENIOR SEMINAR** Subtotal: 3

**Required**

Gender Studies 401 Senior Seminar

**PART FIVE. GENDER STUDIES AREA ELECTIVES**

Subtotal: 15

Students select five electives from Gender Studies-designated courses and may substitute a semester-long internship in a gender-related field for one elective. To ensure that students are exposed to significant and significantly different approaches to thinking about gender and sexuality, students must take at least one course in each of the following categories:

**Category A. U.S. and/or Global Ethnic/Racial, Gender, and Sexual Diversity**

These courses focus on non-dominant U.S. constructions of gender and sexuality internationally and among diverse communities and cultures in the United States. Recognizing that gender and sexuality are defined as much by their positioning within global political, social and economic systems as by their individual racial, ethnic, religious, class or sexual identity, this cluster offers a comparative look at both the individual and the global aspects of gender and sexuality. Courses that satisfy this requirement will examine the diversity of histories, experiences and cultures within the United States or internationally.

African-American Studies Psychology 245 Psychology of the African- American Family

Art 224/.African-American Studies Art 224 African-American Women in Art

Corrections 320 Race, Class and Gender in a Correctional Context

Drama 243 Black Female Sexuality in Film

Gender Studies 356/ History 356 Sexuality, Gender and Culture in Muslim Societies

History 265/Latin American and Latina/o Studies 265 Class, Race, and Family in Latin American History

Latin American and Latina/o Studies 255 The Latin American Woman

Sociology 333 Gender Issues in International Criminal Justice

**Category B. Art, Media, Literary and Cultural Representations of Gender and Sexuality**

These courses focus on the study of art, media, literature and cultural production both as sites of theoretical and political work about gender and sexuality and as sources of the construction and representation of gendered/sexed identities. Courses that satisfy this requirement will examine forms of expression and representation, such as literature, art, philosophy, theory, and cinema, as constitutive and contested arenas of sexuality and gender.

Art 224/African-American Studies Art 224 African American Women in Art

Literature 316 Gender and Identity in Literary Traditions

Drama 245 Women in Theatre

Drama 243 Black Female Sexuality in Film

**Category C. Socio-Political and Economic Systems and Gender & Sexuality**

These courses address the construction of gender and sexuality within the legal, economic and social structures of our society. They look at the very pragmatic ways that societies both reinforce and undermine gender and sexuality through their policies and social practices. Courses that satisfy this requirement will investigate historical or contemporary gender and sexuality within law, sociology, economics, government, criminology and psychology.

African-American Studies Psychology 245 Psychology of the African-American Family

African-American Studies Sociology 248 Men: Masculinities in the United States

Anthropology 210/ Psychology 210/ Sociology 210 Sex and Culture

Corrections 230/Police Science 230 Sex Offenders in the Criminal Justice System

Corrections 320 Race, Class and Gender in a Correctional Context

Criminal Justice 420/Sociology 420 Women and Crime

Counseling 360 Counseling in Gender and Work Life

Economics 3XX Economics of Gender

History 265/Latin American and Latina/o Studies 265 Class, Race, and Family in Latin American History

Police Science 235 Women in Policing

Political Science 237 Women and Politics

Political Science 318 The Law and Politics of Sexual Orientation

Political Science 319 Gender and the Law

Psychology 228 Psychology and Women

Psychology 234 Psychology of Human Sexuality

Sociology 215 Social Control and Gender: Women in American Society

Sociology 333 Gender Issues in International Criminal Justice

Students must consult with the Gender Studies Major Coordinator to ensure adequate coverage. Individual courses count toward one category of elective only.

In addition to the regularly offered electives listed above, a number of unique electives that count toward the major will be offered each semester. The Director of the Gender Studies Program will compile a list each semester and disperse it amongst Gender Studies majors and minors.

**Total: 36**

## GLOBAL HISTORY (Bachelor of Arts)

The Global History major is derived from the discipline of global history, which emphasizes interactions and collisions between and among cultures. The major offers undergraduates the chance to become specialists in their chosen period of the history of the world, either prehistory - 500 CE, 500 - 1650, or 1650 – the present. After completing the required three-part survey in global history, students choose the period that most interests them and pursue electives and research topics from it. Electives cover a wide range of topics, but all of them embrace the principles of global history rather than producing students with a narrow and specialized geographic focus. The required skills courses introduce students to the major schools of historical thought, varied techniques and approaches to doing historical research, and provide them with the opportunity to do original research in their capstone seminars. Honors students will have the opportunity to produce a senior thesis over the course of their final year of study under the guidance of a faculty mentor.

*Credits required.* 36

*Coordinator.* Professor Gregory "Fritz" Umbach, Department of History, (646.557.2823, [gumbach@jjay.cuny.edu](mailto:gumbach@jjay.cuny.edu))

### Credits

PART ONE. Introductory

Subtotal: 9

#### *Required*

History 203 Global History: Prehistory to 500 CE

History 204 Global History: 500 - 1650

History 205 Global History: 1650 - present

PART TWO. Research and Methodology

Subtotal: 6

#### *Required*

History 240 Historiography

History 300 Research Methods in History

**PART THREE. Chronological Tracks** Subtotal: 15-18

Students will choose one of three chronological tracks: Prehistory to 500 CE; 500 - 1650; or 1650 to the Present. Students will complete six elective courses (18 credits). History majors who are in the Honors track will complete five elective courses (15 credits). Two of the elective courses for all students must be at the 300-level or above.

**Category A. Prehistory to 500 CE**

Art 222 Body Politics and Art in Global & Historical Perspectives  
 History 252 Warfare in the Ancient Near East and Egypt  
 History 254 History of Ancient Greece and Rome  
 History 264 China to 1650  
 History 323 History of Lynching and Collective Violence  
 History 354 Law and Society in Ancient Athens and Rome  
 History 362 History of Science and Medicine: Prehistory to 1650  
 History 366 Religions of the Ancient World  
 History 364/Gender Studies 364 History of Gender and Sexuality: Prehistory to 1650  
 History 370 Ancient Egypt

**Category B. 500 – 1650**

Art 222 Body Politics and Art in Global & Historical Perspectives  
 History 256 The History of Muslim Societies and Communities  
 History 264 China to 1650  
 History 2XX History of Justice in Islamic Societies  
 History 2XX History of the Caribbean  
 History 323 History of Lynching and Collective Violence  
 History 362 History of Science and Medicine: Prehistory to 1650  
 History 383 The History of Terrorism  
 History 3XX Genocide: 500 to the Present  
 History 3XX African Diaspora History I: To 1808  
 History 356/Gender Studies 356 Sexuality, Gender, and Culture in Muslim Societies  
 History 364/Gender Studies 364 History of Gender and Sexuality: Prehistory to 1650  
 History 265/Latin American and Latina/o Studies 265 Class, Race, and Family in Latin American History

Music 310 Comparative History of African American Musics

**Category C. 1650 to the Present**

Art 222 Body Politics and Art in Global & Historical Perspectives  
 History 217 Three Hundred Years of New York City: A History of the Big Apple  
 History 225 American Problems of Peace, War, and Imperialism, 1840 to the Present  
 History 256 The History of Muslim Societies and Communities  
 History 274 China: 1650 to Present  
 History 320 The History of Crime and Punishment in the United States  
 History 323 History of Lynching and Collective Violence  
 History 381 The Social History of Catholicism in the Modern World:  
 History 383 The History of Terrorism  
 History 2XX History of the Caribbean  
 History 3XX History of World Cinema  
 History 3XX Genocide: 500 to the Present  
 History 3XX African Diaspora History I: To 1808  
 History 3XX African Diaspora History II: Since 1808  
 History 356/Gender Studies 356 Sexuality, Gender, and Culture in Muslim Societies  
 History 260/Latin American and Latina/o Studies 260 History of Contemporary Cuba  
 History 265/Latin American and Latina/o Studies 265 Class, Race, and Family in Latin American History  
 History 206/Music 206 Orchestral Music and the World Wars  
 Music 310 Comparative History of African American Musics

**PART FOUR. CAPSTONE SEMINAR** Subtotal: 3

All Global History majors will complete a capstone seminar in their fourth year, which unites students from all three chronological tracks in the study of a particular theme, complete a research paper, and present their work at a departmental colloquium.

**Required**

HIS 425 Senior Seminar in History

**Total: 36**

## GOVERNMENT

### (Bachelor of Arts)

The name of this program has been changed to Political Science.

See **POLITICAL SCIENCE** (Bachelor of Arts) below

## HUMANITIES AND JUSTICE

### (Bachelor of Arts)

The Humanities and Justice major offers students the opportunity to explore fundamental questions about justice from a humanistic, interdisciplinary perspective. Rooted in history, literature and philosophy, Humanities and Justice prepares students for basic inquiry and advanced research into issues of justice that lie behind social policy and criminal justice as well as broader problems of social morality and equity. Its courses are designed to help students develop the skills of careful reading, critical thinking and clear writing that are necessary for the pursuit of any professional career. This major provides an excellent preparation for law school and other professional programs, for graduate school in the humanities, and for careers in law, education, public policy and criminal justice.

The Humanities and Justice curriculum involves a sequence of five interdisciplinary core courses in Humanities and Justice (designated with the HJS prefix); six courses from a list of humanities courses in history, literature, or philosophy (HIS, LIT, PHI), and a choice of one of two courses on theory.

#### **Credits required.** 36

**Prerequisites:** ENG 101-102 or ENG 101-201; one of the required general education courses in literature, history, or philosophy; one of the required general education courses in the social sciences, and upper-sophomore class standing. HJS 250 Justice in the Western Traditions is the required first course in the major.

Please note: GOV 101 or POL 101 is a prerequisite for POL 375 and LAW 203 or POL 230 is a prerequisite for LAW 301. Part III of the major requires either POL 375 (or GOV 375) or LAW 301.

**Coordinator.** Professor Bettina Carbonell, Department of English (212.237.8702 [bcarbonell@jjay.cuny.edu](mailto:bcarbonell@jjay.cuny.edu)). Students must review their course of study with major faculty.

**Additional Information.** Students who enrolled for the first time at the College in September 2008 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

**Senior-level requirement.** Students must complete HJS 410 Problems and Theory: Thesis Prospectus and HJS 415 Thesis in Humanities and Justice Studies.

## Credits

### PART ONE. FOUNDATIONS

Subtotal: 9

#### **Required**

Humanities and Justice 250 Justice in the Western Traditions  
Humanities and Justice 310 Comparative Perspectives on Justice  
Humanities and Justice 315 Research Methods in Humanities and Justice Studies

### PART TWO. THE DISCIPLINARY COMPONENT:

History and/or Literature and/or Philosophy (six courses)

Subtotal: 18

Students take six advanced elective courses in one or more of the humanities disciplines in order to explore how the fundamental assumptions, methods and general subject matter of these disciplines relate to issues of justice. These courses will be chosen by the student with faculty advisement, from the following list or from a designated list of other humanities courses being taught in any particular semester. Permission by the Humanities and Justice Coordinator is required for any course not listed below in Categories A, B, or C to count toward the major. A minimum of 12 credits must be taken at the 300-level or above.



**Category A. History Courses**

History 217 Three Hundred Years of New York City: A History of the Big Apple

History 219 Violence and Social Change in America

History 224 A History of Crime in New York City

History 252 Warfare in the Ancient Near East and Egypt

History 254 History of Ancient Greece and Rome

History 260/Latin American and Latina/o Studies 260 History of Contemporary Cuba

History 265/Latin American and Latina/o Studies 265 Class, Race, and Family in Latin American History

History 277 American Legal History

History 290 Selected Topics in History\*

History 320 The History of Crime and Punishment in the United States

History 325 Criminal Justice in European Society, 1750 to the Present

History 354 Law and Society in Ancient Athens and Rome

History 381 Social History of Catholicism in the Modern World

History 383 History of Terrorism

**Category B. Literature Courses**

Literature 219 The Word as Weapon

Literature 223/African-American Studies Literature 223 African-American Literature

Literature 290 Special Topics\*

Literature 305 Foundations of Literature and Law

Literature 311 Literature and Ethics

Literature 313 Shakespeare

Literature 314 Shakespeare and Justice

Literature 315 American Literature and the Law

Literature 316 Gender and Identity in Western Literary Traditions

Literature 327 Crime and Punishment in Literature

Literature 342 Perspectives on Literature and Human Rights

Literature 346 Cultures in Conflict

Literature 340/African-American Studies Literature 340 African-American Experience in America: Comparative Racial Perspectives

Spanish 208 The Theme of Justice in 20<sup>th</sup>-Century Spanish Literature

**Category C. Philosophy Courses**

Philosophy 203 Political Philosophy

Philosophy 205 Philosophy of Religion

Philosophy 210 Ethical Theory

Philosophy 302 Philosophical Issues of Rights

Philosophy 304 Philosophy of the Mind

Philosophy 310/Law 310 Ethics and Law

Philosophy 315 Philosophy of the Rule of Law

Philosophy 322/Criminal Justice 322 Judicial and Correctional Ethics

Philosophy 326 Topics in the History of Modern Thought

Philosophy 340 Utopian Thought

Philosophy 423/Political Science 423 Selected Topics in Justice

**PART THREE. TOPICS IN POLITICAL OR LEGAL THEORY**

Subtotal: 3

**Select one**

Law 301 Jurisprudence *or* Political Science 375 Law, Order, Justice and Society

**PART FOUR. PROBLEMS AND RESEARCH**

Subtotal: 6

**Both are required**

Humanities and Justice 410 Problems and Theory: Thesis Prospectus

Humanities and Justice 415 Thesis in Humanities and Justice Studies

**Total: 36**

\* HIS 290 Selected Topics in History, LIT 290 Selected Topics, LIT 390 Individual Reading and LIT 401 Special Topics may be used to satisfy the six-course requirement of the Disciplinary Component when the topic is applicable to the Humanities and Justice major. To approve these courses for inclusion in the major, students and/or faculty must petition the program coordinator.

## INTERNATIONAL CRIMINAL JUSTICE

### (Bachelor of Arts)

The major in International Criminal Justice introduces students to the nature and cause of crime at the international level and to the mechanisms for its prevention and control. Components of the criminal justice system as they apply to transnational and international crime are studied, as well as the impact of international law and human rights in addressing crimes against humanity. The major is intended to equip students with the knowledge and skills needed for careers in which the globalization of crime plays an important role. It also is designed to prepare students for advanced work in graduate or professional school.

**Credits required.** 39

**Prerequisites:** ECO 101, SOC 101 *and* GOV 101 or POL 101. Any two of these courses satisfy the 6-credit general education requirement in the social sciences.

**Coordinator.** Professor Peter Romaniuk, Department of Political Science (212.237.8189, [promaniuk@jjay.cuny.edu](mailto:promaniuk@jjay.cuny.edu))

**Additional information:** Students who enrolled for the first time at the College in September 2007 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

### Credits

#### PART ONE. CORE COURSES

Subtotal: 9

##### **Required**

International Criminal Justice 101 Introduction to International Criminal Justice

Economics 231 Global Economic Development and Crime

Political Science 259/Law 259 Comparative Criminal Justice Systems

#### PART TWO. FOUNDATION COURSES

Subtotal: 9

**Select one in each category**

##### **Category A (Select one)**

Anthropology 230 Culture and Crime

Political Science 250 International Law and Justice

##### **Category B (Select one)**

Economics 245 International Economics

Political Science 257 Comparative Politics

Political Science 260 International Relations

Public Administration 260 International Public Administration

##### **Category C**

##### **Required**

Sociology 341 International Criminology

#### PART THREE. SKILLS COURSES

Subtotal: 9

##### **Category A. Language Skills**

##### **Required**

One 200-level foreign language course in any language other than English

**Please note:** SPA 207 and SPA 208 do *NOT* fulfill this language requirement. They are taught in English.

##### **Category B. Research Methods**

##### **Required**

Statistics 250 Principles and Methods of Statistics

International Criminal Justice 310 Foundations of Scholarship in International Criminal Justice

#### PART FOUR. SPECIALIZED AREAS

Subtotal: 9

**Students select three courses from Part Four, with at least one in each category.**

##### **Category A. Global Perspectives on Crime**

##### **Select at least one**

Corrections 303 Comparative Correction Systems

Economics 260 Environmental Economics, Regulation and Policy

History 383 History of Terrorism

Police Science 309 Comparative Police Systems

Police Science 415 Seminar on Terrorism

Political Science 210 Comparative Urban Political Systems

Political Science 246 Politics of Globalization and Inequality  
 Political Science 320 International Human Rights  
 Political Science 325 The Politics of Transnational Crime  
 Political Science 362 Terrorism and International Relations  
 Sociology 251 Sociology of Human Rights  
 Sociology 275 Political Imprisonment  
 Sociology 333 Gender Issues in International Criminal Justice  
 Sociology 335 Migration and Crime

#### Category B. Area/Regional Studies

##### *Select at least one*

African-American Studies Justice 210 Drugs and Crime in Africa  
 African-American Studies Justice 220 Law and Justice in Africa  
 (formerly AAJ 293)  
 African-American Studies Justice 229 Restorative Justice: Making  
 Peace and Resolving Conflict  
 History 325 Criminal Justice in European Society, 1750 to the  
 Present  
 History 380 The Secret Police in Western Society  
 Latin American and Latina/o Studies 242/Political Science  
 242/History 242 U.S. Foreign Policy in Latin America  
 Latin American and Latina/o Studies 220 Human Rights and Law in  
 Latin America  
 Latin American and Latina/o Studies 230/African-American Studies  
 Justice 230 Comparative Perspectives on Crime in the Caribbean  
 Latin American and Latina/o Studies 250 Drugs, Crime and Law in  
 Latin America  
 Latin American and Latina/o Studies 356 Terror and Transitional  
 Justice in Latin America  
 Latin American and Latina/o Studies 401 Seminar in Latina/o Issues:  
 Gender, Race, Ethnicity and the Legal System  
 Police Science 250 Criminal Justice in Eastern Europe  
 Political Science 331 Government and Politics in the Middle East  
 Sociology 351 Crime and Delinquency in Asia

#### PART FIVE. INTERNSHIP

Subtotal: 0-3

##### *A highly recommended elective*

International Criminal Justice 381 Internship in International  
 Criminal Justice

#### PART SIX. CAPSTONE COURSE

Subtotal: 3

##### *Required*

International Criminal Justice 401 Capstone Seminar in International  
 Criminal Justice

Total: 39-42

## JUDICIAL STUDIES

### (Bachelor of Arts)

*Please note: Students are no longer being admitted to this program.  
 For a listing of the major requirements associated with this  
 program, see the 2008-09 Undergraduate Bulletin, available on the  
 John Jay College website.*

**Coordinators.** Professor James Cauthen (212.237.8193,  
[jcauthen@jjay.cuny.edu](mailto:jcauthen@jjay.cuny.edu)) or Harold Sullivan (212.237.8194,  
[hsullivan@jjay.cuny.edu](mailto:hsullivan@jjay.cuny.edu)), Department of Political Science

## LEGAL STUDIES

### (Bachelor of Science)

The major in Legal Studies is designed to provide students with  
 knowledge of legal processes and the administration of law. It offers  
 preparation for careers in a wide variety of fields: criminal justice,  
 governmental service, journalism and politics. It is also an appropriate  
 field of study for application to graduate or professional schools.

**Credits required.** 33

**Prerequisite:** GOV 101 or POL 101. This course partially fulfills the  
 College's general education requirements in the social sciences.

**Coordinator.** Professor James Cauthen, Department of Political  
 Science (212.237.8193, [jcauthen@jjay.cuny.edu](mailto:jcauthen@jjay.cuny.edu))

**Additional information.** Students who enrolled for the first time at  
 the College in September 1996, or thereafter, must complete the  
 major in the form presented here. Students who enrolled prior to that  
 date may choose either the form shown here or the earlier version of  
 the major. A copy of the earlier version may be obtained at the Office  
 of Undergraduate Studies or at the Lloyd George Sealy Library.

**Credits**

PART ONE. FOUNDATION COURSES Subtotal: 6

**Required**

Philosophy 310/Law 310 Ethics and Law  
Political Science 230 Principles of Constitutional Government

PART TWO. SKILLS COURSES Subtotal: 6

**Required**

Law 350 Introduction to Legal Research

**Select one**

English 250 Writing for Legal Studies  
Speech 285 Courtroom Communication

PART THREE. CRIMINAL LAW Subtotal: 9

**Required**

Law 203 Constitutional Law

**Select two**

Law 202 Law and Evidence  
Law 209 Criminal Law  
Law 320 Seminar in the Law of Search and Seizure  
Political Science 308 State Courts and State Constitutional Law

PART FOUR. PERSPECTIVES COURSES Subtotal: 9

**Category A. Humanistic Perspectives on the Law****Select one**

History 277 American Legal History  
Law 301 Jurisprudence  
Political Science 375 Law, Order, Justice and Society

**Category B. Social Science Perspectives on the Law****Select one**

Anthropology 315 Systems of Law  
Economics 215 Economics of Regulation and the Law  
Psychology 370/Law 370 Psychology and the Law  
Sociology 305 Sociology of Law

**Category C. Cultural Pluralism and the Law****Select one**

African-American Studies Justice 220 Law and Justice in Africa (formerly AAJ 293)

Latin American and Latina/o Studies 322 Civil Rights and Civil Liberties in the Urban Latina/o Communities

Political Science 313/Law 313 The Law and Politics of Race Relations

Political Science 318 The Law and Politics of Sexual Orientation

Political Science 319 Gender and Law

PART FIVE. ADVANCED LEGAL STUDIES

Subtotal: 3

**Select one**

Law 401 Problems of Constitutional Development

Legal Studies 420 Senior Seminar in Legal Studies

Political Science 430 Seminar in Problems in Civil Rights and Civil Liberties

**Total: 33**

**POLICE STUDIES****(Bachelor of Science)**

The major in Police Studies is designed for students who intend to pursue careers in law enforcement or who currently serve as law enforcement professionals in operations, management, teaching, or research. The major is also appropriate for students who plan to attend graduate or professional school.

**Credits required. 39**

**Prerequisites:** SOC 101 *and* GOV 101 or POL 101. These courses fulfill the College's general education requirements in the social sciences. In addition, PSC 101 must be taken by students without law enforcement experience.

**Coordinator.** Professor Jon Shane, Department of Law, Police Science and Criminal Justice Administration ([646.557.4625](tel:646.557.4625), [jshane@jjay.cuny.edu](mailto:jshane@jjay.cuny.edu))

**Baccalaureate/Master's Program in Police Studies.** Qualified undergraduate students may enter the Baccalaureate/Master's

Program and thereby graduate with both a bachelor's in police studies and a master's in criminal justice. For additional information, please contact Professor Chitra Raghavan, Department of Psychology (212.237.8417, [bamadirector@jjay.cuny.edu](mailto:bamadirector@jjay.cuny.edu)).

**Additional information.** Students who enrolled for the first time at the College in September 2001 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

## Credits

### PART ONE. CORE COURSES

Subtotal: 12

#### **Required**

**Students with law enforcement experience may obtain an exemption for Police Science 101**

Criminal Justice 321/Philosophy 321 Police Ethics

Law 203 Constitutional Law

Police Science 101 Introduction to Police Studies

Police Science 201 Police Organization and Administration

### PART TWO. COMPUTER SKILLS

Subtotal: 3

#### **Select one**

Criminal Justice 255 Computer Applications in Criminal Justice

Police Science 216 Crime Mapping

Police Science 220/Mathematics 220/Fire Science 200 Survey of the Concepts of Operations Research

Security 270/Mathematics 270 Security of Computers and Their Data

### PART THREE. POLICE SCIENCE

Subtotal: 12

**Select four courses. One must be at the 300-level.**

Police Science 202 Police and Community Relations

Police Science 204 The Patrol Function

Police Science 205 The Traffic Control Function

Police Science 207 The Investigative Function

Police Science 210 Colloquium on Criminal Justice Literature

Police Science 213/Forensic Science 213 Survey of Criminalistics

Police Science 223 Personnel Administration and Supervision

Police Science 227 Police Training Programs

Police Science 230/Corrections 230 Sex Offenders in the Criminal Justice System

Police Science 235 Women in Policing

Police Science 245 Community Policing

Police Science 250 Criminal Justice in Eastern Europe

Police Science 271/Psychology 271 Psychological Foundations of Police Work

Police Science 301 The Police Manager

Police Science 306 Police Work with Juveniles

Police Science 309 Comparative Police Systems

Police Science 315/Economics 315 Economic Analysis of Crime

Police Science 340 Planning for Police Operations and Management

Police Science 350 Police Labor Relations

Police Science 355 Money and the Police Manager

### PART FOUR. LAW

Subtotal: 6

#### **Select two**

Law 202 Law and Evidence

Law 204 Criminal Law of New York

Law 206 The American Judiciary

Law 209 Criminal Law

Law 212 The Criminal Process and the Criminal Procedure Law

Law 301 Jurisprudence

Law 313/Political Science 313 The Law and Politics of Race Relations

Law 320 Seminar in the Law of Search and Seizure

Law 340 Employment Discrimination Law, Affirmative Action and Police Organization

### PART FIVE. INTERDISCIPLINARY SKILLS AND FOUNDATIONS

Subtotal: 3

#### **Select one**

African-American Studies Sociology 215 Police and the Ghetto

Anthropology 208 Cities and Culture

Economics 170 Introduction to the Economics of Crime and Social Problems

English 235 Writing for Management, Business and Public Administration  
 Physical Education 230 Stress Management in Law Enforcement  
 Psychology 213/Sociology 213 Race and Ethnic Relations  
 Latin American and Latina/o Studies 241 The Puerto Rican/Latina/o Experience in Urban United States Settings  
 Security 310 Emergency Planning  
 Social Science Research 325 Research Methods in the Behavioral Sciences  
 Sociology 203 Criminology  
 Sociology 206 The Sociology of Conflict and Dispute Resolution  
 Speech 204 Group Discussion and Conference Techniques  
 Speech 218 Managerial Communication  
 Statistics 250 Principles and Methods of Statistics

**PART SIX. SENIOR REQUIREMENT** Subtotal: 3

*Select one*

Police Science 401 Seminar on Police Problems  
 Police Science 405 Organized Crime in America  
 Police Science 415 Seminar on Terrorism

**Total: 39**

**POLITICAL SCIENCE**  
**(Bachelor of Arts)**

The major in Political Science introduces students to the principal fields of inquiry in political science. This major provides a program of study for students considering careers in a variety of fields, including public service, law, community affairs, international relations and politics. Students may select from among four concentrations-of-choice: *Law, Policy and Society*, which explores the intersection of the legal system and the general society; *Justice and Politics*, which examines the political philosophy and various societal values that underlie contemporary views of justice; *Urban Affairs and Community Leadership*, which emphasizes the role of political institutions in shaping solutions to contemporary urban problems; and *Comparative/International Politics and Human Rights*, which explores the global dimensions of politics and governance.

*Credits required.* 33

**Prerequisite:** GOV 101 *or* POL 101. This course partially fulfills the general education requirement in the social sciences.

**Advisers.** Professors Monica Varsanyi (212.237.8232, [mvarsanyi@jjay.cuny.edu](mailto:mvarsanyi@jjay.cuny.edu)) and Harold Sullivan (212.237.8194, [hsullivan@jjay.cuny.edu](mailto:hsullivan@jjay.cuny.edu)), Department of Political Science (formerly Department of Government)

**Coordinator:** Professor Andrew Sidman, (646-557-4613, [asidman@jjay.cuny.edu](mailto:asidman@jjay.cuny.edu))

**Additional information.** Students who enrolled for the first time at the College in September 2010 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

**Credits**

**PART ONE. FOUNDATION COURSES** Subtotal: 12

*Select four courses, only one per category.*

**Category A. American Institutions**

Political Science 215 The Legislative Process  
 Political Science 220 The Chief Executive

**Category B. Public Law**

Political Science 230 Principles of Constitutional Government

**Category C. Political Theory**

Political Science 270 Political Philosophy  
 Political Science 375 Law, Order, Justice and Society

**Category D. Urban Politics**

Political Science 203 Municipal and State Government  
 Political Science 206 Urban Politics

**Category E. International/Comparative**

Political Science 257 Comparative Politics  
 Political Science 260 International Relations

**PART TWO. AMERICAN HISTORY** Subtotal: 6**Required**

History 201 American Civilization: From Colonial Times through the Civil War

History 202 American Civilization: From 1865 to the Present

**PART THREE. CONCENTRATION-OF-CHOICE**

Subtotal: 12

**Select one concentration.** If students select Concentration A, Concentration B or Concentration D, they must take four 3-credit courses within their concentration. At least one 400-level political science course must be completed and at least one additional 300- or 400-level course must be taken.

If students select Concentration C, they may either take four 3-credit courses, including one 400-level political science course and another 300- or 400-level course, or two 3-credit courses and 6 credits of any of the Public Affairs Internships (POL 406, 407, or 408). In order to select the internship, students must obtain the permission of the instructor before registration.

**Concentration A. Law, Policy and Society**

Criminal Justice 420/Sociology 420 Women and Crime

Economics 215 Economics of Regulation and the Law

History 277 American Legal History

Law 301 Jurisprudence

Law 310/Philosophy 310 Ethics and Law

Latin American and Latina/o Studies 322 Civil Rights and Civil Liberties in Urban Latina/o Communities

Political Science 215 The Legislative Process

Political Science 230 Principles of Constitutional Government

Political Science 237 Women and Politics

Political Science 244 The Politics of Immigration

Political Science 308 State Courts and State Constitutional Law

Political Science 313/Law 313 The Law and Politics of Race Relations

Political Science 316 The Politics of Rights

Political Science 318 Law and Politics of Sexual Orientation

Political Science 319 Gender and Law

Political Science 401 Seminar in Government\*

Political Science 430 Seminar in Problems in Civil Rights and Civil Liberties

Political Science 435 Seminar in Judicial Process and Politics

Sociology 305 The Sociology of Law

**Concentration B. Justice and Politics**

African-American Studies History 270 History of African-American Social and Intellectual Thought

Law 310/Philosophy 310 Ethics and Law

Political Science 270 Political Philosophy

Political Science 278/Sociology 278 Political Sociology

Political Science 371 American Political Philosophy

Political Science 375 Law, Order, Justice and Society

Political Science 401 Seminar in Government\*

Political Science 423/Philosophy 423 Selected Topics in Justice

Political Science 470 Political Theory of Criminal Justice

Sociology 314 Theories of Social Order

**Concentration C. Urban Affairs and Community Leadership**

African-American Studies Sociology 110 Race and the Urban Community

Anthropology 208 Cities and Culture

Economics 270 Urban Economics

History 217 Three Hundred Years of New York City

Latin American and Latina/o Studies 241 The Puerto Rican/Latina/o Experience in Urban United States Settings

Latin American and Latina/o Studies 321 Puerto Rican/Latina/o Community Fieldwork

Political Science 203 Municipal and State Government

Political Science 206 Urban Politics

Political Science 210 Comparative Urban Political Systems

Political Science 214 Political Parties and Pressure Groups

Political Science 215 The Legislative Process

Political Science 220 The Chief Executive

Political Science 237 Women and Politics

Political Science 244 The Politics of Immigration

Political Science 401 Seminar in Government\*

Political Science 405 Seminar in New York City Politics

Political Science 406 Seminar and Internship in New York City Government and Politics (6 credits)

Political Science 407 New York State Assembly/Senate Session Program (12 credits)

Political Science 408 CUNY Washington, D.C. Summer Internship Program (6 credits)

Sociology 201 Urban Sociology: The Study of City Life

**Concentration D. Comparative/International Politics and Human Rights**

Economics 245 International Economics

History 383 History of Terrorism

Latin American and Latina/o Studies 220 Human Rights and Law in Latin America

Political Science 210 Comparative Urban Political Systems

Political Science 242/ Latin American and Latina/o Studies 242/History 242 U.S. Foreign Policy in Latin America

Political Science 246 Politics of Globalization and Inequality

Political Science 250 International Law and Justice

Political Science 257 Comparative Politics

Political Science 259/Law 259 Comparative Criminal Justice Systems

Political Science 260 International Relations

Political Science 320 International Human Rights

Political Science 331 Government and Politics in the Middle East

Political Science 362 Terrorism and International Relations

Political Science 401 Seminar in Government\*

Political Science 450 Senior Seminar in International Relations and Comparative Politics

PART FOUR. SENIOR REQUIREMENT Subtotal: 3

Political Science 409 Colloquium for Research in Government and Politics

**Total: 33**

\*POL 401 (Seminar in Government) may be used to satisfy the 400-level course requirement within a specific concentration only with the permission of the Department of Political Science.

## PUBLIC ADMINISTRATION

### (Bachelor of Science)

The major in Public Administration examines decision making, leadership and management in public agencies and nonprofit organizations. It introduces students to the field of public administration, including its scope, content, literature and relationship to other disciplines. This is accomplished through a curriculum that focuses on developing core competencies for new and mid-career public administration students

*Credits required.* 39-42

*Prerequisites:* In Part Two, Administrative Skills and Methods: ENG 102 or ENG 201 is a prerequisite for ENG 235; MAT 108 *or* 141 is a prerequisite for STA 250.

*Coordinator.* Professor Maria D'Agostino, Department of Public Management ([212.237.8068](tel:212.237.8068), [mdagostino@jjay.cuny.edu](mailto:mdagostino@jjay.cuny.edu))

### *Baccalaureate/Master's Program in Public Administration.*

Qualified undergraduate students may enter the Baccalaureate/Master's Program and thereby graduate with both a bachelor's and a master's degree in public administration. For additional information, please contact Professor Chitra Raghavan, Department of Psychology ([212.237.8417](tel:212.237.8417), [bamadirector@jjay.cuny.edu](mailto:bamadirector@jjay.cuny.edu)).

*Additional information.* Students who enroll for the first time at the College in September 2011 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

**Credits**

PART ONE. CORE COURSES Subtotal: 30-33

### *Required*

Public Administration 240 Introduction to Public Administration

Public Administration 260 International Public Administration

Public Administration 314 Leadership, Supervision and Performance



Public Administration 318 Decisions in Crises

Public Administration 340 Planning and Policy Analysis

Public Administration 343 Administration of Financial Resources

Public Administration 346 Human Resource Administration

### **Methods and Skills**

#### ***Required***

Public Administration 241 Information in Public Management

#### ***Select one***

Statistics 250 Principles and Methods of Statistics

English 235 Writing for Management, Business and Public Administration

### **Capstone Course**

#### ***Select one***

Public Administration 402 Seminar and Internship in Public Administration

Public Administration 404 Practicum in Public Administration

Public Administration 440 Problems in Public Administration

Public Administration 4XX Seminar in Critical Incident Analysis

**Note: a course can only be used ONCE to satisfy a part of the major, i.e. PAD 402 or PAD 404 may satisfy either the concentration OR capstone requirements but not both.**

## **PART TWO. CONCENTRATIONS** Subtotal: 9-12

Students are required to complete 9 credits for a concentration. If offered, students **MUST** complete one course with the PAD prefix within their chosen concentration, plus two related courses or a single, 6-credit internship course.

Students may complete one of these courses as part of any category:

Public Administration 402 Seminar and Internship in Public Administration

Public Administration 404 Practicum in Public Administration

\* If student completes PAD 402 as part of the concentration, they only need to complete one additional concentration course.

### **Category A. Human Resources Administration**

This concentration prepares students to assume supervisory and administrative responsibilities involving personnel management.

Economics 280 Economics of Labor

Psychology 236 Group Dynamics

Public Administration 3XX Issues in Human Resources

### **Category B. Managerial Investigation and Oversight**

This concentration prepares students for professional careers associated with oversight of and by regulatory agencies, nonprofit organizations, oversight boards, municipal councils and state legislatures.

Police Science 207 The Investigative Function

Public Administration 331 Fraud, Waste, Abuse and Corruption in Public Organizations

Public Administration 3XX Issues in Human Resources: Audits, Assessments and Investigations

### **Category C. International Public Administration**

This concentration prepares students for managerial and supervisory roles in an international environment.

Economics 245 International Economics

Public Administration 358 Comparative Public Administration

Public Administration 3XX Public Administration and Globalization

### **Category D. Public Policy and Planning**

This concentration prepares students for responsibilities involving policy analysis and planning in governmental and nonprofit organizations.

Public Administration 355 Public Policy Analysis

Public Administration 348 Justice Planning and Policy Analysis

Public Administration 400 Quantitative Problems in Public Administration

Sociology 278 Political Sociology

### **Category E. Financial Management**

This concentration prepares students for professional careers as

budget analysts and auditors in governmental and nonprofit organizations.

Accounting 250 Introduction to Accounting

Accounting 251 Introduction to Managerial Accounting

Economics 265 Introduction to Public Sector Economics

### Category F. Information Management and Communication

This concentration prepares students for roles specialized in the development, management and communication of information in the public and nonprofit sector.

Mathematics 277 Computers for Administrative Decision Making

Mathematics 279 Data Communications and the Internet

Public Administration 400 Quantitative Problems in Public Administration

### G. Special Concentration

In consultation with a faculty member of the Department of Public Management, the student may formulate a concentration tailored to a discipline or field related to public administration. The concentration must include three courses, two of which must be in a single discipline.

**Total: 39-42**

## SECURITY MANAGEMENT

### (Bachelor of Science)

The major in Security Management concentrates on the analysis of security vulnerabilities and the administration of programs designed to reduce losses in public institutions and private corporations. The program prepares students for careers as managers, consultants and entrepreneurs.

*Credits required.* 36

*Prerequisites:* ECO 101 and SOC 101. These courses fulfill the College's general education requirements in the social sciences.

*Coordinator.* Professor Robert McCrie, Department of Protection Management ([212.237.8386](tel:212.237.8386), [rmccrie@jjay.cuny.edu](mailto:rmccrie@jjay.cuny.edu))

**Additional Information.** Students who enrolled for the first time at the College in September 1996 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

## Credits

### PART ONE. CORE COURSES

Subtotal: 18

#### Required

Law 207 Law for Security Personnel

Security 101 Introduction to Security

Security 210 Methods of Security

Security 211 Security Management

Security 270/Mathematics 270 Security of Computers and Their Data

Security 310 Emergency Planning

### PART TWO. SECURITY APPLICATIONS

Subtotal: 6

#### Required

Police Science 207 The Investigative Function

#### Select one

Fire Science 101 Introduction to Fire Science

Fire Science 106 Safety Engineering

### PART THREE. SECURITY-RELATED COURSES

Subtotal: 9

#### Select three

Accounting 250 Introduction to Accounting

English 235 Writing for Management, Business and Public Administration

Sociology 203 Criminology

Sociology 360/Economics 360 Corporate and White-Collar Crime

### PART FOUR. SENIOR SEMINAR

Subtotal: 3

#### Required

Security 405 Seminar in Security Problems

**Total: 36**

## BACCALAUREATE/MASTER'S DEGREE PROGRAM

The Baccalaureate/Master's Degree Program (BA/MA) provides academically advanced students the opportunity to pursue simultaneously the baccalaureate and master's degrees. It is available to students studying criminal justice, forensic psychology and public administration. The number of undergraduate electives and courses in the major are reduced for BA/MA candidates, thus enabling them to begin graduate courses once they have fulfilled the college general education requirements and some of the requirements of their major. Graduate courses then fulfill certain undergraduate requirements.

### *Degree Requirements*

Students receive both the bachelor's and master's degrees upon completion of the requirements of this program. The BA/MA Program in Criminal Justice requires either 128 credits and a master's thesis, or 134 credits and the passing of a comprehensive examination. The BA/MA Programs in Forensic Psychology and Public Administration each require the completion of 134 credits.

For each of these programs, the entire graduate course of study must be completed (see program requirements below). Students who are interested in the BA/MA Program are encouraged to meet with the BA/MA Director early in their academic career.

### **Eligibility**

To be eligible for admission, students must complete 60 credits (including the college general education requirements) and have earned a 3.5 or better grade point average (GPA). This is a minimum requirement for eligibility and does not guarantee acceptance into the program.

Applicants must also submit a personal statement indicating why they are seeking admission, a recommendation from a faculty member, and a writing sample that is representative of their research/writing skills. Applications are reviewed each fall for spring admission and each spring for fall admission. Further application instructions are

available through the BA/MA website accessed through the John Jay College Home page ([www.jjay.cuny.edu](http://www.jjay.cuny.edu)).

### **Combined degree program requirements:**

#### **Baccalaureate/Master's Programs**

	<b>Credits</b>
<a href="#">MA in Criminal Justice</a>	30-36
BA in Criminal Justice	
BS in Criminal Justice	
BS in Criminal Justice Management	
BS in Police Studies	
<a href="#">MA (Forensic Psychology)</a>	39
BA in Forensic Psychology	
<a href="#">MPA (Public Administration)</a>	42
BS in Criminal Justice Management	
BS in Public Administration	

Transfer students must first establish the 3.5 GPA, for one semester (12 credits) at John Jay College, prior to applying to the BA/MA Program. However, students transferring from colleges with an articulation agreement with John Jay College will be considered for admission to the BA/MA Program based on their GPA at the home college. The list of colleges with an articulation agreement with John Jay College is available on the BA/MA website. Updated information about the BA/MA Program will be posted periodically on the website.

Students are required to maintain the 3.5 GPA to remain in the BA/MA Program. Students whose GPAs fall below the 3.5 level will not be able to receive the graduate degree even if they have completed sufficient credits.

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For additional information, contact Professor Chitra Raghavan,  
Director of the BA/MA Program (212.237.8417,  
[bamadirector@jjay.cuny.edu](mailto:bamadirector@jjay.cuny.edu)).

#### Baccalaureate/Master's Program and the Thesis Alternative

BA/MA students in the Criminal Justice Program who choose to complete the alternative to the thesis requirement for their master's degree must complete a total of 134 credits, 36 of which must be graduate credits. BS/MPA students in the Public Administration Program must complete 134 credits, 42 of which must be graduate credits. BA/MA students in the Forensic Psychology Program must complete 134 credits, 39 of which must be graduate credits.

## REQUIREMENTS FOR ASSOCIATES DEGREES

*Please note: Students are no longer being admitted to these programs. For a listing of the general education program and concentration requirements associated with these programs, see the 2009-10 Undergraduate Bulletin available on the John Jay College website.*

## DEGREES AWARDED BY JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

### Degrees Awarded by the College

#### HEGIS

Code	Degree	Title
0799	BS	Computer Information Systems in Criminal Justice and Public Administration
0799	MS	Forensic Computing
1502	BA	English
1999.20	BS	Forensic Science
1999.20	MS	Forensic Science
2099	MA	Forensic Psychology
2099/2099	BA/MA	Forensic Psychology/Forensic Psychology
2099	BA	Forensic Psychology
2099	Cert.	Post graduate Certificate in Forensic Psychology
2099	BA	Forensic Psychology
2101	MS	Protection Management
2101	BA	Fire Service Administration
2101	BS	Fire Science
2102	BS	Public Administration
2102/2102	BS/MPA	Public Administration/Public Administration
2102	MPA	Public Administration
2104.10	MA	Forensic Mental Health Counseling
2105	BS	Criminal Justice
2105	BA	Humanities and Justice
2105	BS	Police Studies
2105	BS	Criminal Justice Management
2105/2102	BS/MPA	Criminal Justice Management/Public Administration
2105	BS	Correctional Studies
2105	MA	Criminal Justice BA./MA
2105	BS	Security Management
2105	BA	Criminal Justice
2105	MA	Criminal Justice
2105/2105	BA/MA	Criminal Justice/Criminal Justice
2105/2105	BS/MA	Criminal Justice/Criminal Justice

#### HEGIS

Code	Degree	Title
2105/2105	BS/MA	Criminal Justice Management/Criminal Justice
2105/2105	BS/MA	Police Studies/Criminal Justice
2105	MA	International Crime and Justice
2105	BA	International Criminal Justice
2199	BS	Legal Studies
2204	BS	Economics
2205	BA	Global History
2207	BA	Political Science
2207	BA	Judicial Studies (no longer admitting students)
2299	BA	Culture and Deviance Studies
2209	BA	Criminology
4903	BA	Gender Studies
5505	AS	Criminal Justice (no longer admitting students)
5505	AS	Correction Administration (no longer admitting students)
5505	AS	Security Management (no longer admitting students)
5505	AS	Police Studies (no longer admitting students)
5505	Cert.	Certificate in Dispute Resolution
0799	Cert.	Advanced Cert. in Crime Prevention & Analysis
0502	Cert	Advanced Certificate in Forensic Accounting

### Degrees Awarded through The City University of New York Graduate School and John Jay College of Criminal Justice

#### HEGIS

Code	Degree	Title
2105	MPhil	Criminal Justice
2105	PhD	Criminal Justice
2099	PhD	Forensic Psychology

# 2 COURSES OFFERED

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## COURSES OFFERED 2011-2012

This course listing is arranged by subject category and then alphabetically within each by the course prefix. Each course is designated not only by its number, but also by a three-letter prefix. The subject categories and their corresponding prefixes are noted as follows:

Accounting	ACC
African-American Studies	
African-American Studies Drama	AAD
African-American Studies Economics	AAE
African-American Studies Government	AAG
African-American Studies History	AAH
African-American Studies Independent Research and Internship	AAI
African-American Studies Justice	AAJ
African-American Studies Literature	AAL
African-American Studies Psychology	AAP
African-American Studies Research Seminar	AAR
African-American Studies Sociology	AAS
Anthropology	ANT
Art History and Studio Art	ART
Basic Skills	
Immersion: College Orientation	ISC
Immersion: Mathematics	ISM
Immersion: Reading	ISR
Immersion: Writing	ISW
Biology	BIO
Cooperative Education	CEP
Chemistry	CHE
Chinese	CHI
Computer Literacy	CLT
Communication Skills	COM
Corrections	COR
Criminal Justice	CRJ

The following courses are expected to be offered during the 2011-2012 academic year. However, students should note that course offerings are dependent upon sufficient student registration, availability of faculty, and financial constraints.

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Criminal Justice, Bachelor of Arts	CJBA	Security	SEC
Criminal Justice, Bachelor of Science	CJBS	SEEK	
Counseling	CSL	Communication Skills – SEEK	COMS
Drama	DRA	Freshman Colloquium	FRC
Economics	ECO	Sociology	SOC
English	EAP, ENG, ENGW	Spanish	SPA
Environmental Science	ENV	Speech	SPE
Ethnic Studies	ETH	Social Science Research	SSC
Fire Science	FIS	Statistics	STA
Forensic Science	FOS	Toxicology	TOX
French	FRE	Undergraduate Research	UGR
Gender Studies	GEN		
Government	POL		
Health	PED		
History	HIS		
Humanities & Justice Studies	HJS		
Honors	HON		
Interdisciplinary Studies	ISP		
International Criminal Justice	ICJ		
Italian	ITA		
Latin American and Latina/o Studies	LLS		
Law	LAW		
Legal Studies	LGS		
Literature	LIT		
Mathematics	MAT		
Music	MUS		
Natural Science	NSC		
Public Administration	PAD		
Physical Education	PED		
Philosophy	PHI		
Physics	PHY		
Police Science	PSC		
Political Science	POL		
Psychology	PSY		
Religion	REL		

## ACCOUNTING

### ACC 250 Introduction to Accounting

3 hours, 3 credits

This course will consider topics that are basic to the accounting process while giving attention to criminal accounting manipulations. Students completing this course will have a broad understanding of the accounting cycle. Students will gain knowledge of the basic accounts found in the accounting system including revenues, expenses, assets, liabilities and equity accounts. Students will learn how to prepare basic financial statements and analyze them to determine the fiscal viability of an organization. Attention will be given to cases involving accounting scandals and frauds. This course prepares students for ACC 307 Forensic Accounting I.

*Prerequisite:* ENG 101

### ACC 251 Introduction to Managerial Accounting

3 hours, 3 credits

This course introduces financial and managerial accounting, with an emphasis on managerial reporting. It provides students with the necessary skills to interpret, analyze, and research financial statement information. Students will acquire a basic understanding of how financial accounting affects the managerial accounting process and how to use financial statements to monitor budgets. Students will apply these skills to supervise daily operations, plan future operations and develop overall organizational strategies. The course prepares students for ACC 307 Forensic Accounting I.

*Prerequisite:* ENG 101

### ACC 265 Digital Forensics for the Fraud Examiner

3 hours, 3 credits

This course provides an overview of processes and techniques used by digital forensic examiners. Best practices for securing, obtaining, and analyzing digital evidence pertaining to fraud investigations are

studied. Basic knowledge of computer hardware, equipment and specialized forensic software applications is also covered. This course is designed for students who want to work more effectively with computer forensic specialists and students who want to prepare for more advanced and specialized study in digital forensics.

*Prerequisite:* ENG 101

### ACC 307 Forensic Accounting I

3 hours, 3 credits

This course provides students with an overview of forensic accounting. It will examine methods and approaches used to uncover fraud, fraud theories, fraud patterns and schemes, fraud concealment strategies, evidence collection and legal elements of fraud. Case studies will be used to make distinctions between intentional deceptions and negligent misrepresentations or omissions. Income statements and balance sheets will be used for risk analysis. Students will learn to detect concealment in financial statement notes and analytical methods to infer income concealment.

*Prerequisites:* ENG 102 or 201, and ACC 250

### ACC 308 Auditing

3 hours, 3 credits

This course is a study of the processes conducted by independent, internal and government accountants to provide auditing and assurance services on information provided by management. Theoretical concepts of materiality, audit risk, and evidential matter are explored, along with the auditor's understanding of internal controls, with an emphasis on fraud prevention.

*Prerequisites:* ENG 102 or 201, and ACC 307

### ACC 309 Forensic Accounting II

3 hours, 3 credits

This course provides an understanding of how specific types of frauds are committed against an organization and on behalf of an



organization. By learning how managers and employees commit frauds, students will be better prepared to prevent, detect and investigate those frauds. Expert witnessing and reporting are also covered.

**Prerequisites:** ENG 102 or 201, and ACC 307

### **ACC 381/382 Accounting Internship**

3 hours, 3 credits

This supervised internship provides an experiential learning experience where students learn to integrate their academic knowledge with practical applications. It also provides an opportunity to improve career opportunities and to develop skills and core capabilities for success in the accounting and anti-fraud professions. Students will work in governmental and non-governmental organizations and must complete a minimum of 120 hours of work for three credits and 240 hours for 6 credits granted. Each student will maintain a bi-weekly journal and complete a final report covering a detailed description of the work accomplished and reflections on their learning experiences.

**Prerequisites:** ENG 102 or 201, ACC 250, junior standing, and permission of the instructor

### **ACC 383/384 Accounting Internship Intensive**

6 hours, 6 credits

This supervised internship provides an experiential learning experience where students learn to integrate their academic knowledge with practical applications. It also provides an opportunity to improve career opportunities and to develop skills and core capabilities for success in the accounting and anti-fraud professions. Students will work in governmental and non-governmental organizations and must complete a minimum of 120 hours of work for 3 credits and 240 hours for 6 credits granted. Each student will maintain a bi-weekly journal and complete a final report covering a detailed description of the work accomplished and reflections on their learning experiences.

**Prerequisites:** ENG 102 or 201, ACC 250, junior standing, and permission of the instructor

### **ACC 410 Seminar in Forensic Financial Analysis**

3 hours, 3 credits

This seminar course provides an understanding of financial statement analysis techniques and commercial data-mining software. Statistical and analytic methods are used to evaluate potential fraud activities.

**Prerequisites:** ENG 102 or 201, ACC 308, ACC 309

## **AFRICAN-AMERICAN STUDIES**

### **AAA 224 African-American Women in Art (Same course as ART 224)**

3 hours, 3 credits

The course examines the representation of African-American women in art throughout the centuries, particularly the stereotypes of the Mammy, Sapphire and Jezebel; and the history of African-American women artists from slavery to the present, as they struggled to combat these negative stereotypes through their lives and art. A study of the American slave experience and Post-Reconstruction will lay the foundation for understanding the myriad misconceptions about African-American women and how their images have been manipulated in art and popular culture. Each class will present a series of visual art images via slide presentations and films of the artwork discussed. Whenever possible, gallery or museum visits will be incorporated into the course.

**Prerequisite:** ENG 101 or permission of the instructor

### **AAD 230 African-American Theatre (Same course as Drama 230)**

3 hours, 3 credits

A study of the development of the African-American theatre considering selected works of such playwrights as Langston Hughes, Lorraine Hansberry, James Baldwin, Imamu Amiri Baraka (LeRoi Jones), Ed Bullins, Charles Gordone, Douglas Turner Ward, Adrienne Kennedy, Ron Milner, Ben Caldwell, Philip Hayes Dean, Richard Wesley and Joseph A. Walker, as well as such production companies as the *Spirit House Players and Movers*, the *Negro Ensemble Company*, and the *Afro-American Studio Theatre*. Plays focusing on such areas as ethnic identity, lifestyles and nationalism will be examined.

**Prerequisites:** ENG 101 *and* sophomore standing or above

### **AAE 250 Political Economy of Racism (Formerly AAE 290)**

3 hours, 3 credits

A study of the role of racism in the development of American capitalism. Examination of the impact of racism on the distribution of income, wealth and economic opportunity. Analysis of the role of racism in the economics of historical experiences such as slavery, Reconstruction, migration and urbanization, as well as in its role in the economics of contemporary business cycles and of on-going long term transformations of both the American and global economies.

**Prerequisites:** ENG 101, and ECO 101 or ECO 102

### **AAG 270 African Politics**

3 hours, 3 credits

A survey of contemporary African governments and perspectives in the study of African politics, political processes and political change, political economy and international relations in Africa. Prospects for future African political development in the context of the global political economy.

**Prerequisite:** ENG 101

### **AAH 150 Origins of Contemporary Africa (Formerly AAH 195)**

3 hours, 3 credits

An introduction to the history of Africa from the decline of the Songhay Empire to the present. Survey of cultural, economic and political developments that have shaped contemporary Africa.

### **AAH 166 History of the Caribbean Islands (Same course as HIS 166 and LLS 166)**

3 hours, 3 credits

A broad survey of the Caribbean Island nations and territories from the beginnings of European colonization until the present. Particular attention will be given to the economic and social aspects of the evolution and to the problems of unity and diversity.

### **AAH 263 African Heritage in the Caribbean (Same course as LLS 263)**

3 hours, 3 credits

From an interdisciplinary perspective, this course examines the social and political forces in the contemporary Caribbean. The course will focus on the following: the legacy of slavery, plantation society and underdevelopment, democracy, capitalism and socialism, race, class and ethnic conflict.

**Prerequisites:** ENG 101, and sophomore standing or above *or* permission of the section instructor

### **AAH 267 History of Caribbean Migrations to the United States (Same course as LLS 267 and HIS 267)**

3 hours, 3 credits

A comparative study of the most significant aspects of the Caribbean migrations to the U.S. during the 20th century. Emphasis on political, economic and social framework of the migration process. Special attention will be given to the contemporary situations of the Haitian, Hispanic and West Indian communities in the U.S.

**Prerequisites:** ENG 101, and sophomore standing or above *or* permission of the section instructor

### **AAH 270 The History of African-American Social and Intellectual Thought**

3 hours, 3 credits

An historical survey of the principal ideas, ideologies and intellectual currents in the African-American community, including the shifting emphases on assimilation, Pan-Africanism and nationalism, major organizations and movements and key individuals who have shaped African-American thought and examination of the impact of these ideas on American thought and culture.

**Prerequisites:** ENG 101 and ETH 123

### **AAH 275 African-American Military History and Social Justice**

3 hours, 3 credits

This course examines the experience of African Americans in U.S. military history and the social justice issues that shaped their lives from the American revolutionary period through current conflicts. Discussions will examine social justice issues that influence the actions of non-citizen black soldiers during the revolutionary period as "fugitives" and insurrectionists and as citizen soldiers in the Civil War, up to more recent military operations including Iraq. Critical social justice issues such as biased comeback assignments, segregated units, conflicts with civilians, sexual exploitation, combat post-traumatic stress syndrome, inequities associated with the G.I. Bill, etc., will be discussed in their relationship to larger societal issues, such as, institutional racism and poverty. In this regard, the emergence of the "Double V" social philosophy for African-American military personnel during World War II will be analyzed for its current relevancy.

**Prerequisites:** ENG 101, *and* ETH 123, ETH 125, HIS 201, or HIS 202

### **AAI 410 Independent Study**

3 hours, 3 credits

An intensive individualized reading course in which a significant topic, issue, or area of interest in African-American Studies is pursued under the guidance of a member of the faculty. A research paper is required.

**Prerequisites:** ENG 102 or ENG 201, 6 credits in African-American Studies, and senior status, *or* permission of the section instructor

### **AAJ 210 Drugs and Crime in Africa**

3 hours, 3 credits

This course examines drugs and crime from an African perspective. It traces the history of cannabis use in sub-Saharan Africa. The course also examines how Africa was used by drug traffickers as a transit point for heroin and cocaine destined for Europe and the United States. The course also examines how the international drug trafficking spillover effect has resulted in consumption of hard drugs and psychotropic substances in sub-Saharan African countries. The drugs' use and misuse are examined in relation to the emergence of drug addicts, HIV/AIDS and other health problems, crime, homelessness, unemployment, violence and organized crime. It will also examine the role played by police narcotics units and the emergence of Narcotic Control Boards.

**Prerequisite:** ENG 101

### **AAJ 220 Law and Justice in Africa (Formerly AAJ 293)**

3 hours, 3 credits

Examination of the philosophical base of African customary law. Traditional theories of crime prevention, punishment, and the dispensation of justice in selected pre-colonial African societies. The enforcement of laws by the traditional community and traditional courts, and community involvement in the prevention of crime. African laws under colonialism and in contemporary independent nations.

**Prerequisite:** ENG 101

### **AAJ 225 Police and Law in Africa (Formerly AAJ 295)**

3 hours, 3 credits

This course will study the role of the police as a law enforcement arm of government and as a peacekeeping force. The study will focus on the role of the police in the pre-colonial period of Africa, the colonial period and the period after independence. In each of these periods, the study will highlight the type of laws that were used to govern the populace. The body of laws include: a) African community law, as used during the pre-colonial period; b) Colonial laws during the colonial era; c) Modern African law, being a combination of African customary law and the recent laws inundated by the national legislation.

*Prerequisite:* ENG 101

### **AAJ 227 Introduction to Community-based Approaches to Justice**

3 hours, 3 credits

This course provides an introduction to community studies and the major components of community-based approaches to justice. The course first establishes a common understanding of critical concepts such as community, social capital, neighborhood effects, asset mapping, political economy, community economics, mediation, community courts, and restorative justice. In studying community institutions, organizations, and practices an interdisciplinary approach will be used that will draw on criminology, law, sociology, anthropology, political science, economics, family studies, international studies, Africana studies, and gender studies. Such an approach will provide students with the skills necessary to understand the interactions between and among factors such as race, ethnicity, and gender on the practice and the effectiveness of community development and community justice strategies.

*Prerequisites:* ENG 101, ETH 123 or ETH 125

### **AAJ 229 Restoring Justice: Making Peace and Resolving Conflict**

3 hours, 3 credits

This course will focus on examples of restorative justice from Africa and the Pacific Islands, a seldom-considered part of the African diaspora. To that end, this course will explore how an African philosophy of “ubuntu” (or “humanity towards others”) influences Africa’s notions of justice, community and suffering. Comparisons will be drawn with traditional western views of restorative justice. Unlike the traditional justice system found in the U.S. and in other parts of the world that focus on punishing criminal behavior, restorative justice mirrors the way that disputes are settled in tribes — offenders make amends not only to victims but their communities.

*Prerequisites:* ENG 101 *and* sophomore standing or above

### **AAJ 230 Comparative Perspectives on Crime in the Caribbean (Same course as LLS 230)**

3 hours, 3 credits

This course will examine crime in the Caribbean with a particular focus on the differences and similarities among the Spanish-, English-, French- and Dutch-speaking nations of the Caribbean region. The course will study the trends in crime in the Caribbean from a comparative perspective, and the methods employed by various individual nations to help diminish crime and delinquency. The specific topics to be studied include political crime and offenses, political corruption, drug dealing and trafficking, juvenile delinquency, domestic violence and sexual assault in the Caribbean. This course can be used to satisfy requirements for the International Criminal Justice major.

*Prerequisite:* ENG 101

**AAL 223 African-American Literature****(Same course as LIT 223)**

3 hours, 3 credits

A study of the writing of African Americans from colonial times to the present, with special attention to influential African-American writers such as W. E. B. Du Bois, Toomer, Hughes, Wright, Brooks, Ellison, Baldwin, Baraka and Malcolm X. Readings in novels, plays, autobiographies, short stories, poems, folktales and essays will explore a wide range of African-American aesthetic responses to life in the United States.

*Prerequisites:* ENG 101, *and* ENG 102 or ENG 201

**AAL 340 The African-American Experience in America: Comparative Racial Perspectives****(Same course as LIT 340)**

3 hours, 3 credits

An examination of African-American life through the works of both African-American and white writers. The course will look at the inter-relationships and differences between African-American and white perspectives. Authors such as W. E. B. Du Bois, Melville, Wright, Baldwin, Mark Twain, Faulkner, Ellison, Welty and Baraka will be read.

*Prerequisite:* one of the following: LIT 230, LIT 231, LIT 232 or LIT 233

**AAP 129 The Psychology of the African-American Experience (Same course as PSY 129)**

3 hours, 3 credits

Survey and critique of the major theoretical perspectives on African-American psychological development. Overview of the psychological experience of African-Americans, particularly those responses that foster sound psychological functioning despite oppressive or distorting social feedback. Application of psychological concepts and principles to the African-American experience.

**AAP 240 Psychology of Oppression****(Same course as PSY 240)**

3 hours, 3 credits

A study of the origins of oppression and its psychological effects on various racial and ethnic groups. Comparative analysis of the responses of African-Americans and other selected groups to oppression. Examination of the similarities and differences in patterns of adaptation to abuses of power and authority.

*Prerequisites:* ENG 101, *and* AAP 129/PSY 129 or PSY 101

**AAP 245 Psychology of the African-American Family**

3 hours, 3 credits

This course will examine and analyze critical psychological theories and research that address various forms of the African-American family. There will be an overview of the political, cultural and economic factors that have contributed to both the forms and functions of the African-American family over the past 400 years. Students will also closely examine current family forms such as extended family, single parent families and nuclear families. They will also discuss the role that both resident and non-resident fathers play, the challenges of gender and the role of education.

Students will utilize material from diverse data sets, including census data, various theoretical approaches and personal experiences to develop an appreciation of the psychological dynamics of various forms of African-American family life.

*Prerequisites:* ENG 101, *and* ETH 123 or ETH 125

**AAR 310 Research Seminar in African-American Studies**

3 hours, 3 credits

Seminar and research project addressing a selected contemporary or historical issue of significance in African-American Studies. Research paper utilizing basic research methodologies required.

**Prerequisites:** ENG 102 or ENG 201, 6 credits in African-American Studies, and junior standing or above, *or* permission of the section instructor

### **AAS 110 Race and the Urban Community**

3 hours, 3 credits

An introduction to problems of contemporary race relations in major urban areas with particular emphasis on the impact of race and racism on the interactions between the African-American community and other racial or ethnic groups.

### **AAS 121 African-American Community Issues**

3 hours, 3 credits

An introduction to the origins and development of urban African-American communities. An exploration of the historical effects of racial isolation on community building and examination of selected contemporary socioeconomic issues with respect to such areas of concern as housing, education, welfare, the African-American family, crime and the criminal justice system.

### **AAS 215 The Police and the Ghetto**

3 hours, 3 credits

Examination of the various perspectives on the nature of police roles in urban African-American communities including perceptions of police as law enforcement agents and as preservers of social order. Functional analysis of crime and of police roles in the ghettoization of communities.

**Prerequisites:** ENG 101, *and* AAS 110 or AAS 121

### **AAS 237 Institutional Racism (Formerly AAS 293)**

3 hours, 3 credits

A critical examination of policies and informal practices of organizations and institutions and of laws and regulations that have adversely affected social and economic opportunities and outcomes

for African-Americans. Forms, impacts and responses to racism in such areas as the design and implementation of social programs, the criminal justice system, education, employment and business.

**Prerequisites:** ENG 101, *and* one of the following: ETH 123, AAS 110, AAS 121 or SOC 101

### **AAS 248 Men: Masculinities in the United States**

3 hours, 3 credits

There is more than one way to be a man. This course will introduce students to theoretical approaches to understanding masculinities. We will look at how biological, political, economic and psychological factors influence how masculinities are constructed. Students will increasingly reflect a sense of themselves as gendered beings and they will develop an appreciation of how social constructions of masculinities influence how they define themselves.

**Prerequisite:** ENG 102 or ENG 201

### **AAS 354 Africana Philosophy (Same course as PHI 354)**

3 hours, 3 credits

This course introduces students to the rich and diverse field of Africana philosophy, which is essentially philosophy of and about Africa and its diaspora. The first half of the course covers African philosophy, while the second half covers the philosophy of Africans in the Americas. Possible themes include: (1) the tension between tradition and modernity; (2) the philosophical meaning of racism and white supremacy; (3) the relevance of philosophy to liberation movements throughout Africa and its diaspora; and (4) philosophical anthropology.

**Prerequisites:** ENG 102 or ENG 201, PHI 231

## ANTHROPOLOGY

### **ANT 101 Introduction to Anthropology**

3 hours, 3 credits

Comparative study of cultures, or ways of life, of people around the world, with emphasis on non-Western, preliterate cultures. Examples may include Native American peoples, South American tribal peoples, the Amish, Gypsies, and the Inuit (Eskimos) of northern Canada and Alaska. Analysis of major aspects of culture, including language; marriage, birthing and child rearing; family and kinship; law, government, and social control; and religion.

### **ANT 110 Drug and Alcohol Use and Abuse in American Society**

**(Same course as PSY 110 and SOC 110)**

3 hours, 3 credits

An overview of drug substances and drug abuse as considered from various approaches, including types and patterns of drug abuse, symptoms, causes, treatment modalities and other related factors. Specific drug substances are discussed, along with resultant psychological and physiological effects. Attention is paid to legal, cultural and educational factors as they relate to drug abuse prevention. Consideration of the relationship between urban living and drug use.

### **ANT 208 Cities and Culture**

3 hours, 3 credits

The basic concepts and perspectives of anthropology are used to examine the many different subcultures and groups that make up the urban environment, both in the United States and in other complex societies. It examines how these groups both conflict and cooperate with each other, as they compete for urban space and urban resources. The course includes examination of deviant behavior, as it exists within the context of the urban environment, and the ways in

which the special characteristics of cities relate to the emergence and maintenance of a great diversity of lifestyles and subcultures.

*Prerequisites:* ENG 101 *and* sophomore standing or above

### **ANT 210 Sex and Culture** **(Same course as PSY 210 and SOC 210)**

3 hours, 3 credits

Study of behavioral and psychological differences between males and females in the light of contemporary theories of social structure, social learning and individual development. Emphasis on the examination of contemporary theoretical issues in cross-cultural perspective.

*Prerequisites:* ENG 101 *and* sophomore standing or above

### **ANT 212 Applied Anthropology**

3 hours, 3 credits

Consideration of past, present and future applications of anthropology and fieldwork techniques in such areas as criminal justice, education, mental health, demography, medicine and areas involving change.

*Prerequisites:* ENG 101 *and* ANT 101

### **ANT 214 Spiritualism, Religion and Magic**

3 hours, 3 credits

Cross-cultural study of religious beliefs and practices and the ways in which they are related to other aspects of culture, including deviance and social control.

*Prerequisites:* ENG 101 *and* sophomore standing or above

### **ANT 224 Death, Dying and Society: A Life Crises Management Issue**

**(Same course as PHI 224, PSY 224 and SOC 224)**

3 hours, 3 credits

Death and dying will be viewed from the perspectives of a variety of academic disciplines and applied fields. The course will deal with the dying process: the different cultural practices and beliefs related to this process; its impact on the individual and his or her family, particularly in the areas of grief, mourning and restructuring of the family; and it will examine the ways different occupational groups are routinely involved with death and dying and the methods they evolve to manage it for others and cope with it themselves. The course will also explore different types of death, death at different periods in the life cycle, euthanasia, abortion and ethical, religious existential issues related to death and dying. The course will be multidisciplinary.

*Prerequisites:* ENG 101, *and* an introductory course in sociology, anthropology, philosophy, or psychology

### **ANT 228 Introduction to Language**

**(Same course as ENG 228)**

3 hours, 3 credits

This course provides an overview of language analysis and general linguistics, leading to an understanding of how language in the legal process applies these principles. The course discusses the formal properties of language, bilingualism, gender and language use, language and culture, and linguistic issues within the criminal justice system. Students will learn how to use the International Phonetic Alphabet (IPA) to transcribe speech and discuss accents and dialects.

*Prerequisites:* ENG 102 or 201, and ANT 101, or PSY 101 or SOC 101 or CRJ 101

### **ANT 230 Culture and Crime**

3 hours, 3 credits

An analysis of crime and its relation to other aspects of culture in Western and non-Western societies. Topics include those who have been labeled as bandits, criminals and rebels; women who have turned to crime in an attempt to resolve the contradictions of their position; and the impact of Western culture and colonization on crime and justice in the non-Western world.

*Prerequisites:* ENG 101 *and* any social science course

### **ANT 310 Culture and Personality**

**(Same course as PSY 310 and SOC 310)**

3 hours, 3 credits

The factors in and the effects of cultural conditioning on the biological foundations of personality. A study, on a cross-cultural basis, of the conditioning factors of childcare and training, group values and attitudes, practices and culture forms, with reference to basic personality formation.

*Prerequisites:* ENG 102 or ENG 201, junior standing or above, *and* one of the following: ANT 101, PSY 101 or SOC 101

### **ANT 315 Systems of Law**

3 hours, 3 credits

Cross-cultural comparison of legal systems. Consideration of concepts of justice, rules of procedure, methods of punishment and rehabilitation.

*Prerequisites:* ENG 102 or ENG 201, *and* a course in anthropology or law, *or* junior standing or above

### **ANT 328 Forensic Linguistics: Language as Evidence in the Courts (Same course as ENG 328)**

3 hours, 3 credits

Forensic linguistics explores the complex relationship between linguistics and the law. The course will consider critically the role of



language and its power in the legal process. It will also examine how oral and written argumentation can be used or misused to the disadvantage of social groups and thus to the detriment of minorities, including women, children and nonnative speakers of English. The involvement of linguists as expert witnesses in the legal process will also be explored. One court visit is required. This course is especially helpful for Forensic Psychology majors.

**Prerequisites:** ENG 102 or ENG 201, *and* one of the following: ANT 101, CRJ 101, PSY 101, or SOC 101

### **ANT 330 American Cultural Pluralism and the Law**

3 hours, 3 credits

Culturally different groups use law in the United States to assert their rights and to maintain their cultural autonomy. They may also avoid courts and solve disputes within their communities. This course examines, through legal and ethnographic cases, the ways in which culturally different groups interact with law in the United States. The groups studied may include Native Americans and Native Hawaiians, African Americans, Asian Americans, Mormons, Amish, Rastafarians, Hasidic Jews, Latinos, Gypsies, gays, women and the homeless.

**Prerequisite:** ENG 102 or ENG 201

### **ANT 340 Anthropology and the Abnormal**

3 hours, 3 credits

A study of the ways in which different societies define “abnormal behavior,” with emphasis on the understanding of the societal basis of the selection and labeling of certain behaviors as “abnormal.” The social uses of deviance are examined. Roles such as the shaman, the transvestite, the homosexual, the saint, the sinner, the jokester, the aged and the mental defective are analyzed in the context of specific cultures. Various forms of psychological and social therapies to treat the abnormal are discussed, with examples drawn from both Western and non-Western cultures.

**Prerequisites:** ENG 102 or ENG 201, ANT 101 or PSY 101, *and* junior standing or above

### **ANT 410 Independent Study**

3 hours, 3 credits

A study of reading and reporting planned and carried out under the guidance of a faculty member. Concerned with a selected topic, issue or area of interest in anthropology, psychology, or sociology.

**Prerequisites:** ENG 102 or ENG 201, *and* 12 credits in anthropology, *or* permission of the chairperson of the department and the section instructor

### **ANT 445 Culture, Psychopathology and Healing (Formerly ANT 345) (Same course as PSY 445)**

3 hours, 3 credits

This course will study and compare models of mental illness and treatment within Western cultures, non-Western cultures and migrating populations. Cultural notions of mental illness and healing and applicability of Western models of psychopathology, psychiatry, and psychotherapy to other cultures will be considered. The evolving role of Western psychology and psychiatry within the context of globalization of health care systems will be addressed. Topics will include self and culture; emotions and culture; cross-cultural diagnosis; psychotherapists, traditional healers and shamans; the immigrant as psychiatric patient; the politics of psychiatry in world health.

**Prerequisites:** ENG 102 or ENG 201, PSY 242, *and* junior standing or above

### **ANT 450 Majors Works in Deviance and Social Control (Same course as PSY 450 and SOC 450)**

3 hours, 3 credits

The study of major writings on deviance and social control of 20th-century anthropologists, psychologists, and sociologists who made seminal contributions to the contemporary understanding of the

subject. The course, a seminar, will include selected writings of such theorists as Ruth Benedict, Emile Durkheim, Sigmund Freud, Bronislaw Malinowski, Robert K. Merton and Thomas Szasz.

**Prerequisites:** ENG 102 or ENG 201, senior standing, *and* majoring in Culture and Deviance Studies (formerly Deviant Behavior and Social Control).

## ART HISTORY AND STUDIO ART

### ART 102 American Art

3 hours, 3 credits

This course examines the growth of art in the United States as it accompanied the development of the country from isolated agricultural colonies to a powerful industrial nation. The transformation of European styles into a uniquely American art that expressed the hopes and ideals of the new land is considered by reference to such topics as the impact of industrialism, the creation of cities, the movement westward, as well as, the individual achievements of major painters, sculptors, and architects.

### ART 103 Art of the Italian Renaissance

3 hours, 3 credits

This course covers one of the greatest periods of Western Art. It begins with the innovation of the 14th century artist Giotto and continues through 15th century, concluding with high Renaissance artists such as Leonardo, Michelangelo, and Titian.

### ART 104 The Art of Africa, Oceania and the Americas

3 hours, 3 credits

An introductory survey of the arts of the major non-Western civilizations, in which the objects produced by these peoples are examined with regard to artistic principles and their relationship to the religious, social, and cultural conditions in which they originate.

### ART 105 Modern Art

3 hours, 3 credits

The course considers the development of art in the modern Western world beginning with European art in the late 18th century and ending with American art after World War II. The work of such major artists as David, Degas and Monet, Van Gogh and Gauguin, Picasso and Brancusi, Jackson Pollack and Andy Warhol are studied as the history of individual achievement and in the contexts of modern life.

### ART 108 Introduction to World Art I

3 hours, 3 credits

Through visual images, this course traces the development of world cultures by considering the evolution of the art and architecture of Africa, the Americas, Asia, and Europe from ancient times to the 14<sup>th</sup> century. The panorama of painting, sculpture, and architecture is examined with a view to understanding the artworks as unique objects, and as expressions of particular civilizations and their social, religious, and political world views.

### ART 109 Introduction to World Art II

3 hours, 3 credits

Through visual images, this course traces the development of world cultures by considering the evolution of the art and architecture of Africa, the Americas, Asia, and Europe from the 14<sup>th</sup> to the 20<sup>th</sup> century. The panorama of painting, sculpture, and architecture is examined with a view to understanding the artworks as unique objects, and as expressions of particular civilizations and their social, religious, and political world views.

### ART 110 Ceramics Workshop

3 hours, 3 credits

This course will enable the student to design and create hand built pottery according to the principles of design, and work with various techniques of finishing, glazing, and firing. Students will learn the

basic principles of three-dimensional design by studying the shapes of utilitarian as well as decorative objects in their immediate environment. In addition, they will explore pottery styles of such non-Western cultures as Japan, China, the Mayans of ancient Mexico, the Yoruba of Nigeria and the Ndebele of Zimbabwe, as well as pottery styles of the ancient Greeks and the Navaho and Pueblo Indians of the American Southwest.

### **ART 111 Introduction to Drawing**

3 hours, 3 credits

This course is designed to develop student's ability and appreciation for drawing. Students will be introduced to different drawing media and techniques and develop drawing skills through direct observation, imagination and other conceptual models.

### **ART 112 Design Foundations**

3 hours: 3 laboratory hours, 3 credits

Design Foundations explores the various elements of how images are composed. Students learn to manipulate pictorial space through the study of color, line, shape, space, texture and value. In addition, students will study the creation and use of signs, patterns, and symbols from both indigenous and contemporary culture.

### **ART 113 Introduction to Photography**

3 hours, 3 credits

Students are instructed in the fundamental theory and practice of photography. The specific functions of the camera, composition, lighting, printing and finishing are introduced in the class.

Additionally, the class will broaden students ability to look at images critically so they are better able to express a creative voice through the photographic medium.

### **ART 115 Introduction to Sculpture**

3 hours, 3 credits

Introduction to sculpture. Students will learn basic principles and techniques of creating sculpture. Through the sculpture making process, they will be encouraged to investigate their potential for expressing three-dimensional concepts. Special emphasis will be placed on the actual process of developing creative awareness by taking an idea from its inception through various stages of revision to completion in a three-dimensional form. Through visual materials such as slides, films and videotapes, as well as museum visits, students will learn about sculptures from various non-Western cultures such as Latin America, Africa and Asia.

### **ART 125 Graphic Arts**

3 hours, 3 credits

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

### **ART 190 Special Topics in Art**

3 hours, 3 credits

The study of a significant topic of general interest to be chosen by the instructor.

### **ART 201 Art and Architecture in New York**

3 hours, 3 credits

Study of the physical development of the City from the settlement of New Amsterdam to the present. The geographical spread of the City,

its sculptural and architectural past and present, including public monuments are examined.

*Prerequisite:* ENG 101

### **ART 212 Life Drawing**

3 hours, 3 credits

Introduction of the student to the live model, concentrating on basic anatomy and proportions of the human figure. Student will study different techniques — foreshortening, contour drawing, modeling — and learn use of such various materials as pencil, charcoal, and ink. Rapid poses to study the dynamic movement of the body, and longer poses to find and develop the forms of the figure all aim to train the hand to respond directly to the eye.

*Prerequisites:* ENG 101, ART 111

### **ART 222 Body Politics and Art in Global & Historical Perspective**

3 hours, 3 credits

Body Politics examines images of the human body in art across time and global space. As the most ubiquitous image in much of visual culture, both the past and present, images of the body reveal the unique sensibilities of their creators, patrons, cultures, and eras. Pivotal works of painting, sculpture, photography, video and film from Asia, Africa, Europe and America will be critically assessed to reveal how representation of the body in art reflects and challenges gender roles, race construction, political hegemony, and ideals of beauty. Primary source and scholarly readings will augment the course. The methodologies of art theory and criticism will be tapped as vehicles for visual critique and analysis. Classes will incorporate slide presentations and gallery visits.

*Prerequisites:* ENG 101, and any 100-level art course

### **ART 224 African-American Women in Art (Same course as AAA 224)**

3 hours, 3 credits

The course examines the representation of African-American women in art throughout the centuries, particularly the stereotypes of the Mammy, Sapphire and Jezebel; and the history of African-American women artists from slavery to the present, as they struggled to combat these negative stereotypes through their lives and art. A study of the American slave experience and Post-Reconstruction will lay the foundation for understanding the myriad misconceptions about African-American women and how their images have been manipulated in art and popular culture. Each class will present a series of visual art images via slide presentations and films of the artwork discussed. Whenever possible, gallery or museum visits will be incorporated into the course.

*Prerequisite:* ENG 101 or permission of the instructor

### **ART 230 Issues in Art and Crime**

3 hours, 3 credits

This course will cover the major current and historic issues dealing with art and crime. After a discussion of the value of art in our world, the course will cover five main topics: theft, repatriation (including issues of national ownership and cultural property), vandalism and restoration, fakes and forgeries, and censorship and freedom of expression. Through lectures, slide presentations, documentaries, classroom discussion and student presentations, the course will study these main issues by using a wide variety of specific case studies in order to frame the current issues facing the preservation and continued enjoyment of art in our world today. The critical issue of who controls art and how it is displayed and protected will also be addressed. The class is intended to make students critically assess the issues facing artists, collectors, museums, and nations in reducing crime and conserving the artistic heritage of everyone, today and in the future.

*Prerequisites:* ENG 101, and ART 101 or ART 103 or ART 105

**ART 241 Forensic Drawing**

3 hours, 3 credits

This course is designed to teach students the necessary skills to put their artistic ability to work in law enforcement. This course will provide students with the basic drawing, technological, and analytical skills that are the foundation of Forensic Drawing. Students who complete the course will be conversant in the tools and knowledge used by forensic artists worldwide. The course also incorporates writing and research components, which involve the study of the history of forensic art.

*Prerequisites:* ENG 101, ART 111

**ART 301 Problems in Modern Art**

3 hours, 3 credits

Research in special problems in modern art. Interpretations of works of art through the writings of artists and critics.

*Prerequisites:* ENG 102 or 201, any 100-level art history course.

**BASIC SKILLS (First Year Experience)**

These courses are generally offered during the summer and winter intersessions for students who are working towards skills-certification.

**ISC 010 Basic Skills Immersion: College Orientation**

3 hours, no credit

Orientation to academic requirements, student services, issues in general education and career planning. Study skills, time management, and adjustment to the college environment. Use of academic facilities: the Library, Writing Center, Academic Computing Center, Reading Skills Laboratory, and Mathematics Laboratory. Authorized grades: P, R, and W.

**ISM 010 Basic Skills Immersion: Mathematics**

3 hours, no credit

Intensive review of arithmetic and elementary algebra. Preparation for the CUNY Assessment Test on Mathematics. Classes supplemented by tutoring in the Math & Science Resource Center. Authorized grades: P, R, and W.

**ISR 010 Basic Skills Immersion: Reading**

3 hours, no credit

Intensive practice in comprehension and analysis of texts. Metacognitive approaches to improving reading. Preparation for the CUNY Assessment Test on Reading. Classes supplemented by tutoring in the Communication Skills Center. Authorized grades: P, R, and W.

**ISW 010 Basic Skills Immersion: Writing**

3 hours, no credit

Intensive practice in organization, grammar and syntax. Emphasis on editing and rewriting. Preparation for the CUNY Assessment Test on Writing. Classes supplemented by tutoring in the College Writing Center. Authorized grades: P, R, and W.

**BIOLOGY (Department of Sciences)****BIO 101 Paced Modern Biology I-A**

3 hours, 2 credits

Paced Modern Biology 1-A is the first course in the two-semester alternative to Modern Biology I for those students who do not place into Biology 103. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismic levels. Topics in Biology 1-A include cell structure and function, structure and function of macromolecules, energetic, cellular respiration and photosynthesis. The entire 101/102 series must be completed in order to receive credit as a general education science equivalent.

**Prerequisite:** BIO 101 is available to students who do not place into BIO 103 and are majoring in Forensic Science

### **BIO 102 Paced Modern Biology I-B**

6 hours; 3 hours lecture, 3 hours laboratory; 3 credits

Paced Modern Biology 1-A/1-B is a two-semester alternative to Modern Biology I for those students who do not place into Biology 103. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismic levels. Topics in Biology 1-B include gene structure, function, and regulation. In the laboratory students will learn basic laboratory skills and experimental techniques, including measurement, identification of macromolecules, genetic crosses, and forensic DNA analysis. The entire 101/102 series must be completed in order to receive credit as a general education science equivalent.

**Prerequisites:** BIO 101 and majoring in Forensic Science

### **BIO 103 Modern Biology I**

7 ½ hours; 3 hours lecture, 1 ½ hours recitation, 3 hours laboratory; 5 credits

Modern Biology I is the first half of an in-depth exploration of the basic properties of living systems on the molecular and cellular levels. Students will be introduced to cell structure, metabolism and respiration, photosynthesis, and genetics. Representative organisms from the prokaryotic and eukaryotic kingdoms are studied in detail. The laboratory portion of the course is designed to reinforce the concepts taught in the lecture and to teach basic laboratory skills. This course is designed for students with a science background and for Forensic Science majors.

**Prerequisites:** SAT Verbal score of 520 or higher or completion of the New York State Biology Regents with a score of at least 80%. Students who did not take the Biology Regents will need departmental permission.

### **BIO 104 Modern Biology II**

7 ½ hours; 3 hours lecture, 1 ½ hours recitation, 3 hours laboratory; 4 credits

This course is the second half of the Modern Biology sequence. It continues the in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismal levels. In addition, evolution and ecology are introduced. Representative organisms from the plant and animal kingdoms are studied in detail. The laboratory portion of the course emphasizes phylogeny and teaches basic microscopy and dissection skills. This course is designed for students with a science background and for Forensic Science majors.

**Prerequisites:** BIO 103, or BIO 101-102 *or* equivalent with an average grade of 2.0 or higher in the two courses

### **BIO 255 The Biology of Gender and Sexuality (Same course as GEN 255)**

3 hours, 3 credits

This course approaches the issues of gender and sexuality from the perspective of the biological sciences. By exploring the evolutionary origins of sexual reproduction, students will gain new insights into how and why sex and gender differences in animals, including humans, came to be. By gaining a solid grounding in basic sex-specific anatomy, physiology, and endocrinology, students will have a framework to consider several further topics, such as: gender-based medicine and the masculinized state of priorities in the biomedical industry; hermaphroditism, transexualism, and sexual reassignment; and reproductive biology and medicine. Finally, the course will examine sexual orientation and the study of its biological nature and origin, both in humans and in the animal world.

**Prerequisites:** ENG 101, NSC107 or BIO103 or, BIO101 and BIO102

### **BIO 315 Genetics**

3 hours, 3 credits

Genetics is an introduction to the field of modern genetics. Topics are drawn from classical, molecular and population genetics and

include the nature of genetic variation, genetic disorders, genomics, recombinant DNA and genetic engineering techniques. Emphasis is placed on quantitative analysis and problem solving.

**Prerequisites:** ENG 102 or ENG 201, BIO 103-104 or BIO 101-102 and BIO 104, and MAT 301

### BIO 412 Molecular Biology I

9 hours: 3 hours lecture, 6 hours laboratory; 4 credits

Molecular Biology I provides an overview of the current concepts and techniques in molecular biology. Lecture topics include the molecular structure of cells, basic genetic mechanisms, control of gene expression in prokaryotes and eukaryotes, DNA replication, repair and recombination, and protein structure and function. The laboratory experiments introduce basic experimental techniques and research methodology, including cell culture, recombinant DNA techniques, transformation, DNA extraction, electrophoresis, Southern and Western blotting, and DNA sequencing and analysis.

**Prerequisites:** ENG 102 or ENG 201, BIO 315, and CHE 315

### BIO 413 Molecular Biology II

9 hours: 3 hours lecture, 6 hours laboratory; 4 credits

BIO 413 consists of lectures and laboratory experiments in molecular biology with special emphasis placed on forensic DNA analysis. Lecture topics include an overview of forensic biology, statistics and population genetics including: sample collection; bioethics; DNA extraction, quantitation, and typing; databases; lab validation including quality assurance and quality control, and emerging technologies. Laboratory experiments introduce advanced experimental techniques such as autosomal STR and “linkage markers” (Y-STR and mtDNA) analysis, DNA quantitation, and PCR-STR analysis of simulated “crime scene samples.”

**Prerequisites:** ENG 102 or ENG 201, and BIO 412

## CHEMISTRY (Department of Sciences)

### CHE 100 Preparation for General Chemistry

3 hours, 1 credit

A course in chemistry to prepare students for the level of work covered in CHE 103-104. Instruction will be given in the fundamental concepts of chemistry. The course provides the requisite skills needed to solve problems. Open to students who have not had high school chemistry or students recommended by the department.

**Prerequisite:** MAT 103 or the equivalent

### CHE 101 General Chemistry I-A

4 hours; 3 hours lecture, 1 hour recitation; 2 credits

This course is primarily intended for students who have not taken high school chemistry or who have received a grade of less than 80% on the New York State Chemistry Regents Examination but are interested in being a Forensic Science or Fire Science major, or are interested in developing a strong knowledge base of general chemistry principles. The course provides students with a better understanding of the chemical world around us and is a prerequisite for more advanced chemistry courses. CHE 101 is the first semester of the two-semester CHE 101-102 sequence, which is equivalent in content to CHE 103 but done at a slower pace with emphasis on developing needed skills. Topics include: a review of basic mathematical tools used in chemistry, the structure of the atom, stoichiometric calculations, aqueous solutions, gases, and an introduction to the periodic table of elements. Open to students who have not had high school chemistry, or who received a grade of C or lower in high school chemistry, or who received a grade of less than 80% on the Chemistry Regents. The entire 101-102 series must be completed in order to receive credit as a general education science equivalent.

**Prerequisites:** Open to students who have not had high school chemistry, or who received a grade of C or lower in high school

chemistry, or who received a grade of less than 80% on the Chemistry Regents. This course is restricted to Forensic Science majors.

**Co-requisite:** MAT 104 or MAT 105

### CHE 102 General Chemistry I-B

7 hours: 3 hours lecture, 1 hour recitation, 3 hours laboratory; 3 credits

This course is the second semester of the CHE 101-102 sequence. Topics include the hydrogen atom, electron configurations, Lewis structures, theories of bonding, thermochemistry, properties of pure liquids and solids, solutions, and colligative properties. Laboratory exercises will include small scale, semi-quantitative experiments related to the lecture topics covered in the CHE 101-102 sequence. The entire 101-102 series must be completed in order to receive credit as a general education science equivalent.

**Prerequisite:** CHE 101. This course is restricted to Forensic Science majors

### CHE 103 General Chemistry I

7 1/2 hours: 3 hours lecture, 1 1/2 hours recitation, 3 hours laboratory; 5 credits

This is a basic course in chemistry dealing with modern atomic and molecular theory. It introduces the basic properties and reactions of the elements and the compounds, which will be explored in greater detail in General Chemistry II. Laboratory exercises stress principles of qualitative and semi-quantitative experimentation. They will foster a better understanding of chemical principles and ensure that the necessary skills are developed to work in a scientific laboratory safely and effectively. This course is designed for students with a science background and for Forensic Science and Fire Science majors. Regents level high school chemistry is highly desired.

**Prerequisites:** Placement into MAT 141 or higher, or placement into MAT 104 or MAT 105 **and** a score of 80% or higher on the New York State Chemistry Regents. Students who did not take the Chemistry Regents will need departmental permission.

### CHE 104 General Chemistry II

7 1/2 hours: 3 hours lecture, 1 1/2 hours recitation, 3 hours laboratory; 4 credits

This is the second half of beginning chemistry. It builds on the basic properties and reactions of the elements and the compounds learned in the first semester of general chemistry and ends with an introduction to organic chemistry. The laboratory stresses principles of qualitative and semi-quantitative experimentation and fosters competence in the skills needed to work safely and effectively in a scientific laboratory. This course is designed for students with a science background and for Forensic Science and Fire Science majors. Regents level high school chemistry is desired.

**Prerequisites:** CHE 103, or an average grade of 2.0 or better in CHE 101-102 or equivalent, **and** completion of MAT 104 or MAT 105 or equivalent

### CHE 201-202 Organic Chemistry

7 1/2 hours each: 3 hours lecture, 1 1/2 hours recitation, 3 hours laboratory; 4 credits

Introductory study of properties and behavior of organic molecules including, nomenclature, structure and bonding, reaction mechanisms, synthetic methods, and modern spectroscopic techniques for structural analysis. Concurrent laboratory work utilizing modern semi-micro methodology for synthesis, purification and analysis.

**Prerequisites:** ENG 101, CHE 104, which is a prerequisite for CHE 201. CHE 201 is a prerequisite for CHE 202.

### CHE 220 Quantitative Analysis

9 hours: 3 hours lecture, 6 hours laboratory; 4 credits

A balanced treatment of the classical methods of gravimetric and volumetric analysis, including acid-base, precipitation, complexometric and redox titrations.

**Prerequisites:** ENG 101 and CHE 104



### CHE 301 Physical Chemistry I

6 hours: 3 hours lecture, 1 hour recitation, 2 hours laboratory; 3 credits

An introductory course in thermodynamics and chemical kinetics including, ideal and real gases, laws of thermodynamics, changes of state, first- and second-order reactions, reaction rate theory, and catalysis.

**Prerequisites:** ENG 102 or ENG 201, CHE 104, PHY 203-204, *and* MAT 241

### CHE 302 Physical Chemistry II

6 hours: 3 hours lecture, 2 hours laboratory, 1 hour recitation; 3 credits

Introductory quantum chemistry. Schroedinger equation; molecular orbital and valence bond theory; electrical and magnetic properties of matter; theoretical and applied spectroscopy; introductory ligand field theory.

**Prerequisites:** ENG 102 or ENG 201, CHE 104, PHY 203-204, *and* MAT 241

### CHE 310 Scientific Arson Investigation

3 hours lecture, 3 credits

An introduction to the problems and techniques of fire investigation. The chemistry of fire and the combustion properties of selected fuels. Emphasis on investigative methods and on the application and assistance of various scientific aids available to the fire investigator.

**Prerequisites:** ENG 102 or ENG 201, a one-year college-level course in general chemistry *and* an introductory course in organic chemistry

### CHE 315 Biochemistry

6 hours: 3 hours lecture, 3 hours laboratory; 4 credits

This course provides a fundamental and detailed introduction to modern biochemistry. Lecture topics include amino acids and proteins, nucleic acids, lipids, carbohydrates, classical bioenergetics and metabolism. Emphasis is placed on contemporary applications of protein and nucleic acid biochemistry. Forensic applications of and

special topics in biochemistry are integrated with the course material. Modern laboratory procedures in biochemistry, including biomolecular purification, analysis, and spectroscopic thermodynamic and kinetic techniques are introduced. Current methods of graphical presentation and mathematical analysis of experimental data are applied.

**Prerequisites:** ENG 102 or ENG 201, BIO 104, CHE 201-202, PHY 204, MAT 242

### CHE 320-321 Instrumental Analysis

9 ½ hours: 1 ½ hours lecture, 8 hours laboratory; 4 credits

Introduction to instrumental analysis of physical evidence. Emphasis on the theory and use of those analytical instruments commonly found in forensic and other quantitative industrial and clinical laboratories. Laboratory methods include ultraviolet and infrared spectrophotometry, emission spectrography, X-ray diffractometry, thin-layer and gas chromatography and the use of electronic test equipment for troubleshooting.

**Prerequisites:** ENG 102 or ENG 201, CHE 104, CHE 201-202, CHE 220, PHY 204, MAT 242. Prerequisite or co-requisite: CHE 302

### CHE 450 Independent Study

Hours to be arranged, 3 credits

Intense study and research in a specific area directed by a faculty member. Advanced laboratory techniques and research methodologies are utilized.

**Prerequisites:** Permission of the instructor and completion of sophomore-level science courses. Special arrangements may be made to do this work over the summer.

## CHINESE (Department of Foreign Languages and Literatures)

### CHI 101 Elementary Chinese

3 hours, 10 lab hours per semester; 3 credits

This course is for students with little or no previous knowledge of Mandarin Chinese. Mandarin Chinese will be introduced through intensive drills of its oral and written forms. Emphasis is placed on speaking and basic grammar as well as the formation of the characters. It will focus on the most essential language items, such as sound patterns, sentence structures and basic vocabulary, which are useful in everyday Chinese conversation. No credit will be given for CHI 101 if taken after the completion of CHI 102. Ten lab hours required.

### CHI 102 Elementary Chinese II

3 hours, 10 lab hours per semester; 3 credits

This is the second semester of Elementary Chinese in Mandarin. In CHI 102, the students will learn more Chinese sentence structure, more basic vocabulary and more Chinese grammar, which are useful in everyday conversation. There will be a greater emphasis on oral exercises in class and more Chinese writing after class. Ten lab hours required.

*Prerequisite:* CHI 101 or equivalent

## COMMUNICATION SKILLS (Department of Communication and Theatre Arts)

### COM 101 Communication Skills 101

3 hours, 0 credit

Designed for students who require significant instruction in basic reading skills. Students read books focused on a topic selected by the instructor. Classroom activities emphasize strategies for improving reading comprehension and vocabulary. Students are required to complete 10 hours of independent study in the Reading and Study Skills Center. A grade of P is the only authorized passing grade for this course.

*Prerequisite:* By appropriate placement test score

### COM 102 Communication Skills 102

3 hours, 1 credit

Designed for students who need to develop a higher degree of competence in coping with college texts. Emphasis is on advanced exercises in comprehension and vocabulary with an introduction to basic study skills. Students are required to complete 10 hours of independent study in the Reading and Study Skills Center. A grade of P is the only authorized passing grade for this course.

*Prerequisite:* COM 101 or by the appropriate placement test score

### COM 110 Techniques of College Learning

3 hours, 3 credits

This course is designed for the student who needs to acquire the necessary study skills and techniques that a college-level student needs in order to be both effective and efficient. Emphasis will be placed upon the following areas: problem solving, organization, note taking, study habits, critical reading, S.Q. 3R, test taking and library research.

### COM 120 Computer Competence and Information Literacy

3 hours, 3 credits

This course is designed for students who need to acquire introductory computer and information literacy skills. The students will achieve competence in basic computer skills including keyboarding, word processing, e-mailing and Internet access. Students will also develop information literacy skills, having the ability to understand the variety of content and formats of information, and competence in accessing, evaluating, organizing and applying it. Reinforcement of these competencies will be gained during a 10-hour computer lab experience.

## COMPUTER LITERACY (Department of Mathematics and Computer Science)

### **CLT 101 Computer Literacy**

3 hours, 3 credits

This course examines the concepts and skills that enable the student to use personal and mainframe computers as a consumer or to progress to more advanced work in many disciplines in the sciences and humanities. Students will use personal computers as well as learn how to access the large mainframe system. The course explores the computer as a research tool, its role in modern society, and examines its organizational, social and ethical implications.

## COOPERATIVE EDUCATION (Office of Internships and Cooperative Education)

### **CEP 390-391 Cooperative Education Program**

3 hours, 3 credits

Independent study with a member of the faculty, open to students in the John Jay College of Criminal Justice Cooperative Education Program. Individual conferences with the faculty sponsor, readings appropriate to the agency placement and an analytical essay or research paper. (Offered every semester for students selected to participate in Cooperative Education with participating federal law enforcement agencies.)

**Prerequisites:** ENG 102 or ENG 201, and admission to the Cooperative Education Program

## CORRECTIONS (Department of Law, Police Science and Criminal Justice Administration)

### **COR 101 Introduction to Corrections**

3 hours, 3 credits

This course is intended as an introduction to the corrections system and will provide an overview of current institutional practices, policies and legal issues. The course focuses on the relation of corrections to the criminal justice system, theories underlying correctional practice and the role of institutions within the corrections system. Specifically, this course provides an overview of the field of corrections. It reviews the historical development of crime and corrections, sentencing, jails, prisons, correctional policies, agencies, prison life, and challenges facing correctional populations. It will further explore the principles and practices of treatment accorded to offenders in various types of correctional settings.

### **COR 201 The Law and Institutional Treatment**

3 hours, 3 credits

The process of law from arrest to release from confinement in its relation to correctional principles and practices. Functions of the police, defense, prosecution, courts, probation, correction, parole. Civil rights of the accused and the convicted. Legal documents relating to commitment, bail, fines and writs.

**Prerequisites:** ENG 101, sophomore standing or above and one of the following: COR 101, CRJ 101, or ICJ 101

## **COR 202 The Administration of Correctional Programs for Juveniles**

3 hours, 3 credits

Problems, procedures and policies in the administration of juvenile detention centers, youth houses and state training schools; the probation service in juvenile courts; halfway houses and aftercare supervision; special institutions for defective delinquents and youthful narcotics addicts; the Borstal and “approved school” programs in England. Field trips to juvenile institutions.

**Prerequisites:** ENG 101, sophomore standing or above and one of the following: COR 101, CRJ 101, or ICJ 101

## **COR 230 Sex Offenders in the Criminal Justice System (Same course as PSC 230)**

3 hours, 3 credits

The aim of this course is to develop an understanding of the causes of sexual crimes and the treatment of sex offenders throughout the criminal justice process. There is an analysis of the laws that relate to sex offenders and the cyclical nature of sex offender legislation. The course examines the difficulty of balancing rights of the offenders and rights of the community, as well as what forms of community protection are viable for these individuals. By the end of the course, students should have an understanding of sex offender typologies, types of treatment offered, laws and policies regarding sex crimes, and the likely future direction of legislation.

**Prerequisites:** ENG 101 and one of the following: COR 101, PSC 101, CRJ 101 or ICJ 101

## **COR 250 Rehabilitation of the Offender**

3 hours, 3 credits

Through examination of the literature, this course will explore correctional programs designed to rehabilitate offenders. The study of both institutional treatment models and community-based models will include family intervention, counseling, self-help programs,

diversion, house arrest, community service, probation, halfway houses and others.

**Prerequisites:** ENG 101, sophomore standing or above, and one of the following: CRJ 101, COR 101 or ICJ 101

## **COR 282 Principles of Correctional Operations**

3 hours, 3 credits

Basic organization and objectives of a department of correction. Specific administrative principles required for the effective conduct and operation of a correctional organization. Relationships among the following institutional units: custodial force, treatment staff, clerical, culinary and maintenance staff.

**Prerequisites:** ENG 101, junior standing or above, and one of the following: CRJ 101, COR 101 or ICJ 101

## **COR 303 Comparative Correction Systems**

3 hours, 3 credits

This course provides an overview of correctional systems and methods adopted by selected foreign countries and describes similarities and differences in philosophy.

**Prerequisites:** ENG 102 or ENG 201, junior standing or above, and one of the following: CRJ 101, COR 101 or ICJ 101, or permission of the section instructor

## **COR 310 Fieldwork in Corrections**

3 hours, 3 credits

Supervised fieldwork in a variety of correctional settings — both juvenile and adult; assignments are made to institutions and to community-based programs; biweekly workshops with correction faculty.

**Prerequisites:** ENG 102 or ENG 201, and COR 201, or junior standing or above

### **COR 320 Race, Class and Gender in a Correctional Context**

3 hours, 3 credits

Examination of the role of race, class and gender within the institutional correctional community. Analysis of the impact upon clients, staff and administration through examination of current correctional institutions and case studies by selected corrections experts.

*Prerequisites:* ENG 102 or ENG 201, COR 101, and junior standing or above

### **COR 401 Evaluating Correctional Methods and Programs**

3 hours, 3 credits

Developing criteria and standards; application of quantitative measures; operational evaluations; probability and types of error; prediction and decision making; experimental designs; post-program follow-up.

*Prerequisite:* ENG 102 or ENG 201

### **COR 410 Independent Study (Same course as CRJ 410, LAW 410 and PSC 410)**

3 hours, 3 credits

A program of reading and reporting planned and carried out under the guidance of a faculty member. The topic, issue or area of student interest must concern a problem in criminal justice, constitutional or criminal law or procedure, corrections (including probation and parole) or law enforcement.

*Prerequisites:* ENG 102 or ENG 201, senior standing, and majoring in Correctional Studies

### **COR 415 Major Works in Corrections**

3 hours, 3 credits

A capstone course that explores in depth seminal works in corrections. Students will read primary materials written by “masters” of correctional thought and practice and will prepare critical reviews of the major works.

*Prerequisites:* ENG 102 or ENG 201, and COR 201

### **COR 430 Senior Seminar in Correctional Studies**

3 hours, 3 credits

This is a senior seminar in corrections that is based on readings and discussion of writings relevant to correctional practices, and in particular those pertain to rehabilitation, reentry and reintegration. Different approaches to rehabilitation and reintegration of offenders are discussed in the context of contemporaneous developments in social sciences, and punitive ideologies that govern correctional policy in recent decades.

*Prerequisites:* ENG 102 or 201, COR 101, COR 201, senior standing

## **COUNSELING (Department of Counseling)**

### **CSL 110 Career Development for the College Student**

3 hours, 1 credit

A critical examination of different occupational areas combined with a realistic self-examination by students of their own needs, interests and skills in order to formulate valid career choices. Emphasis is on occupations in urban areas and careers in the criminal justice system. Attention is also given to the career development of women and members of minority groups. The course includes guest lecturers from governmental agencies and private industry. Students have a minimum of one individual career planning session with the instructor.

### **CSL 112 Personal Development – The College Experience**

3 hours, 3 credits

An introductory course designed to assist students in coping effectively with specific difficulties encountered in the early stages of their college career. Major emphasis is on self-awareness, value clarification, decision making and effective planning for career selection.

*Prerequisite:* Open only to entering freshmen placed in communication skills and developmental English courses

### **CSL 150 Foundations of Human Services Counseling**

3 hours, 3 credits

Foundations of Human Services Counseling provides an overview of the careers in human service and the skills, theories and techniques utilized by those who work in this field. The course focuses on how individuals, government and community systems interact with respect to fostering and resolving human problems. Students will acquire foundational helping skills while examining the struggles and demands human service providers are likely to experience. Self-understanding and self-reflection is emphasized as a vehicle for personal and professional growth. Students will examine the different strategies, and conceptual theories utilized in the human services counseling process. Emphasis is placed on the ethical, legal, multicultural, and gender issues that must be considered in all professional helping relationships.

*Prerequisites:* ENG 101, PSY 101

### **CSL 210 Peer Counseling Training**

3 hours, 3 credits

A practical survey of counseling approaches and techniques designed to provide skills in the academic and peer counseling of fellow students. Major emphasis is on examining assumptions about helping, building basic observational and communication skills,

facilitating and examining various helping techniques. Participants will have an opportunity to learn and practice these skills in a variety of role-playing situations, lectures, experiential exercises, group discussion and contact with resource persons.

*Prerequisites:* ENG 101, sophomore standing or above, a cumulative grade point average of at least 3.0, *and* an interview with the section instructor, or permission of the section instructor

### **CSL 211 Peer Counseling Practicum**

3 hours, 3 credits

This course provides a training experience in academic and peer counseling for John Jay undergraduate students. Students are required to work as peer counselors for a minimum of four hours per week under the supervision of a faculty member from the counseling department. Attendance at weekly seminars involving lectures, discussions, films, role playing and tapes is also required. In addition, students must submit a major research paper for the course.

*Prerequisites:* ENG 101 and CSL 210

### **CSL 220 Leadership Skills**

3 hours, 3 credits

This course will focus on developing leadership skills. Students will learn effective interpersonal techniques for conducting group meetings including conflict management skills and parliamentary procedure. The course will focus on the impact of ethnic, racial and gender issues in groups and organizations and their effect on leadership. Several class sessions will involve experiences, which will explore facilitative leadership styles, impediments to effective communication, self-awareness and listening for hidden agendas. Videotape equipment will be used to give students the opportunity to learn how their behavior affects others.

*Prerequisites:* ENG 101 and sophomore standing or above

### **CSL 233 Multicultural Issues in Human Services**

3 hours, 3 credits

This course provides an interdisciplinary introduction to multicultural issues in human service helping professions. The central focus will be a critical evaluation of cultural competence on both individual and organizational levels in human service institutions. The impact of one's own level of cultural awareness and bias toward self and others will be examined within the context of how cultural, social, economic, political and historical factors influence these institutions. Additionally, the course will explore how various relevant terms, including multiculturalism, diversity, race, culture and ethnicity have come to be defined and applied from diverse perspectives. Through the use of reflective writing, narrative analysis, discussion, and experiential teaching methods, the course will engage participants in development of cultural self-awareness, general knowledge about cultural groups and organizational cultural competence in the human service profession.

*Prerequisites:* ENG 101, PSY 101, CSL 150 or permission of the instructor

### **CSL 235 Theories and Interventions of Human Services Counseling**

3 hours, 3 credits

This course provides an overview of the history, theory, and methodology of human services counseling. The course focuses on the theories and interventions that have become commonplace when working with individuals, families, groups and organizations within the human services realm. Students will be introduced to the principles of risk and needs assessment, stress and emergency management, resource management, and individual and community advocacy in order to interface with government, private, and non-profit social service agencies. Case examples and excerpts will be used to illustrate the principles of human service intervention and to expose students to what professionals in the field may say, do and think when working with diverse client populations and organizations.

*Prerequisites:* ENG 101, PSY 101, and CSL 150 or permission of the instructor

### **CSL 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling (Same course as PSY 331)**

3 hours, 3 credits

This course will focus on assessment of addictive disorders, and clinical evaluation of substance and alcohol abusers. Application of assessment and clinical evaluation findings will be made to treatment planning, case management, discharge planning and clinical record keeping. These assessment and evaluation methods and findings will be applied to chemical dependency counseling techniques. While this course is intended for Addiction Studies Program (ASP) students, who are pursuing their Credential in Alcoholism and Substance Abuse Counseling (CASAC), other students with an interest in assessment and clinical evaluation in chemical dependency are invited to enroll.

*Prerequisites:* ENG 102 or ENG 201, *and* PSY 266, *and* PSY 268

### **CSL 342 Introduction to Counseling Psychology (Same course as PSY 342)**

3 hours, 3 credits

Provides a theoretical survey of the field of counseling. Major emphasis is on such topics as ethical considerations, the intake interview, counselor roles and client roles, goals of counseling, referrals and liaisons in community, vocational counseling, tests and instruments used in the counseling process, academic counseling and research on the counseling process. Differences between counseling and psychotherapy are discussed. Field trips to various counseling centers are arranged.

*Prerequisites:* ENG 102 or ENG 201, PSY 242, *and* PSY 243

### **CSL 350 Advanced Topics in Chemical Dependency Counseling (Same course as PSY 350)**

3 hours, 3 credits

This course provides instruction in specific counseling concepts and skills focused upon alcoholism and substance abuse counseling. Students learn about client assessment, treatment planning, case management, clinical record keeping, discharge planning, counseling roles and settings, family and community education, and vocational counseling.

**Prerequisites:** ENG 102 or ENG 201, and PSY 266, PSY 268 and CSL/PSY 331

### **CSL 360 Counseling in Gender and Work Life**

3 hours, 3 credits

In this course, students will explore the meanings of gender, race, ethnicity, class and sexual orientation, and their role in vocational development and career choice. We will address how the formal and informal types of social control associated with these categories operate in psychological development, vocational choice, and the workplace. This course is interdisciplinary, so articles from a variety of disciplines, including counseling, psychology, economics, sociology and anthropology will be read to better understand the changing roles and expectations of men and women. Each of these interdisciplinary readings will be discussed within the framework of counseling theory.

**Prerequisites:** ENG 102 or ENG 201, PSY 101, *and* junior standing or above

### **CSL 381-382 Fieldwork in Human Service**

3 hours, 3 credits

This course is an applied fieldwork experience in community-based human service programs and agencies. This course is designed to provide students the opportunity to develop a practical understanding of the human service delivery system and its relevance to local, state and national social service policy. Students draw connections between theory and practice and actively participate and support

efforts to assist individuals and programs that address populations in need. The practicum experience heightens student awareness of the skills required of an effective human service provider and affords them the opportunity to determine their appropriateness for the profession. Students will provide 8-10 hours per week of service and attend assigned supervision meetings throughout the semester. Assigned readings, fieldwork logs and a culminating research paper/project will be required.

**Prerequisites:** ENG 102 or 201, CSL 235, minimum GPA of 2.5, and permission of the instructor

## **CRIMINAL JUSTICE (Department of Law, Police Science and Criminal Justice Administration)**

### **CRJ 101 Introduction to Criminal Justice**

3 hours, 3 credits

An introductory survey of the American criminal justice system. Discussion of the police, defense and prosecuting attorneys, courts, institutional corrections, community-based corrections, and the juvenile justice system. The definition and the measurement of crime, and various efforts to explain the causes of crime. General issues for consideration include discretion in the administration of criminal justice, due process and contemporary change in the American criminal justice system.

This course is the required prerequisite for all courses in the Criminal Justice major.

### **CRJ 236 Victimology (Same course as SOC 236)**

3 hours, 3 credits

This course focuses on the victims rather than the offenders: why they have been “rediscovered” recently; why they often do not report crimes to the police; how some victims might share responsibility for



the crimes with the offenders; how they can be repaid for their losses through offender restitution and government compensation; and what new services are available to help victims prevent crimes and resist attacks.

**Prerequisites:** ENG 101, *and* CRJ 101 or ICJ 101

### **CRJ 255 Computer Applications in Criminal Justice**

3 hours, 3 credits

This course provides an introduction to the basic principles of computing with respect to police information systems; computer automation with respect to the penal setting; Interagency Criminal Justice Information Systems; National Criminal Justice Computer Systems; National Law Enforcement Telecommunications Systems (NLETS); the National Incident Based Reporting System (NIBRS); Offender Based Transaction Statistics (OBTS); National Crime Information Center (NCIC); and other criminal justice databases. Legal and ethical implications for constituent elements and personnel of the criminal justice system are also discussed. Some familiarity with computers is recommended.

**Prerequisites:** ENG 101, ENG 102 or ENG 201, *and* CRJ 101 or ICJ 101

### **CRJ 321 Police Ethics**

**(Same course as PHI 321)**

3 hours, 3 credits

An identification and analysis of the diverse ethical issues encountered in the police service. Traditional ethical theories will be examined and will be applied to such topics as discretion, deadly physical force, misconduct, authority and responsibility, affirmative action, civil disobedience, undercover operations and privacy.

**Prerequisites:** ENG 102 or ENG 201, *and* PHI 231 or permission of the section instructor

### **CRJ 322 Judicial and Correctional Ethics**

**(Same course as PHI 322)**

3 hours, 3 credits

A treatment of some of the central issues of judicial and correctional ethics. Traditional ethical theories will be applied to such topics as plea bargaining, bail and preventive detention, wiretapping, enforcement of sexual morality, sentencing, punishment, prisoners' rights and parole.

**Prerequisites:** ENG 102 or ENG 201, *and* PHI 231 or permission of the section instructor

### **CRJ 410 Independent Study**

**(Same course as COR 410, LAW 410 and PSC 410)**

3 hours, 3 credits

A program of reading and reporting planned and carried out under the guidance of a faculty member. The topic, issue or area of student interest must concern a problem in criminal justice, constitutional or criminal law or procedure, corrections (including probation and parole) or law enforcement.

**Prerequisites:** ENG 102 or ENG 201, *and* senior standing or permission of the section instructor

### **CRJ 420 Women and Crime**

**(Same course as SOC 420)**

3 hours, 3 credits

A seminar that explores in depth three aspects of the relationship between women and crime: 1) *women as offenders*, including the range, intensity, and growing nature of female criminality; 2) *women as victims of crime*, including abused women, rape victims, and the victimization aspects of prostitution; 3) *women as social control agents*.

**Prerequisites:** ENG 102 or ENG 201, senior standing, SOC 101, and one of the following: CRJ 101, PSC 101 or ICJ 101, *or* permission of the section instructor

**CRJ 425 Seminar on Major Works in Criminal Justice**

3 hours, 3 credits

This is a senior seminar based on reading and discussion of writings, which have had a major impact on the development of criminology, criminal legislation and the judiciary, police and corrections.

Original works are discussed in the context of contemporaneous developments in natural and social sciences, political ideologies and the history of ideas.

**Prerequisites:** ENG 102 or ENG 201, CRJ 101 or ICJ 101, *and* senior standing

**CRIMINAL JUSTICE BA (See Department of Criminal Justice)****CJBA 120 Dimensions of Justice**

3 hours, 3 credits

This course asks what we mean by justice. In particular, it asks what we add to the concept of justice when we speak of *criminal* justice.

Drawing on readings from the Bible, the Qu'ran, Plato, Aristotle, Locke, Kant, Bentham, Rawls, and others, the course examines concepts central to justice generally and criminal justice in particular.

It examines terms such as *lex talionis* (often rendered as “an eye for an eye, a tooth for a tooth”) and the justice/mercy distinction that Shakespeare draws in *The Merchant of Venice*. It also considers specific types of justice — in particular, corrective justice, retributive justice, restorative justice, and distributive justice.

**Prerequisite:** CJBA 110

**DRAMA (Department of Communication and Theatre Arts)****DRA 106 Film Appreciation: Introduction to Film**

3 hours, 3 credits

An introduction to the popular art, the movie. An introduction to basic concepts leading to a greater appreciation of film forms, an elaboration and elucidation of selected films.

**DRA 110 Introduction to Theatre**

3 hours, 3 credits

The course provides an introduction to the study of drama and theatre, including playwriting, directing, acting, design, and technical theatre. Historical influences and production elements and values are explored. The course is designed to enhance the student's enjoyment and understanding of the theatrical experience. Plays, performances, films, demonstrations and lectures acquaint the students with the history and techniques of the theatrical arts. There may be some opportunity for student performance. No experience in dramatic production is required.

**DRA 115 Improvisational Theatre**

3 hours, 3 credits

An experimental workshop devoted to the exploration of theatre techniques in the traditions established by Grotowski, the Living Theatre and the Open Theatre, which include role-playing, theatre games, story theatre, street theatre and such related arts as dance, song, puppetry, etc. Students are required to keep a resource book to help develop imaginative material from their own histories, fantasies, dreams, and interests. The course culminates in a performance of a short original work created, directed and acted by the students.

### **DRA 185 Drama in Production**

3 hours, 3 credits

Participation in John Jay production as a performer and backstage as a technician requires substantial contribution of time, talent and cooperation nights and weekends.

*Prerequisite:* By permission of the instructor only

### **DRA 201 Introduction to Playwriting**

3 hours, 3 credits

This course introduces students to the art and craft of writing for the stage. As a workshop, the course will examine dramatic writing as a storytelling medium and encourage students to work out unique solutions to challenges confronting playwrights of a one-act play in light of historical, theoretical, and critical materials. The course emphasizes the technical elements of dramatic writing, the vocabulary of the writer, and the nature of the writing experience, from germinal idea to marketing the completed script. Students will be required to complete a series of exercises culminating in the writing of a one-act play. The course will conclude with staged readings of the one-act plays before an audience.

*Prerequisites:* ENG 101, DRA 110

### **DRA 205 Contemporary Theatre**

3 hours, 3 credits

Study of theatre since World War II. Playwrights considered include Albee, Pinter, Kopit, Genet, Ionesco, Baraka, etc.

*Prerequisite:* ENG 101

### **DRA 212 History of the Drama I**

3 hours, 3 credits

A study of both the plays and modes of stage production in the chief dramatic ages from the classical period to about 1800.

*Prerequisite:* ENG 101

### **DRA 213 Acting I**

3 hours, 3 credits

The art of acting. Units include scene study and improvisations dealing with contemporary themes and problems. Practice in the use of voice and body as instruments of expression. Improvement of the student's skill and ease in playing roles. Student is encouraged to participate in the major production.

*Prerequisites:* ENG 101, and SPE 113 or DRA 115, *or* permission of the section instructor

### **DRA 214 Acting II**

3 hours, 3 credits

The basic acting problems of analyzing and creating a role. Units include script analysis; exercises in creating plausibility and consistency in characterization; exploration of the areas of motivation and action; and introduction to acting problems in the mounting of a production (blocking, voice projection, etc.). Student is encouraged to participate in the major production.

*Prerequisite:* DRA 115 or DRA 213, *or* permission of the section instructor

### **DRA 217 Latina/o Theatre in the USA (Same course as LLS 217 and SPA 217)**

3 hours, 3 credits

This course exposes students to the major acting techniques and styles from the wide spectrum of Latina/o dramaturgy in the United States. Special attention is given to how the creative and literary components of each text contribute to typically Latina/o forms of acting and how these reflect the unique social and political experience of being Latina/o in the United States. The course combines discussion of the specific texts and acting styles with an examination of both the creative and literary components. Course requirements include reading of selected plays in English, performance of scenes in class, and students will perform their own works to be showcased at the end of the semester.

*Prerequisites:* ENG 101 and sophomore standing or above

**DRA 222 History of the Drama II**

3 hours, 3 credits

A study of the drama and theatre from about 1800 to the present – in large part the modern stage – with emphasis on the plays and the methods of staging them.

*Prerequisite:* ENG 101

**DRA 225 Criminal Justice in the Theatre**

3 hours, 3 credits

Investigates the portrayal of violence, conflict, crime, criminals, and justice on stage and screen and how such representations shape society's perception of criminal justice issues; also explores uses of theatrical techniques in conflict intervention, criminal justice rehabilitation, and law enforcement training. Students will read plays, attend theatre productions, and may engage in playwriting and role play as part of their coursework.

*Prerequisites:* ENG 101 and sophomore standing or above

**DRA 230 African-American Theatre****(Same course as AAD 230)**

3 hours, 3 credits

A study of the development of the African-American theatre considering selected works of such playwrights as Langston Hughes, Lorraine Hansberry, James Baldwin, Imamu Amiri Baraka (LeRoi Jones), Ed Billings, Charles Gordone, Douglas Turner Ward, Adrienne Kennedy, Ron Milner, Ben Caldwell, Philip Hayes Dean, Richard Wesley and Joseph A. Walker, as well as such production companies as the Spirit House Players and Movers, the Negro Ensemble Company and the Afro-American Studio Theatre. Plays focusing on such areas as ethnic identity and lifestyles and nationalism will be examined.

*Prerequisites:* ENG 101 and sophomore standing or above

**DRA 233 Sociodrama I**

3 hours, 3 credits

The course introduces students to the fundamentals of sociodrama. Sociodrama is a theater-based methodology widely used today in group problem solving and consensus building. Students explore the theoretical bases of sociodrama through improvisation, role play and theater games as they create scenarios around social issues relevant to the group. Sociodrama techniques, such as freeze frame, role reversal, mirror and sculpting are taught as a means of exploring multiple perspectives to solving problems and assessing options.

*Prerequisites:* ENG 101 and sophomore standing or above

**DRA 243 Black Female Sexuality in Film**

3 hours, 3 credits

This course examines how film both reflects and shapes the perception of society about the sexuality of black women. It explores three black film movements — the pre-Civil Rights era; the 1970s Blaxploitation era; and the black film culture that has emerged since the 1980s — from an historical, sociological, and psychological perspective, illustrating each movement with screenings and discussion. Films are examined from their cultural archetypal “feminine” coding, their “messages” and influence, and how audiences responded to them. The course will also examine films from the economic and social context in which they were made and the conditions under which they were produced. Students will expand their media literacy skills by learning to develop a critical eye as consumers of media images.

*Prerequisites:* ENG 101, SPE 113, and sophomore standing

**DRA 245 Women in Theatre**

3 hours, 3 credits

A study of women as characters in plays, as playwrights and as directors, producers, designers, etc. Consideration of women's situations and personalities as exemplified in the drama and in their achievements in professional theatre.

*Prerequisites:* ENG 101 and sophomore standing or above

**DRA 261 Video Production Basics**

4 hours, 4 credits

This pre-professional course teaches the fundamentals of video production. Students will learn practical techniques for story development, develop skills in camera operation and sound recording, and become proficient in computer-based editing on Final Cut Pro software. Workshop sessions focus on hands-on experience with the equipment, the analysis of clips from award-winning films and the application of knowledge and creativity to individual and group video projects. The ethical implications of the choices made when producing videos are explored.

*Prerequisites:* ENG 101, SPE 113

**DRA 301 Directing**

3 hours, 3 credits

Introduction to the directing of plays: script analysis, coordination of production elements, consideration of styles and composition, actor relations, rehearsals, blocking and mounting the play.

*Prerequisites:* ENG 102 or 201

**DRA 310 Topics in Theatre**

3 hours, 3 credits

A thorough study of one topic in theatre, such as a single style, playwright, period, or genre. Examples of possible topics for study might be “Chekov and His Influence,” “Expressionism,” or “Greek and Roman Comedy.”

*Prerequisites:* ENG 102 or 201, and a course in drama, or permission of the instructor

**DRA 325 Drama Techniques in Crisis Intervention**

3 hours, 3 credits

Seminar for instructors who will be training police recruits. Techniques of role-playing in drama in creating an improvised family crisis with which a police officer must deal.

*Prerequisites:* ENG 102 or ENG 201, DRA 213 or junior standing or above, *or* permission of the section instructor

**DRA 346 Documentary Film and Media**

3 hours, 3 credits

This course provides an introduction to the history of documentary film and the role it plays in shaping our understanding of the world around us. Through the study of documentary film and TV, docudramas and fictional mockumentaries, students will explore the role nonfiction media plays in establishing truths and shaping social realities. This course will explore how forms of documentary media forms present viewers with an argument about the nature of the world around them; examine the role of documentary images as evidence; explore the creative processes that underlie all nonfiction media making; and examine the ethics of documentary making. To deepen their media literacy and understanding of truth and fiction in the media, students will view documentary films and videos and read popular and scholarly texts exploring the historical and theoretical aspects of documentary film and non-fiction media.

*Prerequisites:* ENG 102 or ENG 201, DRA 106

**ECONOMICS****ECO 101 Principles of Economics**

3 hours, 3 credits

This course is a guide to economic literacy and the global economy in the 21st century. Topics covered include how markets work, including consumer behavior, economic cost analysis and determination of prices; market structures and their impact on business behavior; the relationships among labor, business and government; business cycles; money creation and the banking system; economic stabilization policies, including deficit financing and taxation; international trade, and prospects for sustainable development. Alternative theoretical perspectives are introduced. Examples are drawn from the global economy.

### **ECO 170 Introduction to the Economics of Crime and Social Problems**

3 hours, 3 credits

This course analyzes the links between socioeconomic conditions and crime. Paired topics include: recession and domestic violence, affluence and white-collar crime, poverty and robbery/theft, youth labor frustrations and youth crime, illegal drug markets and addict/dealer crime, prostitution, unemployment and crime rates, government budgets and police spending, and income bias and the criminal justice system. Basic economic literacy is taught as part of this course.

### **ECO 215 Economics of Regulation and the Law**

3 hours, 3 credits

This course examines the microeconomic theory used to justify government regulation. Business and consumer behavior is analyzed in light of government intervention. Applications include environmental regulations, occupational safety regulations, securities regulations, bank regulations and a special emphasis is placed on antitrust law.

*Prerequisites:* ENG 101 and ECO 101

### **ECO 220 Macroeconomics**

3 hours, 3 credits

Macroeconomics involves the study of national economic variables such as income, saving, employment and general price level. This course is structured to give students an understanding of macroeconomics from diverse theoretical perspectives for the advanced study of macroeconomics. It considers the sustained use of economic resources in the computation of national income and future growth; fiscal and monetary policies; capital and labor markets; and the open economy in terms of trade and currency exchange. Discussion of stabilization and market operations will incorporate the normative principles underlying measures that are essential for the efficient allocation of resources and optimal economic outcomes.

*Prerequisites:* ENG 101, ECO 101

### **ECO 225 Microeconomics**

3 hours, 3 credits

Microeconomics examines how individuals, groups and businesses make decisions to allocate scarce resources and the effects of government intervention on these processes. Course topics include: utility maximization, illegal behavior, profit maximization, partial equilibrium, imperfect competition, externalities, public goods and selected special topics.

*Prerequisites:* ENG 101, ECO 101

### **ECO 231 Global Economic Development and Crime**

3 hours, 3 credits

This course discusses the means and obstacles to attaining healthy, sustainable economic development in the globalized economy with particular attention to the role of crime. General topics include economic theory, sustainability, investment, environment, education, poverty, inequality, gender relationships, labor conditions, agriculture, urbanization and migration, and international trade. Examples of related crime topics include child labor, sweatshop labor, environmental crime, illegal economic activity, corruption, smuggling and money laundering.

*Prerequisites:* ENG 101 and ECO 101

### **ECO 235 Finance for Forensic Economics**

3 hours, 3 credits

Forensic Economics is the application of the general theories and methodologies of economics to the measurement of economic damages for use in legal settings. Topics that this course will cover include the financial behavior of the large corporation, security markets, stock market pricing and valuation, portfolio and risk analysis, and social applications of financial reasoning.

*Prerequisites:* ECO 101 and MAT 108 or equivalent

### **ECO 245 International Economics**

3 hours, 3 credits

Theories of international trade, exchange rate determination under fixed and flexible regimes, the international financial system and balance of payments accounting are introduced. The role of multinational corporations and foreign aid, as well as international institutions such as the International Monetary Fund, World Bank, International Labor Organization and the World Trade Organization are examined. Problems of unsustainable current account deficits and external debt for developing nations are explored. Trade and investment policies are examined from alternative theoretical perspectives, including debates over "free trade" versus "fair trade," international financial system reform and the impact of globalization on national sovereignty and democratic governance. Lastly, the economies of selected developed, developing and transitional nations are surveyed.

*Prerequisites:* ENG 101 and ECO 101

### **ECO 260 Environmental Economics, Regulation and Policy**

3 hours, 3 credits

The economic roots of environmental problems such as resource depletion, pollution, toxic wastes, and global warming are explored. The global issues of sustainable development, environmental justice, and the intertwining of poverty and environmental problems are studied. Different environmental standards and decision-making techniques are presented and their relative merits examined. The corrective potential of a variety of policies such as civil and criminal regulation, taxation, tradable permits, auditing, environmental impact requirements and international treaties are analyzed. The implications of alternative theoretical perspectives for public policy are considered.

*Prerequisites:* ENG 101 and ECO 101

### **ECO 265 Introduction to Public Sector Economics**

3 hours, 3 credits

Contemporary economic problems provide the context for analyzing the economic role of government from a variety of perspectives. The need for government intervention due to external effects of market transactions, public goods, equity considerations, market power and stabilization needs is explained. The impact upon us of government spending, taxation, money creation and regulation is examined. A variety of techniques such as present valuation and cost benefit analysis are presented. The economic problems considered in the course will include such issues as housing, education, poverty, pollution, discrimination, government fragmentation, social security, and current fiscal, monetary and tax policy debates.

*Prerequisites:* ENG 101 and ECO 101

### **ECO 270 Urban Economics**

3 hours, 3 credits

Why cities exist, how their characteristics change over time and how global and national urban networks function are analyzed in the course. Different means of financing city government and related issues such as the impact of globalization, decentralization of government and metropolitan fragmentation on urban finances are explored. A variety of urban problems such as sustainability of cities, housing, health, education, crime, poverty, pollution, labor conditions, discrimination and transportation are studied. The impact of different theoretical perspectives in economics on urban analysis and policy are considered.

*Prerequisites:* ENG 101, and ECO 101 or ECO 170, *or* permission of the section instructor

### **ECO 280 Economics of Labor**

3 hours, 3 credits

Problems and issues in labor economics; wages, hours, and working conditions; trade unionism in the United States; interrelationship of wages, productivity and employment; labor in relation to business,

government and economic change; economics of social insurance; collective bargaining and techniques of arbitration; current conditions.

**Prerequisites:** ENG 101, and ECO 101, *or* permission of the instructor

### **ECO 315 An Economic Analysis of Crime**

**(Same course as PSC 315)**

3 hours, 3 credits

Crimes with economic motivations are analyzed using the Economic Theory of Crime. Topics focus on urban problems, including narcotics, illegal gambling, loan-sharking, labor racketeering and organized crime. Costs of crime and imprisonment are discussed. Strengths and weaknesses of the Economic Theory of Crime are discussed from alternative points of view.

**Prerequisites:** ENG 102 or ENG 201, ECO 101 or ECO 170, *and* junior standing or above

### **ECO 324 Money & Banking**

3 hours, 3 credits

The course covers the theoretical and practical aspects of decision-making and modeling within financial institutions. We examine banking operations and the changing forms and functions of money in the context of risk, capital and business cycles across real (non-financial) and financial sectors. Topics include investment, asset-liability management, portfolio management, take over, mergers & acquisition, derivatives and option strategy, SEC and Basel II regulations, micro credit, digital money, credit, securities regulation, fraud prevention. We look at global movements of money and the roles of the World Bank, International Monetary Fund and the World Trade Organization, and examine how money affects international politics and justice.

**Prerequisites:** ENG 102 or 201, ECO 220

### **ECO 360 Corporate and White-Collar Crime**

**(Same course as SOC 360)**

3 hours, 3 credits

In examining crimes committed by corporations and organizations, as well as individuals in the course of their occupation, this course explores how such crimes are socially defined, who commits them, who is victimized by them, which social contexts promote them, and how society responds to them. The economic, social, and political costs of corporate and white-collar crime are compared to street crime. Other topics include embezzlement, fraud, and theft, which occurs within enterprises, "underground" economic activity; criminal violation of antitrust and environmental laws, security, fiduciary and market crimes; and corrupt relationships between business and government. Members of either the economics or sociology faculties teach this course with varying emphasis on the above topics.

**Prerequisites:** ENG 102 or ENG 201, junior standing or above, SOC 203, *and* one course in economics

### **ECO 405 Seminar in Economics and Crime**

3 hours, 3 credits

This course explores the contributions of economics to the understanding of crime and criminal justice. The perspectives and quantitative analytical techniques of economics are used to examine important issues concerning crime and criminal justice. Topics may include: rational-choice criminology, macroeconomics and crime, Marxian criminology, economic justice, measuring the costs of crime, corruption, organized crime, white-collar crime, environmental crime, illicit drugs, human trafficking, gender and race issues concerning crime, recidivism, the prison industry, and special topics selected by the instructor.

**Prerequisites:** ENG 102 or ENG 201, senior standing, and at least one 300-level course in economics



## ENGLISH

### ENG 101 Composition I: Exploration and Authorship: An Inquiry-based Writing Course

3 hours, 3 credits

This composition course introduces students to the skills, habits and conventions necessary to prepare inquiry-based research for college. While offering students techniques and practices of invention and revision, this theme-based composition course teaches students the expectations of college-level research, academic devices for exploring ideas and rhetorical strategies for completing investigative writing.

**Prerequisites:** Freshmen who have passed the ACT reading and writing exams, who have completed the John Jay sequence of EAP 121 and EAP 131 courses, or who are qualified through transfer credits will be eligible for this course. *Note: ENG 101 is a prerequisite for all 200-level courses. It is suggested that students visit the Writing Center or Center for English Language Support for at least six hours of tutoring during their ENG 101 course.*

### ENG 201 Composition II: Disciplinary Investigations – Exploring Writing across the Disciplines

3 hours, 3 credits

This composition course introduces students to the rhetorical characteristics of cross-disciplinary writing styles. Instructors choose a single theme and provide students with reading and writing assignments, which address the differing literacy conventions and processes of diverse fields. Students learn how to apply their accumulated repertoire of aptitudes and abilities to the writing situations presented to them from across the disciplines.

**Prerequisites:** ENG 101 or a transferable course from another institution. Note: ENG 201 is a prerequisite for all courses at the 300-level or above.

### ENG 215 Poetry Writing and Reading

3 hours plus conferences, 3 credits

Students learn to write poetry through reading and imitating the techniques of the great poets of the past and present. Use of fixed forms like the limerick, haiku, and sonnet to generate poetry. Variations on standard genres like the nature description, seduction poem, or aubade. Imitating catalogues, extended metaphors, tone of voice. How to publish poetry.

**Prerequisite:** ENG 102 or ENG 201

### ENG 216 Fiction Writing

3 hours, 3 credits

Supervised practice in the writing of fiction, including popular fiction, with classroom analysis and discussion of student work. Strong emphasis on dialogue and characterization techniques. Depending on student interest, specific types of fiction may be considered, such as mystery novels, Gothic romances and science fiction.

**Prerequisite:** ENG 102 or ENG 201

### ENG 218 The Writing Workshop

3 hours, 3 credits

Writers work in fiction, poetry, drama, journalism and first-person narrative, sometimes in all of these forms. What are your potentials? What forms are best for you? This course proposes to help you gain confidence in the major forms of written expression and to discover your own writing voices. Do you keep a journal? Do you write down ideas and remembered scenes? Do you like to rhyme? Or do you want to write but don't know how to start? Learn the skills here, as you share your original work with others and with your instructor in a workshop setting. Create a portfolio of all your revised work at the end of the semester. This course will prepare you for more specialized writing courses. It is also required for the Writing Minor.

**Prerequisites:** ENG 101 *and* ENG 102 or 201

## ENG 228 Introduction to Language

(Same course as ANT 228)

3 hours, 3 credits

This course provides an overview of language analysis and general linguistics, leading to an understanding of how language in the legal process applies these principles. The course discusses the formal properties of language, bilingualism, gender and language use, language and culture, and linguistic issues within the criminal justice system. Students will learn how to use the International Phonetic Alphabet (IPA) to transcribe speech and discuss accents and dialects.

*Prerequisites:* ENG 102 or 201, and ANT 101, or PSY 101 or SOC 101 or CRJ 101

## ENG 230 Journalism in the 21st Century

3 hours, 3 credits

This class offers an introduction to the shifting practices and values of the journalism industry. Students will assess how technology has changed the way news is created, delivered and consumed, and explore the powerful implications of such changes in American life. Throughout the course, our focus will be trained on the future of mass communication, and the increasingly essential role of media literacy as information proliferates.

*Prerequisite:* ENG 201

## ENG 233 News Reporting and Writing

4 hours, 4 credits

Writing for a professor is one thing. Writing for a general audience is another. In this class, students will learn the basics of conceiving, reporting and writing stories for publication. The course will cover news value, leads, story structure, attribution, AP style, libel law, and ethics. Students will learn to read and write news critically and to understand how newspapers and the stories within them are structured; how a news story differs from a press release or an academic paper; and how a hard news story differs from a news feature. During an additional lab hour each week, students will

generate story ideas, write stories on deadline, and potentially prepare their work for publication in the student newspaper.

*Prerequisites:* ENG 102 or ENG 201, ENG 230

## ENG 235 Writing for Management, Business and Public Administration

3 hours, 3 credits

Development of the writing skills required for careers in law, business, civil service, or public administration. Extensive practice in the various forms of correspondence, inter-office memos, informal reports, minutes of meetings, summaries, briefings and presentations. Preparation of job application letters and résumés. Practice in proofreading, revising, editing. Development of reading comprehension through close study of business-related writings. One or more sections of English 235 will be designated as Computer Laboratory sections. Students who enroll in these sections have the opportunity to learn word processing techniques and are required to spend approximately two extra hours per week in the laboratory, outside of class time, to complete their assignments on the computer.

*Prerequisite:* ENG 102 or ENG 201

## ENG 245 Creative Nonfiction

3 hours, 3 credits

In this course, students will experiment with writing creative nonfiction. The class will produce a magazine from start to finish, including writing the articles and editing them for publication. Students will compose, revise and edit several pieces of nonfiction prose, both long and short, on topics of their choice. These may include observations of life in the city, an autobiographical sketch, or an interview/profile. Students will work on developing an authorial voice and on making their writing lively and concise. This course counts as an elective in the Writing Minor.

*Prerequisite:* ENG 102 or ENG 201

### ENG 250 Writing for Legal Studies

3 hours, 3 credits

This course is an in-depth introduction to the craft of legal writing. Skills to be acquired range from writing legal memoranda, briefs and pleadings, to negotiating and drafting contracts. Students will gain experience in reading and interpreting judicial opinions, as well as applying legal rules to factual scenarios. Deductive reasoning, forensic rhetoric and English grammar will receive substantial attention.

*Prerequisite:* ENG 102 or ENG 201

### ENG 255 Argument Writing

3 hours, 3 credits

The course entails intensive study of and practice in writing in a variety of argument templates, using the principal rhetorical forms, with an eye toward developing effective techniques of proofreading and editing. Intensive grammar and style instruction enable students to offer global and sentence-level responses to the writing of peers. One hour weekly practicum required.

*Prerequisites:* Grade of B+ or higher in the ENG 101-102 or ENG 101-201 sequences

### ENG 316 Advanced Argument Writing and Response: Theory and Practice

3 hours, 3 credits

Advanced Argument Writing and Response: Theory and Practice takes the work begun in Argument Writing to a higher level. This writing-intensive course combines the composition practice with exposure to theories and paradigms of responses to writing. Assignments include advanced argument papers and analytical critiques of writing specific to the discipline. Students hone their critical skills and become expert judges of the composition process, their own writing, and of writing across the curriculum through reading and discussion of theoretical texts that reflect a variety of methodologies. A practicum is required.

*Prerequisite:* ENG 255

### ENG 328 Forensic Linguistics: Language as Evidence in the Courts (Same course as ANT 328)

3 hours, 3 credits

Forensic linguistics explores the complex relationship between linguistics and the law. The course will consider critically the role of language and its power in the legal process. It will also examine how oral and written argumentation can be used or misused to the disadvantage of social groups and thus to the detriment of minorities, including women, children and nonnative speakers of English. The involvement of linguists as expert witnesses in the legal process will also be explored. One court visit is required. This course is especially helpful for Forensic Psychology majors.

*Prerequisites:* ENG 102 or ENG 201, and one of the following: ANT 101, CRJ 101, PSY 101, or SOC 101

### ENG 334 Intermediate News Reporting and Writing

4 hours: 3 hours lecture, 1 hour lab; 4 credits

This course builds on the conceptual and practical skills learned in ENG 233: News Reporting and Writing. Students will hone their journalistic style by developing increasingly more advanced story subjects and structures, and will build managerial skills during a lab hour as they work with the editors of the student newspaper to produce the publication in a pre-professional environment.

*Prerequisites:* ENG 102 or 201, ENG 233

### ENG 336 Digital Journalism

3 hours, 3 credits

Having studied fundamental journalistic principles and skills in previous journalism classes, students will learn how to apply them in this fast-changing communications era. In this class students will examine the latest technologies in multimedia storytelling and then put them to use in their own work during a designated lab hour. At the same time, they will conduct critical analysis of the cultural, social, ethical and economic impact of the Internet as a journalistic medium and the enduring importance of media literacy.

*Prerequisites:* ENG 102 or ENG 201, ENG 334

### **ENGW 100 Inquiries in Literacy: A Writing-Intensive Course in the Issues and Practices of Literacy**

6 contact hours per week, 9 lab hours per semester; 3 credits

This course introduces students to the literacy skills, habits, and conventions necessary to succeed at college-level work. While offering students techniques and practices of invention and revision, the course also teaches the students the historical, educational, or literary aspects of literacy as a scholarly topic. For example, students may study issues of prison literacy, educational policies of literacy, or representations of literacy in literature. Practice ACT exams are also given throughout the course.

*Prerequisite:* Placement examination

## **ENGLISH FOR ACADEMIC PURPOSES**

### **EAP 121 English for Academic Purposes (For Non-native speakers of English)**

6 lecture hours per week, 12 tutorial hours per semester; 3 credits

This high intermediate "content-based" English for Academic Purposes course for non-native speakers of English, reviews sentence structure and works towards perfecting English paragraph composition. Students learn to draft simple narratives. Journals are required in response to all readings, which are carefully selected literary pieces on sociological topics. The course stresses grammar, reading and writing skills development, using readings that emphasize sociological themes, situations and terminology. Attached to the course are 12 hours of required tutorials plus attendance at two workshops per semester in the Center for English Language Support.

*Prerequisite:* Direct placement through testing by the Center for English Language Support

### **EAP 131 Advanced English for Academic Purposes (For Non-native speakers of English)**

6 lecture hours per week, 15 tutoring hours per semester; 3 credits

This course is the second and last in the English Department's English for Academic Purposes sequence. It prepares students for English 100 and English 101 by offering intensive instruction in grammar, reading and writing skills development. The course incorporates readings with criminal justice themes and asks students to analyze them both orally and in writing. Students will progress from simple to sophisticated narratives and will ultimately write an argumentative essay. The course also requires 15 hours of one-to-one tutoring plus attendance at three workshops in the Center for English Language Support throughout the semester.

*Prerequisite:* EAP 121 or direct placement through testing by the Center for English Language Support

## **ENVIRONMENTAL SCIENCE (Department of Sciences)**

### **ENV 108 Principles of Environmental Science**

6 hours: 3 hours lecture, 1 1/2 hours recitation, 1 1/2 hours laboratory; 4 credits

An introduction to environmental science including environmental toxicology. This course will provide an introduction to contemporary environmental problems such as solid waste, water and air pollution, climate change and habitat destruction. In addition, the course will examine the effects of pollutants, drugs and poisons on the human body.

*Prerequisite:* NSC 107 or the equivalent (as listed in the general education requirements)

## ETHNIC STUDIES (Departments of African-American Studies or Latin American and Latina/o Studies)

### **ETH 123 Race and American Society: The African-American Experience**

3 hours, 3 credits

African-Americans and the development of the United States from 1619 to the present. A survey course exploring the African origins of African-Americans and examining slavery, the Abolitionist movement, the Civil War, Reconstruction, segregation, African-American migration from the South, urbanization, the Civil Rights movement, contemporary issues and events, and African-American cultural expressions, all within the context of American social history.

### **ETH 124 Introduction to Latinas/os in the United States**

3 hours, 3 credits

This course is an interdisciplinary introduction to the establishment, growth, and development of the diverse Latina/o communities in the United States. The course focuses on Latino/as' contemporary histories and experiences of conquest, colonization, racialization and integration in U.S. society. Students will explore the intersections of race, class, ethnicity, gender, and sexuality, through such topics as identity formation, and generational and socio-cultural change, bilingual education and language rights, economic and political participation, transnational immigration, law and civil rights, and the emergence and evolution of Latina/o social justice movements.

### **ETH 125 Race and Ethnicity in America**

3 hours, 3 credits

Study of the many peoples who have contributed to the fashioning of American civilization from 1500 to the present. Survey of historical and contemporary issues related to racial, ethnic, religious and

cultural diversity in the United States through an examination of assimilation, discrimination, integration, pluralism, racism, segregation.

## FIRE SCIENCE (Department of Protection Management)

### **FIS 101 Introduction to Fire Science**

3 hours, 3 credits

An introduction to the science of public fire protection, with a review of the role, history and philosophy of the fire service in the United States. Includes career orientation and a discussion of current and future problems in fire protection. Note: This course is offered as an Internet-based class and as a classroom-based class.

### **FIS 104 Risk Management**

3 hours, 3 credits

A study of fire insurance and risk, with the consideration of the background of the fire problem, insurance and financial institutions, development of rates, underwriting, grading schedules, the FAIR plan and roles of both government and private enterprise in the insurance industry.

### **FIS 106 Safety Engineering**

3 hours, 3 credits

Course focuses on the work environment — its human, physical and environmental factors. Attention is given to achieving safety through hazard control; the laws of error; monitoring systems; accident analysis; promoting safety; OSHA; Workers' Compensation, fire prevention and fire safety.

### **FIS 202 Fire Protection Systems**

3 hours, 3 credits

A study of the nature of public and private fire protection with an emphasis on analysis of systems of fire detection, fire alarm, fire

communications, water distribution networks, fire service, hydraulics and fire suppression.

**Prerequisites:** ENG 101, and FIS 101 or permission of the section instructor

### **FIS 205 Fire Service Hydraulics**

3 hours, 3 credits

A course in hydraulic principles systems. Applications are related to fire protection systems such as sprinklers, standpipes, hoses, nozzles, pumpers and water supply systems. Demonstrations illustrate and supplement the principles developed in class.

**Prerequisites:** ENG 101 and FIS 101

### **FIS 207 Water-Based Fire Suppression Systems**

3 hours, 3 credits

This course is a review of the design, operation and maintenance of water-based fire protection equipment such as automatic, sprinkler, standpipe and water-spray systems. Students will perform basic system designs and mathematical calculations. The relationship of water-based suppression systems to specific hazards, model codes and firefighting will be discussed.

**Prerequisites:** ENG 101 and FIS 205

### **FIS 209 Analysis of Urban Hazardous Materials, Tactics and Strategy**

3 hours, 3 credits

A study of the storage, transportation, and use of hazardous materials with an emphasis on flammable liquids, gases, cryogenics, and radioactive materials. It includes a systems analysis of methods of prevention, detection, control and suppression of emergency situations. Case studies form the basis of the course. Critical parameters and characteristics of hazardous materials are defined and studied.

**Prerequisites:** ENG 101 and FIS 101

### **FIS 210 Fire Safety Administration**

3 hours, 3 credits

The course focuses on satisfying the administrative needs of a student who is preparing for a career requiring a knowledge of the principles of fire safety and the various laws that have been enacted to assure fire safety in the workplace.

**Prerequisites:** ENG 101 and FIS 106

### **FIS 220 Survey of the Concepts of Operations Research (Same course as MAT 220 and PSC 220)**

3 hours, 3 credits

An introduction to operations research as it applies to model formulation in problems of management science, criminal justice, fire science and public service systems. Several topics will be surveyed from an elementary point of view in order to develop an appreciation and understanding of a quantitative approach to the resolution of management-oriented problems.

**Prerequisites:** ENG 101, *and* MAT 108 or MAT 141

### **FIS 230 Building Construction and Life Safety Systems I**

3 hours, 3 credits

A review is made of building construction and building systems. Crafting principles and plan reviews will be introduced. This introduction will expose the student to actual problems, as they exist in the field. Fire ratings of building components will be studied and integrated with applicable building codes. Relationships between fire protection and life safety will be reviewed. Smoke and flame travel will be studied to determine effective means of control. Modern high rise structures will be reviewed to determine the unique problems they present to life safety and fire fighting.

**Prerequisites:** ENG 101, *and* FIS 101 or permission of the section instructor

### **FIS 257 Fire Dynamics**

3 hours, 3 credits

This course provides an introduction to the science of ignition, spread and development of fire. The theories of heat transfer, flame spread, flashover and smoke development will be studied. Computer models of fire and smoke development/migration will be utilized.

*Prerequisites:* ENG 101 and FIS 101

### **FIS 303 Fire Investigations**

3 hours, 3 credits

An analysis of incendiary fire investigation from the viewpoint of the field investigator, with an emphasis on the value of various aids and techniques in the detection of arson, collection and preservation of evidence, investigation, interrogation, related laws of arson, court appearance and testimony. There will be a discussion of case study illustrations.

*Prerequisites:* ENG 102 or ENG 201, and FIS 230

### **FIS 319 Hazard Identification and Mitigation**

3 hours, 3 credits

This course is a review of two basic concepts in emergency management: hazard identification and hazard mitigation. Students will explore the range of natural hazards such as hurricanes and earthquakes as well as human or unnatural disasters such as terrorist attacks and building collapses. The frequency and severity of hazards are quantified. The course will also include discussions of a variety of mitigation techniques such as hazard abatement and structural hardening as well as risk/benefit analysis.

*Prerequisites:* ENG 102 or ENG 201, *and* FIS 101

### **FIS 330 Building Construction and Life Safety Systems II**

3 hours, 3 credits

Building construction and building systems will be reviewed. Life safety systems in buildings will be examined. Building construction requirements, as they relate to fire safety, will be studied. New York

City and the National Building Code will be used to illustrate how these requirements are legally interrelated. Case histories and existing building plans will be analyzed to give students a hands-on experience. Students will be introduced to a systems approach in designing buildings for life safety and security.

*Prerequisites:* ENG 102 or ENG 201, *and* FIS 230

### **FIS 350 Management Applications in Fire Protection**

3 hours, 3 credits

Theory and practice of public management applied to fire protection. Examination of organizational structure and command, personnel development and management, budgeting and fiscal management, and management systems and techniques within the context of contemporary fire protection management. Assessment of policy development and advocacy by fire protection administrators in the political and private sector.

*Prerequisites:* ENG 102 or ENG 201, *and* PAD 240 or permission of the section instructor

### **FIS 401 Seminar in Fire Protection Problems**

3 hours, 3 credits

An analysis of major fire problems from the viewpoint of both the public and private sectors.

*Prerequisites:* ENG 102 or ENG 201, senior standing, *and* majoring in Fire Science, Fire Service Administration or Public Administration

## **FORENSIC SCIENCE (Department of Sciences)**

### **FOS 108 Concepts of Forensic Science**

6 hours: 3 hours lecture, 1 1/2 hours recitation, 1 1/2 hours laboratory; 4 credits

A discussion of the fundamental principles of the physical and biological sciences with emphasis on the application of these principles in the resolution of legal questions. The role of forensic

science in criminal and civil investigations where questions regarding the interpretation of physical evidence are crucial will also be examined.

**Prerequisite:** NSC 107 or equivalent (as listed in the general education requirements)

### FOS 313 An Introduction to Criminalistics for Forensic Science Majors

3 hours: 1 hour lecture, 2 hours laboratory; 3 credits

An introduction to the problems and techniques of the scientific examination of physical evidence with emphasis on documentation and interpretation of physical patterns. Review of the theoretical bases of methods of comparison and their influence on scientific interpretation. Topics will include scientific photography, imprints, impressions, tool marks, gunshot residue, cordage and textile examinations. Laboratory exercises will include forensic photography, analysis of fingerprints, hair, gunshot residue and footwear outsole patterns.

**Prerequisites:** ENG 102 or ENG 201, and CHE 201-202 (This course may not be taken after FOS 415-416.)

### FOS 401 Forensic Science Laboratory Internship

400 laboratory hours, 3 credits

Independent laboratory and study (internship). A 10-week, full-time internship in a crime laboratory covering the following functions: document examination, instrumental analysis, chemistry, toxicology, serology, crime scene service, special photography, explosive and incendiary device recovery, trace evidence, comparative microscopy in firearms and tool marks. Arrangements for internships must be completed through the director of the Forensic Science Program in advance.

**Prerequisites:** ENG 102 or ENG 201, and senior standing in the Forensic Science major

### FOS 402 Undergraduate Research Internship

400 laboratory hours, 3 credits

This course is an alternative to the Forensic Science Laboratory Internship for those students interested in participating in faculty-mentored research. Especially designed for students with an interest in post-graduate study, this course requires that students commit at least 400 hours to participating in a faculty-mentored research project. Students will be introduced to all aspects of scientific research, including hypothesis formulation, literature searching, laboratory analytical procedures, statistical interpretation of data and scientific paper writing. Arrangements for undergraduate research internships must be made with individual faculty members within the Department of Sciences in consultation with the director of this program.

**Prerequisites:** ENG 102 or ENG 201, and senior standing, majoring in Forensic Science, **and** permission of the instructor

### FOS 415-416 Forensic Science Laboratory

2 hours lecture, 8 hours laboratory each week; 4 credits

Introduction to laboratory examinations of physical properties for the identification and individualization of such materials as glass, fibers, hair, paint, and soil. Examination of bullets and latent fingerprints. Detection and characterization of dried blood. Identification of dangerous drugs and narcotics. Scientific photography.

**Prerequisites:** ENG 102 or 201, **and** CHE 104, CHE 201-202, CHE 315, CHE 320-321, PHY 203-204, **and** FOS 313

## FRENCH (Department of Foreign Languages and Literatures)

### FRE 101 Introductory French I

3 hours, 3 credits

A basic course in the French language with an emphasis on oral and written communication, reading, and the customs and cultures of French-speaking countries. Ten lab hours required.



No credit will be given for FRE 101 if taken after the completion of FRE 102

### **FRE 102 Introductory French II**

3 hours, 3 credits

Completion of FRE 102 enables the student to speak, comprehend, read, and write French on a basic level. Ten lab hours required.

*Prerequisite:* FRE 101 *or* placement examination

### **FRE 201-202 Intermediate French**

3 hours, 3 credits

Emphasis on conversation with some written work based on contemporary prose selections.

*Prerequisites:* ENG 101, and successful completion of FRE 102, *or* three years of high school French or the equivalent

## **GENDER STUDIES (see Professor Allison Pease, Department of English)**

### **GEN 101 Introduction to Gender Studies**

3 hours, 3 credits

This course introduces students to the central themes and theories of gender studies. By examining scholarly articles and texts from a broad range of academic disciplines and cultural perspectives, we will explore how societal definitions of gender shape people's lives. In the process, the course will address questions about connections between biology and sex, and will explore how differences between race, ethnicity, class, and sexual identities complicate theories of universal female and male experiences. The course will introduce key terms in the interdisciplinary field of gender studies as well as important debates about education, work and economics, medicine, bodies, families, love and sex that have shaped national and international gender scholarship.

### **GEN 205 Gender and Justice**

3 hours, 3 credits

This course will examine assumptions about gender and sexuality and the ways that various institutions such as nation-states, transnational NGOs, religions, communities, and families reinforce and/or punish people who challenge these images. The course will also address the power held by governing institutions, particularly in the area of justice — social and criminal — and the ramifications this power holds for individuals and communities. Students taking this course will better understand the ways that gender, sexuality, class, and race interact with social institutions and norms throughout the world.

*Prerequisites:* ENG 102 or 201, GEN 101

### **GEN 255 The Biology of Gender and Sexuality (Same course as BIO 255)**

3 hours, 3 credits

This course approaches the issues of gender and sexuality from the perspective of the biological sciences. By exploring the evolutionary origins of sexual reproduction, students will gain new insights into how and why sex and gender differences in animals, including humans, came to be. By gaining a solid grounding in basic sex-specific anatomy, physiology, and endocrinology, students will have a framework to consider several further topics, such as: gender-based medicine and the masculinized state of priorities in the biomedical industry; hermaphroditism, transexualism, and sexual reassignment; and reproductive biology and medicine. Finally, the course will examine sexual orientation and the study of its biological nature and origin, both in humans and in the animal world.

*Prerequisites:* ENG 101, NSC107 or BIO103 or, BIO101 and BIO102

### **GEN 333 Theories of Gender and Sexuality (Same course as PHI 333)**

3 hours, 3 credits

Gender Studies is a field that has been formed in and through theories originating in women's studies, queer theory, masculinity studies and their intersections with race and class. In this course students will learn how gender studies theories have re-conceptualized gender and sexuality as products of the interactions among historical, representational, racial and cultural constructs. Readings and discussions will focus on a series of themes and issues such as race, bodies, gender performance, family, consumerism, and political rights.

*Prerequisites:* ENG 102 or 201; and GEN 205 or PHI 231

### **GEN 356 Sexuality, Gender, and Culture in Muslim Societies (Same course as HIS 356)**

3 hours, 3 credits

This course reviews relevant concepts and analyzes various constructions of gender norms, gender roles and sexual morality in selected past and present Muslim societies. Sexual categories (heterosexual, lesbian, gay, bisexual, transgender, and intersex) are examined in a variety of contexts and through a range of sources – from Ottoman homoerotic poetry to Mughal India. Topics may include the connections between feminism and nationalism in 19th century Egypt, to transsexuality in Iran and Pakistan. We will also consider transnational relations – how did Western colonization shape intimate relations; and how were colonial processes, in turn, impacted by gender and sexuality? Finally, how are the tensions between advocates and opponents of gender equality currently playing out?

*Prerequisites:* ENG 102 or ENG 201, HIS 204, HIS 205

### **GEN 364 History of Gender and Sexuality: Prehistory to 1650 (Same course as HIS 364)**

3 hours, 3 credits

This class will build on the introductory surveys in gender and sexuality and global history to provide students with two new lenses through which to view history. Given that gender and sexuality are cultural constructs that represent the social mores of the cultures and times in which they exist, and thus have changed throughout history, we will move from the ancient world through 1650 to provide a chronological and global perspective on the changing meanings of sex, sexuality, and gender, and the ways in which their changes represent broader shifts in cultural values and emphases. The course will address the history of gender and sexuality in China, sub-Saharan Africa, Europe, and India. Primary and secondary sources provide the basis for class discussion and written assignments.

*Prerequisites:* ENG 102 or 201, GEN 101 or HIS 203 or HIS 204 or HIS 231

## GOVERNMENT (see POLITICAL SCIENCE)

## HEALTH (see PHYSICAL EDUCATION)

## HISTORY

### **HIS 104 History of Puerto Rico (Same course as LLS 104)**

3 hours, 3 credits

A broad survey of the history of Puerto Rico from its beginnings to the present. Major emphasis will be given to the political, economic and social developments, with some attention to cultural themes.

**HIS 166 History of the Caribbean Islands****(Same course as AAH 166 and LLS 166)**

3 hours, 3 credits

A broad survey of the history of the Caribbean Island nations and territories from the beginnings of European civilization until the present. Particular attention will be given to the economic and social aspects of the evolution, and to the problems of unity and diversity.

**HIS 201 American Civilization – From Colonial Times through the Civil War**

3 hours, 3 credits

A history of the United States. Several problems or issues are chosen each term, and the insights of various disciplines — political science, sociology, literary criticism, economics, etc. — are brought to bear on them. Either course, HIS 201 or HIS 202, may be taken independently.

*Prerequisites:* ENG 101 and sophomore standing or above

**HIS 202 American Civilization – From 1865 to the Present**

3 hours, 3 credits

A history of the United States. Several problems or issues are chosen each term, and the insights of various disciplines — political science, sociology, literary criticism, economics, etc. — are brought to bear on them. Either course, HIS 201 or HIS 202, may be taken independently.

*Prerequisites:* ENG 101 and sophomore standing or above

**HIS 203 Global History: Prehistory to 500 CE**

3 hours, 3 credits

This course introduces students to critical themes and events in global history that occurred before 500 CE. Students consider the major religious movements of the period, the changing meanings of civilization and empire, the emergence of evidence-based thought

and systematized reason as alternatives to faith, and the defining cultural collisions and interactions of this long historical epoch. Civilizations and locations covered include Egypt, Mesopotamia, sub-Saharan Africa, India, China, and Europe. Students are examined on all readings either through quizzes or written assignments. Primary and secondary sources are assigned for class discussion, written exercises, and examinations.

*Note: this course fulfills one of the general education requirements in History*

*Prerequisite or co-requisite:* ENG 201

**HIS 204 Global History: 500-1650**

3 hours, 3 credits

This course introduces students to the global events, intellectual preoccupations, and institutions that defined the historical period between 500 and 1650. Geographic coverage includes Africa, India, China, Europe, and the Americas; topics covered include Islam, Catholicism, the Reformation, the roots of nation-states as political units, the growth of market economies, colonialism, and competing ways for making sense of the world. Students are examined on all readings either through quizzes or written assignments. Primary and secondary sources are assigned for class discussion, written exercises, and examinations.

*Note: this course fulfills one of the general education requirements in History*

*Prerequisite or co-requisite:* ENG 201

**HIS 205 Global History: 1650 - Present**

3 hours, 3 credits

By examining events in Africa, Asia, Europe, and the Americas, this course explores the major historical processes that shaped the modern world, including industrialization, the rise of the nation-state, war, colonialism and anti-colonialism, and accelerating global contacts among peoples. The course considers how a globalized world

dominated by a few industrialized nations arose, as well as how new and often competing ways of understanding the world took root. Students are examined on all readings either through quizzes or written assignments. Primary and secondary sources are assigned for class discussion, written exercises, and examinations.

*Note: this course fulfills one of the general education requirements in History*

*Prerequisite or co-requisite:* ENG 201

### **HIS 206 Orchestral Music and the World Wars (Same course as MUS 206)**

3 hours, 3 credits

This course will explore how World Wars I and II changed the role of music and musicians in Western European society, as well as the sound of music itself. Within the time frame of 1900 – 1945, this course will examine the effects of the World Wars on the evolution of Western European Classical Music. By analyzing the influence of Russian and European politics on musical expression, this course raises questions: How did Stalin and Hitler influence musical style? What is the relationship between oppression and creativity? Further effects on music of the politics of the 1930s and 1940s will be considered in the stories of specific imprisonments and emigrations that resulted from the wars. The course will use music CDs, readings and film to study specific situations that reflect the larger picture. All readings will be coupled with either quizzes or writing assignments.

*Prerequisites:* ENG 102 or ENG 201, HIS 205 or any 100-level music course or permission of the instructor

### **HIS 214 Immigration and Ethnicity in the United States**

3 hours, 3 credits

A social history of immigration and ethnicity that focuses on topics such as immigrant institutions, including family, church, community life, unions, gangs, fire companies, saloons, theatres, social mobility, and the role of ethnicity and class responses to the immigrant

problem, including assimilation, nativism, racism and restriction; immigrant ghettos and boss rule; changing immigrant stereotypes; work experience; labor violence and the methods of social control.

*Prerequisites:* ENG 101, and sophomore standing or above

### **HIS 217 Three Hundred Years of New York City: A History of the Big Apple**

3 hours, 3 credits

A study of selected institutions and classes of people, traced over time. Topics include the docks, Wall Street, the poor, water supply, bars, subways, the rich, riots, architecture, bosses and corruption, novels of New York, police, parks, famous fires. The course will include occasional walking tours about the city to the docks, museums, famous buildings, etc.

*Prerequisites:* ENG 101, and sophomore standing or above

### **HIS 219 Violence and Social Change in America**

3 hours, 3 credits

Examination of the role played by violence in American life. Exploration of selected problems relating to the politics of war, poverty and racism.

*Prerequisites:* ENG 101, and sophomore standing or above

### **HIS 224 A History of Crime in New York City**

3 hours, 3 credits

How criminal entrepreneurs seized the opportunities of their particular eras, from colonial days to the present. Topics include: pirates (Captain Kidd) and smugglers; slave revolts; river and railroad gangs; gambling and prostitution; prohibition-era bootlegging and the rise of organized crime (from the Mafia to Murder Incorporated); stock market fraud; crime on the waterfront; shoplifting; labor and business racketeering; drug dealing; arson for profit; computer fraud; the savings and loan scandal; environmental crime; and street gangs, with special attention to those (Gophers, Westies) in the John Jay neighborhood.

*Prerequisite:* ENG 101

### **HIS 225 American Problems of Peace, War, and Imperialism, 1840 to the Present**

3 hours, 3 credits

This course will examine the conflict in America's foreign policy between manifest destiny and the anti-militarist tradition. It will focus on the ideas and processes which led to war and the expansion of America's empire, and on those ideas and movements which were anti-imperialist and anti-militarist.

*Prerequisite:* ENG 101

### **HIS 231 The Origins of the Contemporary World: From the Classical Period to the Enlightenment**

This course is no longer being offered. For the general education courses in History please see HIS 203, 204, and 205 above.

### **HIS 232 Contemporary History of Civilization: From the Enlightenment to the Present**

This course is no longer being offered. For the general education courses in History please see HIS 203, 204, 205 above.

### **HIS 240 Historiography**

3 hours, 3 credits

The study of history has changed a great deal since the mid-20th century, and the scholarly field currently embraces studies in intellectual, world, military, economic, social, and cultural history, as well as more narrowly identified studies in specific fields, such as the history of medicine or the history of war. This class introduces students to the most common approaches to the study of history, including cultural, social, political, economic, gender and sexuality, and military, encouraging them to consider what kind of history each approach values and to understand its strengths and limitations. This course acts as a bridge in the history major, moving students from simply learning history to learning the significant approaches to

doing it. By the end of the course, students will understand the plethora of approaches available to studying history, know when to use which approach and why, and be ready to begin historical investigations of their own.

*Prerequisites:* ENG 101, HIS 203, HIS 204, HIS 205

### **HIS 242 U.S. Foreign Policy in Latin America (Same course as GOV 242 and POL 242 and LLS 242)**

3 hours, 3 credits

U.S. economic and political relations with Latin American countries during the 19th and 20th centuries. U.S. reactions to reform and revolutionary movements. The ideological framework of U.S. foreign policy.

*Prerequisites:* ENG 101 and sophomore standing or above, or permission of the section instructor

### **HIS 252 Warfare in the Ancient Near East and Egypt**

3 hours, 3 credits

This class will provide a survey of ancient warfare from 3000 B.C.E through the death of Alexander the Great in 323 B.C.E. focusing on Egypt, the ancient Near East, India, and China. In addition to the technologies involved in ancient warfare and the major battles, students will be expected to consider the importance of warfare within society. Specifically, the course will examine the role that warfare played as a governmental tool and how it affected society. When and why did the ancients engage in war? What were their weapons and their military strategies? Was warfare an inevitable, unavoidable part of ancient society, and what did the ancients see as the ethical ramifications of it? In studying ancient history and society through the pervasive motif of war, students will gain an understanding of the forces that shaped culture and how society responded to these forces.

*Prerequisites:* ENG 102 or 201, HIS 203 or HIS 231

**HIS 254 History of Ancient Greece and Rome**

3 hours, 3 credits

This course will examine the history of ancient Greece and Rome from the earliest Greek civilizations to Rome's transformation into a Christian state in the 4<sup>th</sup> c CE. Students will examine the political, social, and economic structures allowing for the growth of city-states and empires, and the implications of such transformations for the wider world. Among the specific topics that will be discussed are the Spartan military society, the Athenian democracy, Alexander the Great's kingdom, the cosmopolitan Roman Empire, and the development of Christianity.

*Prerequisites:* ENG 101, HIS 203 or HIS 231

**HIS 256 History of Muslim Societies and Communities**

3 hours, 3 credits

The course provides an introduction to the development of Muslim societies globally, from the early Arabian Peninsula to the Muslim kingdoms of West Africa, from the Mughal empires in the Indian sub-continent to the Iranian Islamic revolution. The emphasis is on the historical movements of people, goods, ideas, art, technological inventions and scientific knowledge, and the ways these exchanges have and continue to shape society. The course will frame Islam within a diversity of cultures, civilizations, and social practices rather than a theology.

*Prerequisites:* ENG 101, HIS 204 or HIS 205 or HIS 232

**HIS 260 History of Contemporary Cuba  
(Same course as LLS 260)**

3 hours, 3 credits

This course will trace Cuban history from the War of Independence of 1868 through the establishment of the Republic up to and including the Revolution of 1959. The revolutionary period will be the main focus of the course.

*Prerequisites:* ENG 101, and sophomore standing or above *or* permission of the section instructor

**HIS 261 Revolution and Social Change in Contemporary Latin America  
(Same course as LLS 261)**

3 hours, 3 credits

Analysis of political and socioeconomic development, emphasizing major approaches to social change in the 20th century. Topics covered are class structures, demographic patterns, economic dependence, democratic liberal reform, neoimperialism, the Mexican Revolution, the Cuban Revolution and new trends of the last decade. A comparative, inter-American perspective, drawing on other relevant disciplines, is used.

*Prerequisites:* ENG 101, and sophomore standing or above *or* permission of the section instructor

**HIS 263 African Heritage in the Caribbean  
(Same course as LLS 263)**

3 hours, 3 credits

This course examines the social and political forces in contemporary Caribbean. The course will focus on the following: the legacy of slavery, plantation society and underdevelopment, democracy, capitalism and socialism, race, class and ethnic conflict.

*Prerequisites:* ENG 101, and sophomore standing or above *or* permission of the section instructor

**HIS 264 China to 1650**

3 hours, 3 credits

This course traces the political, social, and cultural history of China from earliest times to 1650. The course will focus on the period during which China was arguably one of the world's most advanced societies and will seek to determine why China had fallen behind Europe by 1650. Various primary sources such as translated philosophical, religious, and literary texts as well as resources from

archeology, art history, and film will assist in exploring the Chinese civilization.

**Prerequisites:** ENG 101, *and* HIS 203, 204, or 205 or HIS 231 or HIS 232

### **HIS 265 Class, Race and Family in Latin American History (Same course as LLS 265)**

3 hours, 3 credits

Class structure, slavery, and race relations and the organization of the family will be examined in the colonial and neocolonial eras of Latin American history. A comparative approach, emphasizing urban and rural situations and economic change, will be stressed.

**Prerequisites:** ENG 101, and sophomore standing or above *or* permission of the section instructor

### **HIS 267 History of Caribbean Migrations to the United States (Same course as AAH 267 and LLS 267)**

3 hours, 3 credits

A comparative study of the most significant aspects of Caribbean migrations to the United States during the 20th century. Emphasis on the political, economic and social framework of the migration process. Special attention will be given to the contemporary situations of the Haitian, Latina/o, and West Indian communities in the United States.

**Prerequisites:** ENG 101, and sophomore standing or above *or* permission of the section instructor

### **HIS 274 China: 1650 – Present**

3 hours, 3 credits

This course provides an introduction to Chinese history from 1650 to the present. We will sketch the major events of political history covering the rise and fall of the last imperial dynasty (Qing, 1644-1912), the first Republic (1912-1949) and the impact of foreign imperialism and communism, and the major developments in the People's Republic of China, tracing the historical roots of key issues

in contemporary China. In addition, we will also take a social and cultural approach. In examining how Chinese society changed over time, we will focus on the ways in which the Chinese interacted with other societies, whether neighboring nomads or distant Europe, exploring Chinese history within a broad and comparative framework. We will also examine how traditional Chinese values were influenced by foreign ideas and technologies.

**Prerequisites:** ENG 102 or 201, HIS 205 or HIS 232

### **HIS 277 American Legal History**

3 hours, 3 credits

An analysis of the forces and circumstances that have influenced the course of American civil, criminal, and Constitutional law from the 17th century to the present. The course concentrates on the change from English-based common law through the rise of industrial capitalism in the late 19th century and the development of the modern welfare state in the 20th century and emphasizes such developments as the growth of the contract and corporate law, the use of litigation as an economic weapon, the rise of an independent judiciary and the ensuing conflict with the legislatures of both nation and state, the role of the legal profession in shaping the legal system, and the social role of law in American life.

**Prerequisites:** ENG 101 and sophomore standing or above

### **HIS 290 Selected Topics in History**

3 hours, 3 credits

Specific study of a topic chosen by the instructor.

**Prerequisites:** ENG 101 and sophomore standing or above

### **HIS 300 Research Methods in History**

3 hours, 3 credits

Participating in scholarly historical research requires a set of skills that will allow students to locate, prioritize, analyze, and write about primary sources. Students will learn how to find a variety of different kinds of sources and how to reckon with them once they have been found. It will also expand the knowledge of

historiography gained in the previous required course, Historiography, by explaining how to locate secondary sources relevant to a variety of research interests and primary sources. Finally, it will introduce students to the process of contextualizing their research findings in secondary literature and writing a convincing historical argument.

*Prerequisites:* ENG 102 or ENG 201, HIS 240

### **HIS 320 The History of Crime and Punishment in the United States**

3 hours, 3 credits

Ways in which Americans have defined crime, explained its causes, and punished and rehabilitated criminals. The relationships among crime, social values, and social structure. Areas of emphasis include colonial Massachusetts and Virginia; the creation of police forces and prisons during the first half of the 19th century; criminality during the Gilded Age and Progressive Period; Prohibition; creation of the FBI; crime and the Great Depression; and some aspects of crime and punishment between 1950 and 1970.

*Prerequisites:* ENG 102 or ENG 201, and junior standing or above

### **HIS 323 History of Lynching and Collective Violence**

3 hours, 3 credits

This course examines the history of lynching, rioting and other varieties of collective violence perpetrated by groups of people unauthorized by state or legal authority. The focus will be comparative, examining similarities and differences in the history of collective violence across world cultures and across historical eras. The patterns of lynching, rioting, and other forms of collective violence are often indicative of a culture's underlying social structures and values, including race, ethnicity, gender, sexuality, and attitudes concerning crime and punishment. The course will also examine movements that developed to oppose and resist lynching and its violation of human rights and the rule of law. Finally, the course will consider the legacy of lynching and collective violence, and

analyze the efforts that have been made in recent years across global cultures to remember and facilitate healing in the wake of these hateful and destructive acts of group violence. Please note that much of the course content involves analysis of acts of collective violence and may be disturbing.

*Prerequisites:* ENG 102 or ENG 201, HIS 204, HIS 205

### **HIS 325 Criminal Justice in European Society, 1750 to the Present**

3 hours, 3 credits

The origins of the Western system of criminal justice in early modern Europe and a comparative analysis of recent developments in Britain, France, Germany, and Italy. Examination of the evolving definition of crime and changes in criminal law, methods of enforcement, and types of punishment in relation to the growth of urban and industrial society and the extension of state power. Topics include witchcraft, the Inquisition, the classical and positivist schools of criminology, prostitution and homosexuality, birth and development of the prison, establishment of professional police forces, the Mafia and European terrorism.

*Prerequisites:* ENG 102 or ENG 201, HIS 232 or HIS 205, and junior standing or above or permission of the section instructor

### **HIS 354 Law and Society in Ancient Athens and Rome**

3 hours, 3 credits

This course will introduce students to concepts of law and legal institutions in ancient Athens and Rome. This is not a course on the fine points of Athenian and Roman law, but rather a broader study of the place of law and legal institutions in Athenian and Roman society. Students will examine sources including law codes, court speeches, and literature to explore law as a means of social ordering and control. The course will also consider various social institutions tasked with creating and enforcing legal standards, including the family, the court of law, and the government. Students should leave



with a solid understanding of how Athenians and Romans understood law and its role in society.

**Prerequisites:** ENG 102 or 201, HIS 203 or HIS 231

### **HIS 356 Sexuality, Gender, and Culture in Muslim Societies (Same course as GEN 356)**

3 hours, 3 credits

This course reviews relevant concepts and analyzes various constructions of gender norms, gender roles and sexual morality in selected past and present Muslim societies. Sexual categories (heterosexual, lesbian, gay, bisexual, transgender, and intersex) are examined in a variety of contexts and through a range of sources – from Ottoman homoerotic poetry to Mughal India. Topics may include the connections between feminism and nationalism in 19<sup>th</sup>-century Egypt, to transsexuality in Iran and Pakistan. We will also consider transnational relations – how did Western colonization shape intimate relations; and how were colonial processes, in turn, impacted by gender and sexuality? Finally, how are the tensions between advocates and opponents of gender equality currently playing out?

**Prerequisites:** ENG 102 or ENG 201, HIS 204 and HIS 205, or HIS 232

### **HIS 362 History of Science and Medicine: Prehistory to 1650**

3 hours, 3 credits

This course will provide students with a background in the intellectual and cultural developments in the history of science and medicine from prehistory through 1650. Students will be introduced to the kinds of questions asked about the natural world by different cultures at different times, varying understandings of nature, the natural world, the body, and disease, and interactions among these understandings and interpretations. Primary and secondary readings will provide the

basis for class discussions, written assignments, and a final research project.

**Prerequisites:** ENG 102 or ENG 201, HIS 203 or HIS 231, and HIS 204 or HIS 205 or HIS 232

### **HIS 364 History of Gender and Sexuality: Prehistory to 1650 (Same course as GEN 364)**

3 hours, 3 credits

This class will build on the introductory surveys in gender and sexuality and global history to provide students with two new lenses through which to view history. Given that gender and sexuality are cultural constructs that represent the social mores of the cultures and times in which they exist, and thus have changed throughout history, we will move from the ancient world through 1650 to provide a chronological and global perspective on the changing meanings of sex, sexuality, and gender, and the ways in which their changes represent broader shifts in cultural values and emphases. The course will address the history of gender and sexuality in China, sub-Saharan Africa, Europe, and India. Primary and secondary sources provide the basis for class discussion and written assignments.

**Prerequisites:** ENG 102 or 201, GEN 101 or HIS 203 or HIS 204 or HIS 231

### **HIS 366 Religions of the Ancient World**

3 hours, 3 credits

In antiquity, religion was a driving force that both transformed society and was transformed by society. This course will provide a survey of early religious movements of the ancient world, showing how the myths, ritual, and sacred laws of ancient societies expressed their world views. Religion has always been an influential factor in society, and students will learn how organized religion developed into a powerful social and political tool. The course will focus primarily on the major religious movements of the ancient Near East: Mesopotamia, Egypt, and the early Israelite tradition; however, other ancient religions (including the Greek and Roman traditions,

Hinduism, Buddhism, New World and African traditions) will also be touched on. The course will balance an understanding of the personal practices of ancient religions with an understanding of the larger political and social role of religion.

**Prerequisites:** ENG 102 or 201, HIS 203 or HIS 231

### **HIS 370 Ancient Egypt**

3 hours, 3 credits

This course will survey Ancient Egypt, tracing the development of Egyptian society and government from its prehistoric agrarian origins (approx. 4000 B.C.E.) through the death of Cleopatra and the Roman conquest (30 C.E.). In addition to the major political developments, students will be expected to master the major shifts in Egyptian religion and thought, the changing notion and democratization of Egyptian afterlife, and how Egypt remained insular while becoming increasingly cosmopolitan and imperialistic. The course will also examine the role that geography played in the development of Egyptian society and will trace Egypt's interactions with her neighbors in Africa and the greater Mediterranean world to examine how these relationships affected the Egyptian religion, culture, and economy. Primary and secondary sources will be used to encourage class discussion and as the basis of written exercises and exams.

**Prerequisites:** ENG 102 or ENG 201, HIS 203 or HIS 231, and HIS 204 or HIS 205 or HIS 232

### **HIS 381 Social History of Catholicism in the Modern World**

3 hours, 3 credits

This course offers students an introduction to how Catholicism has shaped social identities and cultural practices across global cultures from the early 1500s to the present day. Starting with the Catholic response to the Reformation in 16<sup>th</sup>-century Europe, the course then traces the complex social and cultural formations generated by an expansive Catholicism in Asia, Latin America, and Africa, and the tension between Catholicism and American culture in the history of

the United States. Key topics will include the history of Catholicism and culture, syncretism, ethnicity, race, gender, and social class.

**Prerequisites:** ENG 102 or ENG 201, HIS 204 or HIS 232, and HIS 203 or HIS 205 or HIS 232

### **HIS 383 History of Terrorism**

3 hours, 3 credits

This course explores the major ideas, facts, and problems associated with the historical study of terror and the uses of political violence on a global scale. Course themes include the changing definitions of terrorism over time; the historical antecedents of modern terrorism; the impact of nationalism and religion on terrorism in different places and beginning in the early modern period; the historical motivations, organizations, and support networks of terrorists; the nature of crisis management; the responses of the world community to different historical acts of terrorism; the effects of terrorism on free societies in the 20<sup>th</sup> century; and the linkages between acts of terrorism and terrorist states.

**Prerequisites:** ENG 102 or 201, and HIS 205 or HIS 232, and either HIS 203 or 204 or HIS 231

### **HIS 425 Senior Seminar in History**

3 hours, 3 credits

The senior seminar, undertaken by all Global History majors, requires students to synthesize the research, historiographic, and writing skills they have acquired in the major. Drawing on students' capabilities to engage in independent historical research, and consideration of a wide variety of historiographic approaches, the course offers students from all three chronological tracks the opportunity to engage in research on the same topic and present their work at the departmental seminar. Individual instructors will frame the course based on their particular areas of expertise, but possible topics include slavery, magic, capitalism, and sexuality. All students will complete the course by submitting an independent research paper and presenting their findings to the department in a colloquium.

**Prerequisites:** ENG 102 or 201, HIS 300, senior standing

## HONORS

### HON 501 Honors Reading Course

3 hours, 3 credits

The student submits a project of reading and research for the term, for approval by the instructor. A paper is required and there are periodic conferences. Special arrangements may be made to do this work over the summer.

**Prerequisites:** ENG 102 or ENG 201, and senior standing

## HUMANITIES AND JUSTICE (see Major description for contact)

### HJS 250 Justice in the Western Traditions

3 hours, 3 credits

This course is the first of four required courses in the core of the Humanities and Justice major. It is an introduction to the normative history of "justice" as a principle of human personal and social organization in the experience of peoples living in the "western" world. An emphasis on primary texts allows the student to encounter first principles, and selected secondary readings introduce the student to questions posed by the attempt to define justice. Issues under study may include determinism and free will and the implication of each for the meaning of the "unjust" act; retribution and the rhetorics that justify or condemn it; divinity, hierarchy and the community as sources of justice; the social construction of such ideas as justice and "crime;" law as the structure of rules regulating coercion and the use of force.

**Prerequisites:** ENG 101-102 or ENG 101-201, one of the required general education courses in literature, history, or philosophy, and one of the required general education courses in the social sciences

### HJS 310 Comparative Perspectives on Justice

3 hours, 3 credits

This course will study justice in the non-Western world as it is variously represented in historical, literary and philosophical texts. A sequel to *HJS 250: Justice in the Western Traditions*, it builds upon the analytical skills developed in that course and extends its geographical boundaries to the Mideast, Asia, Africa and the other Americas. By studying how social, political, and religious institutions shape understandings of justice and injustice, and how these concepts define race, gender, ethnicity and class, the course focuses on articulations and practices of justice that are different from the Western constructs considered in HJS 250. Through comparative investigations of encounters between societies resulting from conquest, trade and social exchange, it will explore justice as culturally inflected, the product at once of a particular regional or national identity and history, and of intercultural contact.

**Prerequisites:** ENG 102 or 201, HJS 250 and junior standing

### HJS 315 Research Methods in Humanities and Justice Studies

3 hours, 3 credits

An introduction to the methods by which the humanities define, research, and investigate problems, this course is the third course of five that make up the required core of the major in Humanities and Justice. It introduces the student to methods of inquiry in the three primary disciplines of the major: history, philosophy and literature. The logic, design and execution of the research process are considered, as well as the appropriate respective uses of primary and secondary sources. Electronic and non-electronic research aids will be examined, as will the research strategies most commonly employed by practicing historians, literary critics, and philosophers.

**Prerequisites:** English 102 or English 201, all reading/writing skill courses, completion of a general education requirement course in history, literature, and philosophy, and completion of or enrollment in HJS 250

**HJS 410 Problems and Theory: Thesis Prospectus**

3 hours, 3 credits

A course in which the student develops the ability to design advanced research projects drawing on the methodologies and practices of the humanities. Designed as a “studio” or workshop course, the seminar’s activities will be built around the research interests of the students as they develop topics and methodologies for the senior thesis in the Humanities and Justice major. The final product of the course will be a prospectus for the senior thesis that is acceptable to the seminar instructor.

*Prerequisites:* ENG 102 or ENG 201, HJS 315, 9 credits in the interdisciplinary components of the major.

**HJS 415 Thesis in Humanities and Justice Studies**

3 hours, 3 credits

Designed for students in their final semester to conduct a significant investigation of a topic of their choosing in the area of humanities and justice studies. Designed as a “studio” course, the seminar’s activities will be built around the prospectus developed by the student in HJS 410: Problems and Theory: Thesis Prospectus.

*Prerequisites:* ENG 102 or ENG 201, and HJS 410

## INTERDISCIPLINARY STUDIES (See Program description for contact)

**Theme A (for Freshmen)****The Individual and Society and Individuals in Conflict**

This two-semester theme examines the variety of ways that individuals relate to one another and “to society.” What do we mean by society? What is the social contract? Why do some people affirm society’s values and norms, and others rebel, whether by fighting against injustice or by behaving criminally? During the second semester, the theme focuses on how people in our society experience and attempt to deal with situations of conflict. Among the topics

covered are domestic violence, dispute mediation, prison culture, war, and generational, racial, ethnic, and gender conflicts. The emphasis in both semesters is on using primary source materials and readings from the humanities, social sciences, law and fine arts.

### Theme B (for Sophomores, Juniors, and Seniors – Specific courses offered change each semester depending on faculty availability)

**Community and Responsibility**

This theme situates the individual in the communities of which she is a part, and explores the dynamic interplay of persons and social contexts in the shaping of responsibilities. Approaches from the humanities and social sciences are brought to bear on the topics of community, responsibility, conflict and resolution. Course topics may include childhood, the family, affirmative action, rural and urban communities, and educational institutions.

**Conflict and Change**

This theme integrates the humanities and social sciences in an examination of the forces that give rise to and resolve conflict and that bring about change, both in the individual and in society. Of interest in this theme are examples and patterns of conflict and change in the intimate sphere of family and neighborhoods; at the institutional level in the legal and criminal justice system; and historically, at moments of national and international crisis. Specific courses change each semester depending on which faculty members are teaching in the program. Course topics may include: legal challenges of the 90s, power and justice in law and society, World War II, personal conflict and social change, love and hate in the family, the changing roles of women in the workplace, inside the criminal mind, from slavery to citizenship, childhood and society.

### Transactions and Transformations

This theme examines the many ways in which individuals, communities, ethnic groups and even whole nations interact with one another in the exchange of ideas, cultures, rituals, technology, economy, conflicts and more. In what ways do these interactions produce change in individuals and groups? What kinds of changes? What are the risks in these interactions? What are the risks in refusing to engage in such social, cultural, political and economic transactions? Course topics may include the concept of citizenship; cross-cultural definitions of crime and criminality; religion; human rights; war; technology; ideas about oppression and freedom.

### Perspectives on the Extraordinary

This theme is devoted to exploring people, events, concepts and artifacts that have achieved wide recognition as extraordinary in one or more ways. How does something or someone emerge from the ordinary? How do people respond to extraordinary people, events and ideas? Course topics may include the idea of the scientific, legal, political, philosophical, and/or artistic "breakthrough"; the phenomenon of genius; catastrophe and human response; revolution; biography and autobiography; cosmology and the origins of the universe; violence and criminality.

## INTERNATIONAL CRIMINAL JUSTICE (see Major description for contact)

### ICJ 101 Introduction to International Criminal Justice

3 hours, 3 credits

This course is an introduction to the nature and scope of international and transnational crime, to the emerging legal framework for its prevention and control, and to its impact on the U.S. criminal justice system. Emphasis will be placed on the international aspects of the work of different criminal justice agencies, such as formal and informal police cooperation and the use of mutual assistance and extradition agreements, and on the bilateral, regional, and

international structures created for crime prevention, punishment and control.

### ICJ 310 Foundations of Scholarship in International Criminal Justice

3 hours, 3 credits

This course aims to provide a set of skills that are essential to conducting and disseminating empirical research. The skills include conducting and writing a focused literature review; understanding the mechanics of research (finding a creative idea, asking the right research questions, utilizing appropriate theories, developing hypotheses, collecting and analyzing data); and finally writing academic papers. The course will discuss research methods (both qualitative and quantitative), their underlying epistemologies and their appropriateness for international criminal justice with specific examples. It will cover ethical concerns and it will provide a basic understanding of the use of computers in research.

**Prerequisites:** ENG 102 or 201, ICJ 101, GOV 259/POL 359/LAW 259 and junior standing

### ICJ 381 Internship in International Criminal Justice

15 hours lecture, 96 hours fieldwork; 3 credits

This supervised field experience in international criminal justice organizations will enable students to gain work experience using their academic training in program development, policy support or research. Students will be placed in international agencies including governmental and nongovernmental organizations (NGOs). Through the college Internship Office, placement is arranged by the International Criminal Justice major coordinator in consultation with the student. Students will spend 8-10 hours per week for a total of 96 hours in the field, and 15 hours per semester in classroom seminar sessions.

**Prerequisites:** ENG 102 or ENG 201, ICJ 101, SOC 341, *and* GOV 259/POL 259/LAW 259

### ICJ 401 Capstone Seminar in International Criminal Justice

3 hours, 3 credits

This capstone course is a synthesis of key issues, trends and topics within the emerging field of international criminal justice. Topics to be considered include: cross-cultural dimensions of international criminal justice; major theoretical issues and methodological problems in international criminal justice; complexities inherent in processing cases of international and transnational crime; prevention and control strategies; the evolving jurisprudence of the tribunals and the world court; and ethical and human rights concerns.

*Prerequisites:* ENG 102 or ENG 201, ICJ 101, senior status, and matriculation in the International Criminal Justice major

## ITALIAN (Department of Foreign Languages and Literatures)

### ITA 101 Introductory Italian I

3 hours, 3 credits

A basic course in the Italian language with an emphasis on oral and written communication, reading, vocabulary, and the customs and culture of Italy. No credit will be given for ITA 101 if taken after the completion of ITA 102. Ten laboratory hours during the semester are required.

### ITA 102 Introductory Italian II

3 hours, 3 credits

This course will enable the student to speak, comprehend, read and write Italian on a basic level. Ten laboratory hours during the semester are required.

*Prerequisite:* ITA 101 or placement examination

### ITA 201-202 Intermediate Italian

3 hours, 3 credits

Emphasis on conversation with some written assignments based on contemporary prose selections.

*Prerequisites:* ENG 101 and successful completion of ITA 102 or the equivalent

## LATIN AMERICAN AND LATINA/O STUDIES

### LLS 104 History of Puerto Rico

(Same course as HIS 104)

3 hours, 3 credits

A broad history of Puerto Rico from its beginnings to the present. Major emphasis will be given to the political, economic and social developments, with some attention to cultural themes.

### LLS 107 Puerto Rican Literature: Criminal Justice Themes in Poetry and Drama

3 hours, 3 credits

A survey of the criminal justice themes as reflected in Puerto Rican poetry and drama. In addition to aesthetic values, subjects like the following will be discussed: concepts and attitudes toward crime among Puerto Ricans; personal and social causes of the crimes attributed to Puerto Ricans. The factors that influence the image and attitudes of the Puerto Rican toward the police, courts and law enforcement agencies; the physical and moral consequences of imprisonment. Puerto Rican poets and playwrights in the United States such as Pedro Pietri, Victor Hernandez Cruz and Miguel Pinero will be included.

*Prerequisite:* An understanding of spoken Spanish is required

### **LLS 108 Puerto Rican Literature: Criminal Justice Themes in the Essay, Short Story and Novel**

3 hours, 3 credits

The study of Puerto Rican literature as a mode for understanding the cultural, social and economic matrix of crime and punishment. Insights about the Puerto Rican law offender and gang member will be traced through the study of literary works by Puerto Ricans in the United States, such as Piri Thomas and Humberto Cintron.

*Prerequisite:* An understanding of spoken Spanish is required

### **LLS 110 Popular Musics of the Caribbean (Same course as MUS 110)**

3 hours, 3 credits

A survey of the major popular music styles of the Caribbean, including salsa, reggae, soca, and other genres, exploring their social contexts, historical origins and relation to indigenous folk music. The important role of New York City as a center for Caribbean music will also be examined.

### **LLS 145 Puerto Rican Culture and Folklore**

3 hours, 3 credits

A study of the emergence of a national culture and folklore. The Taino, Spanish and African contributions to the Puerto Rican personality and character. Emphasis on the impact of the culture of the United States on Puerto Rico and the resulting conflicts. The search for a Puerto Rican identity in the United States.

### **LLS 166 History of the Caribbean Islands (Same course as AAH 166 and HIS 166)**

3 hours, 3 credits

A broad survey of the history of the Caribbean Island nations and territories from the beginnings of European colonization until the present. Particular attention will be given to the economic and social aspects of the evolution, and to the problems of unity and diversity.

### **LLS 215 Socio-Political Developments in Contemporary Puerto Rico**

3 hours, 3 credits

Political, social, and economic issues in Puerto Rico from the 1930s to the present. Political developments leading to the establishment of the "Commonwealth" and attendant economic problems. Consequences of Puerto Rico's involvement with the United States.

*Prerequisites:* ENG 101; sophomore standing or above, or permission of the instructor

### **LLS 217 Latina/o Theater in the USA (Same course as SPA 217 and DRA 217)**

3 hours, 3 credits

This course exposes students to the major acting techniques and styles from the wide spectrum of Latina/o dramaturgy in the United States. Special attention is given to how the creative and literary components of each text contribute to typically Latina/o forms of acting and how these reflect the unique social and political experience of being Latina/o in the United States. The course combines discussion of the specific texts and acting styles with an examination of both the creative and literary components. Course requirements include reading of selected plays in English, performance of scenes in class and students' performance of their own works to be showcased at the end of the semester.

*Prerequisites:* ENG 101 and sophomore standing or above

### **LLS 220 Human Rights and Law in Latin America**

3 hours, 3 credits

A comparative study of human rights policies, procedures, legislation and practices in Latin American countries. The impact of international and national conventions, bills and laws on the present observance of these rights. Inquiry into morality, social justice, social and professional ethics. *This course can be taken to satisfy requirements for the International Criminal Justice major.*

*Prerequisites:* ENG 101, and sophomore standing or above or permission of the section instructor

### **LLS 230 Comparative Perspectives on Crime in the Caribbean (Same course as AAJ 230)**

3 hours, 3 credits

This course will examine crime in the Caribbean, with a particular focus on the differences and similarities among the Spanish, English, and Dutch-speaking nations of the Caribbean region. The course will study the trends and crime in the Caribbean from a comparative perspective, and the methods employed by various individual nations to help diminish crime and delinquency. The specific topics to be studied include political crime and offenses, political corruption, drug dealing and trafficking, juvenile delinquency, domestic violence and sexual assault in the Caribbean. *This course can be taken to satisfy requirements for the International Criminal Justice major.*

**Prerequisite:** ENG 101

### **LLS 241 The Puerto Rican Latina/o Experience in Urban United States Settings**

3 hours, 3 credits

This course seeks to analyze the sociological, economic and political experience of Puerto Ricans in the United States. Its emphasis is the study of legislation, policies and practice with regard to the Puerto Rican immigration/migration. Areas of research and examination are education, welfare, housing, employment, church, political parties, movements and the legal system.

**Prerequisites:** ENG 101, and sophomore standing or above *or* permission of the section instructor

### **LLS 242 U.S. Foreign Policy in Latin America (Same course as GOV 242 and POL 242 and HIS 242)**

3 hours, 3 credits

U.S. economic and political relations with Latin American countries during the 19th and 20th centuries. U.S. reactions to reform and revolutionary movements. The ideological framework of U.S. foreign policy.

**Prerequisites:** ENG 101, and GOV 101 or POL 101 *or* permission of the section instructor

### **LLS 245 Dominican Society and Identity**

3 hours, 3 credits

Introduction to historical, economic, political and social processes, which have contributed to the development of Dominican culture. Factors contributing to immigration, settlement patterns and social adaptation in the United States will be explored.

**Prerequisites:** ENG 101 and sophomore standing or above, *or* permission of the section instructor

### **LLS 247 Growing Up Latina/Latino: From the 1940s to the Present**

3 hours, 3 credits

Using literary novels, memoirs, essays, poetry and autobiographies by Latinas and Latinos and focusing on the experience of growing up Latina/o, this course will explore the relationship between history, literature and society. We will read literary texts to explore the ongoing (re)creation(s) of a "Latina/o identity" from the 1940s until the present. The course will focus on the ways that the identities and diverse experiences of Latinas and Latinos have been (re)shaped over time, according to the meanings attributed to race, class, gender, sexuality, national identity and citizenship status in each decade.

**Prerequisites:** ENG 102 or 201, and sophomore standing or permission of the instructor



### **LLS 250 Drugs, Crime and Law in Latin America**

3 hours, 3 credits

This course explores the problems facing Latin America in relation to drugs and crime. The course focuses on the conditions giving rise to crime, drug trafficking and drug addiction in Latin America. It offers a basic understanding of international legal and human rights standards and law enforcement efforts that apply in addressing the issues of drugs and crime. Particular emphasis is placed on hemispheric strategies to combat drug use and narcotics trafficking.

*This course can be taken to satisfy requirements for the International Criminal Justice major.*

**Prerequisites:** ENG 101, and sophomore standing or above or permission of the section instructor

### **LLS 255 The Latin American Woman**

3 hours, 3 credits

A socio-historical study of the Latin American woman's struggle for equality. Her roles in present Latin American societies are studied in relationship to her family, education, employment, political parties, movements and the legal system.

**Prerequisites:** ENG 101, and sophomore standing or above or permission of the section instructor

### **LLS 260 History of Contemporary Cuba**

**(Same course as HIS 260)**

3 hours, 3 credits

This course will trace Cuban history, from the War of Independence of 1868, through the establishment of the Republic, up to and including the Revolution of 1959. The revolutionary period will be the main focus of the course.

**Prerequisites:** ENG 101, and sophomore standing or above *or* permission of the section instructor

### **LLS 261 Revolution and Social Change in Contemporary Latin America**

**(Same course as HIS 261)**

3 hours, 3 credits

Analysis of political and socioeconomic development, emphasizing major approaches to social change in the 20th century. Topics covered are class structures, demographic patterns, economic dependence, democratic liberal reform, neoimperialism, the Mexican Revolution, the Cuban Revolution and new trends of the last decade. A comparative, inter-American perspective, drawing on other relevant disciplines, is used.

**Prerequisites:** ENG 101, and sophomore standing or above *or* permission of the section instructor

### **LLS 263 African Heritage in the Caribbean**

**(Same course as AAH 263 and HIS 263)**

3 hours, 3 credits

This course examines the social and political forces in the contemporary Caribbean. The course will focus on the following: the legacy of slavery, plantation society and underdevelopment, democracy, capitalism and socialism, race, class and ethnic conflict.

**Prerequisites:** ENG 101, and sophomore standing or above, *or* permission of the section instructor

### **LLS 265 Class, Race and Family in Latin American History (Same course as HIS 265)**

3 hours, 3 credits

Class structure, slavery, race relations and the organization of the family will be examined in the colonial and neocolonial eras of Latin American history. A comparative approach, emphasizing urban and rural situations and economic change, will be stressed.

**Prerequisite:** Sophomore standing or above, *or* permission of the section instructor

### **LLS 267 History of Caribbean Migrations to the United States**

**(Same course as AAH 267 and HIS 267)**

3 hours, 3 credits

A comparative study of the most significant aspects of Caribbean migrations to the United States during the 20th century. Emphasis on the political, economic and social framework of the migration process. Special attention will be given to the contemporary situations of the Haitian, Hispanic and West Indian communities in the United States.

**Prerequisites:** ENG 101, and sophomore standing or above or permission of the section instructor

### **LLS 290 Special Topics**

3 hours, 3 credits

The study of a significant topic of general interest to be either announced or chosen by the instructor.

**Prerequisites:** ENG 101, and sophomore standing or above *or* permission of the section instructor

### **LLS 321 Puerto Rican/Latina/o Community Fieldwork**

6 hours: 2 hours lecture, 4 hours fieldwork; 4 credits

Community organization theory as it applies to the Puerto Rican communities in the United States. The study of Puerto Rican groups, agencies, organizations and movements. Students perform supervised community service and/or study one of the following areas: 1) work with community groups, agencies, organizations and movements organized to solve specific community problems; and 2) work in governmental rehabilitation and adjustment projects.

**Prerequisites:** ENG 102 or ENG 201, and LLS 241

### **LLS 322 Civil Rights and Civil Liberties in the Urban Latina/o Communities**

3 hours, 3 credits

Analysis of the Bill of Rights and civil rights legislation on issues of discrimination in housing, employment, education, welfare, prisons, immigration and ethnicity/race affecting Latinas/os. *This course can be taken to satisfy requirements for the International Criminal Justice major.*

**Prerequisites:** ENG 102 or ENG 201, and junior standing or above or permission of the section instructor

### **LLS 325 The Latina/o Experience of Criminal Justice**

3 hours, 3 credits

The study of how the criminal justice system serves and shapes Latinas/os, especially those who are processed by it. The analysis of the interaction that ethnicity has with the system and its effects upon those who are involved with it.

**Prerequisites:** ENG 102 or ENG 201, and junior standing or above or permission of the section instructor

### **LLS 341 Immigrants, Citizens, Exiles, and Refugees in the Americas**

3 hours, 3 credits

This course explores some of the reasons why people leave their homelands in Latin America, and examines the relationship between legal status and access to rights in their new society, the United States. The course seeks to provide students with both sides of the immigration debates in the Americas, in order to foster the conceptual and foundational knowledge necessary to assess some of the issues at stake for both immigrants and U.S. society.

**Prerequisites:** ENG 102 or 201, and LLS 242, sophomore standing or permission of the instructor

### LLS 343 Race and Citizenship in the Americas

3 hours, 3 credits

This course explores the relationship between citizenship and racial ideologies in the Americas. Framed by theoretical analyses of race and ethnicity, the course uses historical essays, biographies, novels and films to examine the lived experience of race and blackness in Latin America and the United States. Focusing on the different meanings attributed to blackness in the Americas, the course ultimately aims to compare the diverse racial, class and gendered experiences of U.S. Latinos with those of ethnic and racialized groups in Latin America.

**Prerequisites:** ENG 102 or 201; ETH 123 or ETH 124 or ETH 125, sophomore standing or permission of the instructor

### LLS 356 Terror and Transitional Justice in Latin America

3 hours, 3 credits

This course explores the field of transitional justice as it addresses past state violence and genocide. The course will move from an exploration of background material examining the Cold War years in Latin America to providing an in-depth analysis of the role played by truth commissions, and other strategies such as war tribunals, which seek justice and reconciliation in divided societies. We will question the root causes of violence, examine national and transnational actors, and conclude with a discussion of research methodologies used when documenting human rights abuses. The question of “forgiveness” will be also explored in the context of redress for wrongdoings.

**Prerequisites:** ENG 102 or ENG 201; and junior standing or permission of the instructor

### LLS 401 Seminar in Latina/o Issues: Gender, Race, Ethnicity and the Legal System

3 hours, 3 credits

A senior seminar that will explore Hispanic issues through an in-depth study of areas including crime, race and ethnic disparities, gender, language and culture, policing, courts and Latina/o litigants, urban politics, immigration laws and policies; legal representation, administrative policy and interest groups, and criminal justice themes in literature; analysis and evaluation of aspects most relevant to Latina/o communities.

**Prerequisites:** ENG 102 or ENG 201, and senior standing *or* permission of the section instructor

### LLS 489 Independent Study and Research

3 hours, 3 credits

Independent investigations by students whose topics have been approved. Students have regular conferences with the faculty member.

**Prerequisites:** ENG 102 or 201 and senior standing or permission of the section instructor

## LAW (Department of Law, Police Science and Criminal Justice Administration)

### LAW 202 Law and Evidence

3 hours, 3 credits

A comprehensive analysis of the rules of evidence. Particular subjects include judicial notice, presumptions, the nature of real and circumstantial evidence, burden of proof, province of court and jury, documentary evidence, hearsay evidence, confessions, admissions, witnesses and constitutionally protected evidence. Emphasis on evidence in criminal cases.

**Prerequisites:** ENG 101 and sophomore standing or above

**LAW 203 Constitutional Law**

3 hours, 3 credits

This course provides an analysis of the historical development of the relationship of the states to the Bill of Rights. The effect of the due process clause of the Fourteenth Amendment on the application of the Bill of Rights to the states is examined through a study of the leading Supreme Court decisions relating to criminal justice.

*Prerequisites:* ENG 101 and sophomore standing or above

**LAW 204 Criminal Law of New York**

3 hours, 3 credits

A comprehensive analysis of the penal law of the State of New York. Consideration of the impact of the statute on police procedures. Judicial interpretations of the criminal statute and the application of court decisions to the penal code.

(Not open to students who have taken LAW 201)

*Prerequisites:* ENG 101, GOV 101 *or* POL 101, and sophomore standing or above

**LAW 206 The American Judiciary**

3 hours, 3 credits

A study of the nature of the judicial process: precedent and legal reasoning; decision making; the basis of criminal and civil lawsuits; the role of the lawyer, the judge and the public; the organization of state and federal courts; the Supreme Court; democracy and judicial review.

*Prerequisites:* ENG 101 and sophomore standing or above

**LAW 207 Law for Security Personnel**

3 hours, 3 credits

A study of the legal problems in the private security sector. Included is a review of the powers and restrictions on "private police," e.g., arrest, search and seizure, eavesdropping and a comparison with the powers of law enforcement agencies. Civil liabilities of private

security personnel are studied as well as other aspects of civil law. Licensing statutes are also analyzed.

*Prerequisites:* ENG 101, SEC 101 and sophomore standing or above

**LAW 209 Criminal Law**

3 hours, 3 credits

Viewing the criminal law as a means to the end of influencing human behavior, intensive analysis is made of various principles that apply in virtually every criminal case: justification, attempt, conspiracy, parties to crime, ignorance and mistake, immaturity, insanity and intoxication. The law of homicide is explored in all of its facets. The common law, statutes of New York and representative states, and what the law ought to be are studied.

*Prerequisites:* ENG 101 and sophomore standing or above

**LAW 211 Civil Disobedience, Urban Violence and Dissent**

3 hours, 3 credits

A study of the constitutional, statutory and common law as it relates to disobedience and dissent. The role of law and regulatory institutions in reconciling the need for internal order, free expression and acceptable dissent. An examination of the laws on national security (treason, rebellion, espionage, etc.) and on assembly and picketing. Special attention to violence in urban centers, racial violence, the peace movement and campus disorders.

*Prerequisite:* one of the following: ENG 101, sophomore standing or above, *or* permission of the section instructor

**LAW 212 The Criminal Process and the Criminal Procedure Law**

3 hours, 3 credits

A study of criminal procedures. This course examines the process by which criminal law is brought to bear on individuals in society as provided in the New York Criminal Procedure Law. Consideration

of current court decisions that affect the application of this law, and the role and responsibility of the police as witnesses.

*Prerequisites:* ENG 101 and sophomore standing or above

### **LAW 213 The Impact of the Mass Media on the Administration of Justice** (Same course as SPE 213)

3 hours, 3 credits

Examination of the role of the media — TV, radio, newspapers, and magazines — on the administration of justice. The influence of the media on the jury and the judge. The dangers of "trial by newspaper" and of TV in the courtroom. Is impartial justice possible? The British approach. Problems of free speech and press; "contempt by publication" rule; constitutional protections. Suggested guidelines for the media. The psychological basis of audience response.

*Prerequisites:* ENG 101 and SPE 113

### **LAW 245 Immigration Law** (Same course as GOV 245 and POL 245)

3 hours, 3 credits

A survey of the administration of immigration law; this course examines the history of American immigration law in brief, surveys the current statutes, and details the administrative and judicial practices of relevant agencies and jurisdictions.

*Prerequisites:* ENG 101, LAW 203 or 206, and PAD 240

### **LAW 259 Comparative Criminal Justice Systems** (Same course as GOV 259 and POL 259)

3 hours, 3 credits

Study of the variations in patterns of corruption and political crimes as well as patterns of law enforcement and adjudication among political systems. Examples are drawn from a variety of political systems: democratic, communist and modernizing.

*Prerequisites:* ENG 101, and GOV 101 *or* POL 101 *or* permission of the section instructor

### **LAW 301 Jurisprudence**

3 hours, 3 credits

This course considers the study of the theory and philosophy of law and the relationship between law and society. Issues to which special attention will be paid include the problem of disobedience, the nature of the judicial process, and the relations between law and personal morality. Current controversies about civil disobedience, the role of courts, "non-victim" crimes and the relationship of the police to the rule of law will be explored.

*Prerequisites:* ENG 102 or ENG 201, LAW 203 or GOV 230 or POL 230, *and* junior standing or above

### **LAW 310 Ethics and Law** (Same course as PHI 310)

3 hours, 3 credits

Inquiry into the relationship between morality and law; their organic interrelationship in the natural law tradition; their separation in positivism. The contemporary debate illustrated by the issues of human and civil rights; the enforcement of sexual morality; civil disobedience and the ethics of law enforcement.

*Prerequisites:* ENG 102 or ENG 201, and PHI 231

### **LAW 313 The Law and Politics of Race Relations** (Same course as GOV 313 and POL 313)

3 hours, 3 credits

Analysis of the politics of race and racism in the United States through the examination of major court decisions and of legislations affecting minority groups. Treatment of racial minority groups in the criminal and civil justice systems, and by courts, police and prisons will be included.

*Prerequisites:* ENG 102 or ENG 201, GOV 101 *or* POL 101, and junior standing or above, *or* permission of the section instructor

**LAW 319 The Death Penalty**

3 hours, 3 credits

This is a study of the death penalty as practiced in the United States. Among other issues, the course examines the morality of the death penalty, constitutional limitations on the types of crimes and criminals for which the death penalty is appropriate, and procedural restrictions on the death sentencing process including jury selection and the performance of counsel. This is a writing-intensive course, with an emphasis on developing written and spoken critical reasoning skills. The course relies extensively on the case study method, using major Supreme Court decisions both to teach legal doctrine and to highlight moral and ethical issues.

*Prerequisites:* ENG 102 or ENG 201, *and* GOV 202 or POL 202 or LAW 303

**LAW 320 Seminar in the Law of Search and Seizure**

3 hours, 3 credits

An intensive study of the law of search and seizure as it affects the private citizen and the law enforcement officer. An in-depth examination of court decisions which have followed seminal cases such as *Mapp and Chimel*. The rights of the individual and the corresponding obligations of the police officer are explored. Alternatives to the exclusionary rule are considered.

*Prerequisites:* ENG 102 or ENG 201, and LAW 203

**LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization**

3 hours, 3 credits

An examination of the impact of equal employment opportunity law on police personnel practices and procedures. The course will explore how changes in legislation, administrative regulations and court rulings have affected the police service. Special attention will be given to the ways in which The Equal Employment Opportunity Commission decision making has affected the recruitment and promotion of women and minorities to the police. The course will

also explore how these changes have affected personnel and management practices.

*Prerequisites:* ENG 102 or ENG 201, and LAW 203

**LAW 350 Introduction to Legal Research**

3 hours, 3 credits

An introduction to the resources and techniques of basic legal research. The course focuses on locating and analyzing case law, statutory law and administrative law. Legal periodicals, treatises and other secondary sources will also be examined. The course introduces computer legal research and teaches the skills required in drafting a memorandum of law.

*Prerequisites:* ENG 102 or ENG 201, *and* ENG 250 or SPE 285

**LAW 370 Psychology and the Law  
(Same course as PSY 370)**

3 hours, 3 credits

This course is a critical examination of the relationships between psychological research, practice, and theory and the law and legal system. Topics that may be considered include standards and assessments of legal competencies, mental state defenses, civil commitment, violence risk assessments, eyewitness identifications, (false) confessions, deception detection, jury behavior, child custody disputes, the roles of psychologists in the courtroom, and ethical issues in psychology and the law.

*Prerequisites:* ENG 102 or ENG 201, PSY 101, *and* PSY 221 or PSY 242 or LAW 203

**LAW 401 Problems of Constitutional Development**

3 hours, 3 credits

An intensive study of selected problems drawn from constitutional law. Analysis and evaluation of the growth of the constitutional relationship between the individual and government at the federal, state and local levels, with special attention to problems of law

enforcement in the United States. Questions relating to search and seizure, interrogation of suspects, public speeches and mass demonstrations are explored.

**Prerequisites:** ENG 102 or ENG 201, senior standing, *and* LAW 203 or LAW 301

### **LAW 410 Independent Study**

**(Same course as COR 410, CRJ 410 and PSC 410)**

3 hours, 3 credits

A program of reading and reporting planned and carried out under the guidance of a faculty member. The topic, issue or area of student interest must concern a problem in criminal justice, constitutional or criminal law or procedure, corrections including probation and parole, or law enforcement.

**Prerequisites:** ENG 102 or ENG 201, senior standing, *and* LAW 203 or LAW 301

### **LAW 420 Contemporary Administration and the Judiciary (Same course as PAD 420)**

3 hours, 3 credits

Study of emerging trends and issues in the administration of the courts, and the emerging role of the judiciary in the administration of programs in the public and private sectors. Examination of the literature of traditional court administration, as well as from areas of judicial intervention, such as corrections, school desegregation, mental health and foster care. Review of the history of judicial approaches to the administrative process, with focus on the forms of intervention and the substantive issues raised.

**Prerequisites:** PAD 360, and ENG 102 or ENG 201

## LEGAL STUDIES (see Major description for contact)

### **LGS 420 Senior Seminar in Legal Studies**

3 hours, 3 credits

Designed for students in their last semester to participate in a systematic interdisciplinary inquiry into major issues in law and legal administration. Faculty from the humanities and social sciences will join with faculty members in law in developing a wide range of seminars. Each semester seniors may select from such offerings as: The Historical Perspective on Constitutional Interpretation; Law and Social and Economic Change; The Impact of Management Information Systems on Legal Administration; Jurisprudence: From Antiquity to Present; The Anglo-American Legal Tradition; Problems in Judicial Administration. Students will be required to deliver a senior lecture and submit a comprehensive research paper.

**Prerequisites:** ENG 102 or ENG 201, and LAW 350

## LITERATURE (Department of English)

### **LIT 203 New York City in Literature**

3 hours, 3 credits

An examination of literary works set in New York City exploring the city's strengths — its sophistication, its diversity, its intellectual resources and institutions, its freedom and its anonymity, as well as the social and psychological problems facing its inhabitants.

**Prerequisite:** ENG 102 or ENG 201

### **LIT 212 Literature of the African World**

3 hours, 3 credits

Literature of the African World is a critical examination of exciting literary voices from Africa, the Caribbean and North America.

Authors such as Wole Soyinka, Ngugi wa Thiong'o, Buchi Emecheta,

Derek Walcott, Leopold Senghor, Michelle Cliff, Louise Bennett, Toni Morrison, Octavia Butler, Alice Walker, Gloria Naylor, Reginald McKnight and August Wilson, give the course its unique flavor. The readings in short fiction, prose, poetry and drama, which explore thematic concerns such as tradition vs. modernity, colonialism, rites of passage, and oral narrative traditions, enable students to gain an indispensable diasporic perspective that will enlarge their view of themselves, their world and literature.

*Prerequisite:* ENG 102 or ENG 201

### LIT 219 The Word as Weapon

3 hours, 3 credits

Is the pen mightier than the sword? An examination of the writer's approach to correcting society's ills. Readings in satire, invective, polemics, burlesque, lampoon and muckraking by such writers as Swift, Dickens, Mark Twain, Sinclair Lewis and Joseph Heller. Students also write satires of their own.

*Prerequisites:* ENG 102 or ENG 201, *and* one of the following: LIT 230, LIT 231, LIT 232, or LIT 233

### LIT 223 African-American Literature (Same course as AAL 223)

3 hours, 3 credits

A study of the writing of African Americans from colonial times to the present, with special attention to influential African-American writers such as W. E. B. Du Bois, Toomer, Hughes, Wright, Brooks, Ellison, Baldwin, Baraka and Malcolm X. Readings in novels, plays, autobiographies, short stories, poems, folktales and essays will explore a wide range of African-American aesthetic responses to life in the United States.

*Prerequisite:* ENG 102 or ENG 201

### LIT 230 Classical Literature

3 hours, 3 credits

A study of early or fundamental literature in a variety of cultures. Close readings and analysis of epics, lyrics, dramas and sacred texts, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as heroism, divinity, sacrifice, duty and justice.

*Prerequisite:* ENG 102 or ENG 201

### LIT 231 Medieval and Early Modern Literature

3 hours, 3 credits

A study of literature from 600 through the 17th century. Close readings and analysis of sagas, romances, plays and poetry, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as faith, courtly love, loyalty, power and loss.

*Prerequisite:* ENG 102 or ENG 201

### LIT 232 Modern Literature

3 hours, 3 credits

A study of literature from the 18th century to the present. Close readings and analysis of fiction, drama and poetry, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as reason, freedom, idealism, materialism and alienation.

*Prerequisite:* ENG 102 or ENG 201

### LIT 233 American Literature

3 hours, 3 credits

A study of American literature from its beginnings to the present. Close readings and analysis of American fiction, poetry, drama and nonfiction, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as liberty, individualism, utopianism, race and success.

*Prerequisite:* ENG 102 or ENG 201



### LIT 260 Introduction to Literary Study

3 hours, 3 credits

Introduction to Literary Study teaches the skills needed to study literature with understanding and pleasure. Students will learn strategies for reading, interpreting, criticizing, and writing about complex literary works. Through studying short stories, poetry, plays, and a novel, students ascertain the defining characteristics of literary genres, develop a working vocabulary of literary terms, and advance their ability to write critical essays on literary texts.

**Prerequisites:** English 102 or 201, and LIT 230 or LIT 231 or LIT 232 or LIT 233

### LIT 283 New York City in Film

3 hours, 3 credits

A survey of significant films and major filmmakers on the special topic, New York City in Film, through an examination of the cinema as an art form shaping and reflecting the changing perception of its society.

**Prerequisite:** ENG 102 or ENG 201

### LIT 284 Film and Society

3 hours, 3 credits

A survey of significant films and major filmmakers on the special topic, Film and Society, through an examination of the cinema as an art form shaping and reflecting the changing perceptions of its society.

**Prerequisite:** ENG 102 or ENG 201

### LIT 285 The Rebel in Film

3 hours, 3 credits

This course is a survey of significant films and major filmmakers on the special topic, The Rebel in Film, through an examination of the cinema as an art form shaping and reflecting the changing perceptions of its society.

**Prerequisite:** ENG 102 or 201

### LIT 290 Special Topics

3 hours, 3 credits

A single-semester course dealing with an announced topic, theme, or author.

**Prerequisite:** ENG 102 or ENG 201

### LIT 300 Text and Context

3 hours, 3 credits

This course introduces students to the contexts within which literary works are created and interpreted, and gives them theoretical frameworks for their own interpretations. The course will place one or more literary texts into context by focusing on relevant historical backgrounds and critical reception. The course will also introduce a variety of interpretive approaches, and may include critical race theory, deconstruction, feminism, formalism, Marxism, new historicism, post-colonialist, psychoanalytic and reception theories. Each semester individual instructors will anchor the course in specific sub-topics, primary texts, cultures, and historical moments, depending on their areas of specialization.

**Prerequisites:** ENG 102 or ENG 201, LIT 260

### LIT 305 Foundations of Literature and Law

3 hours, 3 credits

This course will give students the tools to think and write effectively about the emerging interdisciplinary field of literature and the law. We will identify and question the basic rules and assumptions of both literature and the law, and examine the ways in which the two disciplines converge and diverge. Topics may include: literature and law as narrative systems; acts of interpretation; the status of facts; literature as a point of resistance to the law; the role of persuasion in law and storytelling; reading law as literature.

**Prerequisites:** ENG 102 or ENG 201, LIT 260

### LIT 309 Contemporary Fiction

3 hours, 3 credits

This course examines novels and short stories written within the last 50 years. Particular attention will also be given to how these texts reflect major aesthetic, ethical, psychological, social and political concerns. Students will be introduced to the cultural, linguistic and other literary theories relevant to the interpretation of contemporary narratives.

**Prerequisite:** one of the following: LIT 230, LIT 231, LIT 232 or LIT 233

### LIT 311 Literature and Ethics

3 hours, 3 credits

This course will focus on the ways in which a literary text can become a laboratory for ethical inquiry — a place where abstract issues and complex questions about the “right,” the “good” and the “just” come to life. We will also consider how, by creating specific conditions of time, place, character, and action, literary texts provoke readers to question their own personal, but perhaps unexamined positions and judgments regarding ethical issues. Topics may include the ethical dimensions of responsibility, loyalty, obligation, equity, honesty, and secrecy. We will examine how cultural and societal norms, the rule-of-law, and “higher” or divine laws make competing demands on characters, how characters negotiate those demands, and how others respond. In our analysis we will apply and compare philosophical principles, including rule-based, situational, and utilitarian and other consequentialist arguments concerning the “right” thing to do. Selected readings from primary texts in ethics will provide a background for the analysis of literary texts.

**Prerequisites:** ENG 102 or 201, PHI 231, and one of the following: LIT 230 or 231 or 232 or 233

### LIT 313 Shakespeare

3 hours, 3 credits

Shakespeare's plays are engaged with the complexities of his time, and they also speak to ours. Working with a selection of plays, students will develop skills in the close reading of early-modern drama, learning how character, language, and dramatic form (tragedy, comedy, history, romance) shape meaning. They will analyze the intellectual, moral, social and political issues that Shakespeare explores, especially those involving justice, governance, the family, race, and gender. Because Shakespeare wrote his plays for performance, students will also analyze them as scripts by watching films and through their own performance.

**Prerequisite:** LIT 230 or LIT 231 or LIT 232 or LIT 233

### LIT 314 Shakespeare and Justice

3 hours, 3 credits

This course examines Shakespeare's representation of justice in its connections to social and political order, crime and the law. The investigation will be both historical, situated within early modern understandings of justice, and aesthetic, situated within Shakespeare's dramatic vocabularies. What are the connections between poetic justice and legal, social, and religious justice? How do such connections order plot, character, and structure? And finally: how do Shakespeare's representations of justice and injustice support or challenge early modern ideas of justice? Students will explore these questions through close analysis of selected plays and affiliated historical readings, and through their performance of scenes key to Shakespeare's articulations of justice.

**Prerequisites:** ENG 102 or 201, and LIT 230 or LIT 231 or LIT 232 or LIT 233

### LIT 315 American Literature and the Law

3 hours, 3 credits

The course will bring together American literary and legal texts in order to examine the ways in which the two can illuminate each other. It will focus on the works of American literature that take law

as their central theme; works that include trials or are inspired by famous cases; works that have lawyers as protagonists; and works that address issues of law and justice. Students will also bring methods of literary analysis to bear on the study of important cases or legal decisions in order to understand the rhetoric of law, the unstated assumptions contained in it and the voices excluded from it.

**Prerequisite:** one of the following: LIT 230, LIT 231, LIT 232 or LIT 233

### LIT 316 Gender and Identity in Literary Traditions

3 hours, 3 credits

This course will provide a close examination of how gender functions to shape both authorship and literary text. Students will investigate how writers use conventions of sex and gender, and how readers critically assess these literary representations. The instructor will choose the genre and periodization in any given semester. Emphasis will be divided between primary literary texts, relevant historical documents and selected theoretical commentary.

**Prerequisite:** one of the following: LIT 230, LIT 231, LIT 232 or LIT 233

### LIT 319 Law and Justice in European Medieval Literature

3 hours, 3 credits

This course introduces the student to the classics of medieval literature and to the legal structure of the period. Each semester, individual instructors will anchor the course in specific cultures, bodies of law, and primary texts. Medieval law was often unwritten, and performed locally through debate and decision, and public ritual gestures (clasping of hands, kissing, the giving of objects as pledges, touching relics, etc.). Medieval literature often dramatizes such rituals and legal issues. The course ranges broadly over many centuries and encompasses (translated) texts in many languages, principally Latin. Students should be prepared to learn some key terms of vocabulary and basic linguistic principles.

**Prerequisites:** ENG 102 or 201, and LIT 230 or LIT 231 or LIT 232 or LIT 233

### LIT 323 The Crime Film

3 hours, 3 credits

An in-depth study of the evolution and aesthetics of two major film genres, the gangster film and the film noir, through an examination of conventions of motivation, character, action, locale and iconography. The course will emphasize the genre film's treatment of the fundamental cultural conflicts that exist in society.

**Prerequisite:** one of the following: LIT 230, LIT 231, LIT 232 or LIT 233

### LIT 324 Road Movies

3 hours, 3 credits

An in-depth study of the evolution and aesthetics of a major film genre, Road Movies, through an examination of conventions of motivation, character, action, locale and iconography. The course will emphasize the genre film's treatment of the fundamental cultural conflicts that exist in society.

**Prerequisite:** one of the following: LIT 230, LIT 231, LIT 232 or LIT 233

### LIT 325 Science Fiction Film

3 hours, 3 credits

An in-depth study of the evolution and aesthetics of a major film genre, the Science Fiction Film, through an examination of conventions of motivation, character, action, locale and iconography. The course will emphasize the genre film's treatment of the fundamental cultural conflicts that exist in society.

**Prerequisite:** one of the following: LIT 230, LIT 231, LIT 232 or LIT 233

### LIT 327 Crime and Punishment in Literature

3 hours, 3 credits

A study of works treating the theme of crime and related matters, such as motivation, guilt and responsibility. Works are considered from the psychological, sociological and philosophical points of view, as well as from the purely literary standpoint. Authors include Aeschylus, Shakespeare, Dostoevsky, Poe, Melville, Burgess, Capote.

**Prerequisite:** one of the following: LIT 230, LIT 231, LIT 232 *or* LIT 233

### LIT 330 Alfred Hitchcock

3 hours, 3 credits

An intensive study of the work and vision of Alfred Hitchcock through an examination of theme, style, structure and view of cinema. Special emphasis will be placed on the recurrent artistic concerns as well as the philosophic, psychoanalytic and political concerns that identify the work of an important cinematic author.

**Prerequisite:** one of the following: LIT 230, LIT 231, LIT 232 *or* LIT 233

### LIT 331 Steven Spielberg

3 hours, 3 credits

An intensive study of the work and vision of Steven Spielberg through an examination of theme, style, structure and view of cinema. Special emphasis will be placed on the recurrent artistic concerns as well as the philosophic, psychoanalytic and political concerns that identify the work of an important cinematic author.

**Prerequisite:** one of the following: LIT 230, LIT 231, LIT 232 *or* LIT 233

### LIT 332 Martin Scorsese and Spike Lee

3 hours, 3 credits

An intensive study of the work and vision of Martin Scorsese and Spike Lee through an examination of theme, style, structure, and view of cinema. Special emphasis will be placed on the recurrent artistic concerns as well as the philosophic, psychoanalytic and political concerns that identify the work of an important cinematic author.

**Prerequisites:** ENG 102 or 201, one of the following: LIT 230, LIT 231, LIT 232 *or* LIT 233

### LIT 340 The African-American Experience in America: Comparative Racial Perspectives (Same course as AAL 340)

3 hours, 3 credits

An examination of African-American life through the works of both African-American and white writers. The course will look at the inter-relationships and differences between African-American and white perspectives. Authors such as W. E. B. Du Bois, Melville, Wright, Baldwin, Twain, Faulkner, Ellison, Welty, Morrison and Styron will be read.

**Prerequisite:** one of the following: LIT 230, LIT 231, LIT 232 *or* LIT 233

### LIT 342 Perspectives on Literature and Human Rights

3 hours, 3 credits

This course will focus on the representation and interrogation of human rights and related issues in literary texts. We will be looking at how human rights have been construed and debated at particular historical moments by writers from specific cultures and groups. In doing so we will place an emphasis on due process, a concept which, although arguably common to every society, takes on very different meanings depending on that society's structures, beliefs, customs, norms and values. Every society, for example, will have its own

conception of 1) the priority of collective rights and imperatives, and 2) the priority of individual rights and imperatives.

Each semester, depending on their areas of specialization, individual instructors will anchor the course in one or more specific cultures, historical moments, sub-topics and primary texts. Through close reading and analysis of a variety of literary forms, we may examine, for example: natural rights; the right to habeas corpus; the right to self-determination and self-expression (including the right to write); the right to preserve and practice one's cultural heritage; and the right to depart from socially constructed norms of behavior. The history of the human rights struggle and relevant concepts and debates in the related disciplines of government, law, philosophy and sociology will provide an analytic framework.

**Prerequisites:** ENG 102 or 201, **and** LIT 230 or LIT 231 or LIT 232 or LIT 233

### LIT 344 Caribbean Literature and Culture

3 hours, 3 credits

This course explores the literature of the Caribbean in its cultural context. Employing literature and literary/cultural theory, the course will vary its focus, covering the English- and/or French-speaking Caribbean; it may emphasize the literary history of the region or take on an interdisciplinary format, encompassing music, film and/or Caribbean cultural studies. The course will include literary texts, oral traditions, and other aspects of popular culture that reflect on: the slave era, legacies of colonialism and postcolonialism, the experience of exile, racial experience and creolization, the culture of tourism, and definitions of "Caribbeanness."

**Prerequisites:** ENG 102 or ENG 201, **and** LIT 230 or LIT 231 or LIT 232 or LIT 233

### LIT 346 Cultures in Conflict

3 hours, 3 credits

This course will examine the literature and film of non-western groups that have experienced disruption in their familiar social,

political and cultural lives due to a cataclysmic historical event. The regional content of the course will vary from semester to semester, but it will focus on a moment of rupture which affected geographical borders and/or international relations, and individual consciousness. Literary and cinematic responses to these major historical shifts often involve reconciling old and new identities, old and new national loyalties, first and second languages, as well as eastern and western, ancient and modern, local and global perspectives. Areas of possible interest include South and East Asia, Africa, and Latin America. Some examples of such defining historical moments are: the republican revolution in China, the Tiananmen Square uprising, the Partition of India, the anti-Apartheid movement in South Africa, and the DMZ in Korea — all of which provoked a literature and film of crisis.

**Prerequisites:** ENG 102 or ENG 201, **and** LIT 230 or LIT 231 or LIT 232 or LIT 233

### LIT 352 New Fiction

3 hours, 3 credits

Writers today try to make sense out of the moral, cultural, political and social changes in the world since World War II. A study of novels and short stories written in the past several decades by major international authors such as Solzhenitsyn, Nabokov, Mailer and Borges.

**Prerequisite:** one of the following: LIT 230, LIT 231, LIT 232 **or** LIT 233

### LIT 360 Mythology in Literature

3 hours, 3 credits

Examination of mythological themes like the creation of the world, the loves of gods with mortals, the descent into the underworld and the heroic quest as they appear in such writers as Homer, Ovid, Shakespeare, Tennyson and Yeats. Greek, Roman, Teutonic, Indian and African myths are among those studied.

**Prerequisite:** one of the following: LIT 230, LIT 231, LIT 232 **or** LIT 233

### LIT 362 The Bible as Literature

3 hours, 3 credits

A non-doctrinal introduction to the Bible. Selected books from the Old and New Testament approached as literary and historical documents. Structure, characters, themes and archetypes. Modern translation to be used.

**Prerequisite:** one of the following: LIT 230, LIT 231, LIT 232 *or* LIT 233

### LIT 370 Topics in Ancient Literature

3 hours, 3 credits

Topics in Ancient Literature gives students insight into myth, religion, politics, culture and aesthetics of a variety of cultures in the ancient world. Individual instructors will develop their syllabi according to their areas of specialization, but possible subjects include: (a) topics such as oral vs. written culture, democracy in literature, outlaws in the ancient world; (b) themes such as fate, heroism, love, and war; (c) genres such as tragedy, comedy, and oral epics. Students will learn to examine the ancient world through theoretical perspectives such as postcolonialism, feminism, performance, and historiography, and in the process, they will develop critical skills such as close reading, analysis, organized thought, and effective writing.

**Prerequisite:** ENG 102 or 201. Prerequisite or co-requisite: LIT 260 or permission of the instructor

### LIT 371 Topics in Medieval Literature

3 hours, 3 credits

Topics in Medieval Literature may focus on a literary genre or convention (e.g., epic, romance) or an important theme (e.g., chivalric and warrior codes, heresy and devotion, impermanence, erotic love) as a means of understanding the literature of the period. Each semester individual instructors will anchor the course in specific sub-topics, primary texts, cultures, historical moments, etc., depending on their own areas of specialization. The course will

approach the canon for this period not as a fixed entity but as a body of work consistently open to reevaluation and critique; alternative texts, voices, and subject positions relevant to the topic(s) will be included. Topics in Medieval Literature will examine select literary movements, authors, and ideas with an eye to the formal features of texts as well as the social, historical, and political contexts in which they appear.

**Prerequisite:** ENG 102 or 201. Prerequisite or co-requisite: LIT 260 *or* permission of the instructor

### LIT 372 Topics in Early Modern Literature

3 hours, 3 credits

Topics in Early Modern Literature may focus on a literary genre or convention (e.g., drama, sonnet) or an important theme (e.g., the Other in literature, hierarchy, literature of love, monarchy in crisis) as a means of understanding the literature of the period. The specific focus of the course will be determined by the individual professor and may be concerned exclusively with English literature, Western Literature more broadly, or Western and non-Western literature. The course will approach the canon for this period not as a fixed entity but as a body of work consistently open to reevaluation and critique; alternative texts, voices, and subject positions relevant to the topic(s) will be included. Topics in Early Modern Literature will examine major and minor literary movements, authors, or ideas at work in 16th- and 17th-century literature with an eye to the formal features of texts as well as the social, historical, and political contexts in which they appear.

**Prerequisite:** ENG 102 or 201. Prerequisite or co-requisite: LIT 260 *or* permission of the instructor

### LIT 373 Topics in Seventeenth- and Eighteenth-Century Literature

3 hours, 3 credits

Topics in Seventeenth- and Eighteenth-Century Literature introduces students to a pivotal period that witnessed the development of modern

politics and democracy, the rise of the novel, the appearance of the professional woman writer, and the emergence of Enlightenment philosophy and literature. As a means of understanding the literature of the period, the course may focus on a literary genre or mode (e.g., the novel, satire, sentimentality) or on an important theme (e.g., nationalism, colonialism, human rights, parliamentary democracy, status and class, revolution, the rise of Enlightenment thought, The Black Atlantic, New Science and the human). The specific focus of the course will be determined by the individual professor, and specific syllabi may draw on British literature and Western Literature more broadly, as well as on Anglophone literature and/or literature in translation originating from locations and cultures around the globe. The course will approach the canon of this period as a body of work consistently open to reevaluation and critique; alternative texts, voices, and perspectives relevant to the topic(s) will be included. Topics in Seventeenth- and Eighteenth-Century Literature is one of six historically specific Topics courses, students majoring in English are required to take four.

**Prerequisite:** ENG 102 or 201 Prerequisite or co-requisite: LIT 260 or permission of the instructor

### LIT 374 Topics in Nineteenth-Century Literature

3 hours, 3 credits

Topics in Nineteenth-Century Literature may focus on a literary genre or convention (e.g., lyric or narrative poetry, realist, romantic or naturalistic novels) or an important theme (e.g., industrialization, slavery, imperialism, and the romantic imagination) as a means of understanding the literature of the period. Each semester individual instructors will anchor the course in specific sub-topics, primary texts, cultures, historical moments, etc., depending on their own areas of specialization. The course will approach the canon for this period not as a fixed entity but as a body of work consistently open to reevaluation and critique; alternative texts, voices, and subject positions relevant to the topic(s) will be included. Topics in Nineteenth-Century Literature will examine select major and minor literary movements, authors, and ideas at work in 19th-century

literature with an eye to the formal features of texts as well as the social, historical, and political contexts in which they appear.

**Prerequisite:** ENG 102 or 201. Prerequisite or co-requisite: LIT 260 or permission of the instructor

### LIT 375 Topics in Twentieth-Century Literature

3 hours, 3 credits

Topics in Twentieth-Century Literature may focus on a literary genre or convention (e.g., confessional poetry, non-linear narrative) or an important theme (e.g., alienation, memory and trauma, dominant vs. minority culture) as a means of understanding the literature of the period. Each semester individual instructors will anchor the course in specific sub-topics, primary texts, cultures, historical moments, etc., depending on their own areas of specialization. The course will approach the canon for this period not as a fixed entity but as a body of work consistently open to reevaluation and critique; alternative texts, voices, and subject positions relevant to the topic will be included. Topics in Twentieth-Century Literature will examine select literary movements, authors, and ideas with an eye to the formal features of texts as well as the social, historical, and political contexts in which they appear.

**Prerequisite:** ENG 102 or 201. Prerequisite or co-requisite: LIT 260 or permission of the instructor

### LIT 390 Individual Reading

3 credits, 3 hours

Submission of a project of reading and research for approval by the instructor. A paper and periodic conferences are required. Special arrangements may be made to do this work over the summer.

**Prerequisites:** ENG 102 or ENG 201, *and* junior standing or above

### LIT 400 Senior Seminar in Literature

3 hours, 3 credits

The senior seminar requires students in the literature concentration to synthesize the knowledge and critical skills they have acquired in the major. The course offers an in-depth study of a particular topic,

author, or intellectual theme and asks students to examine the relevant issues and debates through course readings, discussion, and an original research project. The topic, author, or theme for the semester will be situated in current conversations in the broader field of literary/theoretical study.

**Prerequisites:** ENG 102 or ENG 201, LIT 260, LIT 300 or LIT 305, and senior standing

### LIT 401 Special Topics

3 hours, 3 credits

Specific study of a topic chosen by the instructor.

**Prerequisites:** Any 300-level literature course *and* ENG 102 or ENG 201

### LIT 405 Senior Seminar in Literature and Law

3 hours, 3 credits

This capstone course in Literature and Law will focus on the relationship between literary and legal texts and practices. The seminar topic will be chosen by the individual professor to reflect the interdisciplinary field of literature and law and will underscore how literature and law are integrated disciplines. Using literary and legal texts and approaches, the course may focus on issues raised by the rule of law, the rules of war, the law of nations, and the illicit in social and cultural norms, as well as questions of citizenship, statesmanship, sovereignty, national identity, and international community. Drawing on skills acquired in the concentration, students will participate in contemporary debates in literature and law, and produce a final paper that includes original research. This course is required for seniors in the Literature and Law concentration of the English major.

**Prerequisites:** ENG 102 or ENG 201, LIT 305, senior standing

## MATHEMATICS AND COMPUTER SCIENCE

### MAT 104 Paced Modern Mathematics

4 hours, 3 credits

This course gives a systemic treatment of the foundations of college algebra. Topics include complex numbers, systems of linear equations and inequalities, functions, the theory of equations, logarithms and exponential functions. The student will improve problem solving skills by applying the concepts learned to applications. Students will be required to use an online homework software package. This course is a four-hour alternative version of MAT 105 and is designed for students who do not place into MAT 105.

**Prerequisite:** Placement examination

### MAT 105 Modern Mathematics

3 hours, 3 credits

A systematic treatment of the foundations of college algebra. Topics include complex numbers, systems of linear equations and inequalities, functions, the theory of equations, logarithms and exponential functions, and related applications.

**Prerequisite:** Placement examination

### MAT 108 Social Science Mathematics

3 hours, 3 credits

Recommended for students interested in the role of mathematical models in the quantification of the social sciences. Emphasis on mathematical skills and topics basic to the understanding of probability, linear programming, the power index, learning models, statistics, etc.

**Prerequisite:** Placement examination or MAT 104 or MAT 105



**MAT 141 Pre-Calculus**

3 hours, 3 credits

Recommended for Forensic Science majors. Topics include a study of the conic section, systems of linear equations, determinants, two-dimensional vector geometry functions and limits.

*Prerequisite:* Placement examination, or MAT 105 or the equivalent

**MAT 204 Discrete Structures**

3 hours, 3 credits

The course introduces fundamental ideas in discrete structures, serving as a basis for subsequent courses in computer information science. Topics include sets, functions and relations, the Pigeonhole Principle, basic counting methods, elementary logic, mathematical induction, recursion, trees and graph theory.

*Prerequisites:* ENG 101 *and* MAT 105 or the equivalent

**MAT 205 Probability**

3 hours, 3 credits

Designed to set the foundations for frequency analysis and statistical inference. Topics in probability functions, densities and distributions.

*Prerequisites:* ENG 101, *and* MAT 108 or MAT 141

**MAT 220 Survey of the Concepts of Operations Research (Same course as FIS 220 and PSC 220)**

3 hours, 3 credits

An introduction to operations research as it applies to model formulation in problems of management science, criminal justice, fire science and public service systems. Several topics will be surveyed from an elementary point of view in order to develop an appreciation and understanding of a quantitative approach to the resolution of management-oriented problems.

*Prerequisites:* ENG 101 *and* MAT 108 or MAT 141

**MAT 221 Operations Analysis for Public Systems**

3 hours, 3 credits

Detailed examination of recent research involving the application of operations research to public systems such as law enforcement, fire science, air traffic control, library research, hospital operations. Opportunity is provided to develop and discuss student projects.

*Prerequisites:* ENG 101 and MAT 220

**MAT 241 Calculus I**

3 hours, 3 credits

The basic concepts of limit, continuity and derivative are presented. Differentiation and integration of algebraic functions are developed. Applications are made to related rates, problems of maxima and minima, and to finding areas and volumes.

*Prerequisites:* ENG 101, *and* MAT 141 or placement examination

**MAT 242 Calculus II**

3 hours, 3 credits

Applies the concepts of Calculus I to transcendental functions. Introduces l'Hôpital's method for dealing with indeterminate forms. Taylor series and general infinite series are discussed with respect to convergence and divergence.

*Prerequisites:* ENG 101 *and* MAT 241

**MAT 243 Calculus III**

3 hours, 3 credits

Application of the techniques of elementary calculus to three dimensions, including vector calculus, surface area and arc length. Other topics discussed are the use of improper integrals in the form of Laplace integrals for solving ordinary differential equations, differentiation and the integration of infinite series.

*Prerequisites:* ENG 101 *and* MAT 242

### **MAT 260 Data Processing**

3 hours, 3 credits

This course provides the student with basic knowledge of personal computers and their use in the modern workplace. Non-technically trained individuals learn how to organize their data for efficient computer use and to decide which practical options are available vis-à-vis specific computer systems. Students learn to use word processing packages, spreadsheets and databases in a modern networked computing environment.

**Prerequisites:** ENG 101 *and* 3 credits of mathematics. No previous computer course is required.

### **MAT 270 Security of Computers and Their Data (Same course as SEC 270)**

3 hours, 3 credits

Methods that have been used in the past to steal with the aid of the computer. Actual case studies will be used. Methods of detecting computer fraud. Physically protecting the computer and its peripherals.

**Prerequisites:** ENG 101 *and* one introductory course in computing or the equivalent

### **MAT 271 Introduction to Computing and Programming**

3 hours, 3 credits

Computer problem solving and programming in a high level language such as C++ are introduced. Algorithmic problem solving and basic programming techniques are emphasized. Problems are solved using methods such as top-down design and stepwise iterative refinement.

Programming topics include basic data types, operators and expressions, control structures, functions, arrays and pointers.

Students are introduced to a modern program development environment in the computer lab and are expected to complete several programming projects.

**Prerequisites:** ENG 101, *and* MAT 105 or the equivalent

### **MAT 272 Object-Oriented Programming**

3 hours, 3 credits

This course is a continuation of algorithmic problem solving, introducing more advanced methods, particularly object-oriented design. Topics include procedural abstraction, user defined static, dynamic and generic data types, linked structures, sorting and searching, event driven programming and recursion. Abstract data types, inheritance and polymorphism are examined in detail. Principles of rigorous programming practice and software development are emphasized.

**Prerequisites:** ENG 101 *and* MAT 271

### **MAT 273 Graphics and Interface Programming**

3 hours, 3 credits

Students learn to develop programs that allow users to create, paint and display images. In addition, they learn to use an object-oriented approach to develop cross-platform application programs with graphical user interface components such as windows, buttons and menus that respond to events such as clicking the mouse or pressing a key. JAVA programming language is used as the medium.

**Prerequisites:** ENG 101 *and* MAT 272

### **MAT 276 Systems Analysis and Design**

3 hours, 3 credits

The course introduces the concepts of information systems analysis and design including techniques for managing a systems development project. The role of the systems analyst and an overview of the entire systems development lifecycle are discussed. In addition, the requirements for an information system are defined using graphical models and supporting documentation. User interface and database designs are emphasized. Alternative analysis and design methods are also presented, as well as the object-oriented approach.

**Prerequisites:** ENG 101, *and* MAT 260 or MAT 271

### **MAT 277 Computers for Administrative Decision Making**

3 hours, 3 credits

Examination of executive decision problems selected from various areas of public administration. Formulation of problems for computer solution, with students participating in the managerial decision making process. No previous computer programming knowledge is assumed.

*Prerequisites:* ENG 101 *and* 6 credits of mathematics

### **MAT 278 Software Applications for Office Management**

3 hours, 3 credits

This course will provide advanced experience in word processing, database analysis and spreadsheet analysis. Emphasis is given as to how to enhance the applicability of the above by using advanced features such as spreadsheet macros, database languages and word processing macros. Another feature of the course is to show how the tools above may be used together to enhance the productivity of the modern office.

*Prerequisites:* ENG 101 *and* 6 credits of mathematics

### **MAT 279 Data Communications and the Internet**

3 hours, 3 credits

An exploration of the use of personal computers, servers and appliances in communication networks such as the Internet. Communication protocols are introduced and the security of computer networks is discussed. Methods for transmitting files and information and search methods using e-mail, FTP, Telnet and Web-based data systems are examined. The legal and ethical aspects of this field also are discussed.

*Prerequisites:* ENG 101, *and* MAT 105 or the equivalent

### **MAT 301 Probability and Mathematical Statistics I**

3 hours, 3 credits

Emphasis on the probability theory necessary for the study of statistical inference. Topics include studies of discrete, continuous and multivariate distributions. Applications to problems involving normal, binomial, Poisson and other distributions. Introduction to theory and methods of testing hypotheses and of estimation.

*Prerequisites:* ENG 102 or ENG 201, *and* MAT 241

### **MAT 302 Probability and Mathematical Statistics II**

3 hours, 3 credits

Theory and methods of testing statistical hypotheses including Neyman-Pearson theorem, likelihood ratio tests, power function study, etc. Point and interval estimation of statistical parameters, including study of unbiased, consistent, efficient and sufficient estimators. Results applied to problems from different fields involving binomial, Poisson, normal and related distributions.

*Prerequisites:* ENG 102 or ENG 201, *and* MAT 301

### **MAT 310 Linear Algebra**

3 hours, 3 credits

Calculations with matrices, vector spaces, bases and dimensions, rank of a matrix, systems of linear equations, determinants, characteristic equations, eigenvalues and eigenvectors, and minimal polynomials.

*Prerequisites:* ENG 102 or ENG 201, *and* MAT 241-242 or the equivalent

### **MAT 323-324 Operations Research Models I and II**

Each course: 3 hours, 3 credits

The construction of mathematical models for real-life situations with the application of operations research theory to obtain practical solutions. Problems are chosen from varied fields of endeavor with particular emphasis upon public sector-related topics, e.g., traffic flow, court procedures, network analysis and simulation techniques.

*Prerequisites:* For MAT 323: ENG 102 or ENG 201, *and* MAT 241. MAT 323 is required for MAT 324.

### **MAT 371 Numerical Analysis**

3 hours, 3 credits

Introduction to various numerical approximation techniques and the concept of error. Schemes are developed for finding the approximate solutions of algebraic and transcendental equations. Numerical differentiation and integration, finite differences, interpolation and extrapolation, and asymptotic approximation are also discussed.

Applications to various branches of science are made. Stress is on the usefulness and necessity of numerical computation.

**Prerequisites:** ENG 102 or ENG 201, *and* MAT 242

### **MAT 373 Advanced Data Structures**

3 hours, 3 credits

The examination of commonly employed data structures such as stacks and queues will be the objective of the course. In addition, singly and doubly linked lists, hash-coded storage and searching, tree data structures along with the corresponding sorting methods such as heap sort and quick sort will also be included. The application of these structures to the creation of data banks for public sector functions as well as the modeling of service facilities such as the courts and document processing agencies will be emphasized.

**Prerequisites:** ENG 102 or ENG 201, *and* MAT 272

### **MAT 374 Programming Languages**

3 hours, 3 credits

The efficient translation from high level language to machine code is examined. Topics covered include context free grammars and push down automata, program semantics, virtual machines, data types and type checking, control structures, subprograms and exception handling. In addition, the imperative, object-oriented, function and logic programming paradigms are compared. Examples are taken from LISP, Prolog, C/C++ and Java.

**Prerequisites:** ENG 102 or ENG 201, MAT 272

### **MAT 375 Operating Systems**

3 hours, 3 credits

Fundamental concepts and techniques used in the design and implementation of modern operating systems are examined. Topics covered include processes, process coordination and synchronization, scheduling, memory organization and virtual memory, file systems, security and protection, and device management. The operating system's impact on the security and integrity of the applications and information systems it supports is emphasized. Concepts are illustrated using UNIX and Windows NT.

**Prerequisites:** ENG 102 or ENG 201, *and* MAT 272

### **MAT 376 Artificial Intelligence**

3 hours, 3 credits

Artificial intelligence is an introductory course for students interested in the design of intelligent information systems. It covers several topics ranging from knowledge representation, inference, planning, search, and other fundamental topics in artificial intelligence, to selected topics in information retrieval, learning and robotics. The course provides a background in artificial intelligence, an exposure to the major issues and methods in the field, and some experience in writing intelligent programs using Prolog.

**Prerequisites:** ENG 102 or ENG 201, *and* MAT 272

### **MAT 377 Computer Algorithms**

3 hours, 3 credits

Recursive algorithms, complexity analysis, parallel and distributed algorithms are explored. Specific topics covered include searching, sorting, recursive descent parsing, pattern recognition, network and numerical algorithms, and encryption schemes. Algorithms employed in the design of secure information systems used by law enforcement and public agencies are examined.

**Prerequisites:** ENG 102 or ENG 201, *and* MAT 272

### **MAT 379 Computer Networking**

3 hours, 3 credits

The principles and methodologies used in the design and implementation of modern computer networks and networked information systems are studied in detail. Topics include shared use of a multiple access channel, error detection and recovery, and flow and congestion control. Packet switched networks and routing protocols are examined, and procedures for secure and reliable transport over best-effort deliver systems are presented. In addition, communication protocols above the transport level, for example, protocols that support the Internet and current Internet applications such as Web servers and clients, are discussed. Network programming is introduced, and students will be expected to develop several client/server applications.

*Prerequisites:* ENG 102 or ENG 201, *and* MAT 272

### **MAT 400 Quantitative Problems in Criminal Justice**

3 hours, 3 credits

This course will focus on quantitative applications in the criminal justice field. In this connection, principles and techniques from operations research, statistics and computer science will be applied to various situations and problems arising in criminal justice.

*Prerequisites:* ENG 102 or ENG 201, MAT 221, MAT 324, *and* MAT 373

### **MAT 404 Internship in Management Information Systems**

3 hours, 3 credits

This course gives students the opportunity to work directly with experienced administrators in city, state or federal agencies and to learn firsthand the role of information sciences in the agencies of the criminal justice system. Students normally work one day per week (120 hours per semester) in the agency, gaining experience in computer applications in the public sector. The classroom seminars and diary conferences allow the student to understand the roles

computers play in management and decision making and to exchange experiences and gain insight into the workings of a number of different agencies. Placements are available in a broad range of these agencies.

*Prerequisite:* MAT 400

### **MAT 470 Database Systems in Criminal Justice**

3 hours, 3 credits

Essentials of database systems: physical database organization, access methods, data models, entity relationships, and network, hierarchal and relational structures. Use of database technologies by law enforcement agencies to facilitate criminal investigations and improve agency functions.

*Prerequisite:* MAT 373

### **MAT 490 Selected Topics in Mathematics**

3 hours, 3 credits

Specific study of topics chosen by the instructor.

*Prerequisites:* ENG 102 or ENG 201, *and* senior standing or permission of the section instructor

### **MATH 100 Introduction to Basic Mathematical Skills**

3 hours, no credit

A comprehensive study of the fundamental principles of arithmetic, including operations with fractions, decimals, percents and signed numbers. Verbal problems as well as an introduction to the elements of algebra are included. Required for students needing additional preparation in mathematics before admission to MAT 103 or MAT 105.

*Prerequisite:* Placement examination

**MATH 103 Elements of Modern Mathematics I**

3 hours, 1 credit

Designed for students needing compensatory and remedial work with essentially the same content as MAT 105. Students required to take MAT 103 retake the placement examination and may take MAT 104 or MAT 105.

The grades of P and A are the only authorized passing grades.

*Prerequisite:* Placement examination

**MUSIC (Department of Art and Music)****MUS 101 Introduction to Music**

3 hours, 3 credits

This course explores the history, techniques and cultural contexts of the major forms of Western classical music. The course's goals include development of the student's musical ear and a heightened understanding of the ways in which social, intellectual and cultural patterns are reflected in music culture. Attendance at live concerts is required.

**MUS 102 Music Skills**

3 hours, 3 credits

This class will examine the basic principles of music notation and music theory. Staff notation, clef signs, intervals, scales, key signatures and beginning harmony will be explored. There will be exercises in reading and writing vocal and instrumental music, and practice in ear training. Previous musical training is not required.

**MUS 103 American Popular Music from Jazz to Rock**

3 hours, 3 credits

This course surveys the history of jazz and of the major 20th-century and modern styles of American popular music, including blues, gospel, rhythm 'n' blues, soul and hip-hop, exploring both stylistic features as well as socio-cultural themes.

**MUS 104 Music in World Culture**

3 hours, 3 credits

This course explores the traditional and modern musics of selected world cultures, examining both their styles and their socio-cultural backgrounds. Areas to be studied may include Africa, India, Indonesia, and/or other regions, as well as diasporic communities in New York City.

**MUS 110 Popular Musics of the Caribbean  
(Same course as LLS 110)**

3 hours, 3 credits

A survey of the major popular music styles of the Caribbean, including salsa, reggae, soca and other genres, exploring their social contexts, historical origins, and relation to indigenous folk musics. The important role of New York City as a center for Caribbean music will also be examined.

**MUS 115 Introduction to Vocal Technique, Style and Song Literature**

3 hours, 3 credits

A studio class introducing the principles of vocal technique and developing the singing voice through study of classical methods. Song literature studied ranges from 17<sup>th</sup>- and 18<sup>th</sup>-century art songs through traditional folk music to contemporary classical and popular songs.

*Prerequisite:* Ability to sing a simple song with correct rhythm and pitch and a pleasant tonal quality

**MUS 120 Piano**

3 hours, 3 credits

The basics of playing the piano. Instruction in reading music for the piano as well as the fundamentals of technique, including hand positions and finger exercises. Daily practice required; practice pianos available on campus. Exploration of the general history and literature of the piano.

### **MUS 130 John Jay Chorus I**

3 hours, 3 credits

The class constitutes a singing ensemble of men and women. Class sessions operate as rehearsals and require regular attendance. The music sung reflects a wide range of styles. Skills are developed in the following areas: the ability to sing an independent part correctly and in tune; basic vocal technique; sight-reading of musical notation; diction; and general musicianship. Public performances may be given. Prior experience is not required, though members are expected to be able to sing a simple tune correctly.

### **MUS 131 John Jay Chorus II**

3 hours, 3 credits

A continuation of Music 130. Class sessions operate as rehearsals, and require regular attendance. The music sung reflects a wide range of styles. Improved skills are developed in the following areas: the ability to sing an independent part correctly, basic vocal technique, sight reading, diction, general musicianship. Public performances may be given.

*Prerequisite:* MUS 130

### **MUS 201 Musical Masterworks**

3 hours, 3 credits

Representative masterworks of music from the opera, symphony, chamber, concerto, solo instrument, vocal, jazz and popular repertoires.

*Prerequisites:* ENG 101, MUS 101 or MUS 102

### **MUS 202 Songwriting**

3 hours, 3 credits

This course is an introduction to song writing in particular, and musical composition in general. It is a studio course designed to develop the student's ability to create and notate melodies, set words to music, employ basic harmonic techniques, and use short vocal and instrumental forms. Students' works will be performed by the class.

*Prerequisites:* ENG 101, MUS 102 or permission of the instructor

### **MUS 203 American Musical Theatre**

3 hours, 3 credits

A close look at the development of American musical theatre from the beginning of the 20th century to the present. Under discussion will be such early European influences as operetta, music hall, and cabaret, as well as the early American contribution of minstrel shows and satiric songs of the day. The changing forms of musical theatre, including Black and Hispanic theatre, will illustrate shifts in social styles and modes of living, thinking and feeling as influenced by world events.

*Prerequisite:* ENG 101

### **MUS 205 Beethoven, Verdi, Stravinsky**

3 hours, 3 credits

Study of the lives and works of these composers, with emphasis on the analysis of their musical styles. The relationships between their works and those of other composers, and the impact of social and cultural changes on their works.

*Prerequisites:* ENG 101, MUS 101 or MUS 102

### **MUS 206 Orchestral Music and the World Wars (Same course as HIS 206)**

3 hours, 3 credits

This course will explore how World Wars I and II changed the role of music and musicians in Western European society, as well as the sound of music itself. Within the time frame of 1900 – 1945, this course will examine the effects of the World Wars on the evolution of Western European Classical Music. By analyzing the influence of Russian and European politics on musical expression, this course raises questions: How did Stalin and Hitler influence musical style? What is the relationship between oppression and creativity? Further effects on music of the politics of the 1930s and 1940s will be considered in the stories of specific imprisonments and emigrations that resulted from the wars. The course will use music CDs, readings and film to study specific situations that reflect the larger picture. All readings will be coupled with either quizzes or writing assignments.

**Prerequisites:** ENG 102 or ENG 201, HIS 205 or any 100-level music course or permission of the instructor

### **MUS 220 Choral Music in Performance**

3 hours, 3 credits

This course will include the study and rehearsal of choral and instrumental ensemble music selected from a wide range of periods and styles and will emphasize performance aspects with an aim toward public presentation. Qualified instrumentalists are welcome.

**Prerequisite:** ENG 101

### **MUS 310 Comparative History of African American Musics**

3 hours, 3 credits

This course will explore how the musical histories of four important areas of the African diaspora in the Americas (Cuba, the United States, Brazil, and Haiti) have been shaped by the intersections of history, economics, race, gender, and the legacy of slavery from the 15th century to the present. The course will use an ethno-musicological approach to sound and video recordings and examine how African-American musics reflect important historical and social forces in the Americas and how these musics connect to Africa and conceptions of Africa in the Americas.

**Prerequisites:** ENG 102 or ENG 201; and any general education History course (HIS 231 or HIS 232 or HIS 203 or HIS 204 or HIS 205); and any 100-level music course, or permission of the instructor

## **NATURAL SCIENCE (Department of Sciences)**

### **NSC 107 Introduction to Science in Society**

6 hours: 3 hours lecture, 1 1/2 hours recitation, 1 1/2 hours laboratory; 4 credits

A course in the basic principles of atomic and molecular physical science, including concepts of measurement and data collection, the scientific method, the structure of matter and living organisms, with emphasis on the relationships between science and society.

**Prerequisites:** MAT 104 or MAT 105 or the equivalent. *May not be taken after CHE 108, ENV 108, FOS 108 or PHY 108.*

## **PHILOSOPHY**

### **PHI 102 Introduction to Ethics**

3 hours, 3 credits

Do objective moral standards exist or is morality relative to culture or individual? This course examines the principles that guide moral reasoning and argumentation. The main theories of ethical justification are analyzed, with application to such selected issues of social morality as punishment, civil disobedience, privacy and sexual behavior, war, racial and sexual equality, abortion, euthanasia, business integrity and economic justice.

### **PHI 104 Philosophy of Human Nature**

3 hours, 3 credits

In answer to the question, "Is there a human nature?", this course examines the issues of mind-matter dualism, the concept of person, free will vs. determinism, human evolution and postmortem existence.



### PHI 105 Critical Thinking and Informal Logic

3 hours, 3 credits

This course is a basic introduction to critical reasoning. Focus is on students' developing and applying skills in critical and analytic reading and writing. Topics covered include recognizing arguments, identifying premises and conclusions, clarity and relevance in argumentative language, distinguishing types of arguments, validity and soundness in constructing and evaluating arguments, fallacies, elements of legal reasoning.

### PHI 201 Philosophy of Art

3 hours, 3 credits

Theories of beauty, creativity and expression, emotion and art; art and society; aesthetics and ethics. Readings include Aristotle, Plotinus, Lessing, Kant, Hegel, and Nietzsche.

**Prerequisites:** ENG 101; sophomore standing or above or permission of the section instructor

### PHI 202 American Philosophy

3 hours, 3 credits

This course is a look at the history of philosophy as it has been practiced in the United States. The course will pay close attention to the uniquely American philosophical movement known as pragmatism, but the course may also study some intellectual precursors to pragmatism such as transcendentalism, and intellectual figures such as Thoreau, and Emerson. Moreover, the course may involve the study of philosophical works and figures that are often left out of the history of American philosophy, such as David Walker, Martin R. Delaney, Ida B. Wells, Frederick Douglas, and W.E.B. DuBois. The course may also include some contemporary texts or issues in American philosophy.

**Prerequisite:** ENG 101

### PHI 203 Political Philosophy

3 hours, 3 credits

Examination of the philosophical presuppositions about human nature that are inherent in political theories from Plato to Marx and concepts of sovereignty, freedom, authority and law.

**Prerequisites:** ENG 101, and sophomore standing or above *or* permission of the section instructor

### PHI 204 Logic

3 hours, 3 credits

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

**Prerequisite:** ENG 101

### PHI 205 Philosophy of Religion

3 hours, 3 credits

Examination of religion from a philosophical viewpoint: including questions such as the existence of God, the nature and reality of miracles, the possibility of an afterlife, and the foundations of morality in religion. Readings from classic philosophers such as Plato, Aristotle, Aquinas, Hume, and Kant, as well as contemporary philosophers.

**Prerequisites:** ENG 101; sophomore standing or above or permission of the section instructor

### PHI 210 Ethical Theory

3 hours, 3 credits

Ethical theory is the attempt to understand the principles that should guide our thinking and decision making about morally important issues. In this course, we investigate moral theory in the history of philosophy. This course compares first principles and moral

intuitions, moral relativism and moral dogmatism, moral character traits and the ethics of duty. Focus will be on theories, arguments and their relation to practical issues. We will examine these issues with reference to historically influential ethical systems, with an eye toward better understanding those systems and their relevance. The course will examine the ancient Greek tradition, which is still pivotal to the ethical debates of today. Part of the analysis of the dominant theories will include important alternatives to this tradition. These alternatives might include, but are not limited to, feminist ethics, Buddhist ethics, animal ethics, and environmental ethics. We will also be calling into question some of the key assumptions these ethical systems make, such as who counts as a morally relevant being and what sort of considerations are morally relevant.

*Prerequisites:* ENG 101, PHI 105

### **PHI 224 Death, Dying and Society: A Life Crises Management Issue** (Same course as ANT 224, PSY 224 and SOC 224)

3 hours, 3 credits

Death and dying will be viewed from the perspectives of a variety of academic disciplines and applied fields. The course will deal with the dying process: the different cultural practices and beliefs related to this process; its impact on the individual and his or her family, particularly in the areas of grief, mourning and restructuring of the family; and it will examine the ways different occupational groups are routinely involved with death and dying and the methods they evolve to manage it for others and cope with it themselves. The course will also explore different types of death, death at different periods in the life cycle, euthanasia, abortion and ethical, religious existential issues related to death and dying. The course will be multidisciplinary.

*Prerequisites:* ENG 101 and an introductory course in sociology, anthropology, philosophy, or psychology

### **PHI 231 Knowing, Being and Doing: Philosophical Method and Its Applications**

3 hours, 3 credits

An introduction to four major philosophical questions: What can I know for certain? Does God exist? How should I act toward others? What is justice? This analysis of the foundations of knowledge, religious belief, ethical theory and social justice includes readings from Plato, Aristotle, St. Thomas, Descartes, Kant, Mill and contemporary philosophers.

*Prerequisite:* ENG 101

### **PHI 302 Philosophical Issues of Rights**

3 hours, 3 credits

This course will explore a number of philosophical issues regarding the nature, content and scope of rights. Fundamental issues include what is meant by the notion of a right, how rights are justified and what sorts of rights we have (negative and/or positive). Other issues will also be explored including whether all humans have rights, whether the scope of rights encompasses animals and ecosystems in addition to humans, and whether rights exist for groups as well as individuals.

*Prerequisites:* ENG 102 or ENG 201, *and* PHI 231

### **PHI 304 Philosophy of the Mind**

3 hours, 3 credits

This course presents discussion and critical assessment of some major philosophical questions concerning the mind: What is the mind? How much can we know about the self? Can we completely understand the mind in physico-chemical terms? What are the moral, political and ethical implications of our understanding of the mind? The course will survey the most important approaches to these questions, including dualism, behaviorism, identity theory, functionalism, eliminativism and others.

*Prerequisites:* ENG 102 or ENG 201, *and* PHI 231 or permission of the section instructor.

**PHI 310 Ethics and Law****(Same course as LAW 310)**

3 hours, 3 credits

Inquiry into the relationship between morality and law; their organic interrelationship in the natural law tradition; their separation in positivism. The contemporary debate illustrated by the issues of human and civil rights; the enforcement of sexual morality; civil disobedience; and the ethics of law enforcement.

**Prerequisites:** ENG 102 or ENG 201, *and* PHI 231 or permission of the section instructor

**PHI 315 Philosophy of the Rule of Law: Theory and Practice**

3 hours, 3 credits

This course investigates various philosophies of the rule of law contributing to the liberal democratic tradition, focusing on controversies and debates over what, exactly, the rule of law is and what it is supposed to do. Positivism, natural law theory, the social function of law, legal realism, rule skepticism, and the normative and aspirational aspects of the rule of law will all be considered. Once we have read through the history and philosophy of the rule of law, the course will focus on real world problems and debates about the rule of law in domestic and international settings, to ask how we might reimagine the rule of law in the face of contemporary challenges.

**Prerequisites:** ENG 102 or ENG 201; PHI 231 or permission of the instructor

**PHI 321 Police Ethics (Same course as CRJ 321)**

3 hours, 3 credits

An identification and analysis of the diverse ethical issues encountered in the police service. Traditional ethical theories will be examined and will be applied to such topics as discretion, deadly physical force, misconduct, authority and responsibility, affirmative action, civil disobedience, undercover operations and privacy.

**Prerequisites:** ENG 102 or ENG 201, *and* PHI 231 or permission of the section instructor

**PHI 322 Judicial and Correctional Ethics****(Same course as CRJ 322)**

3 hours, 3 credits

A treatment of some of the central issues of judicial and correctional ethics. Traditional ethical theories will be applied to such topics as plea bargaining, bail and preventive detention, wiretapping, enforcement of sexual morality, sentencing, punishment, prisoners' rights and parole.

**Prerequisites:** ENG 102 or ENG 201, *and* PHI 231 or permission of the section instructor

**PHI 326 Topics in the History of Modern Thought**

3 hours, 3 credits

This course will explore in depth one of the basic philosophic movements or conceptual themes that characterize modernity such as individualism, natural rights, freedom/liberty, utilitarianism, the Enlightenment, secularization, or existentialism. The course will analyze the metaphysical as well as the political presuppositions of the selected theme in relation to its historical context. (The course instructor will choose the semester's theme.)

**Prerequisites:** ENG 102 or ENG 201, *and* PHI 231 or permission of the instructor

**PHI 327 19<sup>th</sup>-Century European and American Philosophy**

3 hours, 3 credits

This course looks at major trends in 19<sup>th</sup>-century European and American philosophy, a century that created the basic texts and traditions for movements such as Positivism, Pragmatism, Existentialism, Transcendentalism and Marxism, as well as carrying through on the 18<sup>th</sup>-century currents of Idealism. Historical texts may include the writings of Hegel, Marx, Kierkegaard, Nietzsche, Comte, Frege, Peirce, Bentham, Mill, Emerson and Thoreau. The course will look at the texts in their own right, as well as seeing how they came out of the philosophical thought of the previous century, and, most

importantly, how they informed the political, social and ethical positions of the current age.

**Prerequisites:** ENG 102 or ENG 201; PHI 231 or permission of the instructor

### PHI 330 Philosophical Modernity

3 hours, 3 credits

This course provides an overview of the problems, positions, and main lines of argument of Western European philosophy in the period, roughly, from Montaigne (1580) to Kant (1781).

Philosophical issues are contextualized by reformation, scientific and political revolution, “enlightenment,” colonialism, and the slave trade. The role of criticism and critique in the achievement of the emerging modern paradigm is a course theme. Topics include knowledge, skepticism, and faith; empiricism, rationalism, “mechanical philosophy” and idealism; mind, body, and substance; freedom and determinism; God, natural law, morality, and justice.

**Prerequisites:** ENG 102 or ENG 201, PHI 105, PHI 210, PHI 231

### PHI 333 Theories of Gender and Sexuality (Same course as GEN 333)

3 hours, 3 credits

Gender Studies is a field that has been formed in and through theories originating in women’s studies, queer theory, masculinity studies and their intersections with race and class. In this course students will learn how gender studies theories have re-conceptualized gender and sexuality as products of the interactions among historical, representational, racial and cultural constructs. Readings and discussions will focus on a series of themes and issues such as race, bodies, gender performance, family, consumerism, and political rights.

**Prerequisites:** ENG 102 or 201; *and* GEN 205 or PHI 231

### PHI 340 Utopian Thought

3 hours, 3 credits

Representations of ideal societies have played an important part in discussions of justice since Plato’s *Republic*. This course will focus on some of the classical utopian (and dystopian) texts as well as on representative contemporary literary efforts in the utopian tradition. We will also examine some of the philosophical, literary, and historiographical analyses of utopian thought and of the social phenomena associated with it.

**Prerequisites:** ENG 102 or ENG 201, *and* PHI 231 or permission of the instructor

### PHI 343 Existentialism

3 hours, 3 credits

This course surveys 19<sup>th</sup>- and 20<sup>th</sup>-century North Atlantic philosophy associated with existentialism, an intellectual movement centered on issues of individual responsibility, “radical freedom,” and political engagement. Contextualizing it as a critical reaction to the abstract optimism and colonizing tendencies of the 18<sup>th</sup>-century Enlightenment, we explore existentialism’s focus on concrete situations and worldly problems. Topics include anguish, thrownness, bad faith, humanism, and facticity. Readings are selected from thinkers such as Kierkegaard, Nietzsche, Heidegger, Unamuno, Cesaire, Sartre, de Beauvoir, Camus, Fanon, Wright, and contemporary commentators.

**Prerequisites:** ENG 102 or 201, PHI 231

### PHI 351 Classical Chinese Philosophy

3 hours, 3 credits

Philosophy flourished during the ‘Spring and Autumn’ and ‘Warring States’ periods in China (722-221 BCE), when the ‘schools’ of Confucianism, Daoism, and Legalism developed. This course analyzes some of the major works, themes, and concepts of this classical intellectual tradition. Questions of the linguistic and cultural distinctiveness of the terms, and of the challenges this raises for ‘non-

Eastern' philosophical paradigms such as the 'modern Western,' will animate the learning of this ancient material today.

*Prerequisites:* ENG 102, PHI 231

### **PHI 354 Africana Philosophy**

**(Same course as AAS 354)**

3 hours, 3 credits

This course introduces students to the rich and diverse field of Africana philosophy, which is essentially philosophy of and about Africa and its diaspora. The first half of the course covers African philosophy, while the second half covers the philosophy of Africans in the Americas. Possible themes include: (1) the tension between tradition and modernity; (2) the philosophical meaning of racism and white supremacy; (3) the relevance of philosophy to liberation movements throughout Africa and its diaspora; and (4) philosophical anthropology.

*Prerequisites:* ENG 102 or 201, PHI 231

### **PHI 374 Epistemology**

3 hours, 3 credits

This course investigates the nature of knowledge. It will focus on what counts as knowledge, how we come to acquire knowledge, whether knowledge has a true foundation, what the sources of knowledge are, and skepticism about knowledge. This course will also investigate serious challenges to contemporary analytic epistemology. We will read historical and contemporary contributions to these debates.

*Prerequisites:* ENG 102 or 201, PHI 231 or permission of the instructor

### **PHI 377 Reality, Truth and Being: Metaphysics**

3 hours, 3 credits

Metaphysics, often called first philosophy, inquires into the nature of truth and reality. We'll ask such questions as: What is a thing? Is a person a kind of thing? Does God exist? Where are non-material objects, like numbers and ideas? What are time and space? What are the metaphysical assumptions of social constructs and identities?

Anyone who has ever wondered whether there is a mind-independent reality, or any reality at all, has thought about the subject matter of metaphysics. Attention will be paid to both Western and non-Western philosophical sources.

*Prerequisites:* ENG 102 or ENG 201, PHI 231

### **PHI 400 Senior Seminar in Ethics**

3 hours, 3 credits

This course is an advanced seminar in ethical theory. Each seminar will be defined by a topic that considers both meta-ethical and normative ethical issues. Topics in meta-ethics may include: Do moral facts exist? Are they moral intuitions? Are we free to always act on the strongest desire? Is there such a thing as moral responsibility? Topics in normative ethics may include: How ought one to act? Do human beings have moral obligations to nonhuman animals? What role should religion play in ethics? The class will offer intensive readings on a topic selected by the professor as well as instruction and practice in the process of philosophical research and writing.

*Prerequisites:* ENG 102 or ENG 201, PHI 210, PHI 330

### **PHI 423 Selected Topics in Justice**

**(Same course as GOV 423 and POL 423)**

3 hours, 3 credits

This is an advanced senior-level seminar focusing on one of a set of specific topics or issues to be chosen by the instructor offering this section of the course — concerning the philosophical concept of justice. Topics can be either theoretical or applied, and may include,

but are not limited to, any of the following: an advanced survey of contemporary philosophical theories of justice; the textual analysis of one philosophic classic on justice, e.g., John Rawls' *Theory of Justice*; the philosophy of punishment and retribution; justice — distributive and compensatory; the impact of race, gender, and class on the contemporary philosophical analysis of justice.

**Prerequisites:** ENG 102 or ENG 201, PHI 231, and one 300-level philosophy or political theory course, *or* permission of the section instructor

## PHYSICAL EDUCATION (Department of Health and Physical Education)

### **PED 103 Personal Physical Fitness and Dynamic Health**

3 hours, 3 credits

Students will analyze modern concepts of fitness, evaluate their personal level of health and fitness, examine the values of various exercise programs, perform exercises designed to improve muscular and cardiovascular systems, and understand concepts of weight management, diet and nutrition, and stress management. Students will be counseled toward solutions to their individual physical fitness-health needs.

### **PED 104 Cardiovascular Fitness (Formerly PED 195)**

2 hours, 1 credit

A basic course in physical conditioning, emphasizing cardiovascular fitness. This course is especially important for students who plan careers in law enforcement. The course features participation in a circuit training program by prescription. Apparatuses include treadmills, bicycle ergometer, dumbbells, wall pulleys, rowing machine, variable resistance bench press and knee-thigh machines. Students must provide medical clearance prior to undergoing a

comprehensive fitness evaluation. Each exercise program is individually prescribed. Students will receive work capacity tests.

This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

### **PED 109 Water Aerobics and Basic Survival Skills**

2 hours, 1 credit

Introduction to aquatics in the safe low-impact medium of chest-deep water. Emphasis is on utilizing the water's resistance and buoyancy to promote cardiovascular conditioning, body toning, muscular strength, endurance and breathing. Use of state-of-the-art aquatic equipment such as Wet Vest (for deep water jogging) and Aqua Step Fins is included.

This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

### **PED 110 Contemporary Health Problems**

3 hours, 3 credits

The course will explore research on critical health issues dealing with mental health, substance addiction and dependence, nutrition, human sexuality, infectious and non-infectious diseases and their relationship to morbidity and longevity.

### **PED 111 Aquatics I: Beginner Swimming**

2 hours, 1 credit

Introduction to the fundamental swimming skills of floating, gliding and front crawl with instruction in basic water skills, safety and land rescue. Progression to more advanced skills such as treading water and standing front dive. Award of appropriate National Red Cross Aquatics Certificate level on completion of all skills requirements.

This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

### **PED 112 Aquatics II: Intermediate Swimming**

2 hours, 1 credit

Designed for students who have the fundamental swimming skills and are able to swim in deep water. Emphasis on form and ease in swimming and on perfecting the front crawl, breaststroke, sidestroke, back crawl and standing front dive with instruction in basic water skills, safety and land rescue. Award of appropriate National Red Cross Aquatics Certificate level on completion of all skills requirements. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

### **PED 114 Aquatics III: Advanced Swimming**

2 hours, 1 credit

Designed for competent swimmers capable of swimming the crawl, backstroke and breaststroke. Review of basic water skills, safety and land rescue. Training principles and interval workouts. Stretching, weight training and nutrition applicable to fitness, masters, and tri-athletes. Individualized video analysis of swimming skills. Award of appropriate National Red Cross Aquatics Certificate level on completion of all skills requirements. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

### **PED 120 – 129 Intercollegiate Athletics Participation**

1 credit per activity

These courses are limited to students who have successfully completed a full season of participation on a varsity team and have

met the pre-established criteria in an activity within the intercollegiate athletic or sport club program at John Jay College.

### **PED 131 Air Pistol Shooting**

2 hours, 1 credit

This course is an introduction to the basic handling of the air pistol (which uses pellets and not live ammunition), in order to develop the proper attitude for using a pistol safely and to develop skills in shooting at a bull's-eye target. This course is also an introduction to the historical, legal and political issues associated with the pistol. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

### **PED 133 Introduction to Boxing**

2 hours, 1 credit

This course introduces students to the fundamentals of the sport of boxing. Topics include; the examination of safety practices, balance and stance in movement, basic boxing techniques, the use of training equipment, and health and physical fitness benefits. Please note: Students will not spar in this course.

### **PED 143 Karate I**

2 hours, 1 credit

A basic course in fundamentals, including stances, punches, kicks, formal exercise, prearranged sparring and free-sparring. History and philosophy discussed.

This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

**PED 144 Karate II**

2 hours, 1 credit

Introduction leading to the acquisition of advanced skills in stances, punches, kicks, formal exercise, prearranged sparring and free-sparring. History and philosophy of karate will be explored through assigned readings, lectures, discussions and a field trip. Practice in directing and judging competitors and familiarization with Metropolitan Intercollegiate Karate League rules. Voluntary participation in intramural and intercollegiate competitions. Prepares students for promotion. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

**PED 145 Self Defense**

2 hours, 1 credit

An introduction to the skills useful in defending against attacks from the side, rear and front. Various safety preventions and hazards in the home and street will be explored.

This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

**PED 150 Tennis I**

2 hours, 1 credit

Introduction to the basic tennis skills. Emphasis will be placed upon the forehand and backhand ground strokes, footwork, volley and the serve. Basic singles and doubles strategies will be discussed. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

**PED 155 Golf I**

2 hours, 1 credit

Introduction to the rules, terminology, and fundamentals of golf, leading to the development of sufficient skills enabling the student to enjoy the game as a player and spectator. Class instruction and practice using indoor hitting nets, chipping baskets and synthetic grass putting greens will help the student to develop driving, fairway wood and iron, chipping and putting strokes. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

**PED 166 Yoga I (Formerly PED 192)**

2 hours, 1 credit

An introduction to the fundamental posture exercises, breathing and relaxation techniques of yoga as a basis for physical and mental self-improvement. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

**PED 168 Weight Training and Body Development**

2 hours, 1 credit

An introduction to the proper skills of weight training. The concepts of weight training, muscular development, strength and stamina are examined. The student will develop and practice a personal program of weight training. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.



### **PED 172 The Development of Weapons: An Historical Perspective**

3 hours, 3 credits

This course provides an introduction to the historical development of weapons. The sociological, political and ethical issues associated with weapons' development are examined. Emphasis is placed on the use of weapons and their relationship to law enforcement.

*Note: This course does not satisfy the physical education requirement of the College's general education requirements.*

### **PED 177 Physical Fitness for Law Enforcement**

2 hours, 1 credit

This course introduces students to physical, cognitive and emotional demands of police, correction and fire fighter work. Students learn how to develop and maintain high levels of aerobic and anaerobic fitness as well as how to address many special needs of law enforcement personnel: diet and nutrition, care of the back, fatigue from shift work and physical fitness tests. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

### **PED 180 Stress Management (Same course as PSY 180)**

3 hours, 3 credits

This course will explain the sources and consequences of stress. Key theories and terminology will be discussed and evaluated. A variety of instruments that measure stress levels among individuals will be demonstrated. Coping techniques enabling students to adjust to the demands of stress will be described and practiced.

### **PED 185 Health Issues in the Uniformed Services**

3 hours, 3 credits

Comprehensive examination of recent research and attitudes relating to health problems faced by uniformed services personnel. The course will discuss problems of substance abuse and addiction,

HIV/AIDS, cardiovascular diseases, physical fitness, alcohol, tobacco, nutrition, infectious and non-infectious diseases. Students will examine various strategies for making decisions regarding their health. This course is open to all students.

## **PHYSICS (Department of Sciences)**

### **PHY 101 College Physics I (Liberal Arts Physics)**

6 hours: 2 hours lecture, 1 hour recitation, 3 hours laboratory; or equivalent, 4 credits

Topics include kinematics, vectors, forces, Newton's law of motion, weight, gravitational field, free fall, non-uniformly accelerated motion, momentum and impulse, kinetic and potential energy, heat and thermodynamics, illumination and photometry, reflection of light, refraction.

*Prerequisite:* Sequential Mathematics Level III or Trigonometry

### **PHY 102 College Physics II (Liberal Arts Physics)**

6 hours: 2 hours lecture, 1 hour recitation, 3 hours laboratory; 4 credits

Topics covered include electrostatics, electric fields and electric potential, current electricity, magnetic field, electromagnetic induction, the wave-particle duality, photons and matter waves, physics of the atom, nuclear physics.

*Prerequisite:* PHY 101

### **PHY 203 General Physics I**

6 hours: 2 hours lecture, 1 hour recitation, 3 hours laboratory; 4 credits

This is the first semester of a two-semester introductory course sequence, which is designed to provide the student with a general knowledge of the principles, concepts and theories of classical and modern physics. This calculus-based course is designed for students with a science or engineering background and for Forensic Science majors. The topics covered this semester will pertain to geometric optics, mechanics, and heat and thermodynamics.

*Prerequisites:* ENG 101, MAT 241. Co-requisite: MAT 242

### PHY 204 General Physics II

6 hours: 2 hours lecture, 1 hour recitation, 3 hours laboratory; 4 credits

This is the second semester of a two-semester introductory course sequence that is designed to provide the student with a general knowledge of the principles, concepts, and theories of classical and modern physics. This calculus-based course is designed for students with a science or engineering background and for Forensic Science majors. The topics covered this semester will pertain to fluid mechanics, vibrations and wave motion, electricity and magnetism, and physical optics.

**Prerequisites:** PHY 203, MAT 242, **and** ENG 101

### POLICE SCIENCE (Department of Law, Police Science and Criminal Justice Administration)

#### PSC 101 Introduction to Police Studies

3 hours, 3 credits

A survey of law enforcement agencies, their role, history and development within the field of criminal justice. Limited to students who do not have law enforcement experience.

**Prerequisite:** Eligibility to enroll in ENG 101

#### PSC 201 Police Organization and Administration

3 hours, 3 credits

An examination of the historical development and present organization and administration of police departments, and a consideration of the principles of organization best adapted to ensure effective service to the community. Evaluation of line, staff and auxiliary functions; the utilization of planning and analytic units as administrative aids.

**Prerequisites:** ENG 101, sophomore standing or above, **and** one of the following: PSC 101, CRJ 101 or ICJ 101

#### PSC 202 Police and Community Relations

3 hours, 3 credits

Factors in human relations as they affect policing and police management. Prejudice and discrimination and their effects on the police in a changing society. The history and development of civil rights and civil liberties. The role of the modern police officer as generated by the balance of the requirements of peace and order and those of individual rights.

**Prerequisites:** ENG 101 **and** one of the following: PSC 101, CRJ 101 or ICJ 101

#### PSC 204 The Patrol Function

3 hours, 3 credits

Consideration of the various factors, which influence the determination of patrol strength, type and distribution. Existing patrol practices in various police departments of the United States, Europe and the United Kingdom are compared and evaluated critically. Consideration of the future of patrol and an evaluation of recent theories for increasing efficiency.

**Prerequisites:** ENG 101 **and** sophomore standing or above

#### PSC 207 The Investigative Function

3 hours, 3 credits

Introduction to criminal investigation in the field. Consideration of conduct at the crime scene, interview and interrogation of witnesses and suspects, the use of informants and the techniques of surveillance. Emphasis on the special techniques employed in particular kinds of investigation and the presentation of the police cases in court.

**Prerequisites:** ENG 101 **and** sophomore standing or above

#### PSC 216 Crime Mapping

3 hours, 3 credits

The course covers both the theory and practice of Geographic Information Systems ("GIS") for law enforcement and public safety

purposes, a technique known as "crime mapping." The class introduces the theoretical framework for the study of the ecology of public safety, or "crime and place," the descriptive and analytic procedures of crime mapping, and how spatial analysis is used in designing and implementing effective programs of crime prevention, problem solving and community policing.

**Prerequisites:** ENG 102 or ENG 201, **and** CRJ 101 or ICJ 101.

*Knowledge of Windows software is required.*

### **PSC 220 Survey of the Concepts of Operations Research (Same course as FIS 220 and MAT 220)**

3 hours, 3 credits

An introduction to operations research as it applies to model formulation in problems of management science, criminal justice, fire science and public service systems. Several topics will be surveyed from an elementary point of view in order to develop an appreciation and understanding of a quantitative approach to the resolution of management-oriented problems.

**Prerequisites:** ENG 101, **and** MAT 108 or MAT 141

### **PSC 223 Personnel Administration and Supervision**

3 hours, 3 credits

The essentials of personnel management and fundamentals of supervision and leadership as applied to administration. Consideration of supervisory problems with a police/security system. Application of labor relations to effective performance. Topics include discipline, motivation, training, job classification, salary standards and promotion.

**Prerequisites:** ENG 101 **and** one of the following: PSC 101, CRJ 101 or ICJ 101

### **PSC 227 Police Training Programs: Goals, Content and Administration**

3 hours, 3 credits

An examination and evaluation of various police training programs, both historical and current: goals, purposes, course content and teaching techniques of such programs. An examination of their organization, administration, financing, and relationship to police departments, universities, foundations, and city, state and federal agencies.

**Prerequisites:** ENG 101 **and** one of the following: PSC 101, CRJ 101 or ICJ 101

### **PSC 230 Sex Offenders in the Criminal Justice System (Same course as COR 230)**

3 hours, 3 credits

The aim of this course is to develop an understanding of the causes of sexual crimes and how sex offenders are dealt with throughout the criminal justice process. There is an analysis of the laws that relate to sex offenders and the cyclical nature of sex offender legislation. The course examines the difficulty of balancing rights of the offenders and rights of the community, and what forms of community protection are viable for these individuals. By the end of the course, students should have an understanding of sex offender typologies, types of treatment offered, laws and policies regarding sex crimes, and the likely future direction of legislation.

**Prerequisites:** ENG 101 **and** one of the following: COR 101, PSC 101, CRJ 101 or ICJ 101

### **PSC 235 Women in Policing**

3 hours, 3 credits

An analysis of the social and political forces that guided the evolution of women's role in policing from ancillary specialist to integrated member of the police establishment. Role enhancement from "Police Matron" to "Policewoman" to "Police Officer" is studied against the backdrop of women's reform movements. Title VII, Equal

Opportunity Act of 1972 and Supreme Court rulings abolishing barriers to women in policing are examined. Study of women police in other countries, in state and federal agencies. Topics include female officers' occupational role conflicts; performance on patrol; coping with physical and psychological stressors — male peer prejudice, jealous mates, favoritism, sexual harassment; women's special attributes in policing; female detectives; the future, including the role of women in key policy-making decisions.

**Prerequisites:** ENG 101 *and* one of the following: PSC 101, CRJ 101 or ICJ 101

### **PSC 245 Community Policing**

3 hours, 3 credits

An overview of the major concepts and issues involved in what many consider to be a major fundamental shift in the approach and operations of modern policing. Topics include the origins, meaning, development, experiences and the record of community policing. Course also explores various assessments of the advantages and disadvantages of community policing.

**Prerequisites:** :ENG 101 and one of the following: PSC 101, CRJ 101 or ICJ 101

### **PSC 250 Criminal Justice in Eastern Europe**

3 hours, 3 credits

This course examines in detail the criminal justice systems in various Eastern European countries, including the police, defense and prosecuting attorneys, courts, corrections and juvenile justice systems. Comparisons of crime and criminality in various Eastern European countries will be discussed from economic, legal, moral and political points of view.

**Prerequisite:** ENG 101

### **PSC 271 Psychological Foundations of Police Work (Same course as PSY 271)**

3 hours, 3 credits

This course is designed to explore and apply psychological principles and practice to the varied police functions in present-day society. Some of the specific topics that will be discussed and critically examined are the unique psychological stresses of police work and their effect on the police officer, his family, and the public; identification and management of the problem police officer; psychological stresses of command; psychology of crowds; riots and their effective control; the application of psychological principles to detective work. The interpersonal psychodynamics of the police with civilian complainants, victims, and violent, aggressive, assaultive individuals will be reviewed in depth.

**Prerequisites:** ENG 101, sophomore standing or above, *and* PSC 101 or PSY 101

### **PSC 301 The Police Manager**

3 hours, 3 credits

Consideration of contemporary management theory and practice in the context of the management of police organizations. The police organization as a dynamic social system. The behavioral and social skills required of the police manager to deal effectively with a rapidly changing community and cadre of police officers. Behavioral implications in the interaction between individuals and groups in the police organization and its processes; power, decision making, communicating and leadership in police organizations. Organizational development issues and future developments in police management.

**Prerequisites:** ENG 102 or ENG 201, *and* PSC 201

### **PSC 306 Police Work with Juveniles**

3 hours, 3 credits

The philosophy and methods of police programs for prevention and control of juvenile delinquency and youth crime. Emphasis on

specific techniques and a consideration of the issues and problems to be resolved by police.

*Prerequisite:* ENG 102 or ENG 201

### **PSC 309 Comparative Police Systems**

3 hours, 3 credits

A study of selected police systems in other nations.

*Prerequisites:* ENG 102 or ENG 201, *and* PSC 201

### **PSC 315 An Economic Analysis of Crime (Same course as ECO 315)**

3 hours, 3 credits

Crimes with economic motivations are analyzed using the Economic Theory of Crime. Topics focus on urban problems, including narcotics, illegal gambling, loan-sharking, labor racketeering and organized crime. Costs of crime and imprisonment are discussed. Strengths and weaknesses of the Economic Theory of Crime are discussed from alternative points of view.

*Prerequisites:* ENG 102 or ENG 201, ECO 101 or ECO 170, *and* junior standing or above

### **PSC 340 Planning for Police Operations and Management**

3 hours, 3 credits

The planning process inherent in police operations and management including the fundamentals of planning. Long-term and short-term planning and tactical planning for contingent and non-contingent events, e.g., crime prevention and control, barricaded criminals, hostage situations, parades, demonstrations, civil disorders, natural and man-made disasters, coordination of emergency forces at the scene of emergencies. Management planning for new program development, deployment and utilization of resources, reductions in force, management analysis, structural change and participative approaches to policing.

*Prerequisites:* ENG 102 or ENG 201, *and* PSC 201

### **PSC 350 Police Labor Relations**

3 hours, 3 credits

An in-depth examination of the essentials of police-municipal labor relations, including the history and structure of police unions, police-municipal collective bargaining concepts and problems, relevant labor law, Public Employees Relations Board Rulings and labor contract administration in a police setting.

*Prerequisites:* ENG 102 or ENG 201, *and* PSC 201

### **PSC 401 Seminar in Police Problems**

3 hours, 3 credits

An analysis of the major police problems from the viewpoints of both the administrator and the line operations officer.

*Prerequisites:* ENG 102 or ENG 201, senior standing, *and* majoring in Police Studies or Criminal Justice

### **PSC 405 Organized Crime in America**

3 hours, 3 credits

A seminar on the origins, organization, function and control of organized crime.

*Prerequisites:* ENG 102 or ENG 201, senior standing, *and* majoring in Police Studies or Criminal Justice

### **PSC 410 Independent Study**

**(Same course as COR 410, CRJ 410 and LAW 410)**

3 hours, 3 credits

A program of reading and reporting planned and carried out under the guidance of a faculty member. The topic, issue or area of student interest must concern a problem in criminal justice, constitutional or criminal law or procedure, corrections including probation and parole, or law enforcement.

*Prerequisites:* ENG 102 or ENG 201, *and* senior standing

**PSC 415 Seminar on Terrorism**

3 hours, 3 credits

Historical perspectives and the current terrorist threat and challenge; major terrorist groups and their strategy, tactics and targets; limits on military and civil authority; jurisdictional issues; the roles of media, federal law enforcement and intelligence; anti- and counterterrorist operations and operational techniques; terrorist crisis command and control; logistics and support; planning and prevention; future trends and the role of women in terrorist groups and counterterrorist operations.

**Prerequisites:** ENG 102 or ENG 201, senior standing, *and* majoring in Police Studies or Criminal Justice

**POLITICAL SCIENCE** (Courses which previously had the prefix GOV, are now listed as POL)

**POL 101 American Government and Politics**

3 hours, 3 credits

A study of American politics — its institutions and processes and the distribution of political power with an emphasis on how the system works, who benefits and who does not, and to what extent it is democratic.

**POL 203 Municipal and State Government**

3 hours, 3 credits

Functional study of the legislative and administrative process in state and local government. The increasing importance of administration and the executive in modern government. The relationship between administration and the legislative and judicial branches of the government. The influence of political parties, pressure groups and public opinion upon legislation and administration.

**Prerequisites:** ENG 101, and GOV 101 or POL 101 *or* permission of the section instructor

**POL 206 Urban Politics**

3 hours, 3 credits

Study of the ideological and historical roots of urban politics, the distribution of power, major problems in urban areas (e.g., education, housing, transportation, welfare), and the relationships between government and the governed.

**Prerequisites:** ENG 101, and GOV 101 *or* POL 101 *or* permission of the section instructor

**POL 210 Comparative Urban Political Systems**

3 hours, 3 credits

Cross-national study of urban government systems and policy processes. Examination of the politics of local service delivery, including local policing, housing, education and urban development. Comparison of the local political impacts made by national policies, private sector interests, party politics and the varying roles of city executives, legislators and urban political systems.

**Prerequisites:** ENG 101, *and* GOV 101 *or* POL 101

**POL 214 Political Parties and Pressure Groups**

3 hours, 3 credits

An analysis of the operation and policy impact of political parties and pressure groups at each of the levels of the federal system. Recent developments in the evaluation of these institutions will be closely examined.

**Prerequisites:** ENG 101, and GOV 101 *or* POL 101 *or* permission of the section instructor

**POL 215 The Legislative Process**

3 hours, 3 credits

The status of the legislature within the American political system. The issue of executive encroachment on legislative powers in the wake of Watergate. Internal organization, leadership and the question of legislative reform. Systems of representation and

apportionment. State legislative systems. The evolution of legislatures and their relationship to democratic theory.

**Prerequisites:** ENG 101, and GOV 101 *or* POL 101 *or* permission of the section instructor

### **POL 220 The Chief Executive**

3 hours, 3 credits

An analysis of the political and administrative roles played by chief executives at the national, state and local levels of government. Close attention will be paid to the part they play in formulating and implementing public policy, managing the bureaucracy, guiding public opinion, leading political parties and serving as symbols of government.

**Prerequisites:** ENG 101, and GOV 101 *or* POL 101 *or* permission of the section instructor

### **POL 230 Principles of Constitutional Government**

3 hours, 3 credits

An investigation of the constitutional foundations of the powers of the three branches of the national government, the evolution of federal-state relationships, and governmental regulation of the economy through careful review and analysis of United States Supreme Court decisions.

**Prerequisites:** ENG 101, and GOV 101 *or* POL 101 *or* permission of the section instructor

### **POL 237 Women and Politics**

3 hours, 3 credits

This course provides students with an opportunity to consider the presence of women in political institutions and how a range of political and policy issues pertain to women. It introduces students to the history of women's entry to political life, their struggles for equal rights and representation, and their current roles and representation in electoral politics. Students will also examine how a range of political

issues such as prostitution, same-sex marriage, and abortion impact women in the United States and, where comparison is useful, abroad.

**Prerequisites:** ENG 101, GOV 101 *or* POL 101

### **POL 242 U.S. Foreign Policy in Latin America (Same course as HIS 242 and LLS 242)**

3 hours, 3 credits

U.S. economic and political relations with the Latin American countries during the 19th and 20th centuries. U.S. reactions to reform and revolutionary movements. The ideological framework of U.S. foreign policy.

**Prerequisites:** ENG 101, and GOV 101 *or* POL 101 *or* permission of the section instructor

### **POL 244 The Politics of Immigration**

3 hours, 3 credits

Debates over immigration in the United States are often heated and contentious. After taking this course, students will understand the full range of positions in these debates, and will be able to develop and clearly articulate their own position on contemporary immigration politics. Students will learn essential terms used in migration studies, explore historical political debates over immigration, and analyze the contemporary politics of immigration in the United States, including debates over border militarization, unauthorized ("illegal") immigration, amnesty, employer sanctions, sanctuary cities, guest worker programs, the shifting balance of power between federal, state, and local governments; and immigration law and policy. Students will read a variety of scholarly and popular texts, as well as key Supreme Court decisions.

**Prerequisites:** ENG 102 or 201, GOV 101 *or* POL 101 *or* permission of the instructor

**POL 246 Politics of Globalization and Inequality**

3 hours, 3 credits

What political processes allow for some countries to become rich while others remain very poor? What are the political and historical conditions responsible for recent and past financial crises? Since politics is the struggle over who gets what, why and how, interactions between the state and civil society have a strong influence over economic outcomes and the distribution of money and resources. This class takes a political economy approach to understanding globalization and inequality, by emphasizing the political, socially imbedded and historically contingent aspects of our global economy. This course surveys the major theories, key institutions and contemporary issues in international political economy. Topics include the history of global inequality, the politics of international trade, institutions such as the International Monetary Fund, the politics of oil, and issues of economic justice, including colonialism, financial crises, and poverty.

*Prerequisites:* ENG 101; GOV 101 *or* POL 101 *or* permission of the instructor

**POL 250 International Law and Justice**

3 hours, 3 credits

An introduction to the key concepts and processes of the international legal system. Special emphasis will be placed on the foundations and justifications for international law, the relationship between treaties and custom, state sovereignty and recognition, and the use of force by states in the international system. An examination and assessment of the relation of municipal and international law, the role of the International Court of Justice, and the prospects for a permanent international penal tribunal.

*Prerequisites:* ENG 101, GOV 101 *or* POL 101

**POL 257 Comparative Politics**

3 hours, 3 credits

The course will examine the political processes and institutions of selected foreign governments. Emphasis will be placed on the

relationship of political institutions to key cultural, economic, and historical variables.

*Prerequisites:* ENG 101, and GOV 101 *or* POL 101 *or* permission of the section instructor

**POL 259 Comparative Criminal Justice Systems  
(Same course as LAW 259)**

3 hours, 3 credits

Study of the variations in patterns of corruption and political crimes as well as patterns of law enforcement and adjudication among political systems. Examples are drawn from a variety of political systems: democratic, communist and modernizing.

*Prerequisites:* ENG 101, and GOV 101 *or* POL 101 *or* permission of the section instructor

**POL 260 International Relations**

3 hours, 3 credits

A survey of the factors that influence the relations among nations. Theories of war, peace, imperialism and the determinants of power. The superpowers and balance of terror. International law and organization. National integration and the creation of regional communities. The rise of the Third World and the crisis of the international order.

*Prerequisites:* ENG 101, and GOV 101 *or* POL 101 *or* permission of the section instructor

**POL 270 Political Philosophy**

3 hours, 3 credits

Analysis of political thought throughout history, with particular attention to such values as liberty, democracy, equality, security, stability, law. Comparison of traditional and contemporary political theories in terms of priorities of values and political culture. Systematic examination of underlying assumptions and logical coherence of normative political thought.

*Prerequisites:* ENG 101 and sophomore standing or above



**POL 278 Political Sociology****(Same course as SOC 278)**

3 hours, 3 credits

Analysis of the relationships of socio-psychological factors to political phenomena. An examination of man in political society and political society in man. Emphasis on the interdisciplinary study of power, authority, elites, political and social change, political violence, social inequality, technology, ideology and political socialization.

*Prerequisites:* ENG 101, and GOV 101 *or* POL 101 *or* SOC 101

**POL 290 Selected Topics in Government**

3 hours, 3 credits

Specific study of a topic chosen by the instructor.

*Prerequisites:* ENG 101, GOV 101 *or* POL 101, and permission of the section instructor

**POL 308 State Courts and State Constitutional Law**

3 hours, 3 credits

This course focuses on the development of state constitutional criminal law and its relation to federal constitutional criminal law. It examines the structure of state judicial systems, emphasizing the role of appellate courts in handling criminal cases, and the relationship between the state and federal courts.

*Prerequisites:* ENG 102 or ENG 201, GOV 101 *or* POL 101, and junior standing or above, *or* permission of the section instructor

**POL 313 The Law and Politics of Race Relations****(Same course as LAW 313)**

3 hours, 3 credits

Analysis of the politics of race and racism in the United States through the examination of major court decisions and of legislation affecting minority groups. Treatment of racial minority groups in the

criminal and civil justice systems, and by courts, police and prisons will be included.

*Prerequisites:* ENG 102 or ENG 201, GOV 101 *or* POL 101, and junior standing or above, *or* permission of the section instructor

**POL 316 The Politics of Rights**

3 hours, 3 credits

Rights and claims are defining features of American, and to an increasing degree, world political and social life. After taking this course, students will be better able to identify, understand, and critically evaluate how and why rights are used in our political and social world. We will study a range of materials that address such topics as: what rights are; if, why, and when rights-claims have power; the history of using rights-claims to achieve political goals; how, why, when, and who uses rights-claims in contemporary political disputes; and what we do when rights conflict. Particular attention will be paid to social and political movements that use rights-claims, as well as the various advantages, limitations, and problems that accompany rights-based political appeals. Individual instructors may anchor the course in specific sub-topics, primary texts, cultures, historical moments, etc., depending on their interests and areas of specialization.

*Prerequisites:* ENG 102 or ENG 201, GOV 101 *or* POL 101, junior standing

**POL 318 The Law and Politics of Sexual Orientation**

3 hours, 3 credits

This course examines the law and politics affecting lesbians and gay men in the United States and investigates issues like same-sex marriage; the constitutionality of consensual-sodomy laws; sexual-orientation discrimination in public accommodations, housing, and the workplace; antigay ballot initiatives; child custody, visitation, adoption, and foster care by lesbian and gay parents and their domestic partners; health insurance and other benefits for domestic

partners; and gays in the military. These issues will be considered through an examination of case law.

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

### **POL 319 Gender and Law**

3 hours, 3 credits

This course examines the constraints and limitations of law to achieve equality, justice and freedom in matters related to gender. It will examine how individuals use, challenge, and resist law and legal institutions to define problems and create social change. Drawing on an image of social science research, class readings pose important and persistent questions about whether and how law can adequately address gender-related concerns, such as those related to violence, work, family, reproduction and education.

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

### **POL 320 International Human Rights**

3 hours, 3 credits

A review of the evolution of international human rights and of the legal instruments designed for their protection. A discussion of the main civil, political, social, economic and cultural rights in the International Bill of Rights. An examination of the theoretical foundations of the idea of human rights in various civilizations and cultures. Its legacy within the Western and non-Western traditions, and its meaning and relevance in dealing with the major challenges posed by international crimes, including genocide and war crimes.

**Prerequisites:** ENG 102 or ENG 201, GOV 101 *or* POL 101, and junior standing or above. Additional recommended courses: GOV 259/LAW 259/POL 259 (Comparative Criminal Justice Systems), or GOV 260 or POL 260 (International Relations)

### **POL 325 The Politics of Transnational Crime**

3 hours, 3 credits

Transnational crime and violence have become major concerns for governments around the world as they work to stem the flow of drugs, control trade in human beings and deal with the problem of stateless terrorism. In this course, we will study the developing literature on this issue by examining how crime has altered state sovereignty, posed challenges to governance, changed conceptions of human rights and affected international organizations.

**Prerequisites:** ENG 102 or ENG 201, and GOV 101 *or* POL 101

### **POL 331 Government and Politics in the Middle East and North Africa**

3 hours, 3 credits

This course introduces students to the politics of the Middle East region. While students will learn about the legacy of colonialism in the region, the course will focus on its modern political history (beginning in 1914), and examine a number of issues of central importance in contemporary politics: the Arab-Israeli conflict, political Islam, political Judaism, petro-politics, U.S. foreign policy in the region among others. Students will also gain a comparative perspective on how the concepts of justice, law and conflict are interpreted and institutionalized across the region.

**Prerequisites:** ENG 102 or 201, GOV 101 *or* POL 101 or GOV 257 *or* POL 257 or permission of the instructor

### **POL 362 Terrorism and International Relations**

3 hours, 3 credits

This course engages students in the study of terrorism and counter-terrorism by analyzing the international political implications of terrorist activity. Framed by theories of international relations, the course explores topics such as international security, international organizations, human rights and foreign aid. In this way, students will assess the impact of the “global war on terror,” and compare and

contrast the post-9/11 period with earlier efforts to suppress terrorism.

**Prerequisites:** ENG 102 or ENG 201, and GOV 101 *or* POL 101. In addition, GOV 260 or POL 260 (International Relations) is strongly recommended.

### **POL 371 American Political Philosophy**

3 hours, 3 credits

This course will survey the basic books of contemporary American liberal and conservative political thought, examining them in terms of the categories of state theory, economic policy, social policy, the race problem, foreign policy, and criminal justice policy. There will also be an introduction to the most recent secondary literature dealing with liberalism and conservatism.

**Prerequisites:** ENG 102 or 201, GOV 101 *or* POL 101, junior standing or above

### **POL 375 Law, Order, Justice and Society**

3 hours, 3 credits

Consideration of the ideas of major writers in the field of political theory who have contributed insight into the concepts of law, order, justice and society. Topics will include conceptions of human nature, natural law, social contract, and the sources and nature of political leadership. Considerable attention will be devoted to the relevance of the ideas discussed to contemporary American society.

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

### **POL 390 Honors Tutorial**

Hours to be arranged, 3 credits

The student submits a term project of reading and research for approval by the instructor. A paper and periodic conferences are required. Special arrangements may be made to do this work over the summer.

**Prerequisites:** ENG 102 or ENG 201, GOV 101 *or* POL 101, and junior standing or above, *or* permission of the instructor

### **POL 402-403 Seminar and Internship in New York City Government**

**(This course has been changed, see POL 406-408 below)**

### **POL 405 Seminar in New York City Politics**

3 hours, 3 credits

Examination of the network of power shaping New York City politics. Analysis of external influences, including intergovernmental relations, the global economy, in- and out-migration; and internal dynamics such as the machine-reform dialectic, politics of planning and public authorities. Survey of policy-making determinants, including ethnicity and class, fiscal crises, power of developers and use of communities as real estate commodities.

**Prerequisites:** ENG 102 or ENG 201, GOV 101 *or* POL 101, and senior standing, *or* permission of the instructor

### **POL 406-408 PUBLIC AFFAIRS INTERNSHIPS**

#### **POL 406 Seminar and Internship in New York City Government and Politics**

6 hours, 6 credits

Students take a once weekly John Jay College senior seminar that examines the City Charter and formal governmental structures, New York City politics and public policies. Once per month students also meet at The City University Graduate Center for the CUNY Forum, a CUNY (Cable 75) televised public affairs program featuring guests on current NYC topics and highlighting student participation. In the internship placement, students work 12 to 16 hours for each of the 14 semester weeks with an elected official, city agency, or relevant nonprofit organization. Placements are arranged by the instructor in consultation with the student. The emphasis of the program is a synthesis of the students' seminar work and guided observations in the placement.

**Prerequisites:** ENG 102 or 201, GOV 101 *or* POL 101, senior status, **and** permission of the instructor

### **POL 407 New York State Assembly/Senate Session Program**

12 hours, 12 credits

Students in this public affairs residency internship are placed in the office of an Assembly Member or State Senator in the state legislature in Albany for 35 hours weekly for a 16-week spring semester, including participation in weekly on-site seminars and related academic activities. Reading, writing and research assignments are specified by on-site seminar faculty. Including orientation and finale events, students should expect to be in Albany for approximately 18 weeks. Students work with their college faculty liaison and the CUNY Edward T. Rogowsky Internship Program to apply for program acceptance and supporting stipends. Application for this program is competitive; acceptance is not guaranteed.

**Prerequisites:** ENG 102 or 201, GOV 101 *or* POL 101, senior status, **and** permission of the instructor

### **POL 408 CUNY Washington, D.C. Summer Internship Program**

6 hours, 6 credits

This is an eight-week summer session residency internship in Washington, D.C. with a focus on American government and politics. Students apply through their college faculty liaison to the CUNY Edward T. Rogowsky Internship Program for acceptance and a stipend award. Accepted students are placed with a federal agency, U.S. representative or senator, or a recognized and relevant nonprofit organization. Students work for 35 hours per week in their placement, complete written and research assignments and participate in related academic activities as designated by the Rogowsky Program and approved by the John Jay College Political Science Department faculty sponsor. Application for this program is extremely competitive; acceptance is not guaranteed.

**Prerequisites:** ENG 102 or 201, GOV 101 *or* POL 101, senior status, **and** permission of the instructor

### **POL 409 Colloquium for Research in Government and Politics**

3 hours, 3 credits

This course is a research colloquium in which students initiate, develop, and present independent work related to government, politics and the state. The diversity of projects undertaken by students emphasizes the breadth of concerns related to government, law, and politics, identifying emerging scholarly interests and concerns. Students design research projects in conjunction with faculty instructors and report regularly on progress to the seminar. The final research paper will demonstrate the student's familiarity with relevant literature in the subfield, competence in research, research methods, writing and analysis, and the mastery of basic concepts in the discipline. In addition, the course will integrate the various subfields of the discipline through the examination of current research.

**Prerequisites:** ENG 102 or ENG 201, a 300-level government course, the Government or Political Science majors, and senior standing

### **POL 423 Selected Topics in Justice (Same course as PHI 423)**

3 hours, 3 credits

This is an advanced senior-level seminar focusing on one of a set of specific topics or issues to be chosen by the instructor offering the section of the course — concerning the philosophical concept of justice. Topics can be either theoretical and applied, and may include, but are not limited to, any of the following: an advanced survey of contemporary philosophical theories of justice; the textual analysis of one philosophic classic on justice, e.g., John Rawls' *Theory of Justice*; the philosophy of punishment and retribution; justice — distributive and compensatory; the impact of race, gender, and class on the contemporary philosophical analysis of justice.

**Prerequisites:** ENG 102 or ENG 201, PHI 231, one 300-level philosophy or political theory course, *or* permission of the instructor

### **POL 430 Seminar in Problems in Civil Rights and Liberties**

3 hours, 3 credits

Seminar devoted to advanced study of such civil liberties and civil rights issues as the rights of speech, press and religious liberty; substantive due process and the right to privacy; and discriminatory denials of equal protection. Analysis of leading and recent Supreme Court decisions, which may be supplemented by important political, philosophic and legal literature.

**Prerequisites:** ENG 102 or ENG 201, senior standing, and majoring in Government, Criminal Justice, Legal Studies or Political Science, *or* permission of the section instructor

### **POL 435 Seminar in Judicial Processes and Politics**

3 hours, 3 credits

Seminar devoted to advanced study of both state and federal courts in the United States as actors and arbiters in major constitutional and political disputes. Examination of the public policy contribution of courts, and the role of judges, lawyers, litigants and pressure groups in the judicial process. Emphasis is placed on how court decisions influence the negotiation and accommodation that occur in the United States between the values of dominant cultures and those of culturally diverse groups (racial, ethnic, religious, gender).

**Prerequisites:** ENG 102 or ENG 201, GOV 101 *or* POL 101, and senior standing, *or* permission of the section instructor

### **POL 450 Senior Seminar in International Relations and Comparative Politics**

3 hours, 3 credits

This course will expose advanced undergraduate students to an in-depth analysis and assessment of key concepts, methods, issues, and debates in the fields of international relations and comparative politics. Main topics in this course will include: contending theoretical approaches to understanding international and comparative politics; diverse methodologies; the role of the state in

an increasingly interdependent world; evolving perceptions of sovereignty; the impact of domestic and international institutions on political outcomes; and the nature and function of the international legal process. Particular emphasis will be placed on the examination of certain major contemporary issues that include the globalization of financial markets, the challenge of terrorism, and the quest for accountability in world politics. The course aims at providing students with the social scientific training necessary to produce a major research paper.

**Prerequisites:** ENG 102 or 201, GOV 101 *or* POL 101, and senior standing

## **PSYCHOLOGY**

### **PSY 101 Introduction to Psychology**

3 hours, 3 credits

This course is a survey of the scientific study of the mind and behavior. Topics to be covered include research methods and applications in Psychology's major areas of study: thought, memory, learning, personality, social processes, human development, psychological disorders, and the biological bases of behavior.

### **PSY 110 Drug and Alcohol Use and Abuse in American Society**

**(Same course as ANT 110 and SOC 110)**

3 hours, 3 credits

An overview of drug substances and drug abuse. Topics covered include types and patterns of drug abuse with a focus on symptoms, causes, treatment modalities and other related factors. Specific drug substances are discussed, along with resultant psychological and physiological effects. Attention is paid to legal, cultural and educational factors as they relate to drug abuse prevention. Consideration of the relationship between urban living and drug abuse.

### **PSY 129 The Psychology of the African-American Experience (Same course as AAP 129)**

3 hours, 3 credits

Survey and critique of the major theoretical perspectives on African-American psychological development. Overview of the psychological experience of African-Americans, particularly those responses that foster sound psychological functioning despite oppressive or distorting social feedback. Application of psychological concepts and principles to the African-American experience.

### **PSY 130 Effective Parenting**

3 hours, 3 credits

An examination of psychological approaches to parenting, organized by age periods covering the span of life from conception through the high school years. Topics studied include how caregivers help the child to develop major personality dimensions; adjusting to the demands of parenting; establishing healthy patterns; discipline; encouraging self-sufficiency; instilling moral values; play and education; single parenting; the effects of separation, divorce, death, and child abuse; and the management of aggression in children.

### **PSY 180 Stress Management (Same course as PED 180)**

3 hours, 3 credits

This course will explain the sources and consequences of stress. Key theories and terminology will be discussed and evaluated. A variety of instruments, which measure stress levels among individuals will be demonstrated. Coping techniques enabling students to adjust to the demands of stress will be described and practiced.

### **PSY 200 Cognitive Psychology**

3 hours, 3 credits

This course presents a comprehensive overview of essential concepts in cognitive psychology — the scientific study of thinking —

including topics such as perception, reasoning, language, learning and memory. In particular, we will focus on the latest advances in cognitive neuroscience — a branch of neuroscience involving the study of the biological foundations of cognition. The aim of the course is to explore the critical issues in cognitive psychology from a historical, cultural and contemporary perspective.

*Prerequisites:* ENG 101 *and* PSY 101

### **PSY 202 The Family: Change, Challenges and Crisis Intervention (Same course as SOC 202)**

3 hours, 3 credits

This course will examine the family as a changing institution. Topics to be dealt with will include families throughout western history, families in different societies and cultures, maleness and femaleness, the nature of love, sexuality, being single and alone, dating and courtship, cohabitation, marriage, women and work roles, parenting, family stress and conflict, divorce and remarriage.

*Prerequisites:* ENG 101, SOC 101 *and* PSY 101

### **PSY 210 Sex and Culture (Same course as ANT 210 and SOC 210)**

3 hours, 3 credits

Study of behavioral and psychological differences between males and females in the light of contemporary social science theories of social structure, social learning, and individual development. Emphasis on the examination of contemporary theoretical issues in cross-cultural perspective.

*Prerequisites:* English 101 *and* sophomore standing or above

**PSY 213 Race and Ethnic Relations****(Same course as SOC 213)**

3 hours, 3 credits

An analysis of the problems and economic and social positions of minority groups in the United States. Power relationships among various public and private institutions, militant action organizations, service agency programs, etc., are explored in the light of their impact upon the administration of justice in slum communities, the role of minority group police officers, the community environment, and the people among whom law enforcement must operate. Interactions among historical and current social forces and institutions that influence group and individual behavior within urban ghetto communities are examined. New trends in inter-group relations, emergence of new minorities and American groups competing for program funding and services in the urban environment.

*Prerequisites:* ENG 101 *and* one of the following: SOC 101, PSY 101 or ANT 101

**PSY 221 Social Psychology**

3 hours, 3 credits

Social psychology is primarily concerned with the relationship between the social environment and individual thoughts, feelings, and behaviors. This course will provide a general introduction to the theories, practices, and findings of social psychology as well as a more detailed consideration of selected areas of social psychological research. Major topics in social psychology include attraction, aggression, altruism, authority, prejudice and stereotyping, attitude formation and change, and social perception.

*Prerequisites:* ENG 101 *and* PSY 101

**PSY 224 Death, Dying and Society: A Life Crises Management Issue****(Same course as ANT 224, PHI 224 and SOC 224)**

3 hours, 3 credits

Death and dying will be viewed from the perspectives of a variety of academic disciplines and applied fields. The course will deal with the dying process; the different cultural practices and beliefs related to this process; its impact on the individual and his or her family, particularly in the areas of grief, mourning and restructuring the family; and it will examine the ways different occupational groups are routinely involved with death and dying and the methods they evolve to manage it for others and cope with it themselves. The course will also explore different types of death, death at different periods in the life cycle, euthanasia, abortion and the ethical, religious existential issues related to death and dying. The course will be multidisciplinary.

*Prerequisites:* ENG 101 and an introductory course in sociology, psychology, anthropology, or philosophy

**PSY 228 Psychology and Women**

3 hours, 3 credits

A detailed examination of theories of feminine experience, personality and behavior, the development of gender identity and of sex-typed characteristics and abilities, with emphasis on processes and on the critical evaluation of research. The interrelations among anatomy, physiology and psychology will be examined, and the psychology of women will be compared to and placed within the larger framework of contemporary psychological thinking. Implications for therapy will also be covered.

*Prerequisites:* ENG 101, *and* PSY 101 or SOC 101

**PSY 231 Developmental Psychology**

3 hours, 3 credits

This course provides an introduction to the scientific study of human development, with an emphasis on the social, cognitive, cultural and

biological influences on development and on methods for studying development. Topics will include perceptual, motor, cognitive, social and emotional development from infancy to adolescence and emerging adulthood.

*Prerequisites:* ENG 101, PSY 101

### **PSY 232 Psychology of Adolescence and the Adolescent Offender**

3 hours, 3 credits

Theories of adolescent psychosexual, psychosocial, cognitive and biological development will be presented. The application of these theories and issues to understand delinquency and drug abuse during adolescence will be discussed along with the reading of the pertinent psychological literature in these areas. Case studies and psychological treatment methods will be considered.

*Prerequisites:* ENG 101, PSY 101

### **PSY 234 Psychology of Human Sexuality**

3 hours, 3 credits

This course is designed to explore the evolution of human sexual behavior, contemporary sexual modes and disorders of sexual expression from a psychodynamic point of view. Developmental factors instrumental in shaping human sexual behavior, including family dynamics, early learning and psychosocial pressures at various stages of development are discussed. Disorders of sexual behavior are reviewed, as well as contemporary treatment methods.

*Prerequisites:* ENG 101, PSY 101

### **PSY 236 Group Dynamics**

3 hours, 3 credits

This course will focus primarily on the psychology of the small group. A combination of lectures and action-oriented activities (e.g., role playing) will be used to give students an understanding of group processes and to improve their skills as group members or leaders. The aim of the course is to provide an integration of group theory,

research and applied methods. Topics covered include group development, group conflict, conflict resolution within groups, and an overview of group theory and human relations training groups.

*Prerequisites:* ENG 101, PSY 101

### **PSY 240 Psychology of Oppression (Same course as AAP 240)**

3 hours, 3 credits

A study of the origins of oppression and its psychological effects on various racial and ethnic groups. Comparative analysis of the responses of African-Americans and other selected groups to oppression. Examination of the similarities and differences in patterns of adaptation to abuses of power and authority.

*Prerequisites:* ENG 101 *and* one of the following: AAP 129, PSY 101 or PSY 129

### **PSY 242 Abnormal Psychology**

3 hours, 3 credits

This course offers an introduction to psychological approaches to understanding, defining and treating psychological disorders that can affect children, adolescents, and adults. During the course students will learn several distinct perspectives that explain psychological problems and guide psychological treatment and assessment.

*Prerequisites:* ENG 101 *and* PSY 101

### **PSY 243 Theories of Personality**

3 hours, 3 credits

Critical survey of modern approaches to the organization and development of personality. An attempt is made to integrate experimental, clinical, and cultural evidence, with some consideration of problems of personality adjustment.

*Prerequisites:* ENG 101 *and* PSY 101



### **PSY 255 Group Dynamics in Chemical Dependency Counseling**

3 hours, 3 credits

Group counseling issues will be discussed that focus on treating chemical dependency. Differences between conventional group treatment, selection of group members, types of groups for chemical dependency treatment, facilitating group process, using groups to build motivation and other topics germane to treating the chemically dependent in groups will be discussed. Group dynamics in self-help groups and inpatient facilities will also be discussed. While this course is intended for Addiction Studies Program (ASP) students who are pursuing the Credential in Alcoholism and Substance Abuse Counseling (CASAC), psychology and human services students with an interest in group process for treating chemical dependency are invited to enroll.

**Prerequisites:** ENG 101 *and* one of the following: PSY 110, ANT 110, SOC 110, PSY 266 or PSY 242

### **PSY 266 The Psychology of Alcoholism and Substance Abuse**

3 hours, 3 credits

This course will explore the nature of alcoholism from the perspectives of clinical and social psychology. Topics will include patterns of alcohol use and abuse, the psychodynamics of alcoholism and basic principles of treatment and rehabilitation. The course will also consider related problems faced by family and friends of the drinking person.

**Prerequisites:** ENG 101 *and* PSY 101

### **PSY 268 Therapeutic Interventions in Chemical Dependency**

3 hours, 3 credits

This course focuses on a variety of therapeutic issues and counseling techniques involved in the treatment of alcoholism. Initial interviewing, diagnostic assessment, consultation with family members and development of a treatment plan are studied. Emphasis is placed on developing methods for maintaining a therapeutic

alliance and dealing with acting out and resistance. Technical problems in interviewing, leading groups and working with families are explored through the use of case material and role playing methods.

**Prerequisites:** ENG 101 *and* PSY 101

### **PSY 271 Psychological Foundations of Police Work (Same course as PSC 271)**

3 hours, 3 credits

This course is designed to explore and apply psychological principles and practice to the varied police functions in present-day society. Some of the specific topics that will be discussed and critically examined are: the unique psychological stresses of police work and their effect on the police officer, his family and the public; identification and management of the problem police officer; psychological stresses of command; psychology of crowds; riots and their effective control; the application of psychological principles to detective work. The interpersonal psychodynamics of the police with civilian complainants, victims and violent, aggressive individuals will be reviewed in depth.

**Prerequisites:** ENG 101, sophomore standing or above, *and* PSY 101 or PSC 101, *or* permission of the section instructor

### **PSY 272 Correctional Psychology**

3 hours, 3 credits

Explores the major psychological themes and problems in rehabilitating the offender. Issues investigated will include the functions of the correctional psychologist; the efficacy of behavior modification and other treatment modalities; training and supervision of paraprofessionals in correctional settings; sexuality in prison; community-based corrections; prisoner classifications and assessment; prison violence; and the future of correctional psychology.

**Prerequisites:** ENG 101 *and* PSY 101

### **PSY 275 Family Conflict and the Family Court**

3 hours, 3 credits

The interest of the Family Court is essentially “psychological” problems, which the Family Court consistently faces and the role of the psychologist in the Family Court. The course will focus on such problems as custody disputes following separation or divorce, foster care and adoption, children unwanted by their families, school truancy and other status offenses, delinquent youth and the application of rapid intervention techniques in the Family Court context.

*Prerequisites:* ENG 101 *and* PSY 101

### **PSY 310 Culture and Personality**

**(Same course as ANT 310 and SOC 310)**

3 hours, 3 credits

The factors in, and the effect of, cultural conditioning on the biological foundations of personality. A study, on a cross-cultural basis, of the conditioning factors of child care and training, group value attitudes, practices, and culture forms, with reference to basic personality formation.

*Prerequisites:* ENG 102 or ENG 201, junior standing or above, *and* one of the following: PSY 101, ANT 101 or SOC 101

### **PSY 311 Research Methods in Psychology**

6 hours, 4 credits

This course will prepare students for research in the behavioral sciences. Course lectures will follow the principal theories and practices of contemporary psychological research. The course will also include a laboratory component that will focus on the development of testable hypotheses, the design, analysis, and interpretation of research, and on writing research reports in APA format.

*Prerequisites:* ENG 102 or ENG 201, PSY 101, PSY 200, *and* STA 250

### **PSY 320 Brain and Behavior**

3 hours, 3 credits

This course will provide an overview of the basic physiological processes that underlie human behavior. Topics may include the physiology of neural systems that mediate sensory and motor systems, cognitive processing in language, attention, emotion and memory, and the biological bases of psychological disorders.

*Prerequisites:* ENG 102 or ENG 201, PSY 101, PSY 200, STA 250

### **PSY 324 Perception**

3 hours, 3 credits

This course will primarily focus on how we see and hear. Students will learn about the anatomy and physiology of the visual system in order to understand how we perceive color, form, movement and depth and how we recognize faces. Additionally, students will explore the auditory pathways in the perception of speech and non-speech sounds. Students will study chemosensation (taste and smell) and answer questions such as why does food have little flavor when you have a cold. Our senses rarely operate in isolation and so students will also examine interactions between different sensory modalities and how this affects our perception of the environment. Throughout the course, students will examine how experience and culture can affect sensory perception in various domains, particularly the perception of color, faces, objects, depth, smell and flavor.

*Prerequisites:* ENG 102 or ENG 201, PSY 200, STA 250

### **PSY 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling** **(Same course as CSL 331)**

3 hours, 3 credits

This course will focus on assessment of addictive disorders, and clinical evaluation of substance and alcohol abusers. Application of assessment and clinical evaluation findings will be made to treatment planning, case management, discharge planning and clinical record keeping. These assessment and evaluation methods and findings will be applied to chemical dependency counseling techniques. While

this course is intended for Addiction Studies Program (ASP) students, who are pursuing the Credential in Alcoholism and Substance Abuse Counseling (CASAC), other students with an interest in assessment and clinical evaluation in chemical dependency are invited to enroll.

**Prerequisites:** ENG 102 or ENG 201, **and** PSY 266 **and** PSY 268

### **PSY 342 Introduction to Counseling Psychology (Same course as CSL 342)**

3 hours, 3 credits

Provides a theoretical survey of the field of counseling. Major emphasis is on such topics as ethical considerations, the intake interview, counselor roles and client roles, goals of counseling, referrals and liaisons in community, vocational counseling tests and instruments used in the counseling process, academic counseling and research on the counseling process. Differences between counseling and psychotherapy are discussed. Field trips to various counseling centers are arranged.

**Prerequisites:** ENG 102 or ENG 201, PSY 242 **and** PSY 243

### **PSY 343 Psychology of Dreams**

3 hours, 3 credits

A basic course dealing with the theoretical and research aspects of dreams and the psychology of the dream process. Lectures, discussions and readings focus on the use of dreams in psychotherapy, understanding unconscious communication in dreams and recent developments in dream interpretation.

**Prerequisites:** ENG 102 or ENG 201, **and** PSY 242 **or** PSY 243

### **PSY 350 Advanced Topics in Chemical Dependency Counseling (Same course as CSL 350)**

3 hours, 3 credits

This course provides instruction in specific counseling concepts and skills focused upon alcoholism and substance abuse counseling. Students learn about client assessment, treatment planning, case

management, clinical record keeping, discharge planning, counseling roles and settings, family and community education, and vocational counseling.

**Prerequisites:** ENG 102 or ENG 201, **and** PSY 266, PSY 268 **and** PSY 331/CSL 331

### **PSY 370 Psychology and the Law (Same course as LAW 370)**

3 hours, 3 credits

This course is a critical examination of the relationships between psychological research, practice, and theory and the law and legal system. Topics that may be considered include standards and assessments of legal competencies, mental state defenses, civil commitment, violence risk assessments, eyewitness identifications, (false) confessions, deception detection, jury behavior, child custody disputes, the roles of psychologists in the courtroom, and ethical issues in psychology and the law.

**Prerequisites:** ENG 102 or ENG 201, PSY 101, **and** PSY 221 or PSY 242 or LAW 203

### **PSY 372 Psychology of Criminal Behavior**

3 hours, 3 credits

A study of the psychological bases and dynamics of criminal behavior. Topics to be discussed include the "antisocial personality," the psychopath, psychosis and crime, alcoholism and drug abuse, the adolescent offender, the female offender, "sex" offenders and white-collar crime. The varying ways in which the criminal justice system processes, treats and affects the different types of offenders will also be discussed.

**Prerequisites:** ENG 102 or ENG 201, **and** PSY 242 **or** permission of the section instructor

**PSY 378-379 Fieldwork in Forensic Psychology**

Hours to be arranged. Each course: 3 credits

This course provides a supervised experience assisting psychologists and other professionals in forensic psychology with their assessment, management and treatment functions. Students will work in an applied institutional setting, such as a prison, special treatment clinic, hospital, or rehabilitation setting. Training will include interviewing and taking case histories, observation, and staff and case conferences. Students will also participate in classroom seminars supervised by a faculty member, with a focus on career development, and will develop a writing piece on a topic relating to their field placement.

**Prerequisites:** ENG 102 or ENG 201, PSY 242, *and* majoring in Forensic Psychology

**PSY 410 Independent Study**

3 hours, 3 credits

A program of reading and reporting planned and carried out under the guidance of a faculty member. Concerned with a selected topic, issue, or area of interest in anthropology, psychology, or sociology.

**Prerequisites:** 12 credits in psychology, *and* permission of the chairperson of the department and the section instructor

**PSY 421 Forensic Social and Experimental Psychology**

3 hours, 3 credits

This course critically examines selected areas in social and experimental forensic psychology. Students will gain an in-depth knowledge of topics focusing on individual behavior and perceptions (such as eyewitness, child witness, or expert witness testimony) and topics focusing on group behavior (such as jury selection and decision making.) Students will read original research articles and will explore current debates in the field relating to research questions, research methods and ethical issues in research.

**Prerequisites:** ENG 102 or ENG 201, PSY 221, PSY 311, *and* PSY/LAW 370

**PSY 442 Key Concepts in Psychotherapy**

3 hours, 3 credits

This course will examine the process of psychotherapy from the standpoint of central issues. Various theoretical approaches will be considered. There will be case illustrations from the experience of the instructor, who will be a practicing clinical psychologist.

**Prerequisites:** ENG 102 or ENG 201, senior standing, PSY 242 *and* PSY 243, *or* permission of the section instructor

**PSY 445 Culture, Psychopathology and Healing (Formerly PSY 345) (Same course as ANT 445)**

3 hours, 3 credits

This course will study and compare models of mental illness and treatment within Western cultures, non-Western cultures and migrating populations. Cultural notions of mental illness and healing and applicability of Western models of psychopathology, psychiatry and psychotherapy to other cultures will be considered. The evolving role of Western psychology and psychiatry within the context of globalization of health care systems will be addressed. Topics will include self and culture; emotions and culture; cross-cultural diagnosis; psychotherapists, traditional healers and shamans; the immigrant as psychiatric patient; the politics of psychiatry in world health.

**Prerequisites:** ENG 102 or ENG 201, PSY 242, *and* junior standing or above

**PSY 450 Majors Works in Deviance and Social Control (Same course as ANT 450 and SOC 450)**

3 hours, 3 credits

The study of major writings on deviance and social control of 20th-century anthropologists, psychologists and sociologists who made seminal contributions to the contemporary understanding of the subject. The course, a seminar, will include selected writings of such theorists as Ruth Benedict, Emile Durkheim, Sigmund Freud, Bronislaw Malinowski, Robert K. Merton and Thomas Szasz.

**Prerequisites:** ENG 102 or ENG 201, senior standing, *and* majoring in Culture and Deviance Studies (formerly Deviant Behavior and Social Control)

### **PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System**

3 hours, 3 credits

Advanced analysis of criminal behavior and various problems confronting the criminal justice system from a psychological perspective. Topics include the psychological assessment of offenders and the psychosocial assessment of various components of the criminal justice system. Ethical issues in the assessment and rehabilitation of offenders, and in researching psycho-legal issues will also be considered. Case studies and student presentations will be emphasized.

**Prerequisites:** ENG 102 or ENG 201, PSY 242, *and* PSY 370 or PSY 372

### **PSY 477 Advanced Seminar in Youth, the Family and Criminal Justice (Same course as SOC 477)**

3 hours, 3 credits

Examination of selected topics related to the interactions among the family, childhood and adolescence, and the criminal justice system. Specific topics chosen for discussion may include the childhood roots of criminal behavior, juvenile delinquency, intra-familial violence, victimization of children and adolescents and the role of the Family Court.

**Prerequisites:** ENG 102 or ENG 201, senior standing, majoring in Forensic Psychology or Criminology, *and* PSY 232 or SOC 309, *or* permission of the section instructor

### **PSY 480 Ethical and Professional Issues in Chemical Dependency Counseling**

3 hours, 3 credits

The professional role and special ethical responsibilities of the chemical dependency counselor will be discussed. The need for professional ethics, continuing education and developing cooperative relationships with professional colleagues, the ethical canon for counselors, legal considerations, including confidentiality and reporting requirements for chemical dependency counselors, will be covered. Ethical dilemmas will be discussed in order to help the student develop a method for making ethical decisions. Although this course is intended for advanced Addiction Studies Program (ASP) students, who are pursuing the Credential in Alcoholism and Substance Abuse Counseling (CASAC), other students with an interest in ethical issues in psychology and human services are invited to enroll.

**Prerequisites:** ENG 102 or ENG 201, *and* prerequisite *or* co-requisite: PSY 350/CSL 350

## **PUBLIC ADMINISTRATION (Department of Public Management)**

### **PAD 240 Introduction to Public Administration**

3 hours, 3 credits

Introductory course treating the concepts and relationships involved in the execution of public policy. The relationship of the administrative process to clientele groups, the public, legislative bodies, the executive and the courts. Theory and description of administrative organization. Review of the salient features of recent reports on reorganization, fiscal administration, personnel management and management improvements.

**Prerequisites:** ENG 101 *and* one of the following: ANT 101, ECO 101, GOV 101, POL 101, PSY 101 or SOC 101

### **PAD 241 Information in Public Management**

3 hours, 3 credits

Public managers manipulate and consume huge amounts of information. Students will learn about information systems used by public, private and nonprofit organizations and their impact on the administration of public programs. Students will use effective methods and techniques of information gathering, evaluation and presentation. The course will also teach students how to evaluate online and other sources. Particular attention will be given to the application of these skills in academic research.

*Prerequisite:* ENG 101 *Prerequisite or co-requisite:* PAD 240

### **PAD 260 International Public Administration**

3 hours, 3 credits

Review of the institutions, processes and policy issues associated with the administration of international organizations and the implementation of international agreements. Focus on the development of functional and regional international organizations in the context of international legal, political and economic structure, and the administrative processes and structures that are associated with such organizations. Comparison of structures and styles of public management in other nations and cultures.

*Prerequisites:* ENG 101, *and* ECO 101 or ECO 102

### **PAD 314 Leadership, Supervision and Performance**

3 hours, 3 credits

This course exposes students to a range of techniques for improving the efficiency and effectiveness of public sector and not-for-profit services. It devotes particular attention to the application of theories of leadership and performance measurement in a wide variety of management settings. Cases are used extensively.

*Prerequisites:* ENG 102 or ENG 201, *and* PAD 240

### **PAD 318 Decisions in Crises**

3 hours, 3 credits

The goal of this course is to impart lessons to students on what makes for effective decision making during crises. As a starting point for our examination, the course defines leadership as a set of strategic tasks that involve critical analysis, decision making, devil's advocacy, and implementation of actions to address a disturbance. Case studies will be used and ethical implications will be examined.

*Prerequisites:* ENG 102 or 201, PAD 240, PAD 241, STA 250

### **PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations**

3 hours, 3 credits

This course examines the issues of fraud, waste, abuse and corruption in public, nonprofit and other publicly-funded organizations from the perspectives of management, law, economics and other social sciences. The managerial perspective considers the role of control systems and an integrity-fused organizational culture in preventing fraudulent, wasteful, abusive and corrupt practices. The legal perspective addresses the statutory basis for prosecuting such practices, as well as oversight structures, such as Inspectors General, designed to address such practices within an organization. Economic and other social science perspectives will be used to illuminate the systemic and individual dynamics that can invite and sustain corrupt, wasteful and abusive practices.

*Prerequisites:* ENG 102 or ENG 201, PAD 240

### **PAD 340 Planning and Policy Analysis**

3 hours, 3 credits

This course introduces students to a broad range of issues faced by policymakers and planners in the United States and to the tools and frameworks used to understand those issues by public administrators. Emphasis will be placed on planning as an administrative tool and the application of public policy analysis in the planning process.

*Prerequisites:* ENG 102 or ENG 201, *and* PAD 240

**PAD 343 Administration of Financial Resources**

3 hours, 3 credits

Examination of the managerial and political aspects of budgetary cycles and processes in the public sector. Budget planning, preparation, presentation, authorization, administration and control, alternative and innovative approaches to public budgeting, budgetary roles and role relationships.

*Prerequisites:* ENG 102 or ENG 201, *and* PAD 240

**PAD 346 Human Resource Administration**

3 hours, 3 credits

This course will provide the student with an understanding of the history, development, and evolving philosophy of public sector human resource administration, as well as an introduction to specific techniques necessary for the management of human resources. Among the issues to be examined are recruitment, selection and training of personnel, affirmative action, labor-management relations and the role of a manager in public sector organizations.

*Prerequisites:* ENG 102 or ENG 201, *and* PAD 240

**PAD 348 Justice Planning and Policy Analysis**

3 hours, 3 credits

Review of techniques of planning, decision making and implementation of change in the justice system. Survey of methods available for identifying needs, managing short- and long-term plans, and systematically monitoring change. Overview of problem areas involving the interface between discrete components of the justice system.

*Prerequisites:* ENG 102 or ENG 201, CRJ 101, *and* PAD 241

**PAD 355 Public Policy Analysis**

3 hours, 3 credits

Interpreting and solving complex problems are everyday activities for public sector decision makers, whether they are operating in

international, regional, national or local political environments. These decision makers rely on policy analysts to help them understand and reason through choices of action undertaken to remedy a wide array of market and governance failures. The content of this course examines the world of the policy analyst and the analytical techniques they rely upon to carry out their work. Students will learn to assess public policy problems and carry out a policy analysis. These are critical skills for those seeking analyst grade posts in government, or working as policy professionals in nonprofit organizations.

*Prerequisites:* ENG 102 or 201, *and* PAD 240

**PAD 358 Comparative Public Administration**

3 hours, 3 credits

A comparative analysis of administrative processes and institutions in selected foreign countries. This course will explore similarities and contrasts in administration and program policy as they relate to political, social, economic and cultural factors in the societies studied, with special emphasis on developmental administration.

*Prerequisites:* ENG 102 or ENG 201, *and* PAD 240

**PAD 360 Court Administration**

3 hours, 3 credits

Study of court management from institutional, behavioral and process perspectives. Emphasis on court structure, jurisdiction and inherent power; governmental relations affecting managerial control, judicial concerns and constraints on management; the allocation and utilization of court workers and on other resources and the role of the court executive.

*Prerequisites:* ENG 102 or ENG 201, *and* PAD 240

**PAD 390 Selected Topics in Public Administration**

3 hours, 3 credits

Intensive study of a topic to be announced.

*Prerequisites:* ENG 102 or ENG 201, *and* PAD 240

### **PAD 400 Quantitative Problems in Public Administration**

3 hours, 3 credits

The principles and techniques of operations research will be applied to field problems and cases. Students will develop quantitative models, consider the organizational and management implications of the models, and develop management and implementation studies.

Note: This course is offered only as a distance learning course.

**Prerequisites:** ENG 102 or ENG 201, MAT 220, and any 300-level public administration course

### **PAD 402-403 Seminar and Internship in Public Administration**

6 hours, 6 credits

The Seminar and Internship in Public Administration exposes students to the daily routines, processes, procedures, and expectations and work life in the public sector. Students meet once a week in seminar. The seminar seeks to integrate public administration concepts and theories learned in the classroom with practical experience. The seminar meets once a month at the CUNY Graduate Center with students who are in similar programs at other senior colleges of the university. Students are required to intern a minimum of 12 to 16 hours per week at a government agency or nonprofit organization. Placement is arranged by the instructor in consultation with the individual student.

**Prerequisites:** ENG 102 or ENG 201, senior standing, *and* permission of the instructor

### **PAD 404 Practicum in Public Administration**

3 hours, 3 credits

Supervised work experience for students in city, state, federal, or international agencies, based on a project with a defined work-product. Initial development of a project proposal, approved by both the course professor and the field supervisor, appropriate to the

student's major, and including a literature review of the topic.

Participation in weekly classroom meetings and seminars supplements the work experience.

**Prerequisites:** ENG 102 or ENG 201, senior standing, *and* PAD 241 or PAD 400

### **PAD 420 Contemporary Administration and the Judiciary (Same course as LAW 420)**

3 hours, 3 credits

Study of emerging trends and issues in the administration of the courts, and the emerging role of the judiciary in the administration of programs in the public and private sectors. Examination of the literature of traditional court administration, as well as from areas of judicial intervention, such as corrections, school desegregation, mental health and foster care. Review of the history of judicial approaches to the administrative process, with focus on the forms of intervention and the substantive issues raised.

**Prerequisites:** ENG 102 or ENG 201, and PAD 360

### **PAD 440 Problems in Public Administration**

3 hours, 3 credits

Seminar in selected problems for public administration. Case studies of current issues in public-sector management. Analysis of managerial techniques and strategies against a background of organization theory, behavioral motivation, administrative history and political change.

**Prerequisites:** ENG 102 or ENG 201, senior standing, and PAD 240

### **PAD 445 Seminar in Justice Administration and Planning**

3 hours, 3 credits

Seminar in selected problems involved in planning and administration of programs and agencies involved in criminal justice. Students examine actual and simulated cases involving the



development and implementation of criminal justice policy. Cases require the analysis of management technique and policy strategy in the context of theory and practice in public administration and criminal justice.

*Prerequisites:* ENG 102 or ENG 201, and PAD 348

## PUERTO RICAN/LATIN AMERICAN STUDIES (See LATIN AMERICAN AND LATINA/O STUDIES)

## RELIGION (Department of Philosophy)

### REL 101 Western Religions

3 hours, 3 credits

The course examines the doctrines and development of the Western religions: Judaism, Christianity and Islam. Historical and literary criticism applied to sacred texts.

### REL 102 Eastern Religions

3 hours, 3 credits

Examination of the doctrines and development of Eastern religions: Hinduism, Jainism, Buddhism, Confucianism and Taoism. Historical and literary criticism applied to sacred texts.

## RUSSIAN (Department of Foreign Languages and Literatures)

**These courses are no longer being offered. For course descriptions see the Undergraduate Bulletin 2010-11.**

## SECURITY (Department of Law, Police Science and Criminal Justice Administration)

### SEC 101 Introduction to Security

3 hours, 3 credits

An introduction to the historical, philosophical and legal basis of the security field. Overview of school and campus security, hospital security, housing security, etc. Security organizations, their policies and personnel are evaluated. Emphasis is placed on creating security awareness, relations with other organizations and security's place in the corporate structure.

*Prerequisite:* Eligibility to enroll in ENG 101

### SEC 210 Methods of Security

3 hours, 3 credits

Methods and techniques used to prevent and reduce losses due to theft and casualty. Consideration of the security survey; communication and surveillance systems; control of personnel and visitors; the use, supervision, and training of security forces; handling civil disturbances in public buildings; and other emergencies.

*Prerequisites:* ENG 101, sophomore standing or above, *and* SEC 101

### SEC 211 Security Management

3 hours, 3 credits

The organization of the security function and its administration will be emphasized. Selection, education, training, seminars and workshops for security personnel will be examined including techniques for gaining acceptance for new security programs. Contracting or leasing vs. direct supervision and outright purchase of security services and equipment will be compared. Problems in allocation, communications, assignment and span of control will be presented.

*Prerequisites:* ENG 101 and SEC 101

**SEC 270 Security of Computers and Their Data****(Same course as MAT 270)**

3 hours, 3 credits

Methods that have been used in the past to steal with the aid of the computer will be examined. Case studies will be used. Methods of detecting computer fraud and physically protecting the computer and EDP systems will be stressed.

**Prerequisites:** ENG 101 and one introductory course in computing or the equivalent

**SEC 310 Emergency Planning**

3 hours, 3 credits

This course provides a survey of the management issues posed by emergencies of all kinds, such as bomb threats, earthquakes, explosions, labor disputes and oil spills. Issues such as risk analysis, standards, countermeasures and emergency public relations will be studied, along with case histories.

**Prerequisite:** ENG 102 or ENG 201

**SEC 405 Seminar in Security Problems**

3 hours, 3 credits

A professional seminar on major security problems in the private, public and institutional sectors. Legal liability and its control will be emphasized. Students will either analyze an existing or plan an original security program.

**Prerequisites:** ENG 102 or ENG 201, senior standing, and majoring in Security Management, *or* permission of the section instructor

**SEEK**

**Note: The courses listed here are open only to SEEK students.**

**COMS 102 Basic Communication Skills II**

3 hours, 1 credit

This course is designed for entering freshmen who scored between 33-35 on the Reading Assessment Test and for continuing students who have completed COM 101 and need more instruction in reading comprehension as well as instruction in how to read critically in order to comprehend textbooks, editorials and essays. Use of the library for research will be an integral part of this course.

**COMS 103 Basic Communication Skills III**

3 hours, 3 credits

This course is equivalent to COM 110 and is designed for students who scored at the maximum cut-off point on the assessment exams. Comprehension and learning strategies at the college level are stressed. Emphasis will be placed upon problem solving, organization, note taking and critical reading. Library reading and core course content will be required using the thematic approach to learning.

**FRC 101 SEEK Freshman Colloquium**

3 hours, 3 credits

FRC 101 is a course designed to provide a meaningful framework for helping students view the interrelationships between the variety of disciplines students will meet in a general liberal arts core. Further, the course is designed to allow students to critically analyze the social, cultural and personal factors that influence their academic progress.

The course content emphasizes the use of written and oral expression in the critical investigation of the higher education degree requirements, related to both specific and general career goals. This course includes the study of self-awareness, problem solving and decision making techniques in clarifying goals for good academic

performance and selection of a career. Class sessions are devoted to enhancing learning skills and strategies for note taking and lecture comprehension.

## SOCIAL SCIENCE RESEARCH (Department of Sociology)

### **SSC 325 Research Methods in the Behavioral Sciences**

3 hours, 3 credits

An introduction to the major research methods in the behavioral sciences, to include survey, experimental and field research. The logic, design and execution of the research process are considered, with concern for elementary analysis of data. (Registration is through the Department of Sociology.)

*Prerequisites:* ENG 102 or ENG 201, PSY 101 or SOC 101, and junior standing or above

## SOCIOLOGY

### **SOC 101 Introductory Sociology: Sociological Analysis**

3 hours, 3 credits

The study of modern society: social groups, social organization, process of interaction, social disorganization and change. Such topics as deviant behavior, social control, ethnic and class relations, culture and personality, and urbanization are considered.

### **SOC 110 Drug and Alcohol Use and Abuse in American Society (Same course as ANT 110 and PSY 110)**

3 hours, 3 credits

An overview of drug substances and drug abuse. Topics covered include types and patterns of drug abuse, with a focus on symptoms,

causes, treatment modalities, and other related factors. Specific drug substances are discussed, along with resultant psychological and physiological effects. Attention is paid to legal, cultural and educational factors as they relate to drug abuse prevention. Consideration of the relationship between urban living and drug abuse.

### **SOC 160 Social Aspects of Alcohol Abuse**

3 hours, 3 credits

History and functions of alcohol use in Western cultures. Distinction between use and abuse. Extent of problem drinking in the U.S. The bar phenomena and prohibitionism. Theories of alcohol use and abuse. Social costs of and societal responses to problem drinking.

### **SOC 161 Chemical Dependency and the Dysfunctional Family**

3 hours, 3 credits

This course examines the way alcoholism and drug abuse begin with a family, how they affect family life, the different types of family treatment offered, and the difficult process of recovery. Comparisons will be made between alcoholic and drug abusing families, and families suffering from other types of difficulties. Role playing, family sculpting and other experimental approaches will be used to aid in teaching.

### **SOC 201 Urban Sociology: The Study of City Life**

3 hours, 3 credits

Explores what the earliest cities were like, and how urban life has changed over the centuries; what forces guided the evolution of cities into centers of industry, commerce, finance, recreation, entertainment, higher education and media communications; why cities face problems of inadequate mass transit, congestion, housing decay, pollution, crime and fiscal bankruptcy; how city life shapes personalities and attitudes and influences lifestyles and life chances; what solutions have been proposed for urban problems; and how different everyday life will be in the city of the future.

*Prerequisites:* ENG 101 and SOC 101

### **SOC 202 The Family: Change, Challenges and Crisis Intervention (Same course as PSY 202)**

3 hours, 3 credits

This course will examine the family as a changing institution. Topics to be dealt with will include families throughout Western history, families in different societies and cultures, maleness and femaleness, the nature of love, sexuality, being single and alone, dating and courtship, cohabitation, marriage, women and work roles, parenting, family stress and conflict, divorce and remarriage.

*Prerequisites:* ENG 101, SOC 101, and PSY 101

### **SOC 203 Criminology**

3 hours, 3 credits

The nature and causation of crime. Approaches to the study of crime and its treatment and prevention. The sociology of criminal law. The nature of criminal behavior; theories and research.

*Prerequisites:* ENG 101 and SOC 101

### **SOC 206 The Sociology of Conflict and Dispute Resolution**

3 hours, 3 credits

Focuses on why there are struggles over income, property and power on the interpersonal, community, national and international levels. Examines the causes of disputes, the difficulties that arise in resolving them, the alternative methods for settling them (conciliation, mediation, arbitration, adjudication) and the advantages of peaceful resolution.

*Prerequisites:* ENG 101 and SOC 101

### **SOC 209 Sociology of Work and Jobs**

3 hours, 3 credits

Explores the importance of work as a major source of individual and group identity, income, lifestyle and influence; how people find jobs, why they choose a particular line of work, why they stay or leave; the different occupations, the pay, prestige, privileges, power and

satisfactions they bring; the rise and development of trade unions and professional organizations; how most work has become routinized, impersonal, narrowly limited, yet highly specialized; and on-the-job problems of absence, turnover, boredom, sabotage and stealing.

*Prerequisites:* ENG 101 and SOC 101

### **SOC 210 Sex and Culture (Same course as ANT 210 and PSY 210)**

3 hours, 3 credits

Study of behavior and psychological differences between males and females in the light of contemporary social science theories of social structure, social learning, and individual development. Emphasis on the examination of contemporary theoretical issues in cross-cultural perspective.

*Prerequisites:* ENG 101 and sophomore standing or above

### **SOC 213 Race and Ethnic Relations (Same course as PSY 213)**

3 hours, 3 credits

An analysis of the problems and economic and social positions of minority groups in the United States. Power relationships among various public and private institutions, militant action organizations, service agency programs, etc., are explored in the light of their impact upon the administration of justice in urban ghetto communities, the role of minority group police officers, the community environment and the people among whom law enforcement must operate. Interactions among historical and current social forces and institutions that influence group and individual behavior within urban ghetto communities are examined. New trends in inter-group relations, emergence of new minorities and American groups contesting for program funding and services in the urban environment.

*Prerequisites:* ENG 101 and one of the following: SOC 101, PSY 101 or ANT 101

### **SOC 215 Social Control and Gender: Women in American Society**

3 hours, 3 credits

The effects of various systems of social control on women in American society. The systematic impact of race, ethnicity, informal and formal sources of social control of women, ranging from traditional family sex roles to the treatment of women by courts and prisons, health care institutions and schools. Examination of organized efforts by women to change both their social roles and organized institutions.

*Prerequisites:* ENG 101 and one of the following: SOC 101, PSY 101 or ANT 101

### **SOC 216 Probation and Parole: Principles and Practices**

3 hours, 3 credits

Administrative organization and management in the probation and parole systems. Recruitment, training, assignment and supervision of probation/parole officers.

*Prerequisites:* ENG 101 and SOC 101

### **SOC 222 Sociology of Mass Communication**

3 hours, 3 credits

Special emphasis will be placed on the relationship between mass communications and the criminal justice system. This course will focus on the rise of mass media, its institutionalization and its socioeconomic context. Students will utilize techniques of “content analysis” to assess the image of the police, courts, criminals, prisons, etc., as presented in the media. The social-psychological process through which such messages shape and influence public attitudes will be explored. A highlight of this course will be several in-depth interviews with distinguished members of the mass media and criminal justice communities.

*Prerequisites:* ENG 101 and SOC 101

### **SOC 224 Death, Dying and Society: A Life Crises Management Issue**

**(Same course as ANT 224, PHI 224 and PSY 224)**

3 hours, 3 credits

Death and dying will be viewed from the perspectives of a variety of academic disciplines and applied fields. The course will deal with the dying process: the different cultural practices and beliefs related to this process; its impact on the individual and his or her family particularly in the areas of grief, mourning and restructuring of the family; and it will examine the ways different occupational groups are routinely involved with death and dying and the methods they evolve to manage it for others and cope with it themselves. The course will also explore different types of death, death at different periods in the life cycle, euthanasia, abortion and ethical, religious existential issues related to death and dying. The course will be multidisciplinary.

*Prerequisites:* ENG 101 and an introductory course in sociology, anthropology, philosophy, or psychology

### **SOC 232 Social Stratification**

3 hours, 3 credits

This course reveals that there are social classes in America as well as individuals and groups; how all societies have classes within them; how different interests cause conflicts between the classes; how members of various classes have different attitudes and life styles; how class differences influence personality, sexual behavior, job preferences, health, criminal activity and treatment by the justice system; and what patterns and trends exist for individual and group mobility up and down the social ladder.

*Prerequisites:* ENG 101 and SOC 101

### **SOC 236 Victimology**

**(Same course as CRJ 236)**

3 hours, 3 credits

This course focuses on the victims rather than the offenders: why they have been “rediscovered” recently, why they often do not report

crimes to the police, how some victims might share responsibility for the crimes with the offenders, how they can be repaid for their losses through offender restitution and government compensation; and what new services are available to help victims prevent crime and survive attacks.

*Prerequisites:* ENG 101 and CRJ 101 or ICJ 101

### **SOC 240 Social Deviance**

3 hours, 3 credits

Analysis of the manner in which societies come to define certain behaviors as deviant. Particular attention will be paid to the social and cultural processes of social disorganization and conflict, civil disorder and violence, crime, mental illness, suicide, addiction and sexual deviance. Selected theories of deviance will be critically examined.

*Prerequisites:* ENG 101 and SOC 101

### **SOC 251 Sociology of Human Rights**

3 hours, 3 credits

This course is an introduction to the sociology of human rights. It will enable students to understand major sociological debates surrounding the topic, mainly how human rights became part of social expectation, how they vary in socio-cultural space, and how they are distributed across different categories of people. It will enable them to think critically about human rights issues in a global world. The focus will be on the role of non-state actors, including Amnesty International and Human Rights Watch, multi-national companies and the media, in both promoting and violating human rights.

*Prerequisites:* ENG 101 and SOC 101

### **SOC 275 Political Imprisonment**

3 hours, 3 credits

Political Imprisonment asks what forcible confinement means in modern society and what its historical and contemporary forms, such

as the prison, the death camp, quarantine, the gulag, the refugee camp, the boarding school, and forced relocation can tell us about the tensions between individual rights and governmental control. The course uses case studies from countries such as the United States, Kenya, Egypt, Australia, Germany, Palestine, and Sudan to examine how states have interned individuals living within their borders and the political, social, and economic conditions that have motivated governments to so radically limit individual freedom. Ultimately this course seeks to disentangle the relationships among confinement, patriarchy, class hierarchies, and racism.

*Prerequisites:* ENG 102 or ENG 201, SOC 101 or ICJ 101

### **SOC 278 Political Sociology**

**(Same course as GOV 278 and POL 278)**

3 hours, 3 credits

This course analyzes the sources of power in society, the goals of elites and ruling classes, the attitudes of people toward authority, the impact of political decisions on everyday life, why voters support certain candidates and feel strongly about certain issues, whether polls measure or shape public opinion, why political violence occurs and how new technologies will influence the future balance of democratic vs. dictatorial tendencies.

*Prerequisites:* ENG 101, and GOV 101, POL 101 or SOC 101

### **SOC 290 Selected Topics in Sociology**

3 hours, 3 credits

Intensive study of a topic to be announced.

*Prerequisites:* ENG 101, SOC 101 and permission of the instructor

### **SOC 301 Penology**

3 hours, 3 credits

Programs for the social treatment of criminals. The police system and criminal procedure. The penal and reformatory institutions in their physical, educational and social aspects. Probation and parole problems. A survey of theories and practices in penology.

*Prerequisites:* ENG 102 or ENG 201, and SOC 203

### **SOC 302 Social Problems**

3 hours, 3 credits

This course surveys how undesirable social conditions like poverty, inequality, racism, sexism, corruption, pollution and overpopulation come to be defined or ignored as social problems. Reviews the wide variety of possible solutions to these social problems proposed by different interest groups and social movements.

*Prerequisites:* ENG 102 or ENG 201, SOC 101, and junior standing or above

### **SOC 305 The Sociology of Law**

3 hours, 3 credits

An understanding of the place of legal systems within social systems from the perspective of social theory. Systems of jurisprudence, both civil and criminal, will be explored for their social meaning and use as instruments of social control. Manifest and latent functions in the administration of justice, the interactions of lawyers, police, prosecutors and judges as well as their relations with the public will be studied.

*Prerequisites:* ENG 102 or ENG 201, SOC 101, and junior standing or above

### **SOC 308 The Sociology of Violence**

3 hours, 3 credits

This course examines the changes in the methods, patterns and meanings of violence. Special attention is paid to individual and collective violence in the streets, in schools, at home, within the media, by the police, by terrorists and by the military. The major theories explaining the causes of violence, and important research about attitudes toward violence and the use of force to bring about change are reviewed.

*Prerequisites:* ENG 102 or ENG 201, SOC 101, and junior standing or above

### **SOC 309 Juvenile Delinquency**

3 hours, 3 credits

Sociological, psychological and biological factors in juvenile delinquency. A survey of theories of juvenile delinquency. Modern trends in prevention and treatment.

*Prerequisites:* ENG 102 or ENG 201, SOC 101, and junior standing or above

### **SOC 310 Culture and Personality**

**(Same course as ANT 310 and PSY 310)**

3 hours, 3 credits

The factors in, and the effects of, cultural conditioning on the biological foundations of personality. A study, on a cross-cultural basis, of the conditioning factors of child care and training, group value attitudes, practices and culture forms, with reference to basic personality formation.

*Prerequisites:* ENG 102 or ENG 201, junior standing or above, and one of the following: ANT 101, PSY 101 or SOC 101

### **SOC 314 Theories of Social Order**

3 hours, 3 credits

This course explores the contributions of sociological theorists toward an understanding of the conditions under which social orders are established, sustained, and/or transformed. Topics include issues concerning the mechanisms and the roles of institutions of social control, and political and economic power.

*Prerequisites:* ENG 102 or ENG 201, SOC 101, and junior standing or above

### **SOC 315 Modern Sociological Theory**

3 hours, 3 credits

This course reveals the basic principles common to societies around the world and throughout time, and how social theories are used to guide policy and spark change. Sociological theories are contrasted

with major psychological, economic, and political outlooks about human behavior. The modern theories grapple with crucial issues like the reasons for revolution, the problems with developing nations, the effects of bureaucratization, the roots of alienation, and the role of ideology and the media in shaping courses.

**Prerequisites:** ENG 102 or 201, SOC 314

### **SOC 333 Gender Issues in International Criminal Justice**

3 hours, 3 credits

This course will examine the role of gender in crime and criminal justice and will cover the following topics from a cross-cultural comparative perspective: 1) *women as offenders*, including the range of offenses, their seriousness, and changes in the nature; 2) *women as victims*, including abused women, rape victims, and women forced into prostitution; 3) *women as social control agents/professionals in the criminal justice systems* (as attorneys, police officers, correctional officers, etc.).

**Prerequisites:** ENG 102 or ENG 201, junior standing or above, and one of the following: SOC 101, CRJ 101 or ICJ 101

### **SOC 335 Migration and Crime**

3 hours, 3 credits

This course asks what changes take place when a population moves from a rural to an urban area, from one country to another and from a pre-industrial to an industrial society. Theories of the links of migration with crime and entrepreneurship are tested for both past and current immigrant groups. The sub-economies and subcultures that immigrants create are also considered.

**Prerequisites:** ENG 102 or ENG 201, SOC 101 and junior standing or above

### **SOC 341 International Criminology**

3 hours, 3 credits

This course analyzes the nature and causation of international and transnational crime and examines issues in the globalization of crime,

including terrorism, money laundering, drug trafficking and weapons dealing, among others. Using data from international crime and victimization surveys, this course will also explore patterns, trends and rates of crime and delinquency, and will discuss the variety of sociological, demographic and economic explanations.

**Prerequisites:** ENG 102 or ENG 201, and SOC 101

### **SOC 346 Sport in Global Perspective**

3 hours, 3 credits

This course looks at past and contemporary understandings of sport from a global perspective. It seeks to illustrate the multiple ways sport has been studied and explores how understandings of sport have been debated, defended, and used over time. Special attention is devoted to the politics that are invested in sport and uses of the body as well as the overarching ideologies that the sporting body supports at various moments in time. Focusing on how the body intervenes in social processes, the course also considers how athletes have used sport to resist and subvert stereotypes and to create alternative racial, class, and gender identities. We conclude by contemplating new ways that sport might be considered.

**Prerequisites:** ENG 102 or ENG 201, and SOC 101

### **SOC 351 Crime and Delinquency in Asia**

3 hours, 3 credits

This course focuses on the nature and extent of crime and delinquency and the social context in which crime occurs in Asian countries. Comparisons of crime and delinquency in various Asian nations will be made with reference to economic development and the social status of women and children. Special topics such as dowry murders in India, Yakuza gangs in Japan and Chinese triads will be discussed.

**Prerequisites:** ENG 102 or ENG 201, junior standing or above, *and* SOC 101 or ICJ 101



### **SOC 354 Gangs and Transnationalism**

3 hours, 3 credits

This course will explore definitions, theories and histories of both street gangs and transnationalism, considering both how local gangs have globalized and how global influences and currents shape local gangs. Case studies of a variety of different groups from around the world will be considered within this conceptual, theoretical and historical context.

*Prerequisites:* ENG 102 or ENG 201, and SOC 101

### **SOC 360 Corporate and White-Collar Crime (Same course as ECO 360)**

3 hours, 3 credits

In examining crimes committed by corporations and organizations, as well as individuals in the course of their occupation, this course explores how such crimes are socially defined, who commits them, who is victimized by them, which social contexts promote them, and how society responds to them. The economic, social and political costs of corporate and white-collar crime are compared to street crime. Other topics include embezzlement, fraud and theft that occurs within enterprises, underground economic activity; criminal violation of antitrust and environmental laws, security, fiduciary, and market crimes; and corrupt relationships between business and government. Members of either the economics or sociology faculties teach this course with varying emphasis on the above topics.

*Prerequisites:* ENG 102 or ENG 201, junior standing or above, SOC 203, and one course in economics

### **SOC 380 Sociology Laboratory in Dispute Resolution Skill Building**

3 hours, 3 credits

The techniques and the skills of dispute resolution; primary focus on mediation and minimal attention to arbitration. Students are introduced to the strategies and tactics of negotiations, with special

emphasis on mediation as an extension of the negotiation process in the resolution of interpersonal and community disputes.

*Prerequisites:* ENG 102 or ENG 201, and SOC 206

### **SOC 381 Internship in Dispute Resolution**

10 hours per week, 3 credits

Students are placed in appropriate settings to enhance their dispute resolution skills and techniques.

*Prerequisites:* ENG 102 or ENG 201, and SOC 380

### **SOC 401 Problems of Minority Groups – Seminar**

3 hours, 3 credits

This course reviews theories about the causes of racism; investigates how minority groups face discrimination in schooling, housing, jobs; and looks into the controversy over whether there is a dual system (or double standard) of justice.

*Prerequisites:* ENG 102 or ENG 201, and senior standing

### **SOC 410 Independent Study**

3 hours, 3 credits

A program of reading and reporting planned and carried out under the guidance of a faculty member. Concerned with a selected topic, issue, or area of interest in sociology, anthropology, or psychology.

*Prerequisites:* ENG 102 or ENG 201, and 12 credits in sociology or permission of the department and the section instructor

### **SOC 420 Women and Crime (Same course as CRJ 420)**

3 hours, 3 credits

A seminar to explore in depth three aspects of the relationship between women and crime: 1) *women as offenders*, including the range, intensity, and growing nature of female criminality; 2) *women as victims of crime*, including abused women, rape victims and the

victimization aspects of prostitution; 3) *women as social control agents*.

**Prerequisites:** ENG 102 or ENG 201, SOC 101, senior standing, CRJ 101, ICJ 101, or PSC 101, *or* permission of the section instructor

### **SOC 430-431 Criminology Research Internship**

Students will spend 8 hours per week for a total of 96 hours per semester in the field and 15 hours per semester in seminars. 3 credits

Supervised field experience as a research assistant. Students assist in research conducted by criminal justice agencies or on academic research projects. Training includes practical application of research skills such as data collection and interviewing. Through the College Internship Office, placement is arranged by the Criminology major coordinator in consultation with the student.

**Prerequisites:** ENG 102 or ENG 201, admission to the honors track of the Criminology major, and completion of both SSC 325 and STA 250, *or* completion of one with concurrent enrollment in the other during the first semester of the internship

### **SOC 435 Current Controversies in Alcoholism and Substance Abuse**

3 hours, 3 credits

This seminar will focus on recurring social controversies in alcohol and substance abuse. It will examine the societal impact of public policy in these areas upon law enforcement, health care, organized crime, civil liberties and social norms. The course will be of great value to persons working in these areas in obtaining the information and perspectives needed to be sensitive to bureaucratic and socio-political considerations.

**Prerequisites:** ENG 102 or ENG 201, SOC 260, and SOC 110/ANT 110/PSY 110, *or* permission of the instructor. For Criminal Justice majors: 6-9 credits in the alcohol and substance abuse concentration.

### **SOC 440a Senior Seminar (Criminology)**

3 hours, 3 credits

An examination of selected issues and problems — theoretical and empirical — that are important to contemporary criminology. The instructor will select these issues after consultation with members of the seminar.

**Note: Students who entered the College before Fall 2010 should complete SOC 440a, students who entered after Fall 2010 should complete SOC 440b.**

**Prerequisites:** ENG 102 or ENG 201, senior standing, and SOC 203

### **SOC 440b Senior Seminar (Criminology)**

3 hours, 3 credits

In this capstone course for the Criminology major, students will examine selected theoretical and empirical issues and problems that are important to contemporary criminology. Students will write a research proposal or an empirically based research paper.

**Note: Students who entered the College before Fall 2010 should complete SOC 440a, students who entered after Fall 2010 should complete SOC 440b**

**Prerequisites:** ENG 102 or ENG 201, senior standing and all disciplinary requirements for the Criminology major: SOC 203, STA 250, SSC 325, and SOC 314

### **SOC 450 Majors Works in Deviance and Social Control (Same course as ANT 450 and PSY 450)**

3 hours, 3 credits

The study of major writings on deviance and social control of 20th-century anthropologists, psychologists, and sociologists who made seminal contributions to the contemporary understanding of the subject. The course, a seminar, will include selected writings of such theorists as Ruth Benedict, Emile Durkheim, Sigmund Freud, Bronislaw Malinowski, Robert K. Merton, and Thomas Szasz.

**Prerequisites:** ENG 102 or ENG 201, senior standing, and majoring in Culture and Deviance Studies (formerly Deviant Behavior and Social Control)

### **SOC 477 Advanced Seminar in Youth, the Family and Criminal Justice** **(Same course as PSY 477)**

3 hours, 3 credits

Examination of selected topics related to the interactions among the family, childhood and adolescence, and the criminal justice system. Specific topics chosen for discussion may include the childhood roots of criminal behavior, juvenile delinquency, intra-familial violence, victimization of children and adolescents, and the role of the Family Court.

**Prerequisites:** ENG 102 or ENG 201, senior standing, majoring in Forensic Psychology or Criminology, and SOC 309 or PSY 232, *or* permission of the section instructor

## **SPANISH (Department of Foreign Languages and Literatures)**

### **SPA 101 Introductory Spanish I**

3 hours, 3 credits

A basic course in the Spanish language with an emphasis on oral and written communication, reading, vocabulary, and the customs and culture of Spanish-speaking countries.

Students who take SPA 101 cannot fulfill the 6-credit language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112 or an intermediate level course to satisfy the BA/BS requirements. Students cannot receive credit for SPA 101 if it is taken after SPA 102. Ten laboratory hours are required during the semester.

### **SPA 102 Introductory Spanish II**

3 hours, 3 credits

This course will enable the student to speak, comprehend, read and write Spanish on a basic level.

Students who take SPA 101 cannot fulfill the 6-credit language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112 or an intermediate level course to satisfy the BA/BS degree requirements. Ten laboratory hours are required during the semester.

**Prerequisite:** SPA 101 or placement examination

### **SPA 111 Introductory Spanish I for Bilingual Students**

3 hours, 3 credits

An elementary course for the student who has some speaking knowledge of Spanish but who needs practice in reading and writing. No credit will be given for SPA 111 if taken after the completion of SPA 112.

Students who take SPA 101 cannot fulfill the 6-credit language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112 or an intermediate level course to satisfy the BA/BS degree requirements.

### **SPA 112 Introductory Spanish II for Bilingual Students**

3 hours, 3 credits

This course will enable the bilingual student to read and write proficiently in Spanish.

**Prerequisite:** SPA 111 or placement examination

### **SPA 115 Practical Spanish I**

3 hours, 3 credits

Basic principles of a beginner's course (monolingual track) geared toward law enforcement personnel. It is designed to give the

foundation for understanding, speaking, reading and writing the target language. Special emphasis on vocabulary and linguistic structures necessary to policing and related professions.

No credit for SPA 115 unless SPA 116 is completed.

### **SPA 116 Practical Spanish II**

3 hours, 3 credits

The second half of a beginner's course for law enforcement personnel. Completes the grammar and vocabulary of Spanish 115, as necessary to policing and related professions.

*Prerequisite:* SPA 115, or permission of the instructor

### **SPA 201-202 Intermediate Conversational Spanish for Non-Hispanic Students**

3 hours, 3 credits

Emphasis on conversation and reading of modern prose. Either term may be taken separately.

*Prerequisites:* ENG 101, and successful completion of SPA 102, *or* three years of high school Spanish and the third year Regents examination

### **SPA 207 The Spanish-American Experience**

3 hours, 3 credits

Reading, discussion and analysis in English of selected masterpieces in Spanish-American literature. The development of an independent American conscience through the struggle and search for self-determination and self-expression. Course content is selected from topics such as the impact of conquest and colonization, myth and reality, man vs. nature, literature and revolution in such authors as Cortes, Azuela, Borges, Garcia Marquez, Rulfo and others. Students with a reading knowledge of Spanish are encouraged to read all materials in the original.

*Prerequisite:* ENG 102 or ENG 201, *or* permission of the section instructor

### **SPA 208 The Theme of Justice in 20th-Century Spanish Literature**

3 hours, 3 credits

This course traces the theme of justice in 20-century Spanish literature. A variety of examples will be used in exploring this topic. Justice as seen in the relationship of the individual and the state, person to person, man to the Divine, etc., will be viewed through the works of Max Aub, Camilo José Cela, Carmen Laforêt, Jacinto Benavente and other contemporary writers. The works will be read in English translation.

*Prerequisites:* ENG 101 and ENG 102 or ENG 201, *or* permission of the section instructor

### **SPA 211-212 Intermediate Conversational Spanish for Hispanic Students**

3 hours, 3 credits

Entirely in Spanish. Enrichment of vocabulary through reading of literary selections. Some emphasis on Hispanic culture in general. SPA 211 is offered in fall semesters; SPA 212 is offered in spring semesters.

*Prerequisites:* ENG 101, and successful completion of SPA 112, *or* three years of high school Spanish and the third year Regents examination

### **SPA 217 Latina/o Theatre in the USA (Same course as LLS 217 and DRA 217)**

3 hours, 3 credits

This course exposes students to the major acting techniques and styles from the wide spectrum of Latina/o dramaturgy in the United States. Special attention is given to how the creative and literary components of each text contribute to typically Latina/o forms of acting and how these reflect the unique social and political experience of being Latina/o in the United States. The course combines discussion of the specific texts and acting styles with an examination of both the creative and literary components. Course

requirements include reading of selected plays in English, performance of scenes in class, and students' performance of their own works to be showcased at the end of the semester.

*Prerequisites:* ENG 101 and sophomore standing or above

### **SPA 230 Theory and Practice of Written Translation: Spanish to English**

3 hours, 3 credits

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

*Prerequisite:* ENG 101

### **SPA 250 Spanish for Criminal Investigation**

3 hours, 3 credits

An intermediate Spanish course for bilingual students who wish to incorporate the content and vocabulary of criminal justice and police science courses in order to develop their language skills in Spanish. They will accomplish this by reading the text and other materials provided, as well as translating them. There will be extensive practice in the interview process through role-play from English to Spanish.

*Prerequisite:* ENG 101

### **SPA 321 Introduction to Spanish Literature I**

3 hours, 3 credits

The development of Spanish literature, with special emphasis on major literary movements through selected readings of representative authors and genres. The beginnings (11th century) to 1700.

*Prerequisites:* ENG 102 or ENG 201, and SPA 202 or SPA 212 or permission of the instructor

### **SPA 322 Introduction to Spanish Literature II**

3 hours, 3 credits

The development of Spanish literature, with special emphasis on major literary movements through selected readings of representative authors and genres, from 1700 to the present.

*Prerequisites:* ENG 102 or ENG 201, and one of the following: SPA 202, SPA 212 or SPA 321, or permission of the instructor

### **SPA 331 Introduction to Latin-American Literature I**

3 hours, 3 credits

The development of Latin-American literature, with special emphasis on major literary movements through selected readings. From discovery and conquest to the 19th century.

*Prerequisites:* ENG 102 or ENG 201, and SPA 202 or SPA 212, or permission of the section instructor

### **SPA 332 Introduction to Latin-American Literature II**

3 hours, 3 credits

Study of the development of Latin-American literature, with special emphasis on major literary movements through selected readings of the modern period.

*Prerequisites:* ENG 102 or ENG 201, and one of the following: SPA 202, SPA 212 or SPA 331, or permission of the section instructor

## **SPEECH (Department of Communication and Theatre Arts)**

### **SPE 101 Speech Workshop**

3 hours, 3 credits

Voice and diction evaluation, theory and practice, with a focus on individual student needs. Certain sections will concentrate on the non-native speaker of English.

**SPE 113 Speech Communication**

3 hours, 3 credits

Development of clear, confident and effective oral communication through instruction in both the theory and practice of voice and diction, oral interpretation, public speaking, and group discussion.

*Prerequisite:* Department of Communication and Theatre Arts screening and, if necessary, SPE 101

**SPE 201 Argumentation and Debate**

3 hours, 3 credits

The function of argumentation as a mode of human communication; its origins, development techniques, purposes and the ethics of debate. Individual and team presentations.

*Prerequisite:* SPE 113

**SPE 204 Group Discussion and Conference Techniques**

3 hours, 3 credits

The theoretical and practical aspects of group functioning. By involvement in various group situations, the student learns the procedures of reflective thinking, organizing, leading, and participating in private and public discussion.

*Prerequisites:* ENG 101 and SPE 113

**SPE 209 Voice and Diction for the Professional**

3 hours, 3 credits

This course is designed to assist students in identifying and improving pronunciation, articulation and vocal production challenges. Special emphasis will be placed on developing skill in efficient and effective communication via relaxation, breathing, energy, articulation and resonance during vocal production. Focus will be directed to tension-free production of the sounds and stress patterns of American English. Performance texts will be explored for

logical character-driven emotional communication in the development of character for the stage.

*Prerequisites:* ENG 101; SPE 113, sophomore standing or above or permission of the instructor

**SPE 213 The Impact of the Mass Media on the Administration of Justice (Same course as LAW 213)**

3 hours, 3 credits

Examination of the role of the media — TV, radio, newspapers, and magazines — on the administration of justice. The influence of the media on the jury and the judge. The dangers of trial by newspaper and of TV in the courtroom. Is impartial justice possible? The British approach. Problems of free speech and press; "contempt by publication" rule; constitutional protections. Suggested guidelines for the media. The psychological basis of audience response.

*Prerequisites:* ENG 101 and SPE 113

**SPE 218 Managerial Communication**

3 hours, 3 credits

This course seeks to provide students with the skills to communicate in a managerial environment. Subjects such as interviewing, decision making, communication, bargaining, negotiation, crisis communication, media encounters and advanced presentational speaking will be covered through discussion and guided practice.

*Prerequisites:* ENG 101, SPE 113, and ENG 102 or ENG 201

**SPE 240 Contemporary Media in Everyday Life**

3 hours, 3 credits

Contemporary media in the form of personal communication devices, radio, television, film, and computer games, and instantaneous global communication by means of the Internet or orbiting satellites, have left few spheres of human existence untouched. These and other contemporary media forms educate us, stimulate our desires, provide

us with real or virtual communities, and shape our private and public identities and fantasies. This course offers a study of the contemporary media arena and the impact it has on our lives as citizens and consumers. Through a targeted examination of contemporary media culture including, video games, advertising, Internet, film, TV and music, students will deepen their critical and theoretical understanding of how the mass media operates to construct our sense of culture, place, identity, and citizenship. To develop a historical and analytical understanding of this subject, students will read a variety of scholarly and popular texts, and closely examine a variety of contemporary media forms.

**Prerequisites:** ENG 101, SPE 113

### **SPE 250 Persuasion**

3 hours, 3 credits

A study of theories and practical applications of persuasion as a communication process. Classical and contemporary literature will be used to explore elements of persuasion utilized in propaganda, advertising, politics, the media and interpersonal communication. The role of values, beliefs and attitudes, as well as the place of rhetorical proofs in the persuasive message will be examined. Students will have the opportunity to participate in various structured activities.

**Prerequisite:** SPE 113

### **SPE 285 Courtroom Communication**

3 hours, 3 credits

A course, which seeks the development of the highest levels of effective performance in oral communication, to enhance student understandings of courtroom advocacy and writing skills through trial simulation and written analysis. Among subjects covered are issues in jury selection, strategies and techniques in courtroom speech, direct and cross examination, issue analysis and language in the courtroom process.

**Prerequisites:** ENG 101, and SPE 113 *or* permission of the section instructor. Recommended: LAW 202

## STATISTICS

### **STA 250 Principles and Methods of Statistics**

3 hours, 3 credits

Introduction to statistics as applied to the social sciences. Emphasis on the basic assumptions underlying statistical concepts and the role of statistics in the analysis and interpretation of data. Problems in frequency distribution, measures of location and variation, probability and sampling, tests of hypotheses and significance, linear regression and correlation, time series and index numbers. (Registration is through the Department of Psychology.)

**Prerequisites:** ENG 101, and MAT 108 or MAT 141

## TOXICOLOGY (Department of Sciences)

### **TOX 313 Toxicology of Environmental and Industrial Agents**

3 hours, 3 credits

An introduction to the principles of toxicology, distribution, metabolism and effects of toxic chemicals such as pesticides, metals, chemical carcinogens, air, water, and soil pollutants, radiation and industrial solvents. Hazardous waste and consumer products.

**Prerequisites:** ENG 102 or ENG 201, CHE 201-202

### **TOX 415 Forensic Pharmacology**

9 hours: 3 hours lecture; 6 hours laboratory; 4 credits

The basic principles of pharmacology of drugs of abuse, including cocaine, marijuana, sedatives, narcotics, stimulants, antidepressants,

as well as chemicals such as alcohol, metals and designer drugs. Analysis of these chemicals and drugs in a variety of biological specimens using methods such as thin layer chromatography, gas chromatography, mass-spectrometry and immunoassays.

**Prerequisites:** ENG 102 or ENG 201, CHE 315, CHE 320-321, TOX 313

### **TOX 416 Analytical Toxicology**

9 hours: 3 hours lecture; 6 hours laboratory; 4 credits

The use of modern analytical chemical methods for the analysis of toxic substances of clinical and forensic importance in such physiological substances as blood, urine, stomach contents and organ tissues.

**Prerequisites:** ENG 102 or ENG 201, CHE 315, CHE 320-321, TOX 415



# 3 Certificates, Programs and Minors

**Please note: Courses previously designated as Government (GOV) are now listed as Political Science (POL). Students registering for a Political Science course should make certain that they have not previously taken the course under the Government designation.**

## CERTIFICATE

### DISPUTE RESOLUTION CERTIFICATE PROGRAM

The Dispute Resolution Certificate Program offers training in the techniques of dispute resolution, the theory and the methods of defusing conflicts. The program is designed to provide students with an understanding of the conceptual issues involving conflict and conflict management, the skills required to act effectively as a dispute resolver, and internship opportunities for the application of knowledge and skills.

Upon successful completion of coursework and a practicum, matriculated students receive a certificate in dispute resolution from John Jay College, authorized by the Board of Trustees of The City University of New York and the New York State Department of Education.

**Please note: Students cannot earn both the minor and the certificate in Dispute Resolution.**

**Credits required.** 30

**Prerequisite:** Sociology 101. This course partially fulfills the College's general education requirements in the social sciences. Individual courses may have their own prerequisites. Students are advised to carefully read all course descriptions in this Undergraduate Bulletin when planning their programs, and should consult with the program coordinator.

**Program Coordinator.** Professor Maria Volpe, Department of Sociology ([212.237.8692](tel:212.237.8692), [mvolpe@jjay.cuny.edu](mailto:mvolpe@jjay.cuny.edu))

### Credits

#### PART ONE

Subtotal: 9

#### Required

Sociology 206 Sociology of Conflict and Dispute Resolution  
Sociology 380 Sociology Laboratory in Dispute Resolution Skill Building  
Sociology 381 Internship in Dispute Resolution

#### PART TWO

Subtotal: 15

#### Select five

Anthropology 330 American Cultural Pluralism and the Law  
Drama 325 Drama Techniques in Crisis Intervention  
Economics 275 Games, Decisions and Strategy  
Philosophy 105 Critical Thinking and Informal Logic  
Philosophy 310/Law 310 Ethics and Law  
Police Science 202 Police and Community Relations  
Psychology 236 Group Dynamics  
Sociology 202/Psychology 202 The Family: Change, Challenges and Crisis Intervention  
Sociology 290 Selected Topics in Sociology  
Various Departments: Fieldwork Practicum

#### PART THREE

Subtotal: 6

#### Select two

African-American Studies Sociology 121 African-American Community Issues  
African-American Studies Sociology 215 The Police and the Ghetto  
Anthropology 315 Systems of Law  
Economics 280 Economics of Labor  
Political Science 206 Urban Politics  
Political Science 290 Selected Topics in Government  
Political Science 430 Seminar in Civil Rights and Civil Liberties  
Law 206 The American Judiciary  
Psychology 243 Theories of Personality  
Latin American and Latina/o Studies 241 The Puerto Rican/Latina/o Experience in Urban United States Settings  
Sociology 160 Social Aspects of Alcohol Abuse  
Sociology 305 Sociology of Law  
Sociology 308 Sociology of Violence

**Total: 30**

## PROGRAMS

### ADDICTION STUDIES CERTIFICATE PROGRAM

The New York State Office of Alcoholism and Substance Abuse Services (OASAS) has been authorized by the New York State Legislature to issue a Credential in Alcoholism and Substance Abuse Counseling (CASAC). To qualify for the CASAC, candidates must pass a written and oral examination after fulfilling education, training and paid employment requirements.

The Addiction Studies Program of John Jay College is an OASAS Certified Education and Training Provider.

**Credits Required. 24**

**Program/Minor Coordinator.** Professor William Gottdiener, Department of Psychology (646.557.4685, [wgottdiener@jjay.cuny.edu](mailto:wgottdiener@jjay.cuny.edu))

**Students must complete the eight courses (24 credits) listed below to fulfill the education requirements for the CASAC.**

Upon completion of these eight courses, students will earn a certificate which certifies the completion of the education requirements for the CASAC. This certificate can be sent to OASAS which will issue a CASAC-Trainee certificate. More information about the CASAC-Trainee certificate can be found on the Addiction Studies site (<http://web.jjay.cuny.edu/~addiction>).

**Credits**

Subtotal: 24

#### Required

Anthropology 110/Psychology 110/Sociology 110 Drug and Alcohol Use and Abuse in American Society

Psychology 255 Group Dynamics in Chemical Dependency Counseling

Psychology 266 The Psychology of Alcoholism and Substance Abuse

Psychology 268 Therapeutic Interventions in Chemical Dependency

Psychology 331/Counseling 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling

Psychology 350/Counseling 350 Advanced Topics in Chemical Dependency Counseling

Psychology 480 Ethical and Professional Issues in Chemical Dependency Counseling

Sociology 161 Chemical Dependency and the Dysfunctional Family

**Total: 24**

**Students may elect to fulfill the training requirement for CASAC by completing the two courses below.**

Psychology 378 Fieldwork in Forensic Psychology\*

Psychology 379 Fieldwork in Forensic Psychology\*

*\* The fieldwork must be done at an OASAS Certified Substance Abuse Program. A total of 300 fieldwork hours is required by OASAS for the training requirement.*

**Addiction Studies Minor.** Matriculated students may elect to minor in Addiction Studies by completing 18 credits in the Addiction Studies Program. Students may select any six of the eight education required courses listed in the first section of the certificate program to earn the minor.

For additional information on the Addiction Studies Certificate Program, please visit <http://web.jjay.cuny.edu/~addiction>.

### AFRICAN-AMERICAN STUDIES PROGRAM

The African-American Studies Program offers an interdisciplinary approach to African-American, Caribbean and African histories, cultures and experiences. The program is composed of a base of 18 credits and an additional 3 to 9 credits. Students may fulfill requirements for a minor in African-American Studies by taking a total of 18 credits (six courses).

**Program/Minor Coordinator.** Professor Kwando Kinshasa, Department of African-American Studies (212.237.8759, [kkinshasa@jjay.cuny.edu](mailto:kkinshasa@jjay.cuny.edu))

**Credits**

PART ONE

Subtotal: 18

**Select six**

African-American Studies History 211 African-American History I

African-American Studies History 212 African-American History II  
 African-American Studies History 270 The History of African-American Social and Intellectual Thought  
 African-American Studies Justice 227 Introduction to Community-Based Approaches to Justice  
 African-American Studies Literature 223/Literature 223 African-American Literature  
 African-American Studies Psychology 129/Psychology 129 The Psychology of the African-American Experience  
 African-American Studies Research Seminar 310 Research Seminar in African-American Studies  
 African-American Studies Sociology 121 African-American Community Issues

**PART TWO** Subtotal: 3-9

**Select one to three**

African-American Studies History 330 African-American Nationalism and Pan Africanism  
 African-American Studies History 263/Latin American and Latina/o Studies 263 African Heritage in the Caribbean  
 African-American Studies Independent Research 410 Independent Study  
 African-American Studies Psychology 240/Psychology 240 Psychology of Oppression  
 African-American Studies Sociology 110 Race and the Urban Community

**Total: 21-27**

**LATIN AMERICAN AND LATINA/O STUDIES PROGRAM**

The multi-disciplinary Department of Latin American and Latina/o Studies offers a minor and program that includes courses in the areas of history, culture, law, psychology, sociology, politics and literature relating to the experience of Puerto Rican/Latinas/os in the United States and of Latin Americans in the Caribbean and Latin America.

Students may fulfill requirements for the minor by completing Parts One and Two, for a total of 18 credits (six courses). Part Three must be completed to fulfill program requirements.

**Program Coordinator.** Professor Lisandro Perez, Department of Latin American and Latina/o Studies ([212.237.8708](tel:212.237.8708), [loperez@jjay.cuny.edu](mailto:loperez@jjay.cuny.edu))

**Credits**

**PART ONE** Subtotal: 6

**Required**

Latin American and Latina/o Studies 215 Socio-Political Developments in Contemporary Puerto Rico  
 Latin American and Latina/o Studies 242/ Political Science 242/History 242 U.S. Foreign Policy in Latin America

**PART TWO. Distribution Requirements** Subtotal: 12

**Select two in each category**

**Category A. Latin America/Caribbean**

Latin American and Latina/o Studies 101 Poetry and Drama from the Mid-19th Century to Date  
 Latin American and Latina/o Studies 102 Puerto Rican Narrative from the 1940s to the Present  
 Latin American and Latina/o Studies 104/History 104 History of Puerto Rico  
 Latin American and Latina/o Studies 110/Music 110 Popular Musics of the Caribbean  
 Latin American and Latina/o Studies 145 Puerto Rican Culture and Folklore  
 Latin American and Latina/o Studies 166/African-American Studies History 166/History 166 History of the Caribbean Islands  
 Latin American and Latina/o Studies 220 Human Rights and the Law in Latin America  
 Latin American and Latina/o Studies 230/African-American Studies 230 Comparative Perspectives on Crime in the Caribbean  
 Latin American and Latina/o Studies 245 Dominican Society and Identity  
 Latin American and Latina/o Studies 250 Drugs, Crime and Law in Latin America  
 Latin American and Latina/o Studies 255 The Latin American Woman  
 Latin American and Latina/o Studies 260/History 260 History of Contemporary Cuba  
 Latin American and Latina/o Studies 261/History 261 Revolution and Social Change in Contemporary Latin America  
 Latin American and Latina/o Studies 263/African-American Studies History 263 African Heritage in the Caribbean

Latin American and Latina/o Studies 265/History 265 Class, Race and Family in Latin American History

Latin American and Latina/o Studies 267/African American Studies History 267/History 267 History of Caribbean Migrations to the United States

Latin American and Latina/o Studies 343 Race and Citizenship in the Americas

Latin American and Latina/o Studies 356 Terror and Transitional Justice in Latin America

**Category B. Latinas/os in the United States**

Latin American and Latina/o Studies 107 Puerto Rican Literature: Criminal Justice Themes in Poetry and Drama

Latin American and Latina/o Studies 108 Criminal Justice Themes in the Puerto Rican Essay, Short Story and Novel

Latin American and Latina/o Studies 201 Latinas/os in the Correctional System

Latin American and Latina/o Studies 217/Drama 217/Spanish 217 Latina/o Theater in the USA

Latin American and Latina/o Studies 241 The Puerto Rican Latina/o Experience in Urban United States Settings

Latin American and Latina/o Studies 247 Growing Up Latina/Latino: From the 1940s to the Present

Latin American and Latina/o Studies 321 Puerto Rican Latina/o Community Fieldwork

Latin American and Latina/o Studies 322 Civil Rights and Civil Liberties in the Urban Latina/o Communities

Latin American and Latina/o Studies 325 The Latina/o Experience of Criminal Justice

Latin American and Latina/o Studies 341 Immigrants, Citizens, Exiles, and Refugees in the Americas

PART THREE. Distribution Requirements      Subtotal: 6-9

*Select an additional two or three*

Latin American and Latina/o Studies 290 Special Topics

Latin American and Latina/o Studies 401 Seminar in Latina/o Issues: Gender, Race, Ethnicity and the Legal System

Latin American and Latina/o Studies 489 Independent Study and Research

**Total: 24-27**

**NEW YORK CITY POLICE LEADERSHIP IN A MULTIRACIAL, MULTICULTURAL CITY CERTIFICATE PROGRAM**

**Program Description.** The NYPD Leadership Program provides New York City police officers and supervisors with skills that enhance public safety service delivery and police management in a multiracial and multicultural city. The New York City Council, with the Mayor's support, authorized John Jay College of Criminal Justice to partner with the NYPD in providing eligible New York City uniformed police personnel with a package of four credit-bearing college courses. The NYPD Leadership Program is designed to give undergraduate and graduate participants an understanding of the multicultural population they serve as well as an enhanced capability for service-orientated leadership in the supervisory ranks. **The program is free for sworn NYPD uniformed members of the service.** The funding covers tuition and textbook fees. The scope and duration of the program are dependent on continued funding.

The program is designed for **undergraduate students and non-degree graduate students**. Both programs of study meet in the fall and spring semesters on Friday mornings, afternoons and evenings. Students will have access to a full-service educational environment, created especially for NYPD students. Academic and career development counseling are provided throughout the semester. Students may apply NYPD Program credits toward bachelor's and master's degrees at John Jay College. Students successfully completing the sequence of four courses will be awarded a certificate of completion.

**Academic Standards.** Undergraduate students must maintain a grade point average of at least 2.0 to remain in the program.

**Admission.** Eligible NYPD officers can apply online at [www.jjay.cuny.edu/nypd](http://www.jjay.cuny.edu/nypd) and click on the steps to enroll link. In order to enroll for courses, applicants must submit the following documents to the Undergraduate Admissions Office:

- Official NYPD Academy Transcript

- Official transcripts from each post secondary institution attended
- Application fee (required and non-refundable)

**Readmission.** Students who previously attended John Jay College as undergraduates, may apply for readmission online at [www.jjay.cuny.edu/nypd](http://www.jjay.cuny.edu/nypd) and select steps to enroll. A readmission fee is required and non-refundable.

**Credits required:** 12

**Program administration.** The NYPD Leadership Program is administered by the Undergraduate Admissions Office and the Office of Graduate and Professional Studies. For admissions information contact the Undergraduate Admissions Office at [212.237.8873](tel:212.237.8873) or [admission@jjay.cuny.edu](mailto:admission@jjay.cuny.edu) (subject line, enter NYPD Leadership Program). For academic-related questions contact the Office of Graduate and Professional Studies at [646.557.4775](tel:646.557.4775) or [NYPDProgram@jjay.cuny.edu](mailto:NYPDProgram@jjay.cuny.edu).

## CUNY BACCALAUREATE FOR UNIQUE AND INTERDISCIPLINARY STUDIES

Established in 1971, the CUNY Baccalaureate for Unique and Interdisciplinary Studies (CUNY BA/BS) is a small, University-wide alternate degree program intended for self-directed, academically strong students who have well-formulated academic goals. Students who are admitted to the program develop their own area of concentration with guidance from a CUNY faculty member who agrees to serve as their mentor. Students also complete the program's liberal arts core and other degree requirements. Although students in the program are matriculated at one CUNY college, they are free to pursue their studies and take courses at any other CUNY college.

To apply, students must have a clear academic goal and must have completed at least 15 college credits with a grade point average of 2.5 or higher. The CUNY BA/BS degrees are fully accredited and are awarded by the City University rather than by an individual college.

The program operates under the auspices of the CUNY Graduate School and University Center.

Further information may be obtained from the CUNY BA/BS Office at 365 Fifth Avenue, Suite 6412, New York, New York 10016-4309 ([212.817.8220](tel:212.817.8220)) or on the Web at [cunyba.gc.cuny.edu](http://cunyba.gc.cuny.edu). Professor Patricia Licklider (Department of English) is the Coordinator of the CUNY BA/BS Program at John Jay College ([212.237.8598](tel:212.237.8598), [plicklider@jjay.cuny.edu](mailto:plicklider@jjay.cuny.edu)).

## INTERDISCIPLINARY STUDIES PROGRAM

The Interdisciplinary Studies Program offers students an opportunity to explore issues of contemporary significance from many points of view. Students in Interdisciplinary Studies enroll in a theme, which is examined through a group of related courses. Classes are small. The traditional format is varied by team-teaching, guest speakers, student debates and class discussions, as well as by the use of films, visual art, music, legal and psychological case studies and other media. To allow time for field trips to agencies, courts, museums and other places pertinent to the theme, classes are scheduled once a week for double sessions.

The Interdisciplinary Studies Program is open to any full-time or part-time student who has been accepted for admission to the College. Students may complete as many as 60 credits in Interdisciplinary Studies. Credits earned in the program may be used to fulfill the College's general education requirements and certain requirements in most majors, and they also count as electives.

### Internships

Students enrolled in the Interdisciplinary Studies Program may register each semester for 3-credit internships as part of their regular coursework. Placement is available in more than 40 organizations specializing in legal services, criminal justice, social service, and tutoring and counseling programs. Requirements include 7 to 8 hours of fieldwork each week, as well as preliminary and final papers and meetings with instructors.

For additional information, contact Ms. Bertha Peralta-Rodriguez, Department of Interdisciplinary Studies ([212.237.8304](tel:212.237.8304), [bperalta-rodriguez@jjay.cuny.edu](mailto:bperalta-rodriguez@jjay.cuny.edu)).

## INTERNSHIP AND COOPERATIVE EDUCATION PROGRAMS

### Internship Courses

Internship courses provide students with an opportunity to earn 3 academic credits while gaining experience working in a field placement. An internship usually requires a minimum attendance of 8 hours each week (16 hours during summer) for a total of 96 hours of fieldwork. All interns, faculty, advisers and agency supervisors meet on Internship Day early each semester for a general orientation and initial faculty seminar meeting. Throughout the semester, students meet with faculty advisers in the required seminar classes for a total of 15 hours. To fulfill the academic requirements, students must complete both the fieldwork and academic requirements such as assigned reading, logs, notebooks, written reports analyzing the field experience, oral presentations, etc. Additionally, students are responsible for submitting all required documentation to the Internship Office.

Eligibility requirements for internships include completion of 30 credits and a minimum grade point average of 2.5. In special situations, letters of recommendation from faculty members and approval from the Director of Internships and Cooperative Education may be required. Please note that some field placements have specific academic and background requirements.

### CO-OP (Cooperative Education Program)

The CO-OP Program combines academic study with paid work experience in both public and private sectors. CO-OP agreements, work and school schedules may vary by employer.

An alternating CO-OP may consist of two six-month alternating periods of paid, full-time employment and a full-time semester at the College scheduled between the two paid work periods. During their

work periods, students may attend college classes on a part-time basis. After their second work period, students return to the College to complete any necessary requirements for their baccalaureate degrees.

In a parallel CO-OP, students may work part-time for the employer and attend classes full-time until they graduate.

In some federal agencies such as the U.S. Marshals Services, students start their CO-OP paid work experience in their last semester and must complete 640 hours of work before graduation.

In most agreements, CO-OP students are offered employment after successful completion of both their academic requirements and the work experience.

Students may apply for 3 credits per semester for work in a Cooperative Education Program. A maximum of 6 credits may be earned in this manner. To fulfill the academic requirement, participants register for the Cooperative Education courses, CEP 390 or CEP 391, described in Chapter 2 of this Undergraduate Bulletin. To be eligible for a CO-OP internship, a student must have completed at least 60 credits with an overall grade point average of 3.0.

Students interested in the Internship and Cooperative Education Program should apply to Ms. Prem Sukhan, Director of Internships and Cooperative Education ([212.237.8437](tel:212.237.8437), [psukhan@jjay.cuny.edu](mailto:psukhan@jjay.cuny.edu)). Students must supply an unofficial copy of their academic transcript when applying.

## RONALD E. McNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM

The McNair Program is a federally funded program. It is designed to increase the participation of students who are first-generation, meet federal income requirements and/or are from underrepresented groups (African-American, Hispanic, Native American and Pacific Islander) in graduate education, particularly in doctoral programs.

Student participants, known as *McNair Scholars*, receive mentoring, specialized academic and career counseling, tutoring and graduate

school preparatory seminars, assistance in obtaining financial aid for graduate study, and assistance in applying for and obtaining admission to graduate school. McNair Scholars also earn 3 credits for their participation in a research seminar during the spring semester. First-year scholars receive summer stipends and second-year scholars receive spring semester stipends while they participate in research apprenticeships with faculty mentors. Students who have a genuine interest in pursuing a doctoral degree, a grade point average of 3.0 or better, junior or senior status, and who are either first-generation college students who meet federal income requirements AND/OR members of a group underrepresented in graduate education are eligible.

For additional information and an application for the McNair Program, please contact Mr. Ernest Lee (212.237.8760, [elee@jjay.cuny.edu](mailto:elee@jjay.cuny.edu)).

### **SEEK PROGRAM (Search for Education, Elevation and Knowledge)**

SEEK is a program established by the New York State Legislature for the senior colleges of The City University of New York to assist in providing higher educational opportunity to students who otherwise would not have such access.

SEEK is a four-year college program of special assistance for students to overcome educational, economic and social disadvantages. The program provides concentrated and specialized counseling, additional instruction, tutorial services and financial aid. Students who utilize such assistance can achieve a quality college education and expand their social and career capabilities.

#### **Eligibility**

Under the provisions of the New York State Education Law, students must meet certain residence, academic and financial criteria for admission to the program.

#### **Residency**

Applicants must be United States citizens, or have permanent

residence status, and must be New York State residents for at least one year.

#### **Academic**

Applicants must be graduates of approved high schools or must hold New York State high school equivalency diplomas, or their equivalent, as determined by the New York State Commissioner of Education. Except for veterans who have earned up to 18 college credits prior to their entry into the service, applicants may not have previously attended a college or any other post secondary educational institution.\*

For purposes of eligibility, students are considered in need of academic support if they have received a general equivalency diploma or do not meet the academic admission requirements established for CUNY senior colleges.

Students are eligible for admission to the SEEK Program at John Jay College only if they apply for a major offered at the College.

*\* Transfer applications are accepted from students who were previously enrolled in EOP and HEOP. College Discovery students may transfer if they meet CUNY opportunity program transfer requirements.*

#### **Financial**

For financial criteria, see the Pell, SEEK, and TAP entries in Chapter 9, Financial Aid.

**Applications.** Applicants must complete the Special Programs (SEEK and College Discovery) section of the CUNY Freshman Admission Application online at [www.cuny.edu/apply](http://www.cuny.edu/apply). The Financial Aid Student Application (FAFSA), must be completed electronically online at [www.fafsa.ed.gov/](http://www.fafsa.ed.gov/). Students should list all of the CUNY colleges they are considering in step 6 of the FAFSA. Be aware that not all eligible students are accepted to SEEK; therefore, students should submit their applications early to increase their chances of being accepted.

**Transfer students.** Students who were previously enrolled in another New York State higher education opportunity program – College Discovery (at CUNY two-year colleges), HEOP (at private colleges), or EOP(at SUNY colleges) – are eligible to transfer into SEEK,

provided they have remaining semesters of eligibility and meet CUNY opportunity program transfer requirements. Students need to complete a transfer request form at their home colleges.

**For information.** Contact Professor Nancy Velasquez-Torres, Director of the SEEK Program (212.237.8135, [ntorres@jjay.cuny.edu](mailto:ntorres@jjay.cuny.edu)). For financial information, contact Ms. Jane Galehouse, Associate Director, Financial Aid (212.237.8162, [jgalehouse@jjay.cuny.edu](mailto:jgalehouse@jjay.cuny.edu)).

## MINORS

A minor is a course of study that allows undergraduates a second field of specialization. Minors are intended to encourage and officially acknowledge students' attainment of knowledge in more than one academic field, with the goal of broadening their education.

A minor requires 18-21 credits in a particular field different from the student's major. Because many majors are interdisciplinary at John Jay College, some overlap may occur between courses appearing in a major and a minor but this should be kept to a minimum. At least 50 percent of the credits in a minor must be taken at the College and at least two-thirds of the credits in a minor must be graded on an A through F basis. A minor shall be completely optional for students and cannot be required by an academic program. Minor requirements must be completed with an earned 2.0 (C) grade point average.

A student who wishes to pursue a minor should consult the minor adviser or chairperson of the appropriate department or program as early as possible. Students should declare minors by the time they have earned 75 credits by filling out the electronic Undergraduate Declaration of Minor Form found at the Jay Stop web page ([jstop.jjay.cuny.edu](http://jstop.jjay.cuny.edu), choose MY JJC). Students should be able to see their declared minors on their unofficial transcripts in eSIMS. Be aware that some minors may have advanced enrollment requirements, specific procedures for completing the minor, or requirements and/or restrictions concerning grades and courses, which may be used to fulfill the minor.

When a student files the Graduation Audit Form, their declared minor will be evaluated. If there is a question or discrepancy, students will be contacted by the Registrar's Office. The Degree Auditor will state the issue in writing and mail students a print copy of the minor declaration form to bring to the appropriate academic department or program for signature. Students should consult Chapter 3 of this Undergraduate Bulletin for curricular requirements of minors. Completion of a minor is noted on the student's official transcript and will be conferred at the same time that the degree is conferred.

**Note: Minors may NOT be conferred retroactively upon students who have already graduated.**

### ADDICTION STUDIES MINOR

– See Addictions Studies Certificate Program section of this chapter

### AFRICAN-AMERICAN STUDIES MINOR

– See African-American Studies Program section of this chapter

### ANTHROPOLOGY MINOR

**Description.** The minor in Anthropology provides students with exposure to the range of human variation across time and space and a comprehensive background in cross-cultural studies.

**Rationale.** A minor in Anthropology is excellent preparation for further study in any discipline that requires the ability to understand and deal with other cultures. Students are trained to integrate humanistic concerns with the cross-cultural perspective and analytic framework provided by anthropology. These skills will be particularly valuable for students planning careers in which an understanding of human behavior and cultural diversity is essential, including law enforcement, criminal justice, public policy, counseling, business, law and communications. Because of its breadth of outlook, anthropology also offers an ideal basis for those seeking a strong general education in an increasingly interdependent and multicultural world.



**Minor coordinator.** Professor Richard Curtis ([212.237.8962](tel:212.237.8962), [rcurtis@jjay.cuny.edu](mailto:rcurtis@jjay.cuny.edu))

**Requirements:** The minor consists of 18 credits (six courses) chosen from the courses listed below:

### Credits

Subtotal: 18

- Anthropology 101 Introduction to Anthropology
- Anthropology 201 Culture Contact
- Anthropology 208 Cities and Culture
- Anthropology 212 Applied Anthropology
- Anthropology 230 Culture and Crime
- Anthropology 264 Anthropology and Alcohol Use
- Anthropology 315 Systems of Law
- Anthropology 330 American Cultural Pluralism and the Law
- Anthropology 340 Anthropology and the Abnormal
- Anthropology 410 Independent Study
- Anthropology 110/Psychology 110/Sociology 110 Drug Use and Abuse in American Society
- Anthropology 210/Psychology 210/Sociology 210 Sex and Culture
- Anthropology 224/Philosophy 224/Psychology 224/Sociology 224 Death, Dying and Society: A Life Crises Management Issue
- Anthropology 310/Psychology 310/Sociology 310 Culture and Personality
- Anthropology 450/Psychology 450/Sociology 450 Major Works in Deviant Behavior and Social Control

**Total: 18**

### ART MINOR

**Description.** The Art minor provides students with the opportunity to integrate art with other academic and research pursuits. It is designed for students to pursue studies in both studio art and art history with an integrated, mixed media approach. Students selecting the minor in Art are not necessarily pursuing careers as practicing professional artists and art historians. They are seeking a unique program of study where the visual arts provide opportunities to problem-solve creatively and efficiently.

**Rationale.** The program combined with other areas of study fosters an appreciation and understanding of the disciplines of art and design and its applications to one's self and environment.

**Minor coordinator.** Professor Lisa Farrington, Department of Art and Music ([212.237.8349](tel:212.237.8349), [lfarrington@jjay.cuny.edu](mailto:lfarrington@jjay.cuny.edu))

**Requirements:** Students are required to take at least 18 credits (six courses) distributed evenly between studio art and art history courses.

### Credits

Subtotal: 9

#### Studio Art

*Select three*

- Art 110 Ceramics Workshop
- Art 111 Introduction to Drawing
- Art 112 Design Foundations
- Art 113 Introduction to Photography
- Art 114 Intermediate Photography
- Art 115 Introduction to Sculpture
- Art 190 Special Topics in Art (when topic is appropriate)
- Art 1XX Graphic Arts
- Art 1XX Introduction to Painting
- Art 212 Life Drawing
- Art 241 Forensic Drawing

#### Art History

Subtotal: 9

*Select three*

- Art 102 American Art
- Art 103 Art of the Italian Renaissance
- Art 104 The Art of Africa, Oceania, and the Americas
- Art 105 Modern Art
- Art 108 Introduction to World Art I
- Art 109 Introduction to World Art II
- Art 190 Special Topics in Art (when topic is appropriate)
- Art 201 Art and Architecture in New York
- Art 222 Body Politics and Art in Global & Historical Perspective
- Art 230 Issues in Art and Crime
- Art 250 The Art of Sub-Saharan Africa

Art 301 Problems in Modern Art

Art 224/African-American Studies Art 224 African-American Women in Art

Total: 18

### CHEMISTRY MINOR (Department of Sciences)

**Description.** Students who minor in Chemistry will learn fundamental introductory principles in general, organic and analytical chemistry. Individual course descriptions are provided under the course listings.

**Credits.** 21

**Rationale.** The Chemistry minor is significant for students who wish to pursue the pre-health professions and major in another area. It is an important minor for students considering careers in which a full science major is not required, but college-level science experience is required.

**Minor coordinator.** Professor Francis Sheehan, Department of Sciences (212.237.8951, [fsheehan@jjay.cuny.edu](mailto:fsheehan@jjay.cuny.edu))

**Note: Students who earn the BS Degree in Forensic Science are not eligible to earn the Chemistry minor.**

Credits

**Please note: These courses all have a laboratory component**

Subtotal: 9

Chemistry 103<sup>‡</sup>-104 General Chemistry I and II **OR**

Chemistry 101-102 and Chemistry 104

<sup>‡</sup> CHE 103 may also be satisfied by the equivalent sequence: CHE 191-192. In addition, CHE 104 must be completed to satisfy the General Chemistry sequence.

Subtotal: 8

Chemistry 201-202 Organic Chemistry

Subtotal: 4

Chemistry 220 Quantitative Analysis

Total: 21

### COMPUTER SCIENCE MINOR (Department of Mathematics and Computer Science)

**Rationale.** Computers are the future. By learning to use a computer, students are securing their tomorrows. Good computer skills will build self-confidence and increase students' marketability and competence in their chosen fields. Computers also allow users to work fast and efficiently with data and information in a way that no other devices do.

**Minor coordinators.** Professors Ping Ji (212.237.8841, [pji@jjay.cuny.edu](mailto:pji@jjay.cuny.edu)), Bilal Khan (212.237.8843, [bkhan@jjay.cuny.edu](mailto:bkhan@jjay.cuny.edu)), Mythili Mantharam (212.237.8844, [mmantharam@jjay.cuny.edu](mailto:mmantharam@jjay.cuny.edu)), Douglas Salane (212.237.8836, [dsalane@jjay.cuny.edu](mailto:dsalane@jjay.cuny.edu)), and Peter Shenkin (212.237.8925, [pshenkin@jjay.cuny.edu](mailto:pshenkin@jjay.cuny.edu)), Department of Mathematics and Computer Science

**Requirements:** The minor requires the completion of 18 credits (six courses) in computer courses offered by the Department of Mathematics and Computer Science. Two courses are required for all minors. Four additional courses must be selected in a particular specialization including Networking, Office Systems, Security and Computing Systems.

Credits

Subtotal: 6

#### Required

Mathematics 271 Introduction to Computing and Programming

Mathematics 272 Object-Oriented Programming

#### Specializations

Subtotal: 12

*Select four from one category*

#### Networking

Mathematics 277 Computers for Administrative Decision Making

Mathematics 279 Data Communications and the Internet

Mathematics 375 Operating Systems

Mathematics 379 Computer Networking

**Office Systems**

- Mathematics 260 Data Processing
- Mathematics 277 Computers for Administrative Decision Making
- Mathematics 278 Software Applications for Office Management
- Mathematics 279 Data Communications and the Internet

**Security**

- Mathematics 270 Security of Computers and Their Data
- Mathematics 279 Data Communications and the Internet
- Mathematics 400 Quantitative Problems in Criminal Justice
- Mathematics 470 Database Systems in Criminal Justice

**Computing Systems**

- Mathematics 374 Programming Languages
- Mathematics 375 Operating Systems
- Mathematics 377 Computer Algorithms
- Mathematics 400 Quantitative Problems in Criminal Justice

**Total: 18**

**CORRECTIONS MINOR (Department of Law, Police Science and Criminal Justice Administration)**

**Description.** The Corrections minor exposes students to important concepts in corrections and promotes an understanding of the correctional environment. Minor courses also introduce students to all aspects of careers in corrections. Additionally, the minor aims to equip students with a better understanding of current social problems.

The Corrections minor combines a focus on classical theories of penology with developing ideas and approaches, as well as with contemporary strategies for dealing with offenders after they have been convicted and while awaiting trial. Emphasis is placed on helping students to become critical thinkers in general and about corrections in particular. A primary goal of the minor is to help students focus on the end process of the criminal justice system by helping them understand the nature and consequences of processing offenders through the system. Students will be exposed to such

important topics as incarceration, community supervision, treatment of offenders, rehabilitation and the reintegration process.

**Rationale.** The minor provides a solid preparation for graduate work in the field of criminal justice, public administration, policy making in civil service and the social sciences in general. As can be seen from the corrections courses offered, the program provides a solid understanding of theory and research related to corrections as well as criminal justice. The curriculum emphasizes the development of analytical and research skills that prepare students to effectively meet everyday challenges in the criminal justice system and in corrections. Coursework is designed to integrate theory with practice, while using critical approaches to discuss competing strategies in correction practice.

**Minor coordinator.** Students who wish to pursue a minor in Corrections should consult as early as possible to plan their course of study with Professor Lior Gideon, Department of Law, Police Science and Criminal Justice Administration (**212.237.8991, [lgideon@jjay.cuny.edu](mailto:lgideon@jjay.cuny.edu)**).

**Requirements:** Students who wish to minor in Corrections may do so under the guidance of the corrections coordinator. The minor requires 18 credits (six courses) in corrections courses (those with the COR course prefix).

In order to make the best out of the minor, while complying with its above stated mission, it is suggested that students seeking to minor in Corrections take the courses listed below in the order they are listed. Each course is 3 credits.

**Credits**

Subtotal: 18

- Corrections 101 Introduction to Corrections
- Corrections 201 The Law and Institutional Treatment
- Corrections 282 Principles of Correctional Operations
- Any 300-level corrections course (e.g., COR 320 or 303)
- Corrections 401 Evaluating Correctional Methods and Programs
- Any elective Corrections course at the 300- or 400-level

**Total: 18**

### COUNSELING MINOR (Department of Counseling)

**Please note: the College is no longer admitting new students to this minor. For information about the Counseling minor, see the *Undergraduate Bulletin 2010-2011*. For students who are interested in a counseling-related minor, see the Human Service Minor listed below.**

**For more information contact:** Professor Mickey Melendez, Department of Counseling (212.237.8101, [mimelendez@jjay.cuny.edu](mailto:mimelendez@jjay.cuny.edu))

### CRIMINOLOGY MINOR (Department of Sociology)

**Description.** The Criminology minor focuses on the nature and cause of crime, the behavior of criminals and how society reacts to crime and criminals.

**Minor coordinator.** Professor Douglas Thompkins, Department of Sociology (212.484.1118, [dthompkins@jjay.cuny.edu](mailto:dthompkins@jjay.cuny.edu))

**Requirements:** Students who minor in Criminology must complete 18 credits (six courses) of coursework at the 200-level or above in that specific area. No more than half of these credits may be used to satisfy credit requirements in the student's major.

### Credits

Subtotal: 18

**Select six**

- Sociology 203 Criminology
- Sociology 216 Probation and Parole: Principles and Practices
- Sociology 236 Victimology
- Sociology 240 Social Deviance
- Sociology 301 Penology
- Sociology 308 Sociology of Violence
- Sociology 309 Juvenile Delinquency
- Sociology 335 Migration and Crime
- Sociology 341 International Criminology
- Sociology 351 Crime and Delinquency in Asia

- Sociology 360 Corporate and White-Collar Crime
- Sociology 420 Women and Crime
- Sociology 430-431 Research Internship in Criminology
- Sociology 440 Senior Seminar

**Total: 18**

### DISPUTE RESOLUTION MINOR (Department of Sociology)

**Description.** The Dispute Resolution minor provides students with an opportunity to learn about the causes, complex dynamics, escalation, de-escalation, and constructive resolution of conflicts in a variety of contexts from the interpersonal to the international levels. Students will also gain knowledge and techniques necessary to negotiate, facilitate, and mediate a wide range of situations.

**Learning Objectives.** Upon completion of the minor, the students will be able to:

- Recognize the causes of conflict
- Understand the dynamics and progression of conflict
- Think more critically about how to process conflict situations, utilize dispute resolution techniques and skills needed to negotiate, facilitate, and mediate in a variety of contexts.

**Rationale.** This minor is particularly attractive and beneficial for students who cannot complete the existing Dispute Resolution Certificate since they will acquire a solid understanding of conflict, its causes, progression, complexity, and management. With 18 credits focused on dispute resolution, it is still possible for students to deepen their critical understanding of conflict which will be invaluable for them in their personal lives, at work, and in graduate school, especially for those students who will enter professions like law, social work, business, etc, where sorting through conflicts is essential. There is virtually no major that will not benefit from having students add this minor to their undergraduate portfolio.

**Minor coordinator.** Professor Maria Volpe, Department of Sociology (212.237.8692, [mvolpe@jjay.cuny.edu](mailto:mvolpe@jjay.cuny.edu))

*Please note: Students cannot earn both the Minor and Certificate in Dispute Resolution.*

**Requirements:** Students wishing to minor in Dispute Resolution must complete **18 credits of coursework**, of which 6 credits are required and 12 credits are electives. Courses chosen for the minor have been selected to reflect substantive areas relevant for dispute resolution and to differentiate it from the Dispute Resolution Certificate.

	<b>Credits</b>
<i>Required</i>	<b>Subtotal: 6</b>
Sociology 206 The Sociology of Conflict and Dispute Resolution	
Sociology 380 Sociology Laboratory in Dispute Resolution Skill Building	
Electives	<b>Subtotal: 12</b>
<i>Select four</i>	
African-American Studies Justice 229 Restorative Justice: Making Peace and Resolving Conflict	
African-American Studies Sociology 110 Race and the Urban Community	
Anthropology 330 American Cultural Pluralism and the Law	
Law 206 The American Judiciary	
Philosophy 302 Philosophical Issues of Rights	
Philosophy 310/Law 310 Ethics and the Law	
Police Science 245 Community Policing	
Psychology 202/Sociology 202 The Family: Change, Challenges and Crisis Intervention	
Psychology 213/Sociology 213 Race and Ethnic Relations	
Psychology 236 Group Dynamics	
Psychology 275 Family Conflict and the Family Court	
Sociology 236 Victimology	
Sociology 308 The Sociology of Violence	
Sociology 381 Internship in Dispute Resolution	
Interdisciplinary Studies Program (with permission of the minor advisor)	
<b>Total: 18</b>	

## ECONOMICS MINOR

**Description.** Economics courses provide students with an opportunity to develop critical analytical skills that will improve their performance in other courses and professional pursuits. These include understanding graphs and charts, employing statistical analysis, using cost-benefit analysis, evaluating different theoretical perspectives and developing professional presentation and writing skills.

**Rationale.** Employers recognize that the study of economics develops the professional skills necessary for success, including the analytical skills needed for the complex tasks in today's highly technical work environment. A 1995 survey in *ACJS Today*, ranked economics as one of the top three most desirable majors for law school admissions. Graduate schools recognize that the study of economics develops the analytical and research skills that prepare students for the rigors of advanced education.

**Minor coordinator.** Professor Jay Hamilton, Department of Economics ([212.237.8093](tel:212.237.8093), [jhamilton@jjay.cuny.edu](mailto:jhamilton@jjay.cuny.edu))

**Requirements:** Students who desire a minor in Economics must complete 18 credits (six courses) subject to the approval of the department chair.

	<b>Credits</b>
<b>Subtotal: 18</b>	
Accounting 250 Introduction to Accounting	
Accounting 251 Introduction to Managerial Accounting	
Economics 101 Principles of Economics	
Economics 170 Introduction to the Economics of Crime and Social Problems	
Economics 215 Economics of Regulation and the Law	
Economics 220 Macroeconomics	
Economics 225 Microeconomics	
Economics 231 Global Economic Development and Crime	
Economics 245 International Economics	
Economics 260 Environmental Economics, Regulation and Policy	
Economics 265 Introduction to Public Sector Economics	
Economics 270 Urban Economics	

Economics 280 Economics of Labor  
 Economics 300 The Political Economy of Governmental Activity  
 Economics 315/Police Science 315 An Economic Analysis of Crime  
 Economics 324 Money and Banking  
 Economics 335 Economics of Finance  
 Economics 360/Sociology 360 Corporate and White-Collar Crime

**Total: 18**

### ENGLISH MINOR

**Description.** Students who have found their required English and Literature courses exciting may continue their exploration of texts (including films and other genres in popular culture) and develop their voices in a variety of written forms in the English minor. The minor offers students the opportunity to broaden their experience of literary study, improve their critical thinking skills, and advance their skills in analytical, expository and / or creative writing.

**Rationale.** The study of literature and the practice of expository and creative writing strengthen important skills while engaging students in significant historical, ethical and aesthetic debates. Students who study literature learn to read critically, form interpretations, and make arguments based on evidence. Students who study writing learn to express themselves clearly, concisely and creatively while also perfecting their editing and revision skills. Students who pursue the minor in English will graduate with an increased command of language and with incisive critical skills that will serve them well in their chosen career or post-graduate work.

**Minor coordinator.** Professor Jay Walitalo, Department of English  
 (212.484.1192, [jwalitalo@jjay.cuny.edu](mailto:jwalitalo@jjay.cuny.edu))

**Additional Information.** Students who enrolled for the first time at the College in September 2008 or thereafter must complete the minor in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the minor. A copy of the earlier version can be obtained on the College website, at the Office of Undergraduate Studies, or at the Lloyd George Sealy Library.

**Requirements:** To receive a minor in English a student must **complete 18 credits with at least 3 credits at or above the 300-level.** Students may apply the 6 credits earned in the general education literature requirement (LIT 230, LIT 231, LIT 232, LIT 233) toward their 200-level course requirement. Every student must take LIT 260 Introduction to Literary Study to earn the minor in English.

**Credits**

Subtotal: 3

#### **Required**

Literature 260 Introduction to Literary Study

**The following list is illustrative and not exhaustive. Students should consult the current course schedule for offerings in Literature [LIT] and English [ENG]. These will include literature, film, and writing courses.**

Subtotal: 15

**Select five. At least one course must be at or above the 300-level.**

#### **Literature**

Literature 219 Word as Weapon

Literature 223/African-American Studies Literature 223 African-American Literature

Literature 284 Film and Society

Literature 290 Special Topics

Literature 313 Shakespeare

Literature 315 American Literature and the Law

Literature 316 Gender and Identity in Literary Traditions

Literature 323 The Crime Film

Literature 325 Science Fiction Film

Literature 327 Crime and Punishment in Literature

Literature 331 Steven Spielberg

Literature 342 Perspectives on Literature and Human Rights

Literature 344 Caribbean Literature and Culture

Literature 346 Cultures in Conflict

Literature 360 Mythology in Literature

Literature 370 Topics in Ancient Literature

Literature 371 Topics in Medieval Literature  
 Literature 372 Topics in Early Modern Literature  
 Literature 373 Topics in Seventeenth- and Eighteenth-Century Literature  
 Literature 374 Topics in Nineteenth-Century Literature  
 Literature 375 Topics in Twentieth-Century Literature  
 Literature 3XX Banned Books  
 Literature 401 Special Topics

**Writing**

English 215 Poetry Writing and Reading  
 English 216 Fiction Writing  
 English 218 The Writing Workshop  
 English 233 News Reporting and Writing  
 English 235 Writing for Management, Business, and Public Administration  
 English 245 Creative Nonfiction  
 English 250 Writing for Legal Studies  
 English 255 Argument Writing  
 English 334 Intermediate News Reporting and Writing  
 English 316 Advanced Argument Writing and Response  
 English 3XX Advanced Poetry  
 English 3XX Advanced Fiction Writing  
 English 228/Anthropology 228 Introduction to Language  
 English 328/Anthropology 328 Forensic Linguistics

**Total: 18-19**

**Film Studies Minor (Departments of Communication & Theatre Arts and English)**

**Description.** Film Studies engages students in the study of film from theoretical, historical and critical perspectives. A Film Studies minor thus provides coursework exploring the history and development of film as an art form, a cultural experience, a major medium of communication and a powerful social force that both impacts and reflects social and political justice. Students develop critical skills through analyzing individual films, major film movements and

genres, cinematic form and style, and the national and international cultural contexts in which films emerge and are exhibited.

Learning objectives:

Upon completion of the minor, students will be able to:

- Understand and discuss significant developments in the history of film, which includes how films have dealt with social justice and other subject matter, as well as film technique and changes in style.
- Write critically and coherently about narrative features and structural elements of film, using vocabulary appropriate to the field (i.e. common film terminology).
- Speak knowledgeably about significant filmmakers, their contributions to the field and their diverse aesthetic approaches.
- Identify the elements of film — including style, plot, theme and narrative devices — that constitute a film genre (i.e. the gangster film, film noir, German expressionism).
- Understand and discuss trends in film criticism and varying ways of “reading” and analyzing cinema.
- Analyze films as situated within a diverse and global cultural context.
- Understand and discuss the relationship between film and other art forms: music, literature and visual art.

**Rationale.** As John Jay continues to expand its liberal arts offerings, the Film Studies minor offers students the opportunity to look critically at and write coherently about an influential medium and its cultural context. By studying film history and film criticism and engaging in close readings of films, students become strong readers of visual culture and keen analyzers of vital cultural texts.

**Minor coordinator.** Professors Baz Dreisinger, Department of English (212.237.8197, [bdreisinger@jjay.cuny.edu](mailto:bdreisinger@jjay.cuny.edu)) or Lyell Davies, Department of Communications and Theatre Arts (212.237.8360, [ldavies@jjay.cuny.edu](mailto:ldavies@jjay.cuny.edu))

PART ONE. Required Courses Subtotal: 6

Drama 106 Film Appreciation: Introduction to Film *or*  
 Literature 275 The Language of Film  
 Drama 3XX Film Criticism

PART TWO. Electives Subtotal: 12-13

**Choose four (at least one course must be at the 300-level or above)**

Anthropology 227 Anthropology of Film  
 Drama 243 Black Female Sexuality in Film  
 Drama 261 Video Production Basics  
 Drama 346 Documentary Film and Media  
 Literature 283 New York City in Film  
 Literature 284 Film and Society  
 Literature 285 The Rebel in Film  
 Literature 323 The Crime Film  
 Literature 324 The Road Movie  
 Literature 325 Science Fiction Film  
 Literature 330 Alfred Hitchcock  
 Literature 331 Steven Spielberg  
 Literature 332 Martin Scorsese and Spike Lee

**Total: 18-19**

**FIRE SCIENCE MINOR (Department of Protection Management)**

**Minor coordinator.** For information on the Fire Science minor, see Professor Robert Till, Department of Protection Management ([212.484.1379](tel:212.484.1379), [rtill@jjay.cuny.edu](mailto:rtill@jjay.cuny.edu)).

**GENDER STUDIES MINOR (Interdisciplinary – see Minor Coordinator/Adviser below)**

**Description.** Gender studies is an interdisciplinary field that explores the making and meaning of *gender* — femininity and masculinity — as well as sexuality across cultures and social formations, past and present. The underlying belief of gender studies is that gender influences human options, conditions and experiences. Legal, political, economic and cultural systems are all profoundly gendered. Deep understanding of gender patterns, dynamics and biases can enhance the accuracy and scope of work in many fields, including criminal justice, psychology, anthropology, sociology, literature, philosophy and history. Gender awareness benefits individuals, communities and organizations.

**Rationale.** One of the strengths of gender studies is that it teaches critical analysis by taking one of our most basic experiences — that of being a gendered human being — and forces us to question its meaning within a broad range of frameworks. Because students in the minor take courses from a variety of disciplines, such as government, Latin American and Latina/o Studies, law and police science, and literature, they are exposed to many different methodological approaches and theoretical debates. Students who earn a Gender Studies minor learn to be supple and critical thinkers, skills that will enhance their eligibility for any post-graduate work or career.

A minor in Gender Studies is very flexible. Like majors or minors in other social science and humanities disciplines, the Gender Studies minor does not prepare students for one job, but for many different kinds of employment. Gender studies courses train students in critical thinking, social science and humanities research methods and writing. Coursework provides knowledge about the interplay of gender, race, class and sexuality in the United States and globally. The ability to apply an internship toward credit in the minor allows students the opportunity to evaluate possible careers and provides employment experiences that help graduates find employment. A minor in Gender Studies, with its combination of cross-disciplinary, analytic and practical skills, provides a well-rounded graduate with



the tools to adapt to a world of rapidly changing work and family structures.

Students who pursue gender studies have gone on to work in social services administration, domestic violence advocacy, business, communications, journalism, law enforcement, psychological and counseling services, legal and political fields, and a host of other careers.

**Minor coordinator.** Professor Katie Gentile, Department of Counseling ([212.237.8110](tel:212.237.8110), [kgentile@jjay.cuny.edu](mailto:kgentile@jjay.cuny.edu))

**Requirements:** The Gender Studies minor allows students to focus on the meanings and implications of gender by taking six courses (18 credits) from the rich variety of gender studies courses offered in the social sciences and humanities.

Courses such as *Sex and Culture*, *Psychology of the African-American Family*, *Sex Offenders in the Criminal Justice System*, *History of Gender Images*, *Gender Issues in International Criminal Justice*, *Gender in Literature*, *Women and Crime* and *Manhood in America* offer exciting, new ways of understanding the world we live in as well as important tools for analyzing experience. Gender studies courses are offered every semester by the majority of academic departments at John Jay. The gender studies coordinator compiles a list of all courses offered in the minor prior to student registration and posts it on the gender studies minor website: <http://web.jjay.cuny.edu/~wsc/minor.htm>.

**Other information.** Students minoring in Gender Studies can receive 3 credits toward the minor if they do an internship in a gender-related field.

## HEALTH AND PHYSICAL EDUCATION MINOR

**Description.** The minor in Health and Physical Education provides coursework that students may use to improve their personal health and physical fitness in conjunction with career preparation. It is designed to promote healthy lifestyle habits through the study and application of the wellness principles of nutrition, physical fitness,

and stress management, as well as the acquisition of physical activity skills.

**Rationale.** This program combined with other general education areas of study fosters an understanding of the need to maintain healthy lifestyles. By combining interdisciplinary studies with health and physical education principles, this minor prepares students for healthy lifestyles within their career choices.

**Credits.** 18-19

**Minor coordinator.** Professor Davidson Umeh, Department of Health and Physical Education ([212.237.8371](tel:212.237.8371), [dumeh@jjay.cuny.edu](mailto:dumeh@jjay.cuny.edu))

### Credits

#### Required Courses

Subtotal: 9

Physical Education 103 Personal Physical Fitness and Dynamic Health

Physical Education 110 Contemporary Health Problems

Physical Education 3XX Community Programs for Health, Wellness, and Physical Activity

#### Activity courses

Subtotal: 3

#### Select three

**Students are limited to one aquatics and one defensive tactics course toward fulfilling requirements for the minor.**

Physical Education 104 Cardiovascular Fitness

Physical Education 109 Water Aerobics and Basic Survival Skills

Physical Education 111 Aquatics I: Beginner Swimming

Physical Education 112 Aquatics II: Intermediate Swimming

Physical Education 114 Aquatics III: Advanced Swimming

Physical Education 120-129 Intercollegiate Athletics Participation

Physical Education 133 Introduction to Boxing

Physical Education 143 Karate I

Physical Education 144 Karate II

Physical Education 145 Self Defense

Physical Education 150 Tennis I

Physical Education 155 Golf I

Physical Education 166 Yoga I

Physical Education 168 Weight Training and Body Development

Physical Education 177 Physical Fitness for Law Enforcement

Electives

Subtotal: 6-7

*Select two*

Anthropology 110 /Psychology 110/Sociology 110 Drug and Alcohol Use and Alcohol Use and Abuse in American Society

Physical Education 180/Psychology 180 Stress Management

Physical Education 185 Health Issues in Uniformed Services

Anthropology 224/Philosophy 224/Psychology 224/Sociology 224 Death, Dying and Society: A Life Crises Management Issue

Environmental Science 108 Principles of Environmental Science

**Total: 18-19**

## HISTORY MINOR

**Description.** The Department of History offers students the opportunity to minor in History by completing 18 credits (six courses) in the department. The first 6 credits form the core of the minor and encompass the general education requirements in history. After completing the core courses, students are invited to select from the electives offered by the Department of History to complete the minor. At least one elective must be at the 300-level to complete a History minor.

**Rationale.** The study of history supports the analytical skills desired by many graduate programs, including law schools, by teaching students to evaluate evidence, and to present and defend arguments about historical change based on evidence. It also provides students with important information about the world in which they live, the process of social change and the factors affecting it, and the creation and evolution of cultural institutions. Students with a strong historical background will be well equipped to work in public institutions because they will have a coherent understanding of the purposes and limitations of public systems. They also will be excellent employees in private institutions because they will understand and be able to support the social and economic purposes

of private industry. Finally, students who have studied history make more conscious and active citizens, because they are aware of the role of race and class in America. They are cognizant of the rich history of America's political institutions and their civic responsibilities to use, protect, and maintain their political and legal rights.

**Minor coordinator.** Professor Michael Pfeifer, Department of History ([212.237.8856](tel:212.237.8856), [mpfeifer@jjay.cuny.edu](mailto:mpfeifer@jjay.cuny.edu))

**Additional Information.** Students who enrolled for the first time at the College in September 2009 or thereafter must complete the minor in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the minor. A copy of the earlier version may be obtained on the College website, at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

## Credits

PART ONE. Survey Courses

Subtotal 6

*Select two*

History 203 Global History: Prehistory – 500 C.E.

History 204 Global History: 500 – 1650

History 205 Global History: 1650 – Present

**\*Please note:** Students who have completed HIS 231, must take HIS 205.

PART TWO. Electives (select any four History courses)

Subtotal: 12

### Electives with appeal for students interested in attending law school

History 201 American Civilization: From Colonial Times through the Civil War

History 202 American Civilization: 1865 to the Present

History 277 American Legal History

History 320 The History of Crime and Punishment in the United States

History 323 The History of Lynching and Collective Violence

History 354 Law and Society in Ancient Athens and Rome

History 3YY The Concept and Practice of Justice in Islamic Lands: 500 C.E. – Present

**Electives with appeal for students interested in government and political science**

History 201 American Civilization: From Colonial Times through the Civil War

History 202 American Civilization: 1865 to the Present

History 219 Violence and Social Change in America

History 254 History of Ancient Greece and Rome

History 256 The History of Muslim Societies and Communities

History 264 China to 1650

History 274 China: 1650 – Present

**Electives with appeal for students interested in criminal justice**

History 219 Violence and Social Change in America

History 224 History of Crime in New York City

History 252 Warfare in the Ancient Near East and Egypt

History 277 American Legal History

History 320 The History of Crime and Punishment in the United States

History 323 The History of Lynching and Collective Violence

History 325 Criminal Justice in European Society, 1750 – Present

History 354 Law and Society in Ancient Athens and Rome

History 3YY The Concept and Practice of Justice in Islamic Lands: 500 C.E. – Present

**Electives with appeal for students interested in social and cultural history**

History 214 Immigration and Ethnicity in the United States

History 219 Violence and Social Change in America

History 265/Latin American and Latina/o Studies 265 Class, Race and Family in Latin American History

History 364/Gender Studies 364 History of Gender and Sexuality: Prehistory – 1650

History 381 Social History of Catholicism in the Modern World

**Electives with appeal for students interested in global history**

History 252 Warfare in the Ancient Near East and Egypt

History 254 History of Ancient Greece and Rome

History 264 China to 1650

History 274 China: 1650 – Present

History 325 Criminal Justice in European Society, 1750 – Present

History 354 Law and Society in Ancient Athens and Rome

History 362 History of Science and Medicine: Prehistory – 1650

History 364/Gender Studies 364 History of Gender and Sexuality: Prehistory – 1650

History 366 Religions of the Ancient World

History 370 Ancient Egypt

History 381 Social History of Catholicism in the Modern World

History 383 History of Terrorism

History 3YY The Concept and Practice of Justice in Islamic Lands: 500 C.E. – Present

History 260/Latin American and Latina/o Studies 260 History of Contemporary Cuba

History 265/Latin American and Latina/o Studies 265 Class, Race and Family in Latin American History

History 356/Gender Studies 356 Sexuality, Gender and Culture in Muslim Societies

**Electives with appeal for students interested in New York City history**

History 214 Immigration and Ethnicity in the United States

History 217 Three Hundred Years of New York City

History 224 A History of Crime in New York City

**\*See the current course schedule for a full listing of History courses.**

**Total: 18**

**HUMAN SERVICES MINOR (Department of Counseling)**

*Description.* The field of human service is broadly defined, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving overall quality of life of service populations. Combining social work, counseling, psychology, sociology, and education, the field requires professionals to perform a variety of helping roles within the social service arena while maintaining a respect for diversity and knowledge of multicultural perspectives.

The Human Service minor represents a concentrated program of study, with courses designed to develop an understanding of the basic tenets of the human service profession. They are intended to help

students develop a better understanding of the challenges facing diverse and underserved populations in society who traditionally seek services from public, nonprofit, and private Human Service agencies.

**Rationale.** The courses are designed to help students acquire basic competencies, such as communication and professional helping skills, knowledge of counseling and human service theory, and a general awareness of the impact of race, ethnicity, gender, family, spirituality, government, education, and social systems on human growth and development in our society. Students will learn to assist others in a number of human service capacities including, problem resolution and prevention, advocacy, community resource management, and individual and community intervention. Students will develop an understanding of the history, philosophy, and methodology of the human service profession in our society.

**Credits.** 18

**Minor coordinator.** Professor Mickey Melendez, Department of Counseling ([212.237.8101](tel:212.237.8101), [mimelendez@jjay.cuny.edu](mailto:mimelendez@jjay.cuny.edu))

**Prerequisites.** ENG 102 or 201, PSY 101

### Credits

Required Courses Subtotal: 9

- Counseling 150 Foundations of Human Service Counseling
- Counseling 233 Multicultural Issues in Human Services
- Counseling 235 Theories and Interventions in Human Services

Elective Courses Subtotal: 9

**\*\*At least one course must be taken at the 300 level.**

- Counseling 210 Peer Counseling Training
- Counseling 211 Peer Counseling Practicum
- Counseling 220 Leadership Skills
- Counseling 2XX Family and Community Systems in Human Service
- Counseling 342/Psychology 342 Introduction to Counseling Psychology
- Counseling 360 Counseling in Gender and Work Life
- Counseling 381/382 Fieldwork in Human Service

Counseling 389 Independent Study

Counseling 3XX Case Management in Human Service

Counseling 3XX Work, Vocational Development, and Social Justice in Human Service

*Interdisciplinary Studies Program (ISP)* - A designated number of interdisciplinary studies courses can be used to complete requirements when appropriate to the topic of human service. Contact the ISP Department (Room 433T) for details about courses, and consult with the Human Service minor coordinator before registering.

**Total: 18**

### HUMANITIES AND JUSTICE MINOR (Interdisciplinary – see Minor Coordinator)

**Description.** The Humanities and Justice minor offers students the opportunity to explore fundamental questions about justice from a humanistic and interdisciplinary perspective. Embedded in history, literature, and philosophy, the minor engages students in the study of constructions of justice that underlie social policy and criminal justice as well as in broader issues of morality and equity.

**Rationale.** The Humanities and Justice minor will provide students who are majoring in the social sciences and sciences with an important supplementary perspective for their study of issues, policies, and laws concerned with justice. With its interdisciplinary focus, the minor will also enrich the curriculum of students majoring in one of the humanities. Its courses are designed to help students develop the skills of careful reading, critical thinking, and clear writing that are necessary for careers in law, public policy, civil service, and teaching.

**Minor coordinator.** Professor Bettina Carbonell, Department of English ([212.237.8702](tel:212.237.8702), [bcarbonell@jjay.cuny.edu](mailto:bcarbonell@jjay.cuny.edu))

**Requirements:** The minor in Humanities and Justice requires a total of 18 credits of which 6 credits are required and 12 credits are electives.

**Credits**

**Required**

**Subtotal: 6**

Humanities and Justice 250 Justice in the Western Traditions

Humanities and Justice 310 Comparative Perspectives on Justice

This two-course sequence provides an introduction to a consideration of "justice" as a personal, social, and political construction. Selected texts from history, literature and philosophy introduce students to the complexities attending the meanings of justice from ancient to modern times. Issues under study may include retribution and revenge; justice as political and social equity; determinism, free will, and the "unjust" act; divinity, hierarchy, and community as perceived sources of justice (or injustice); the social construction of justice, injustice, and crime; law as a structure of rules representing, defining and shaping justice. The sequence will explore how understandings of justice clarify the ethical and legal frameworks defining religion, the state, colonialism and national identity, race and ethnicity, gender, ruling, class, the family and similar structures.

Students in HJS 250 study works concerned with justice in the western tradition (primarily historical, literary, and philosophical texts of Europe, Britain, and North America). With its focus on works from the Mideast, Africa, Asia, and the other Americas, HJS 310 expands student understandings of justice. It encourages comparative assessments between western and nonwestern forms of justice by studying contacts resulting from war and conquest, trade, and cultural exchange. HJS 310 also develops and extends the skills students have gained in HJS 250 by its comparative tasks, by supplementing primary texts with theoretical readings, and by more complex and lengthy writing assignments.

**Electives**

**Subtotal: 12**

Students must take four courses in literature, history, and/or philosophy selected from the humanities electives offered each semester that count toward the Humanities and Justice major. At least two of these courses must be at the 300-level or above. Students will select their electives in consultation with the minor coordinator.

The electives listed below are supplemented every semester by new or experimental courses that are pertinent to Humanities and Justice as identified and approved by the minor coordinator.

**History Courses**

History 217 Three Hundred Years of New York City: A History of the Big Apple

History 219 Violence and Social Change in America

History 224 A History of Crime in New York City

History 252 Warfare in the Ancient Near East and Egypt

History 254 History of Ancient Greece and Rome

History 277 American Legal History

History 290 Selected Topics in History

History 320 The History of Crime and Punishment in the United States

History 325 Criminal Justice in European Society, 1750 to the Present

History 354 Law and Society in Ancient Athens and Rome

History 381 Social History of Catholicism in the Modern World

History 383 History of Terrorism

History 260/Latin American/Latina/o Studies 260 History of Contemporary Cuba

History 265/Latin American and Latina/o Studies 265 Class, Race and Family in Latin American History

**Literature Courses**

Literature 219 The Word as Weapon

Literature 290 Selected Topics

Literature 305 Foundations of Literature and Law

Literature 311 Literature and Ethics

Literature 313 Shakespeare

Literature 314 Shakespeare and Justice

Literature 315 American Literature and the Law

Literature 316 Gender and Identity in Literary Traditions

Literature 327 Crime and Punishment in Literature

Literature 342 Perspectives on Literature and Human Rights

Literature 346 Cultures in Conflict

Literature 223/African-American Studies Literature 223 African-American Literature

Literature 340/African-American Studies Literature 340 African-American Experience in America: Comparative Racial Perspectives  
 Spanish 208 The Theme of Justice in 20<sup>th</sup> Century Spanish Literature

**Philosophy Courses**

Philosophy 203 Political Philosophy  
 Philosophy 205 Philosophy of Religion  
 Philosophy 210 Ethical Theory  
 Philosophy 302 Philosophical Issues of Rights  
 Philosophy 304 Philosophy of Mind  
 Philosophy 310/Law 310 Ethics and Law  
 Philosophy 315 Philosophy of the Rule of Law  
 Philosophy 322 Judicial and Correctional Ethics  
 Philosophy 326 Topics in the History of Modern Thought  
 Philosophy 340 Utopian Thought  
 Philosophy 423/ Political Science 423 Selected Topics in Justice

**Total: 18**

**JOURNALISM MINOR (Department of English)**

**Description.** Asking the right questions — Condensing complex information — Writing for an audience — these are the core skills of a journalist. The Journalism minor will provide knowledge and experience in these areas, while also introducing students to the emerging tools of the journalistic trade in the 21<sup>st</sup> century and the media’s vital but complicated role as a public service in a democratic society. The minor will sharpen critical thinking skills, information literacy, and the ability to write for a public stage. It will engage students with the news of the day, expose the inner workings of the media and communications professions, analyze the freedoms and limitations of the American press, allow for hands-on experiences in new media, and provide a space where students create and publish their own journalistic work. For students interested in graduate study in journalism, or in a communications-focused career, the minor provides an ideal educational and vocational foundation. For others, it offers a chance to develop skills and insights that will serve them well across the professional spectrum.

Students will:

- Develop an understanding of how the media functions in society historically, theoretically and practically.
- Learn how newspapers and online content delivery systems are structured, and how news value, medium, audience, bias and other factors shape stories.
- Practice and master the rules specific to journalistic writing, including journalistic attribution, AP style and grammar, the aim for objectivity, nut graphs, leads and copy editing.
- Hone research methods in a journalism-specific manner by learning to access public records, conduct background research, identify legitimate sources, adopt sound interviewing techniques, work with sources fairly and ethically, and understand the basics of libel law.
- Work as news gatherers, editors and page designers in order to get a sense of real-world deadlines, production and collaboration, resulting in published student work in the *John Jay Sentinel*, while also learning the basic skills of creating and editing video, digital audio, slideshows, blogging and other forms of online media.

**Rationale.** Students of all disciplines can benefit by learning about the power of a free press and by learning *the most responsible*, effective ways to wield such power. Such education is more — not less — important given the changes buffeting the journalism industry today. As technology democratizes media access and multiplies public voices exponentially, students need the information literacy and critical thinking skills to navigate among the chaos as consumers and cultivate their own public voices as producers.

**Credits.** 18

**Minor coordinators.** Professors Devin Harner ([dharner@jjay.cuny.edu](mailto:dharner@jjay.cuny.edu), 646.557.4604) and

Alexa Capeloto ([acapeloto@jjay.cuny.edu](mailto:acapeloto@jjay.cuny.edu), 646.557.4546),  
 Department of English

**Credits**

**PART ONE. Required Courses**

Subtotal: 15

- English 230 Journalism in the 21st Century
- English 233 News Reporting and Writing
- English 334 Intermediate News Reporting and Writing
- English 336 Digital Journalism

**PART TWO. Electives**

Subtotal: 3

**Option One. General Elective**

*Select one*

- Law 213/Speech 213 The Impact of the Mass Media on the Administration of Justice
- Literature 284 Film and Society (when offered as documentary film)
- Sociology 201 Urban Sociology: The Study of City Life
- Sociology 222 Sociology of Mass Communication
- Speech 240 Contemporary Media in Everyday Life
- Interdisciplinary Studies* - There are possibilities for interdisciplinary collaboration depending on what is offered semester to semester.

**Option Two. Crime Reporting**

Under the advisement of the minor coordinator, students may choose a semester of journalistic work focused on criminal justice in lieu of an elective.

English 3ZZ Crime Reporting Capstone

On an independent study basis, students read and analyze examples of criminal justice reporting, and produce a piece of long-form criminal justice journalism. Their general topic and schedule must be approved by the program director and English Department chair.

**Total: 18**

**LATIN AMERICAN AND LATINA/O STUDIES MINOR**

The multi-disciplinary Department of Latin American and Latina/o Studies offers a minor and program (see above) that includes courses

in the areas of history, culture, law, psychology, sociology, politics and literature relating to the experience of Puerto Rican/Latinas/os in the United States and of Latin Americans in the Caribbean and Latin America; history, culture, law, psychology, sociology, politics and literature relating to the experience of Puerto Rican/Latinas/os in the United States; and of Latin Americans in the Caribbean and Latin America.

Students may fulfill requirements for the minor by completing 18 credits (six courses).

**Minor coordinator.** Professor Lisandro Perez, Department of Latin American and Latina/o Studies (**212.237.8708**, **loperez@jjay.cuny.edu**)

**Credits**

**PART ONE**

Subtotal: 6

**Required**

- Latin American and Latina/o Studies 215 Socio-Political Developments in Contemporary Puerto Rico
- Latin American and Latina/o Studies 242/ Political Science 242/History 242 U.S. Foreign Policy in Latin America

**PART TWO. Distribution Requirements**

Subtotal: 12

**Select two in each category**

**Category A Latin America/Caribbean**

- Latin American and Latina/o Studies 101 Poetry and Drama from the Mid-19th Century to Date
- Latin American and Latina/o Studies 102 Puerto Rican Narrative from the 1940s to the Present
- Latin American and Latina/o Studies 104/History 104 History of Puerto Rico
- Latin American and Latina/o Studies 110/Music 110 Popular Musics of the Caribbean
- Latin American and Latina/o Studies 145 Puerto Rican Culture and Folklore
- Latin American and Latina/o Studies 166/African American Studies History 166/History 166 History of the Caribbean Islands
- Latin American and Latina/o Studies 220 Human Rights and the Law in Latin America

Latin American and Latina/o Studies 230/African-American Studies Justice 230 Comparative Perspectives on Crime in the Caribbean

Latin American and Latina/o Studies 245 Dominican Society and Identity

Latin American and Latina/o Studies 250 Drugs, Crime and Law in Latin America

Latin American and Latina/o Studies 255 The Latin American Woman

Latin American and Latina/o Studies 260/History 260 History of Contemporary Cuba

Latin American and Latina/o Studies 261/History 261 Revolution and Social Change in Contemporary Latin America

Latin American and Latina/o Studies 263/African-American Studies History 263/History 263 African Heritage in the Caribbean

Latin American and Latina/o Studies 265/History 265 Class, Race and Family in Latin American History

Latin American and Latina/o Studies 267/African American Studies History 267/History 267 History of Caribbean Migrations to the United States

Latin American and Latina/o Studies 343 Race and Citizenship in the Americas

Latin American and Latina/o Studies 356 Terror and Transitional Justice in Latin America

### Category B Latinas/os in the United States

Latin American and Latina/o Studies 107 Puerto Rican Literature: Criminal Justice Themes in Poetry and Drama

Latin American and Latina/o Studies 108 Puerto Rican Literature: Criminal Justice Themes in the Essay, Short Story and Novel

Latin American and Latina/o Studies 201 Latinas/os in the Correctional System

Latin American and Latina/o Studies 217/Drama 217/Spanish 217 Latina/o Theater in the USA

Latin American and Latina/o Studies 241 The Puerto Rican/Latina/o Experience in Urban United States Settings

Latin American and Latina/o Studies 247 Growing Up Latina/Latino: From the 1940s to the Present

Latin American and Latina/o Studies 321 Puerto Rican Latina/o Community Fieldwork

Latin American and Latina/o Studies 322 Civil Rights and Civil Liberties in the Urban Latina/o Communities

Latin American and Latina/o Studies 325 The Latina/o Experience of Criminal Justice

Latin American and Latina/o Studies 341 Immigrants, Citizens, Exiles, and Refugees in the Americas

**Total: 18**

## LATIN AMERICAN AND LATINA/O STUDIES HONORS MINOR

**Description.** The honors minor in Latin American and Latina/o Studies seeks to encourage and assist all students enrolled to excel in all their courses by providing research and writing skills workshops as well as workshops about graduate and law school studies. Coursework is centered on Latin America and the Caribbean, Latinas/os in the United States as well as race and ethnicity generally in the United States.

**Minor coordinator.** Professor Lisandro Perez, Department of Latin American and Latina/o Studies (212.237.8708, [loperez@jjay.cuny.edu](mailto:loperez@jjay.cuny.edu))

### Requirements:

- Completion of a minimum of 18 credits with a GPA of at least 3.3 (B+) in the Latin American and Latina/o Studies courses
- Participation in and completion of at least one of the research and writing skills workshops offered by the Department of Latin American and Latina/o Studies
- Participation in and completion of at least one graduate/law school career development workshop
- Completion of an honors thesis written under the supervision of a member of the department faculty. The thesis must be a minimum of 10 pages, using the APA citation form, and of B+ quality or better

## LAW MINOR (Department of Law, Police Science and Criminal Justice Administration)

**Requirements:** To receive a minor in Law, students must complete 18 credits of law courses.



**Minor coordinator.** For more information, see Professor Christopher Morse, Department of Law, Police Science and Criminal Justice Administration (212.237.8408, cmorse@jjay.cuny.edu).

### **MATHEMATICS MINOR (Department of Mathematics and Computer Science)**

**Description.** Mathematics provides excellent preparation for entrance into many quantitative and high-technology careers. Some of these include the actuarial field, financial analysis and work in cryptography. The minor will enhance the understanding of quantitative disciplines such as the social sciences, physics, chemistry and biology. Strong math skills also increase a student’s ability to manage life in this increasingly quantitative world.

**Minor coordinator.** Professor Peter Shenkin, Department of Mathematics and Computer Science (212.237.8925, pshenkin@jjay.cuny.edu)

**Requirements:** The Mathematics minor consists of a three-course calculus sequence plus three courses in a specialization chosen from among Operations Research, Differential Equations and Pure Mathematics. These courses in the specialization must be at the 300-level or above.

**Required**

- Mathematics 241 Calculus I
- Mathematics 242 Calculus II
- Mathematics 243 Calculus III

**Credits**  
Subtotal: 9

**Specializations**

*Select three from one category*

Operations Research

- Mathematics 310 Linear Algebra
- Mathematics 323 Operations Research Models I
- Mathematics 324 Operations Research Models II

Subtotal: 9

Differential Equations

- Mathematics 351 Introduction to Ordinary Differential Equations
- Mathematics 352 Applied Differential Equations
- Mathematics 371 Numerical Analysis

Pure Mathematics

- Mathematics 330 Modern Geometry
- Mathematics 361 Introduction to the Functions of a Complex Variable
- Mathematics 410 Abstract Algebra

**Total: 18**

### **MUSIC MINOR**

**Description.** The Music minor offers students the opportunity to explore music through a comprehensive and multi-faceted approach. The minor combines core requirements with two areas of concentration, Music History/Comparative Music, or Composition/Technology/Theory. Through the study of western art, music and comparative music studies such as Caribbean music, world music, and pop, rock and jazz, the student examines and contextualizes the art form. The study of voice, piano, songwriting, composition, and music technology encourages the student to explore their inherent creative potential by directly engaging in the creation of music, while also developing a foundation in the basic skills of music making.

**Rationale.** Music, one of the most universal and fundamental art forms, reflects virtually every aspect of personal and social experience. Through the development of its skills and the consideration of its history, we see how broader cultural patterns are reflected in music specifically, and in art forms generally. The core courses in the minor will ensure homogeneity among the students in their abilities and, in conjunction with the advanced courses, will allow them to express their creativity while developing an understanding of the place of music in the history of the world.

**Credits.** 18

**Minor coordinator.** Professor Laura Greenberg, Department of Art and Music (212.237.8335, lgreenberg@jjay.cuny.edu)

**Credits**

Music 2XX Guitar and Chamber Ensemble

**PART ONE**

Subtotal: 9

**Required**

Music 102 Music Skills\*

\*Students who possess prior knowledge or experience may consult with the minor coordinator or instructor for a possible exemption from this course.

**Choose two**

Music 101 Introduction to Music

Music 103 American Popular Music from Jazz to Rock

Music 104 Music in World Culture

Music 110/Latin American and Latina/o Studies 110 Popular Musics of the Caribbean

Music 115 Introduction to Vocal Techniques Style, and Song Literature

Music 120 Piano

Music 130 John Jay Chorus

Music 131 John Jay Chorus II

Music 220 Choral Music in Performance

Music 1XX Guitar

**PART TWO. Tracks**

Subtotal: 9

**Select three from one of the tracks**

**Track I: Music History/Comparative Music**

**200-level – Choose two**

Music 201 Musical Masterworks

Music 203 American Musical Theatre

Music 205 Beethoven, Verdi, Stravinsky

Music 206/History 206 Orchestral Music and World Wars

**300-Level: Choose one**

Music 310 Comparative History of African American Musics

**Track II: Music Composition/Theory/Technology**

**200-level, Choose two**

Music 202 Songwriting

Music 220 Choral Music in Performance

Music 2XX Music Technology

Music 2XX Music Theory

**300-level, Choose one**

Music 3XX Composition/Technology

**Total: 18**

**PHILOSOPHY MINOR**

**Description.** The Philosophy minor is designed to give students interested in philosophy the opportunity to do intensive work in the field and have that work recognized. Philosophy — a term derived from the ancient Greek *philosophia* — means “love of wisdom.” As a discipline, philosophy strives to seek thoughtful and rigorous responses to the most fundamental “Why?” questions about ourselves, the universe and our place in the universe. Areas of study include being or existence, knowledge, ethics, political philosophy and various “philosophy of . . .” issues (e.g., philosophy of law, philosophy of mind, philosophy of language, etc.). Some core questions that philosophers ask range from “What is the nature of justice?” and “How should I live my life?” to “Do humans have free will?” and “What sort of justification is required for me to have knowledge?”

Learning objectives for Philosophy minors include the development and mastery of the following skills and competencies.

Students will be able to:

- Recognize and reconstruct arguments
- Critically evaluate arguments
- Appreciate different responses to a given philosophical question
- Offer a thoughtfully defended thesis on a given philosophical question
- Entertain and respond to challenges to one’s thesis

**Rationale.** A Philosophy minor, which is noted on the student’s final transcript, is extremely beneficial for students planning careers in law school or various graduate programs. A liberal arts and humanities education, according to some of the top law schools, is the best

preparation for understanding, synthesizing, and evaluating the legal theory and moral reasoning employed in legal judgments. Both law schools and graduate schools place a premium on the sort of critical thinking and conceptual analysis that philosophy uniquely provides. In addition, there is statistical evidence that those who major in philosophy consistently score higher than those in nearly every other major on standardized exams such as the LSAT and the GRE.

**Minor coordinator.** Professor Tanya Rodriguez, Department of Philosophy ([212.237.8338](tel:212.237.8338), [trodriguez@jjay.cuny.edu](mailto:trodriguez@jjay.cuny.edu))

**Requirements:**

- A student must complete 18 credits (six courses) in philosophy.
- Philosophy 231 is required (also fulfills the general education requirement for philosophy).
- At least two courses must be at the 300-level or higher.
- Independent study courses, arranged between the student and a supervising faculty member, and experimental courses can be used to fill the 18-credit requirement. For details on independent study courses, see the Chapter 6, Academic Standards.

Philosophy courses satisfying the requirements of the minor include the following:

- Philosophy 102 Introduction to Ethics
- Philosophy 105 Critical Thinking and Informal Logic
- Philosophy 201 Philosophy of Art
- Philosophy 202 American Philosophy
- Philosophy 203 Political Philosophy
- Philosophy 204 Logic
- Philosophy 205 Philosophy of Religion
- Philosophy 210 Ethical Theory
- Philosophy 224/Anthropology 224/Psychology 224/Sociology 224 Death, Dying and Society: A Life Crises Management Issue

**Credits**

Subtotal: 18

- Philosophy 231 Knowing, Being and Doing (required general education philosophy course)
- Philosophy 302 Philosophical Issues of Rights
- Philosophy 304 Philosophy of the Mind
- Philosophy 310/Law 310 Ethics and the Law
- Philosophy 315 Philosophy of the Rule of Law
- Philosophy 321/Criminal Justice 321 Police Ethics
- Philosophy 322/Criminal Justice 322 Judicial and Correctional Ethics
- Philosophy 326 Topics in the History of Modern Thought
- Philosophy 327 Nineteenth-Century European and American Philosophy
- Philosophy 340 Utopian Thought
- Philosophy 343 Existentialism
- Philosophy 351 Classical Chinese Philosophy
- Philosophy 374 Epistemology
- Philosophy 377 Reality, Truth and Being: Metaphysics
- Philosophy 423/Political Science 423 Selected Topics in Justice
- Philosophy 333/Gender Studies 333 Theories of Gender and Sexuality
- Philosophy 354/African American Studies 354 Africana Philosophy

**The following courses may also be applied toward the minor:**

- Humanities and Justice Studies 250 Justice in the Western Traditions

**Total: 18**

**Note: Credit toward the minor may be given for courses taken elsewhere at the College if they include substantial philosophical content. Please contact the philosophy minor adviser.**

### **POLICE STUDIES MINOR (Department of Law, Police Science and Criminal Justice Administration)**

**Description.** The minor in Police Studies is designed for students with professional interests in law enforcement and policing. The minor is also appropriate for students who plan to attend graduate or professional school.

**Minor coordinator.** Professor Jon Shane, Department of Law, Police Science, and Criminal Justice Administration (646.557.4625, [jshane@jjay.cuny.edu](mailto:jshane@jjay.cuny.edu))

**Requirements:** To receive a minor in Police Studies students must complete 18 credits in police science courses (courses with the PSC prefix).

### **POLITICAL SCIENCE MINOR**

**Description.** Earning a Political Science minor for students who have majored in Criminal Justice, International Criminal Justice, or Legal Studies demonstrates to graduate and professional schools and/or potential employers that students have also had substantial exposure to the discipline of political science in their undergraduate studies.

**Minor coordinators.** Professors Harold Sullivan (212.237.8194, [hsullivan@jjay.cuny.edu](mailto:hsullivan@jjay.cuny.edu)) or Monica Varsanyi (212.237.8232, [mvarsanyi@jjay.cuny.edu](mailto:mvarsanyi@jjay.cuny.edu)), Department of Political Science

**Requirements:** The Political Science minor consists of POL 101 or GOV 101 and any 15 additional credits of political science courses (GOV or POL).

### **PSYCHOLOGY MINOR**

**Description.** The Psychology minor provides students with the opportunity to think and write critically about the mind and human behavior, and to gain some exposure to the field of forensic psychology. Students are introduced to basic psychological theory and research as well as several core areas in the discipline of

psychology. The minor prepares students to become informed, life-long consumers of psychology. It also provides some background in psychology that can help build a foundation for many fields of graduate or professional study and careers.

**Rationale.** Gaining exposure to the science of human behavior through the Psychology minor can be of substantial benefit for students in many disciplines. The minor provides opportunities to hone critical thinking, research and writing skills, which are crucial in any field. Students also can explore topics and issues that might help direct their career choices. Any major pairs well with a Psychology minor.

**Minor coordinator.** Professor Daryl Wout, Department of Psychology (646.557.4652, [dwout@jjay.cuny.edu](mailto:dwout@jjay.cuny.edu))

**Requirements:** Any student who is not majoring in Forensic Psychology can earn a minor in Psychology by taking six of the ten courses listed below.

### **Credits**

Subtotal: 18

#### **Select six**

- Psychology 101 Introduction to Psychology
- Psychology 200 Cognitive Psychology
- Psychology 221 Social Psychology
- Psychology 231 Developmental Psychology
- Psychology 236 Group Dynamics
- Psychology 242 Abnormal Psychology
- Psychology 243 Theories of Personality
- Psychology 266 Psychology of Alcoholism and Substance Abuse
- Psychology 275 Family Conflict and the Family Court
- Psychology 370/Law 370 Psychology and the Law *or*
- Psychology 372 Psychology of Criminal Behavior
- Statistics 250 Principles and Methods of Statistics

**Total: 18**

## **PUBLIC ADMINISTRATION MINOR (Department of Public Management)**

**Description and rationale.** Wherever a career leads, it will inevitably involve management. The minor in Public Administration gives students an understanding of how administration works, how policy gets made, and how to excel as a manager in government, non-profit and corporate organizations. The supervision, planning and budgeting skills students acquire in the Public Administration minor will prove valuable as they advance towards a leadership role in any organization that helps carry out the business of government.

**Minor coordinators.** Professors Warren Benton ([212.237.8089](tel:212.237.8089), [wbenton@jjay.cuny.edu](mailto:wbenton@jjay.cuny.edu)) and Maria D’Agostino ([212.237.8068](tel:212.237.8068), [mdagostino@jjay.cuny.edu](mailto:mdagostino@jjay.cuny.edu)), Department of Public Management

**Requirements:** To receive the minor, students must complete 18 credits (six courses) from the following public administration courses. “Special topics” courses in public administration or public administration graduate courses taken by academically-eligible seniors can also be applied to the minor.

**Note:** The minor in Public Administration is not available to students who are majoring in Public Administration.

### **Credits**

Subtotal: 3

#### **Required**

Public Administration 240 Introduction to Public Administration

Subtotal: 15

#### **Select five**

Public Administration 241 Information in Public Management  
 Public Administration 260 International Public Administration  
 Public Administration 314 Leadership, Supervision and Performance  
 Public Administration 340 Planning and Policy Analysis  
 Public Administration 343 Administration of Financial Resources  
 Public Administration 346 Human Resource Administration  
 Public Administration 348 Justice Planning and Policy Analysis

Public Administration 360 Court Administration  
 Public Administration 400 Quantitative Problems in Public Administration  
 Public Administration 402 Seminar and Internship in Public Administration  
 Public Administration 404 Practicum in Public Administration  
 Public Administration 420 Contemporary Administration and the Judiciary  
 Public Administration 440 Problems in Public Administration  
 Public Administration 445 Seminar in Justice Administration and Planning

**Total: 18**

## **RUSSIAN STUDIES MINOR (Department of Foreign Languages and Literatures)**

*The College is no longer offering a minor in Russian Studies. For information, consult the 2010-11 Undergraduate Bulletin.*

## **SECURITY MANAGEMENT MINOR (Department of Protection Management)**

**Description.** The minor in Security Management targets the analysis of security risks and vulnerabilities, along with the administration of programs designed to reduce loss — in public and private institutions and corporations. The minor helps prepare students for careers as managers, consultants and entrepreneurs.

**Rationale.** Every public institution and private corporation has a security function associated with its mission. Understanding this function within a particular industry or public enterprise enhances the skill set of the professional working in or studying that field. Further, understanding the principles, practices and law within the security field enables individuals to better safeguard their person, property and privacy — both inside and outside of the work environment.

**Minor coordinator.** Professor Robert McCrie, Department of Protection Management ([212.237.8386](tel:212.237.8386), [rmccrie@jjay.cuny.edu](mailto:rmccrie@jjay.cuny.edu))

**Requirements:**

- A minimum of 18 credits is required.
- All courses applied to the minor must be courses designated by the course number prefix specific to security management (SEC). Courses that are cross-listed in the college bulletin are acceptable, e.g., Security Management/Mathematics.
- No more than 9 credits applied to a minor may be credits that the student also uses to fulfill a major.
- At least 6 credits applied to the minor must be in courses at the 300-level or above.

To apply for a minor, the student should complete the Approved Plan for a Minor Form available from the security management coordinator and the Department of Protection Management and make an appointment to meet with the department chairperson for approval. At the discretion of the chairperson, the student may be referred to the security management coordinator. Students must bring with them a copy of their up-to-date John Jay College transcript. Any revision of the plan requires the completion of a new Approved Plan for a Minor Form and another approval meeting.

**SOCIOLOGY MINOR**

**Description.** The Sociology minor considers the following areas in the study of modern society: social groups, social organization, the sociology of institutions such as law, the courts, the family, the process of interaction, social disorganization and change. Topics such as violence, delinquency, deviant behavior, social control, and ethnic, race and class relations are central to the minor concentration. Issues of culture, personality and urbanization are studied.

**Minor coordinator.** Professor Douglas Thompkins, Department of Sociology ([212.484.1118](tel:212.484.1118), [dthompkins@jjay.cuny.edu](mailto:dthompkins@jjay.cuny.edu))

**Requirements:** Students wishing to minor in Sociology must complete 18 credits (six courses) at the 200-level or above. No more than half of these credits may be used to satisfy credit requirements in the student’s major.

**Credits**

Subtotal: 18

- Sociology 201 Urban Sociology
- Sociology 202/Psychology 202 The Family: Change, Challenges and Crisis Intervention
- Sociology 206 The Sociology of Conflict and Dispute Resolution
- Sociology 209 Sociology of Work and Jobs
- Sociology 213/Psychology 213 Race and Ethnic Relations
- Sociology 215 Social Control and Gender: Women in American Society
- Sociology 222 Sociology of Mass Communication
- Sociology 232 Social Stratification
- Sociology 240 Social Deviance
- Sociology 275 Political Imprisonment
- Sociology 278 Political Sociology
- Sociology 290 Selected Topics in Sociology
- Sociology 302 Social Problems
- Sociology 305 Sociology of Law
- Sociology 314 Theories of Social Order
- Sociology 354 Gangs and Transnationalism
- Sociology 401 Problems of Minority Groups
- Sociology 251 Sociology of Human Rights
- Sociology 346 Sport in Global Perspective
- Social Science Research 325 Research Methods in the Behavioral Sciences

**Total: 18**

**SPANISH MINOR (Department of Foreign Languages and Literatures)**

**Description.** The Spanish minor is designed to make students proficient in spoken and written Spanish through language and literature courses that also present a cultural and psychological understanding of the Spanish diaspora.

An example of this is Spanish 212, an intermediate course in grammar and conversation, taught with the use of film and literature in which themes such as immigration, justice, nationalism, gender

issues, prejudice, personal relationships and the importance of family are explored and discussed.

**Rationale.** In today's global society, it is of paramount importance for students to study foreign languages and cultures. If a student earns a minor in Spanish, one of the five most important languages in the world, they will be better prepared to compete in whatever major field of study they are pursuing at John Jay College. Agencies such as the FBI, CIA, DEA, U.S. Customs Service, and the Immigration and Naturalization Service give preference and a higher salary to those who can communicate in a foreign language. Minor in a foreign language will assist students in becoming qualified to attain these positions.

**Minor coordinator.** Professor Silvia Dapia, Department of Foreign Languages and Literatures ([646-557-4415](mailto:646-557-4415), [sdapia@jjay.cuny.edu](mailto:sdapia@jjay.cuny.edu))

**Requirements:** To complete the minor, students must take 18 credits (six courses) in Spanish language, literature and/or translation beginning at the 200-level. At least three 200-level courses, two 300-level courses, and one 400-level course must be taken. Students should consult a minor coordinator for courses that are not available during a particular semester.

**Note:** A higher level course can be substituted for a lower level course but not *vice versa*. For example, Spanish 320 can be substituted for Spanish 250.

Students have the possibility of receiving 3-6 credits for earning a score of four or better on the Spanish Language and/or Literature Advanced Placement Examination taken in high school. These credits can be applied towards the minor in Spanish.

### Credits

*Required Courses for Non-Heritage Speakers* Subtotal: 9  
 Spanish 201-202 Intermediate Conversational Spanish for Non-Hispanic Students  
 Spanish 401 Contemporary Issues in Hispanic Literature

*Required Courses for Heritage Speakers* Subtotal: 9  
 Spanish 211-212 Intermediate Conversational Spanish for Hispanic Speakers  
 Spanish 401 Contemporary Issues in Hispanic Literature

**Select three** Subtotal: 9

#### Literature

Spanish 320 Latin American Theatre: Taller de Teatro/Theatre Workshop  
 Spanish 321 Introduction to Spanish Literature I  
 Spanish 322 Introduction to Spanish Literature II  
 Spanish 331 Introduction to Latin-American Literature I  
 Spanish 332 Introduction to Latin-American Literature II

#### Legal and Translation

Spanish 230 Theory and Practice of Written Translation: Spanish to English  
 Spanish 250 Spanish for Criminal Investigation  
 Spanish 340 Court Interpreting and Translation  
 Spanish 341 Interpretation Techniques

**Total: 18**

### **SPEECH and MEDIA MINORS (Department of Communication and Theatre Arts)**

**Description and rationale.** The Department of Communication and Theatre Arts offers minors in Speech and Media, Theatre, or a combined minor in Speech, Theatre and Media Studies. The minor in Speech and Media is designed to help students gain confidence and power through enhancing the effectiveness of their communication performance and analysis. The Theatre minor is designed to allow students to explore their theatrical talent and to experience great plays and films while developing a critical eye. The combined minor helps to develop communication skills and analysis as a speaker, a performer and a critic of communication while focusing students' course selection on their interests. The classes in these minors provide unique learning opportunities such as becoming a cast or crew member in one of the department's plays, getting a handle on

news media, and learning video production techniques to create movies.

**Minor coordinator.** Professor Martin Wallenstein, Department of Communication and Theater Arts ([212.237.8364](tel:212.237.8364), [mwallenstein@jjay.cuny.edu](mailto:mwallenstein@jjay.cuny.edu)), or his designee. Students interested in any of these minors should make an appointment with the coordinator for guidance in tailoring their course selection to their needs and interests. Students are encouraged to see the coordinator by at least the first semester of their junior year but preferably as soon as an interest is developed in one of these minors.

**Requirements for a Speech and Media Minor:** Students must complete 18 credits in speech including the required SPE 113 course. Up to 6 credits can be earned by taking the department's video production classes. For these courses, see the drama (DRA) course listings.

**Requirements for a combined Speech, Theatre and Media Studies Minor:** Students must complete 18 credits from a combination of speech and drama courses. For this combined minor, Speech 113 is a prerequisite and does not count toward the 18 credits.

**Note:** *No more than 6 credits toward these minors may be transfer credits. Any of the drama courses can be used to fulfill the College's general education requirement in the fine arts.*

## THEATRE ARTS MINOR (Department of Communication and Theatre Arts)

**Description.** The Theatre Arts minor is structured to give students an overview of drama and theatre, in terms of history, performance and criticism. The curriculum involves the student in both the practical and theoretical aspects of the theatre process. The minor offers ample opportunities for students to apply their skills onstage and/or backstage.

In addition, the Theatre Arts minor affords opportunities to enhance creativity, time management and communication skills that are useful in virtually any professional area. John Jay College's proximity to

Lincoln Center and New York City's theatrical district provides students with opportunity for utilization of performing arts libraries, organizations, theatres, and internships.

The Theatre Arts minor concludes with a 3-credit 300-level theatre course **or** Capstone Project chosen by the student, under the guidance of a member of the theatre faculty. This project will provide the student with the opportunity to demonstrate acquired proficiency in an area of performance, production, criticism, and/or scholarship.

A successful Theatre Arts minor will:

- Know what is meant by Theatre, in particular what distinguishes it from drama and film.
- Develop a general understanding and appreciation of major periods of theatre history and major pieces of dramatic literature with perspectives in western and nonwestern traditions and gender and ethnic identities.
- Identify the characteristics of the major theatre genres, and know how each of these genres and styles have engendered distinctive forms of playwriting, acting, directing, and theatrical design.
- Enhance critical thinking and writing skills through literary analysis of important dramatic works of classical and contemporary drama.
- Acquire the ability to analyze scripts and critically assess those elements that contribute the theatre process.
- Apply drama-based skills in non-theatrical environments, for example business, law, criminal justice settings, healthcare, and education.
- Acquire cultural capital through exposure to professional theatre in the New York City area.

**Credits.** 18

**Minor coordinator.** Professor Kathryn Wylie-Marques, Department of Communication and Theatre Arts ([kwylie@jjay.cuny.edu](mailto:kwylie@jjay.cuny.edu) [212.237.8368](tel:212.237.8368))



	<b>Credits</b>
<b>PART ONE. Foundations</b>	Subtotal: 3
<b>Required</b>	
Drama 110 Introduction to Theatre	
<b>PART TWO. Theory and Practice</b>	Subtotal: 6
<b>Select two</b>	
Drama 115 Improvisational Theatre	
Drama 185 Drama in Production	
Drama 213 Acting I	
Drama 214 Acting II	
Drama 233 Sociodrama I	
Drama 207-208 Stagecraft	
Drama 201 Introduction to Playwriting	
Drama 2XX Drama in Production II	
Speech 209 Voice and Diction for the Professional	
<b>PART THREE. Theatre Literature, History &amp; Criticism</b>	Subtotal: 6
<b>Select two</b>	
Drama 205 Contemporary Theatre	
Drama 212 History of the Drama I	
Drama 222 History of the Drama II	
Drama 225 Criminal Justice in the Theatre	
Drama 245 Women in Theatre	
Drama 247 Gender on Stage and Screen	
Drama 217/Latin American and Latina/o Studies 217/Spanish 217 Latina/o Theatre in the USA	
Drama 230/African American Studies Drama 230 African-American Theatre	
<b>PART FOUR. Upper-Level Requirement</b>	Subtotal: 3
<b>Select one</b>	
Drama 301 Directing	
Drama 325 Drama Techniques in Crisis Intervention	
Drama 309-310 Topics in Theatre	
	<b>Total 18</b>

### **WRITING MINOR (Department of English)**

**Description.** The Writing minor allows students to practice the craft of writing in various forms and genres. In the minor, students will participate in a broad range of workshop-based courses, including poetry, fiction, creative nonfiction, journalism, legal writing and business writing. Some courses will focus on creating original, artistic work, and others will be geared toward preparing students for careers involving professional writing or for graduate study.

In the creative writing courses, students will master narrative forms and learn how to structure their own experiences into resonant fiction, creative nonfiction and poetry. In the journalism courses, students will learn how to gather appropriate information, ask pertinent questions and write hard news articles and features. In the academic and professional writing courses, students will practice original research, argumentation and advanced rhetorical strategies.

All courses will be conducted as workshops, so students will regularly present their writing for close review and critique by their professors and peers. This emphasis on close reading, as well as on writing, will strengthen their critical abilities. The Writing minor will allow students to hone their writing skills and to find their own unique voices as they learn to negotiate the demands of specific audiences and genres.

**Minor coordinator.** Professor Jay Walitalo, Department of English  
(212.484.1192, [jwalitalo@jjay.cuny.edu](mailto:jwalitalo@jjay.cuny.edu))

**Admission to the minor.** Completion of English 201 with a minimum grade of C+, or permission of the Writing Minor Adviser.

**Requirements:** Students must complete 18 credits (6 courses) in writing. Students may apply one 3-credit literature elective in satisfying the 18 credits.

Required Courses

Subtotal: 6

English 218 The Writing Workshop

***Choose one 300-level seminar course***

English 3XX Advanced Poetry Writing

English 3XX Advanced Fiction Writing

English 316 Advanced Writing and Response: Theory and Practice  
(ENG 255 is a prerequisite for this course)

Writing Electives

Subtotal: 12

*(The following list is illustrative and not exhaustive. Students should consult the current course schedule for offerings in English [ENG])*

English 215 Poetry Writing and Reading

English 216 Fiction Writing

English 233 News Reporting and Writing

English 235 Writing for Management, Business and Public Administration

English 245 Creative Nonfiction

English 250 Writing for Legal Studies

English 255 Argument Writing (*Note: Students must have received at least a B+ or higher in English 101 and 201 to take this course*)

English 316 Advanced Argument Writing and Response: Theory and Practice (*Prerequisite: English 255*)

English 334 Intermediate News Reporting and Writing

English 3XX Advanced Poetry Writing

English 3XX Advanced Fiction Writing

**Total: 18-19**

## 4 Academic Resources

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### ACADEMIC RESOURCES

Academic resources at John Jay include Academic Facilities, Academic Advisement Services and Academic Support Services.

### ACADEMIC FACILITIES

#### Lloyd George Sealy Library

212.237.8246

[libref@jjay.cuny.edu](mailto:libref@jjay.cuny.edu)

Located in spacious quarters on the first two floors of Haaren Hall, the Lloyd George Sealy Library houses the foremost collection of criminal justice materials in the world. Boasting more than half a million books, periodicals, microforms, films and digital collections, the Library integrates historical and contemporary materials to present a balanced view of the criminal justice field. John Jay and CUNY faculty and students as well as scholars, practitioners and members of the legal community from all over the world use this Library.

The main strength of the Library is in criminal justice, fire science, forensic psychology, forensic science, public administration, social sciences and related fields. Resources are extensive and support the research needs of undergraduate and graduate students, faculty and criminal justice agency personnel. The Library holds a number of unique special collections directly related to the mission of the College. Trial transcripts of the New York criminal courts dating from the 1890s to 1927 provide a rich source for the study of history, sociology and law; an extensive collection of police department annual reports from all over the United States invites quantitative and comparative studies. There is also a significant body of material dealing with alcoholism and substance abuse. The Library's extensive media collection of approximately 3,000 items has many rare titles and supports classroom instruction. More than 6 million volumes of books in 20 separate CUNY libraries supplement the Library's print resources.

The Lloyd George Sealy Library maintains its own website ([www.lib.jjay.cuny.edu](http://www.lib.jjay.cuny.edu)), providing the entryway to its digital collections. These include more than 50 general and specialized databases; the full text of more than 25,000 journals and newspapers, U.S. and foreign legal materials; more than 8,000 electronic books; an electronic reserve collection; and a growing collection of images and text digitized from our special collections.

Students can avail themselves of these resources from off campus utilizing the Library's proxy server at any hour of the day or night. More than 100 networked computers providing access to this material, the online catalog and the Internet are located on the Library's upper level, along with a classroom equipped for hands-on instruction in utilizing these digital resources.

Personal and professional papers of individuals who have made significant contributions in fields of concern to the College — Burton Turkus, Lewis Lawes, Flora Schreiber, Robert Martinson, Richard Dugdale and Gary McGivern, to name a few — as well as archives of social, political and investigative agencies, add to the prestige and scope of the collection.

Specialized reference librarians are available to assist Library users with research questions or with using the databases. Circulation and print reserve services are located at the entry level, along with a computer lab for word processing and other office functions; reference collections and administrative offices are on the upper level. The circulating collection, arranged in open stacks to encourage browsing, is housed on both levels. Student study areas are interspersed throughout the Lloyd George Sealy Library.

#### Instructional Technology Support Services

212.237.8047

[itss@jjay.cuny.edu](mailto:itss@jjay.cuny.edu)

Instructional Technology Support Services (ITSS) serves as the open-access computing facility for all currently enrolled undergraduate and graduate students. ITSS supports a wide range of software applications, programming languages, tutorial software and course-related programs as well as access to the Internet and to the World Wide Web. Manuals and user documentation are available.

Consultants are available to provide technical assistance and answer user questions.

ITSS also supports the College e-training program, course and departmental web pages, and is a leader in piloting new technologies for campus use. Hands-on workshops in software applications, World Wide Web technology, and computer maintenance are held each semester for faculty, staff and students. A current workshop schedule may be found on the College website under "Instructional Technology Support Services."

ITSS is the site license coordinator for CUNY-purchased, university-wide software licenses. All site-licensed software is for on-campus use by faculty, staff and registered students.

In addition, ITSS houses the Cisco Local Academy and the Microsoft IT Academy, which provide continuing education programs in computing, networking, security and wireless technologies.

Instructional Technology Support Services is open day and evening hours Monday through Thursday and during the day on Friday and Saturday.

## ACADEMIC ADVISEMENT SERVICES

Students are encouraged to consult regularly with members of the faculty regarding course and program requirements, academic progress, and plans for study in graduate and professional schools. In addition, the College provides the following advisement services.

### Academic Advisement

212.237.8000 (ext. 2066) or 646.557.4817

The Academic Advisement Center provides services for the following populations, with a focus on general education requirements:

- Freshmen (students who have 0-29 credits)
- Continuing students in baccalaureate degree programs who need advising regarding general education requirements

- New Transfer Students
- Readmitted Students
- Baccalaureate students on academic probation

The staff in the Academic Advisement Center help students:

- Adjust to university life
- Clarify their academic and career goals in relation to their life expectations
- Select appropriate courses
- Interpret institutional policies, procedures and requirements
- Increase their awareness of educational opportunities
- Find campus resources that offer helpful support

### *For SEEK Students*

212.237.8169 — SEEK

Students accepted to the SEEK Program either as freshmen or transfer students are assigned to a SEEK counselor in their first semester. All students in the SEEK Program may schedule counseling appointments with the SEEK Department.

### *For Students in the Interdisciplinary Studies Program*

212.237.8462 — ISP

The Interdisciplinary Studies Department provides advisement for students enrolled in Interdisciplinary Studies.

### *Veterans*

212.237.8111 — Counseling

Project for Return and Opportunity in Veterans Education (PROVE)

PROVE assists veterans to make a smooth and successful transition into John Jay. This program provides academic-related support services and referral to campus services.

Advisement specific to majors and academic programs is provided by faculty advisers. Contact the major, minor or program coordinator

regarding advisement. To find the name of a the appropriate faculty member, consult the Undergraduate Bulletin under Degrees Offered (Chapter 1) or Certificates, Programs & Minors (Chapter 3).

#### Associate Degree Advisement Office

212.237.8139 or 212.237.8000 (ext. 2131)

Funded through the Carl D. Perkins Vocational and Educational III Grant, the College offers personal counseling and academic advisement services to students who are in an associate degree program. Services include career advisement workshops, tuition-free courses during intersession and summer, luncheons and social events.

#### Pre Law Institute

646.557.4804

[pli@jjay.cuny.edu](mailto:pli@jjay.cuny.edu)

[www.Facebook.com/PreLawInstitute](http://www.Facebook.com/PreLawInstitute)

John Jay students and alumni interested in pursuing a career in law can avail themselves of the services provided by the College's Pre Law Institute. Established in 2005, the Institute advises students on appropriate undergraduate studies, offers a comprehensive series of workshops and academic skill-building programs for the John Jay pre-law community, hosts an annual Law Day that focuses on the law school admissions process and diverse career opportunities for lawyers, and assists students with all aspects of the law school application process.

#### Health Professions Adviser

Chairperson of Department of Sciences

212.237.8884

Students interested in pursuing careers in the health professions — medicine, dentistry, optometry, osteopathy, podiatry or veterinary medicine — are able to fulfill the necessary academic requirements at John Jay. Anyone considering these professions should consult with the health professions adviser who serves as the liaison to the professional schools. The adviser will assist these students in

planning their academic programs to achieve their goals.

Professional schools require all applicants to have a fundamental knowledge of biology, chemistry, physics and mathematics. These subjects are part of the standardized tests that applicants take at the end of their junior year. Because test results, applications and the adviser's letter of recommendation are usually forwarded by the beginning of the senior year, it is strongly advised that students begin science preparation in the freshman year with Biology 103–104, Chemistry 103–104, and Mathematics 241–242.

## ACADEMIC SUPPORT SERVICES

#### Center for English Language Support (CELS)

212.237.8041

The Center for English Language Support (CELS) provides instructional assistance to non-native, English speaking students. Instruction is related to academic English language development with emphasis on writing. Each semester, CELS offers individual and small-group tutoring sessions and workshops on topics ranging from improving sentence structure to preparing research papers. Instructors with graduate degrees in teaching English as a second language conduct the tutoring sessions and workshops. CELS also has a large inventory of online instructional modules targeting academic English language skills.

In addition to instructional services, CELS provides testing and placement services for incoming non-native, English speaking students in order to determine their level of English proficiency and to recommend appropriate courses. Professional advice is provided to students on how to study academic English in a second language context. Students are requested to schedule tutoring appointments and register for workshops in advance.

### Writing Center

212.237.8569

The Writing Center provides tutoring and writing consultation to all undergraduate and graduate students enrolled in the College. Trained tutors work with students on conceptual and sentence-level skills, rules of grammar and style. The Center emphasizes formulating a thesis, organizing and developing ideas, documenting American Psychological Association (APA) style, evaluating evidence and revising a paper, and writing specific to the disciplines. State-of-the-art computers, grammar/writing software and a small specialized library of books on writing are available. Students may be referred to the Center by members of the faculty, or arrange tutoring sessions themselves. Throughout the year, the Writing Center offers numerous writing-oriented workshops, some specific to writing in the individual disciplines, as well as intensive CUNY Assessment Test in Writing (CATW) preparation. All are conducted by faculty and staff and are open to all students.

### Reading and Study Skills Center

212.237.8126 or 212.237.8123

The Reading and Study Skills Center is open to every student enrolled at the College. All students registered in COM 101 and 102 are required to complete 10 hours of independent study in the center. Students experiencing difficulty fulfilling the reading requirements of their courses and those who have yet to pass the CUNY Assessment Test (CAT) in Reading are interviewed and tested by a staff member of the Reading Center, who provides a weekly tutorial plan. Students enrolled in COM 110 and 120 use the center. All undergraduate and graduate students may avail themselves of these services. The center is located in the Department of Communication and Theatre Arts.

### Mathematics/Science Resource Center

646.557.4635

The Mathematics/Science Resource Center (MSRC) provides appointment-based, small-group tutoring for students enrolled in more than 30 courses in science and mathematics. In addition, the

MSRC provides structured, one-on-one tutoring programs for current students who still need to pass the CUNY Assessment Text (CAT) in mathematics or who are repeating a math class in which they have received a grade of R, F, W or WU. The center also features a computer lab with Internet access and a print station; a resource library, including textbooks, calculators, molecular models, and DVDs; and dedicated space for quiet study. Please consult the MSRC web site for a current list of courses covered by tutoring, hours of operation, and deadlines for special programs ([www.jjay.cuny.edu/academics/592.php](http://www.jjay.cuny.edu/academics/592.php)).

### Collegiate Science and Technology Entry Program (CSTEP)

#### Chairperson of the Department of Sciences

212.237.8884

The Collegiate Science and Technology Entry Program (CSTEP), a program funded by the New York State Department of Education, is designed to assist undergraduate and graduate students who are economically disadvantaged, or who are members of minority groups historically underrepresented in the scientific, technical, and health professions. CSTEP provides students with testing, counseling, tutoring, special coursework, and enrichment activities such as lectures and trips to educational facilities.

### Louis Stokes Alliance for Minority Participation (LSAMP)

#### Chairperson of the Department of Sciences

212.237.8884

The LSAMP program is designed to strengthen the preparation and increase the number of minority students who successfully complete baccalaureate and master's degrees in science, technology, engineering and mathematics (STEM) fields. The program provides student enrichment and direct student support in the form of stipends for tutoring, work in laboratories, and summer internships in university, research, or corporate settings.

#### Foreign Language Lab

212.484.1140

[languagelab@jjay.cuny.edu](mailto:languagelab@jjay.cuny.edu)

The Foreign Language Lab at John Jay College is a resource designed to supplement the language course offerings of the College and foster independent and self-guided study through the use of technology and tutoring.

Individual and small group tutoring is available by appointment for students enrolled in courses in French, Spanish, Italian, Chinese and Arabic. The Lab also offers access to the Rosetta Stone software in eight languages and lab and textbook audio supplements.

The Lab offers placement exams for students interested in taking courses in French or Spanish. Students may come to the lab to take the placement exam at any time during the semester.

#### Office of International Studies & Programs

212.484.1339

[icarbajo@jjay.cuny.edu](mailto:icarbajo@jjay.cuny.edu)

The Office of International Studies & Programs works with faculty and students to identify, create, and seek funding for international opportunities. These opportunities include study and research abroad, international internships, the John Jay College-sponsored international conference, and the creation of international networks of scholars, organizations and institutions.

The office provides faculty with advice and assistance in projects that seek to internationalize the curriculum and the campus, to establish collaborative research ties, to identify grant and fellowship support, and to design research and study abroad opportunities for students. For students, the office provides information and advice about international programs, opportunities and funding sources.

# 5 Admissions and Registration

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The City University of New York (CUNY) maintains a central processing center for all applications to its colleges. This application process takes place through the University's online application, which is available through CUNY's website at [www.cuny.edu/explore](http://www.cuny.edu/explore). All students must use this online process.

Office of Undergraduate Admissions  
John Jay College of Criminal Justice  
North Hall Lobby  
445 West 59th Street  
New York, New York 10019  
212.237.8865 or 1.877.JohnJay  
[www.jjay.cuny.edu](http://www.jjay.cuny.edu)  
Email: [admissions@jjay.cuny.edu](mailto:admissions@jjay.cuny.edu)

JAY EXPRESS Services  
212.663.7867  
[jayexpress@jjay.cuny.edu](mailto:jayexpress@jjay.cuny.edu)  
Twitter: @jayexpress  
Facebook: Jay Express  
Blog: [jayexpress.com](http://jayexpress.com)

Jay Express Services is a multi-service center where students can obtain admissions, bursar, registrar, financial aid and testing information and services in one convenient and central location.

**Hours: Fall and spring semesters when classes are in session**

Monday – Thursday 10 AM – 5:45 PM

Friday – 9:00 AM – 12:00 Noon

Check the Academic Calendar at [www.jjay.cuny.edu](http://www.jjay.cuny.edu) for dates when classes are not in session.

This chapter outlines requirements and procedures for admission consideration to all undergraduate programs, including regular and special programs for matriculated students (freshmen, transfer, SEEK, international students, public safety personnel), visiting students, non-degree students and senior citizens.



## MATRICULATED STUDENTS

A matriculated student is accepted and recognized by the College as working toward a degree. Students may attend John Jay on a full-time or part-time basis and be considered matriculated students.

**Students may apply for admission as matriculated students in the following categories:**

- **Freshman**
- **Transfer**
- **Search for Education, Enlightenment and Knowledge (SEEK )**
- **International Students**
- **Public Safety Personnel (police officers, firefighters, correction officers, etc.)**

## REQUIREMENTS FOR ADMISSION

### Freshmen

All entering freshmen applicants are considered for admission based on their high school academic average, academic units, SAT or ACT scores and/or GED scores. A diploma from an accredited high school, an equivalency diploma, or a diploma from a United States Armed Forces Institute is required for entrance to the College. A high school certificate or an Individualized Education Program (IEP) diploma is not acceptable.

An applicant for freshman admission must present evidence of having received a high school diploma from an accredited high school. Students from non-English speaking countries must take the Test of English as a Foreign Language (TOEFL) examination (see the International Students section for details). All baccalaureate students must take the Scholastic Aptitude Test (SAT) or ACT prior to admission.

An applicant who does not meet these criteria may be accepted into the CUNY Justice Academy at a City University community college. This exciting and innovative program provides opportunities for students who are interested in studying criminal justice, forensic science or forensic financial analysis to begin their studies in an

associate degree program at a CUNY community college, and then complete their baccalaureate studies at John Jay College. For more information about the Justice Academy Program visit [www.cuny.edu/justiceacademy](http://www.cuny.edu/justiceacademy).

### Transfer

Students who have attended a college or post secondary institution must have a minimum cumulative grade point average (GPA) of 2.0 based on the total number of credits they have attempted/completed. Prospective transfer students with fewer than 24 credits must have a minimum GPA of 2.0, and the prerequisite high school average and academic units for admission to a baccalaureate program.

**In addition to meeting the College's other requirements, students wishing to transfer into the Forensic Science program must demonstrate a GPA of at least 2.50 in science and mathematics courses credited toward the major.**

### Visiting Students

Visiting students are students who wish to attend John Jay College while being matriculated at another college. Generally, visiting or permit students must meet the same requirements to register for specific courses as John Jay College students.

All City University of New York visiting students (permits) must apply via the ePermit system of the University at [www.cuny.edu](http://www.cuny.edu). Students must log into the portal and then click on ePermit. This electronic process allows students to select courses and apply for permission from both the student's home college and John Jay College.

Students from outside CUNY must first seek permission from their own college to take courses at John Jay College. The Visiting/Non-Degree Application is available online at: <http://www.jjay.cuny.edu/nondegree>. The completed application, accompanied by the application fee of \$65 should be submitted to the Office of Undergraduate Admissions.

### Non-degree Students

Non-degree students are accepted on a semester-to-semester basis, depending on space availability. New non-degree students must apply through the Office of Undergraduate Admissions. Students must provide verification of high school graduation or a General Equivalency Diploma (GED), as well as transcripts from all colleges previously attended. Non-degree students must meet the academic achievement standards established for matriculated students.

The /Non-Degree Application is available online at:

<http://www.jjay.cuny.edu/nondegree>. The completed application, accompanied by the application fee of \$65 should be submitted to the Office of Undergraduate Admissions.

### Public Safety Employees

Members of the New York City Police Department, Fire Department and Department of Correction are encouraged to apply directly to the College and are admitted under special rules by virtue of the College's relationship with their agency. Public safety employees are provided with targeted advisement to meet their unique needs. For more information or to apply to the College please go to [www.jjay.cuny.edu/inservice](http://www.jjay.cuny.edu/inservice).

Active NYPD Officers interested in the NYPD Leadership Program should visit [www.jjay.cuny.edu/nypd](http://www.jjay.cuny.edu/nypd).

### Senior Citizens

Senior citizens satisfying the New York State residency requirements, who are 60 years of age or older (as of the first day of the semester or session) are permitted to audit no more than two undergraduate courses at the colleges on a space available basis, without tuition charge. Enrolling in a course on an audit basis gives students the right to attend and participate in all aspects of the course without receiving credit for the course. At the conclusion of the course, students are assigned a grade of "AUD," which will appear on their permanent record at the College. The course, however, will have no credit attached to it and will not count toward any

degree/certificate program offered by The City University of New York.

Senior citizens may opt to enroll for credit-bearing courses, but must do so on the same basis as other matriculated students by paying the applicable tuition charges and related fees.

To apply please download the Non-Degree Application at:

<http://www.jjay.cuny.edu/nondegree>. The completed application should be submitted to the Office of Undergraduate Admissions. The application fee is not required. Senior citizens are charged a \$65 administrative fee per semester or session, the consolidated services fee, as well as any penalty fees they may incur (e.g., late registration, payment reprocessing fees, library fines, etc.).

The following forms of proof of age are acceptable:

- Medicaid Card
- Driver's License
- Birth Certificate

The College is required to retain a copy of the above proofs or have a signed statement by a college official attesting that one of the above forms was examined and the student satisfied the age requirement.

## ACADEMIC SKILLS REQUIREMENTS

### For Entering Freshmen

As mandated by the Board of Trustees of The City University of New York (CUNY), all new students are required to meet minimal standards in three skills areas: reading, writing and mathematics, before enrolling at a CUNY senior college. Students can demonstrate that they meet the University's skills requirement based on SAT, ACT, or New York State Regents test scores or through the CUNY Assessment Tests (CAT).

Unless a student is otherwise exempt, the CUNY Assessment Test scores will determine if the student meets the minimal competency mandated by the University. Students who do not pass the CAT tests may be eligible for additional preparation through the First Year

Experience (FYE) Foundation Summer Academy and will have the opportunity to be retested during or after completing the program.

### CUNY Assessment Test Exemptions

All students must take the CUNY Assessment Test in Mathematics. This examination is used for placement purposes for students who are otherwise exempt.

#### *For entering freshman and transfer students*

- Entering freshman and transfer students are exempted from the CUNY Assessment Tests in Reading and Writing with an SAT verbal score of 480 or higher; a New York State Regents English score of 75 or higher; or an ACT English score of 20 or higher. Entering freshman and transfer students are exempted from the CUNY Assessment Test in Mathematics with an SAT Math score of 500 or higher; an ACT Math score of 21 or higher; or by New York State Regents mathematics scores as outlined on the CUNY website, [www.cuny.edu](http://www.cuny.edu). Both freshman and transfer students may also be exempt with a 3-credit, college-level English course and/or mathematics course or its equivalent with an earned grade of C or better from an accredited college or university.
- Students who have earned a bachelor's degree and are pursuing a second degree are not required to take the CUNY Assessment Tests. However, students from international institutions may be required by the College to take the tests upon entry in order to help the College determine their placement in mathematics or language skills courses.

For further information on the CUNY Assessment Tests, call **212.237.8108** or email: [Testing@jjay.cuny.edu](mailto:Testing@jjay.cuny.edu).

## APPLICATION PROCEDURES

### Freshman Students

ALL entering freshmen (students without prior College experience except for Advanced Placement and College NOW credit) must apply to The City University of New York (CUNY) through the University Application Processing Center (UAPC). The Freshman Application can be completed online at the CUNY portal website, [www.cuny.edu](http://www.cuny.edu).

Applications are not accepted or processed at John Jay.

#### **In addition to completing the online application, students must:**

- Request that all official high school transcripts be sent to UAPC
- Request that SAT or ACT scores be sent to UAPC. (To request SAT scores, use the **College's code, 2115** .)
- If the student is a GED holder, photocopies of the GED scores and diploma must be sent to UAPC along with all high school transcripts

#### **International students must also provide the following:**

- Photocopies of secondary school documents/transcripts, mark sheets, and/or diploma
- A copy of the TOEFL exam, if applicable

Please visit CUNY's website for more information:

<http://www.cuny.edu/admissions/undergraduate/prepare/outside.html>.

Admission to the College is based on a student's high school average in academic courses, SAT or ACT scores and the number of academic units the student has taken in high school. UAPC processes admissions on a rolling basis. Students should apply by September 15th for spring admission and by February 1st for fall admission. Students admitted early to the College receive preferred schedules by virtue of early registration.

### Transfer Students

Students who have attended another accredited college or university may transfer to John Jay College and must apply to The City University of New York (CUNY) through the University's Application Processing Center (UAPC). The application is available online through the CUNY portal at [www.cuny.edu](http://www.cuny.edu). Students who have earned at least 24 credits and have a 2.0 GPA on a scale of 4.0 will be evaluated based on their college credentials. Students with less than 24 credits will be evaluated based on their high school record in conjunction with their college credentials. Students should apply by September 15th for spring admission and by February 1st for fall admission.

In addition to completing the application, students must also provide the following:

- Transcripts from all previous colleges attended
- All official high school transcripts
- If the student is a GED holder, photocopies of the GED scores and diploma must be sent to UAPC along with all high school transcripts

#### **International students must also provide the following:**

- Photocopies of secondary school documents/transcripts, mark sheets and/or diploma
- Translations of all foreign language documents
- A copy of the TOEFL exam, if applicable

For more information please visit:

<http://www.cuny.edu/admissions/undergraduate/prepare/outside.html>.

### Transfer Students: Direct Admission

Prior to the beginning of each semester, the College makes a limited number of slots available to transfer students who wish to apply directly to the College (based on space availability). Students are required to complete all of the requirements for transfer students but are allowed to submit the application, fees and official documents to

the Undergraduate Admissions Office. Information on the availability of direct admission slots is available through the Undergraduate Admissions Office at **212.237.8865** or by email at [admissions@jjay.cuny.edu](mailto:admissions@jjay.cuny.edu).

### Police, Fire, Correction and Court Officers and other Public Safety Employees

Police officers, firefighters, correction officers and court officers are encouraged to apply directly to the College for admission. These prospective students are admitted to the College based on their academy training. Men and women employed in criminal justice and other designated public safety agencies should apply for admission directly to the College at [www.jjay.cuny.edu/inservice](http://www.jjay.cuny.edu/inservice).

In-service forms may be obtained in person at the Office of Undergraduate Admissions, 445 West 59th Street, New York, New York 10019.

Active NYPD Officers interested in applying to the NYPD Leadership Program should visit [www.jjay.cuny.edu/nypd](http://www.jjay.cuny.edu/nypd).

Graduates of the New York City Police Academy, the New York City Fire Academy or the New York City Correction Academy may be exempted from the College's general education requirements with evidence that they have earned at least 24 college credits in liberal arts.

### International Students or U.S. Citizens and Permanent Residents Educated Abroad

Applicants with international credentials or educational documents applying for admission to the College must apply through the University Applications Processing Center (UAPC), where applications are reviewed by International Credential Evaluators. English translations of material in other languages must be submitted with the application. For admission in September, freshman and transfer applicants must file a completed application by October 1 of the previous year. For admission in February, freshman and transfer applicants must file a completed application form by January of the previous year.

All applicants must present evidence of satisfactory completion of a secondary educational program acceptable to the University.

Applicants with international credentials or educational documents who are applying as transfer students must also provide evidence of good academic standing at the post secondary institution they have attended or are attending. Upon admission to John Jay College of Criminal Justice, transfer applicants must provide official course descriptions and syllabi of work already completed at the post secondary level for evaluation by the College.

International applicants are required to take the Test of English as a Foreign Language (TOEFL) if their native language is one other than English and their secondary or post secondary instruction was not in English. Information about the examination may be obtained by contacting **TOEFL, Educational Testing Service, Princeton, New Jersey 08541, [www.toefl.org](http://www.toefl.org)**. A computer-based score of 173 or a paper-based score of 500 is required for admission and must be reported to the University Application Processing Center using **code number 2115**.

Exemptions: Applicants who are United States citizens or permanent residents are not required to take this examination.

International students are required to obtain F1 student visa status. For further information contact the International Student Officer in the Office of Undergraduate Admissions.

John Jay College is authorized under federal law to enroll **non-immigrant alien students**. Such students should forward either a Freshman or Transfer Application to the University Application Processing Center. All applicants must meet the academic requirements outlined on the following pages. Prospective students who wish to meet with an admissions counselor to discuss undergraduate programs should contact the Office of Admissions to schedule an appointment by calling **212.237.8873**. Prospective students may also email the Undergraduate Admissions Office at **[admissions@jjay.cuny.edu](mailto:admissions@jjay.cuny.edu)**.

### Undergraduate Admissions Appeal Process

The Undergraduate Student Admissions and Recruitment Committee reviews written appeals from students who have been denied admission to the College and considers individual cases for admissions presented by the Office of Undergraduate Admissions. Membership of the committee includes the Director of Undergraduate Admissions, the Executive Academic Director of Undergraduate Studies and five tenured faculty members. Students who wish to appeal must do so in writing (not to exceed three pages in length) and should include a strong, persuasive statement for why the Committee should grant them admission to the undergraduate program at John Jay College.

## ADDITIONAL CREDIT OPTIONS

### Approved External Credit

Matriculated students may apply for credit for relevant work experience outside a formal college setting. A maximum of 30 credits may be obtained by examination, external credit or equivalent credit, or a combination of these.

### Credit by Examination

Credit by examination refers to examinations given by various external agencies, such as the College-Level Examination Program (CLEP) of Educational Testing Service, the College Proficiency Examination Program of New York State, or the Advanced Placement Program of the College Entrance Examination Board. **John Jay College's ETS code is 2115**. John Jay College awards credit for the Subject Examinations listed on the CLEP application. The College, however, does not award credit for the five CLEP general examinations (English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences and History). **The minimum score needed to pass and be considered for these credits is 50.**

The CLEP examination areas are in the following subjects:

American Government	Educational Psychology
American History I	English Literature
American History II	General Biology
American Literature	General Chemistry
Analysis & Interpretation	Human Growth & Development
Calculus	Management
College Algebra	Financial Accounting
College Algebra-Trigonometry	Business Law
Freshman College Composition	Marketing
*College French	Microeconomics
*College German	Macroeconomics
*College Spanish	Introduction to Sociology
Information Systems	Introduction to Psychology
Western Civilization I	Western Civilization II

\*Please note: In order to receive credit for Foreign Language CLEP Exams, students must pass both the CLEP exam and a composition exam given by appointment by the Department of Foreign Languages and Literatures. If a student does not pass the composition portion of the exam, an appeal can be placed by notifying the department. The student's composition will then be assessed by an additional faculty member.

For languages other than those taught at John Jay College, students may apply to a CUNY College that does teach that language for a composition exam. The results will be sent to the John Jay College foreign language department. If the language to be tested is not taught within CUNY, the student can be tested by New York University for a fee.

For additional information on credit by examination, contact the CLEP Administration Center at **800.257.9558** or online at [www.collegeboard.com/student/testing/clep/about.html](http://www.collegeboard.com/student/testing/clep/about.html).

### Military Credit

Students are generally granted 4 credits for service. The form to apply for credit for service in the United States Armed Forces is available online at <http://jstop.jjay.cuny.edu>.

The College accepts credit evaluations of military training from the American Council on Education (ACE). Original ACE transcripts should be forwarded to Mr. Cheuk Lee, the Interim College Registrar.

### External Credit for Public Safety Personnel

External credit is granted for non-collegiate education programs that the College has judged comparable in content and quality to specific courses or areas taught in its departments.

- New York City Police Department officers may receive external credit for the following courses completed with a grade of C or better at the New York City Police Department Academy, provided that these courses have not previously been completed as regular college courses: Police Science 101, 4 credits; Police Science 207, 3 credits; Law 203, 4 credits; Law 204, 4 credits; Psychology 221, 4 credits; Sociology 201, 3 credits; Physical Education 103, 113, and blanket credit, 3 credits; totaling 28 credits.
- New York City Department of Correction recruit training qualifies for external credit for: Criminal Justice 101, 3 credits; Corrections 101, 3 credits; Corrections 201, 3 credits; Corrections 282, 3 credits; Sociology, blanket credit, 3 credits; Physical Education, blanket credit, 3 credits; totaling 18 credits.
- New York City Fire Department personnel completing recruit training may receive external credit for: Fire Science 101, 3 credits; Fire Science blanket credit, 2 credits; Police Science, blanket credit, 3 credits; Physical Education, blanket credit, 2 credits; totaling 10 credits.

Graduates of the New York City Police Academy, New York City Fire Academy, or New York City Correction Academy may be exempt from the College's general education requirements provided that they transfer with 28 credits in liberal arts courses from an accredited post secondary institution. Courses taken at the various academies may not be used toward this exemption.

- Students who have successfully completed a training program that has been evaluated by the College for the award of credit, or a program that has been recommended for the award of credit by the American Council on Education (ACE), must apply to the Office of the Registrar for the application of this credit toward the undergraduate degree. Applicants must provide documentation in support of their requests. A statement or transcript indicating subjects taken, grades received, dates of attendance, and the number of hours of participation must be sent directly to the Office of the Registrar from the agency that has provided the training.

#### Equivalent Credit

Equivalent credit is granted for knowledge gained from either work-related or other qualifying experience. It is the learning and not the experience itself that must be documented to prove that it is at the college level and serves as a valid substitute for the content of a specific course as outlined in this Undergraduate Bulletin. Students must file a formal application for credit with the Office of the Registrar and follow established guidelines. The Equivalent Credit application is available online at the Jay Stop at <http://jstop.jjay.cuny.edu>. Applications for Equivalent Credit are evaluated by the appropriate academic department.

#### IMMUNIZATION REQUIREMENTS

To attend college in New York State, proof of **immunity to measles, mumps and rubella for college students born after 1957 must be presented prior to enrollment. All documents must be endorsed by a medical provider.**

Acceptable proof of immunity consists of the following:

- Records showing the dates the student received **TWO** doses of measles vaccine, dated 1968 or later, **ONE dose of** mumps vaccine and **ONE** dose of rubella vaccine, dated 1969 or later.
- Or **TWO** combined doses of MMR vaccine dated 1968 or later.
- Or titer results (blood tests for the presence of antibodies to these diseases)
- Or documented dates of disease of measles and/or mumps. The disease of rubella is **NOT** an acceptable proof of immunity. There **MUST** be proof of vaccine.

New York State Public Health Law also requires that all registered students complete a form acknowledging that they have:

- Received information about meningococcal disease and the vaccine
- Obtained the meningococcal vaccine within the last ten years
- Or decided NOT to obtain the vaccine.

#### READMISSION

A student in good academic standing who has not registered for one or more semesters is required to file an application for readmission at least one month before the beginning of the registration period.

When the application is processed, the student will receive registration instructions. Readmitted students may be subject to changes in curricular requirements instituted since their last term of attendance. The application for readmission is available from the Jay Stop at <http://jstop.jjay.cuny.edu>.

#### Students Applying for Readmission with GPAs less than 2.00

Students who wish to return to the College with a GPA less than 2.00 must submit an application for readmission through the normal process. The application is reviewed by the Readmission Committee, which assesses the student's record and makes a decision on whether the student may return to the College. As a part of the readmission process, the student is then referred to a counselor (SEEK counselor for SEEK students) for a mandatory readmission session. In this session the student will receive academic advisement, assistance in developing strategies to get off of probation, review study habits and

skills and plan the next semester's schedule. Students then sign a readmission agreement, which specifies the conditions of readmission, and then go to eSIMS via the Jay Stop at <http://jstop.jjay.cuny.edu> to register for the semester.

Students who are denied readmission through this process may submit a written appeal to the Vice President for Student Development.

## OFFICE OF THE REGISTRAR: GENERAL INFORMATION

### Registering for Classes

All registration is dependent upon course availability and sufficiency of enrollment.

All first-time freshmen must attend a special freshman registration seminar after they have completed their immunization requirement and taken CUNY Assessment Tests. Freshmen attend an orientation immediately preceding the semester when they begin their studies. The date, time and location of the orientation are available from the online Academic Calendar ([www.jjay.cuny.edu](http://www.jjay.cuny.edu)) or by contacting the Vice President for Student Development at **212.237.8100**.

Already enrolled students register online through the CUNY Portal ([www.cuny.edu](http://www.cuny.edu)) and eSIMS, the University's online registration system.

### DegreeWorks

All students are advised to review their progress toward their degree in the College's online advisement system (DegreeWorks). This tool is specific for each student's major and coursework. DegreeWorks should be reviewed both before and after each semester's registration to assure that progress is being maintained. DegreeWorks is available through the CUNY Portal at [www.cuny.edu](http://www.cuny.edu).

### Schedule of Classes

The Schedule of Classes, listing class meeting hours and instructors, is available online the preceding spring for the fall semester and in early summer for the spring semester. The entire class schedule may be accessed online through eSIMS, the University's online registration system..

### Change of Program

Students who register for courses during the Change of Program Period (first week of classes) are responsible for all work assigned from the beginning of the term. They are also subject to the instructor's attendance policy, beginning with the first class meeting of the semester. Syllabi and assignments are posted on instructors' office doors or may be obtained from departmental secretaries, enabling late registrants to purchase texts and complete first- and second-week assignments. Many instructors post syllabi and course information on Blackboard, which is available through the CUNY Portal at [www.cuny.edu](http://www.cuny.edu).

### Payment of Tuition

Students may view their bill on eSIMS. Bills are not mailed. Payment due dates are listed prominently in eSIMS and on the Academic Calendar. Students who are in receipt of financial aid or other assistance which covers their entire amount due will be processed as paid by the College. Students who have balances due after all credits are applied may make payment online through eSIMS. eSIMS payment may be made either by electronic transfer or by approved credit card. Students who fail to make payment by the due date will have their registrations cancelled by the College and will be given a new registration appointment. Students who register just prior to the first day of classes and during the Change of Program period may have their financial aid delayed.

Students are reminded that outstanding financial obligations to the College and the John Jay Library or CUNY Interlibrary fines must be cleared before registration. Students may be barred from registration and/or graduation until these obligations are fulfilled.



## ADDITIONAL LEARNING OPTIONS

### Summer Sessions

Summer sessions provide students with an opportunity to take credit-bearing courses to accelerate their program of study or to concentrate on a particular subject. The sessions typically meet from early June through mid-August, and summer courses are equivalent in content, credit and classroom time to courses offered during the regular academic year. Students are limited in the number of courses they may take during the summer sessions. Variations from the policy require the approval of either the Dean of Undergraduate Studies or the Registrar.

The Summer Schedule of Classes is usually available on the College's website in March. For additional information concerning summer session, contact the Jay Express Services Center in person or the Enrollment Management Call Center at **212.663.7867**.

### Winter Session

Between the fall and spring semesters, the College offers a three-week winter session, which is equivalent in all respects to a fall or spring semester. The schedule for the winter session is available as a part of the annual spring registration process.

### Online Courses

John Jay College offers a variety of courses via distance learning. Information and a listing of online courses may be accessed on the College's Home Page under Current Students and Course Search.

For additional information, contact Katherine Killoran, Executive Academic Director of Undergraduate Studies, **212.237.8263**, [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

## RESIGNATION

Students are academically and financially responsible for all courses for which they register. A student who is unable to meet attendance requirements may request to resign from a course by written application. Appropriate forms are available online at the Jay Stop web page: <http://jstop.jjay.cuny.edu>. Students should be aware that any resignation may affect financial aid loan deferment eligibility and dependent health insurance.

The following details the various resignation options:

- Students may add and drop courses during the first week of the semester online through eSIMS at <http://jstop.jjay.cuny.edu>. For further assistance they may also visit the Jay Express Services Center. Tuition is adjusted automatically according to the College's policy on tuition and fees. During the second and third week of the semester, students may drop courses electronically through eSIMS or at the Jay Express Services Center. Tuition charges are adjusted according to the refund schedule published in Chapter 8, Tuition and Fees. Students should refer to the Academic Calendar on the College's Home Page, [www.jjay.cuny.edu](http://www.jjay.cuny.edu), for specific tuition liability dates.
- From the fourth to tenth weeks of the semester, students may resign from a course without academic penalty if they file an electronic Course Withdrawal Application (see Jay Stop, Managing Your Courses). The W grade will be applied to the student's record when the application is received.
- Faculty members are automatically notified by John Jay College email when students withdraw from their courses. The faculty member, together with the student, may request that the Registrar rescind the course withdrawal within one week of the filing of the application. Faculty members also can reverse this grade by filing a Faculty Report of Alleged Violation of Academic Integrity. In this case, a PEN (Pending) grade will be assigned. For further information, see the section on Academic Integrity in the Appendix to this bulletin.

- Requests to resign after the tenth week must include medical, occupational, psychological, or other appropriate documentation. Such resignations must be approved by the Registrar.
- Failure to attend class and subsequent failure to withdraw officially can result in a grade of WU or WN (see Chapter 6, Academic Standards).
- Students withdrawing from all courses are required to have an exit interview with a member of the counseling staff.
- In unusual cases, such as those arising from illness or military service, requests for retroactive resignation (resignation after the completion of a semester) may be filed with the Vice President for Enrollment Management. Such applications must include substantial documentation. These applications are reviewed by a committee and the student is notified of the decision in writing.
- The grade of W awarded for an approved resignation is not computed in the student's grade point average.

## GENERAL INFORMATION

### Student Responsibilities

Students are responsible for fulfilling the admission, course and program prerequisites and the degree and graduation requirements. They are also responsible for observing the college deadlines, policies, rules and regulations published in this bulletin.

The Registrar is responsible for enforcing all academic rules. Appeals of rules and regulations should be addressed and filed in writing with the Registrar.

## GENERAL REGULATIONS

### Official Class Standing

Each matriculated (degree candidate) student is considered to be in one of eight classes, according to the number of credits that have been earned.

Class	Credits
Lower Freshman	0 – 14.9
Upper Freshman	15 – 29.9
Lower Sophomore	30 – 44.9
Upper Sophomore	45 – 59.9
Lower Junior	60 – 74.9
Upper Junior	75 – 89.9
Lower Senior	90 – 104.9
Upper Senior	105 or more

*Note: Students in the BA/MA program are classified as undergraduate students until they earn their dual degrees.*

### Maximum Number of Courses in a Term

Freshmen and sophomores are permitted to register for five courses each semester; juniors and seniors may register for six. Sophomores, juniors and seniors with grade point averages of 3.30 or above may exceed these limits by one course. The forgoing limits may be exceeded by enrolling in a physical education activity course that awards 1 credit. When making decisions about course load, students are encouraged to take into account factors like employment and family responsibilities and to register for the number of courses in which they can expect to do well. Students should plan to spend at least two hours on coursework outside of class for every hour they spend in class.

During summer sessions, students may register for up to 6 credits per session. Students on academic probation may not register for summer session without the approval of the Dean of Undergraduate Studies or the Registrar.

### Maximum Course Substitutions

Occasionally, a course required to fulfill the requirements of a major is not offered. A maximum of three course substitutions is permitted for each degree program. Course substitution forms are downloadable and available at the Jay Stop webpage at

<http://jstop.jjay.cuny.edu>. Students seeking a substitution for such a course are to consult with the appropriate department chairperson or program coordinator. The Dean of Undergraduate Studies may also approve a substitute course in the absence of the department chairperson or program coordinator. The approved form is submitted to the Jay Express Services Center for processing.

### Students on Academic Probation

Students who are on academic probation are limited to a maximum of four courses by the Academic Review Committee and may not take courses in the summer session unless approved by the Dean of Undergraduate Studies or the Registrar.

During the first semester that a student is no longer on academic probation, that student may register for no more than four courses.

### Course Prerequisites

Students must first fulfill the prerequisites specified for any course before they may register for it. The prerequisites required as preparation for coursework at a more advanced level are included in Chapter 2, Courses Offered, of this bulletin.

*Note:* English 101 is a prerequisite for all courses at the 200-level while English 102 or English 201 is a prerequisite for all courses at the 300-level or above.

Permission to register for a course without first fulfilling its prerequisite(s) may be granted only when a course description specifies that permission of the section instructor may be granted for that purpose. In the absence of the section instructor, the chairperson of the department (or designee) may authorize the prerequisite waiver. Prerequisites may be waived only if, in the judgment of the section instructor (or the chairperson of the department or the latter's designee), the student is academically prepared for the more advanced course. **The English prerequisites may only be waived by the Dean of Undergraduate Studies.**

If a course is required in a major or is part of the College's general education requirements, the student must take the course even if it was waived as a prerequisite for a particular course.

### Overall Credit Limitation

Students who have completed 144 or more credits or who have registered for 20 or more semesters will not be permitted to register without the approval of the Vice President for Enrollment Management. Such students must develop a plan to complete their degree requirements with the Vice President. They will be permitted to register only for those courses required for fulfillment of degree requirements.

## REPETITION OF COURSES

### Prohibited Repetition

A course for which credit has already been granted may not be repeated. Students will not be granted credit toward their degrees for repeated courses.

### Required Repetition

Students who receive the grade of F, FIN or WU in a required course must repeat the course at the next earliest opportunity.

Students who do not pass remedial or developmental courses must reenroll in these courses during the next semester of attendance. The following remedial or developmental courses and their SEEK equivalents are offered at the College:

English for Academic Purposes (EAP) 121 and 131

English-W 100

Mathematics 100

Mathematics 103

Communication Skills 102/SEEK Communication Skills 102

### Limitation on the Repetition of Remedial and Developmental Courses

The following policy shall apply in the matter of grades assigned for remedial and developmental courses (see list in Required Repetition section of this chapter):

- A student shall not be permitted to register at the College if he or she has received two Fs, FINs WUs, WNs or Rs, or any combination thereof in the same course or its SEEK equivalent;
- After receiving two Fs, FINs WUs, WNs or Rs, or any combination thereof in the same course, students are prevented from registering at John Jay College until they pass the course at a CUNY community college. This decision is final.
- Students wishing to continue within CUNY must apply to and be accepted by a community college

### Number of Attempts of Failed Courses

Students who receive the grade of F, W, WU, or FIN – or any combination of these grades – **three times** for the same course shall be barred from registering the following semester because the student is not making appropriate progress toward a degree. A stop shall be placed on the registration of such students by the Registrar. Such students are required to be advised by the Academic Advisement Center or the coordinator of the student's major or minor, as appropriate, or by a SEEK counselor if the student is in the SEEK Program. Such students shall be permitted to register only after a plan of study is developed and agreed to in writing and official written permission for the student to register is transmitted to the Registrar.

If it is determined that the student is unable to make progress toward completing the degree, the student may be permanently barred from registering. Students may appeal this decision in writing to the Dean of Undergraduate Studies or to the Vice President for Enrollment Management.

Students who receive the grade of F, W, WU or FIN – or any combination of these grades – **two times** for the same course shall receive notice by email from the Registrar of this policy at which time students shall also be directed to speak with an adviser from the Academic Advisement Center or the coordinator of the student's major or minor, as appropriate, or with a SEEK counselor if the student is in the SEEK Program.

### Independent Study Courses

Students who wish to undertake independent study under the direction of a member of the faculty must complete an Independent Study Form obtained online at the Jay Stop at <http://jstop.jjay.cuny.edu>. The form must be signed by both the faculty member and the department chair, certified by the Registrar and accepted during the official registration period and prior to the end of the second week of class. Approval is subject to the academic prerequisites listed in the course description and the following stipulations:

1. The student must have completed 60 degree credits and have a 2.50 grade point average.
2. Students may take only one independent study course each semester, up to a total of four such courses for the duration of their undergraduate enrollment at the College.
3. The instructor must be a full-time member of the faculty.
4. The instructor cannot sponsor more than two independent study courses per semester.

Permission for exceptions to these regulations must be obtained from the department chair **and** the Vice President for Enrollment Management or the Dean of Undergraduate Studies prior to the registration period. Independent study courses at the 400-level require the additional approval of the Dean of Undergraduate Studies.

### Permit/CUNY ePermit Courses

A permit course is a course taken at another college for which students receive credit at John Jay College. Students must adhere to the permit guidelines and follow the approval process described below.

### John Jay College Permit Guidelines

1. Students who wish to take a course on permit must be currently enrolled as matriculated students and have a grade point average of 2.0 or higher. Students who have stop(s) on their record (e.g. Bursar's, Financial Aid, Library, etc.) will not be considered for a permit until their stop(s) have been cleared.
2. Transfer students may not take a course on permit until they have completed at least one semester at John Jay and have posted grades.
3. Readmitted students may not take courses on permit the same semester they are readmitted.
4. Students who have completed 60 credits or more must obtain permission from the Registrar to attend a community college on permit.
5. If, after having been approved to take a course on permit, the student opts not to take the course, the student must cancel the permit on the CUNY Portal. Undergraduate Forensic Science majors seeking a permit for science courses must obtain written approval from the chairperson of the Department of Sciences

before the permit is considered. A permit does NOT guarantee a student a seat in the class that the student wants to attend.

### Approval to Take Courses on Permit at Other CUNY Colleges

The City University of New York has put in place an e-Permit system designed to help students find, receive approval for and register for courses at other CUNY colleges. Through e-Permit, students can file an online request and it will be processed online. Students are kept informed of the progress of their permit request throughout the approval process. If a request is rejected, a student will be notified electronically of the reason for the disapproval. To access e-Permit, students should log in to the CUNY homepage ([www.cuny.edu](http://www.cuny.edu)). Once on the University homepage, students initially will have to register for a Portal ID and Password and can do so by clicking on "Register" and following the directions. Once registered and logged in, students will find themselves on their own "My Page," which has a link to the e-Permit system prominently displayed.

Through the e-Permit website, students can find listings and descriptions of courses at all CUNY colleges. The CUNY online schedule of classes is accessible through the e-Permit site. ***It is the student's responsibility to find out whether a selected course is being offered in that semester, whether it fits into the student's schedule, and whether seats are still available.*** Students are required to use the e-Permit application on the e-Permit website ([www.cuny.edu](http://www.cuny.edu)) for all CUNY permit courses. Please note that students are required to submit one e-Permit application for each course they wish to take on permit. When a permit is approved, students will be notified by the host college when they can register. Students must then register for the course at the host college.

Once the permit is approved to another CUNY institution, the credits will be posted to the student's tuition bill. ***Payment must be made in full at the Bursar's Office or Jay Express Services Center before a student can register at the host institution.***

All notifications are e-mailed directly to the student's college e-mail address. All grades (A to WU) of courses taken on permit at CUNY colleges will be posted to the student's record and computed into his

or her overall grade point average. Students receiving a failing grade (WU, F) for a course taken on permit ***will not*** benefit from the CUNY F-grade policy.

### Approval to Take Courses on Permit at Non-CUNY Colleges

All students seeking a permit to a ***non-CUNY*** institution must make an appointment to see the permit coordinator at the Office of the Registrar. Students must bring a copy of the most recent college catalog of the institution they plan to attend to the appointment. The catalog must have course descriptions of the classes.

Students planning to take courses on permit at a ***non-CUNY*** educational institution while enrolled at John Jay College must obtain permission via a paper permit in advance from the Office of the Registrar. Guidelines are available at the Office of the Registrar or by visiting the Registrar's Office site on the College's home page, [www.jjay.cuny.edu](http://www.jjay.cuny.edu).

Permits to ***non-CUNY*** Institutions require that payment be made at the host institution. Students will be liable for the tuition rate of the college they plan to attend outside the CUNY system.

***Students are responsible for arranging to have an official transcript sent from the host institution to John Jay College.***

## ATTENDANCE

### Standard Courses

Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may result in the loss of financial aid. The number of absences that constitute excessive absence is determined by the individual instructor, who announces attendance guidelines at the beginning of the semester in the syllabus for the course. Students who register during the Change of Program period after classes have begun are responsible for the individual course attendance policy.

### Remedial and Developmental Courses

In remedial and developmental courses, students are automatically considered excessively absent if their absences exceed the number of times a class meets in any two-week period and are not eligible for passing grades. In classes that meet once a week, more than two absences are excessive. In classes that meet twice a week, more than four absences are excessive. In classes that meet three times a week, more than six absences are excessive.

The remedial and developmental courses are:

English for Academic Purposes EAP 121 and 131

English-W 100

Mathematics 100

Mathematics 103

Communication Skills 102/SEEK Communication Skills 102

## ACADEMIC INTEGRITY

*Note:* The following information is excerpted from the CUNY Policy on Academic Integrity. *See the Appendix of this bulletin for the complete text of the John Jay College Policy on Academic Integrity, including sanctions, and the complete text of the CUNY Policy on Academic Integrity.*

### Definitions and Examples of Academic Dishonesty

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

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

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

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

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

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

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials

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

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

- Forging signatures of authorization
- Falsifying information on an official academic record
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document

#### Bibliographic Styles of Documentation

Each faculty member who requires that students submit papers or other assignments with documentation must include on his or her course syllabus the name of the method of documentation being required for the course, and if the instructor will accept specific multiple methods or all methods. Such decisions shall be entirely within the discretion of each member of the faculty. It is recommended that faculty adopt a style that is recognized by their discipline(s).

## GRADES

Grades for courses that have been completed during the final examination are as follows:

Grade	Explanation	Numerical Value
A	Excellent	4.0
A–		3.7
B+	Good	3.3
B		3.0
B–		2.7
C+		2.3
C	Satisfactory	2.0
C–		1.7
D+	Passing	1.3
D		1.0
D–		0.7
F*	Failure/Unsuccessful Completion of course	0.0
P**		Pass

\* An F is not erased when the course is taken again and passed.

\*\* The P grade is not computed in the grade point average and is authorized only for:

1. Remedial and developmental courses
2. Non-remedial courses for which the P grade is designated in the course description in this Undergraduate Bulletin
3. Courses taken on a Pass/Fail Option (see page 231).

## OTHER GRADES

### Grade of AUD (Senior Citizen’s Audit)

The grade of AUD is assigned when a senior citizen registers for a course. Enrolling in a course on an audit basis gives the student the right to attend and participate in all aspects of the course **without receiving credit** for the course. The course will not count toward any degree or certificate program offered by The City University of New York.



### Grade of INC (Incomplete)

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

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

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

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

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

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

### GRADE OF FIN (Incomplete Changed to F)

The grade of FIN (Incomplete Changed to F) is given when an Incomplete grade is turned into an F (FIN). Undergraduate students who receive an INC grade at the end of any semester have up to one year to complete the work for the course and receive a grade. The Registrar's Office will convert all INC grades to an FIN at the end of the next semester if the INC is not resolved.

### Resolving the grade of INC through make-up examinations

The procedure outlined here is initiated when a student has received the grade of INC because of absence from a final examination.

All make-up final examinations given after the completion of the semester are processed and administered by the Office of the Registrar. The scheduled date for make-up examinations is published in the Undergraduate Academic Calendar on the College's home page ([www.jjay.cuny.edu](http://www.jjay.cuny.edu)). Students must submit applications at least two weeks prior to the examination date. Applications require the written authorization of the course instructor together with the required fee. Students are required to present their College I.D.s for admission to make-up examinations.

### Grade of W (Withdrawal)

The grade of W indicates withdrawal without penalty. It is assigned by the Office of the Registrar upon approval of an Application for Resignation filed by the deadline as indicated in the Undergraduate Academic Calendar (usually in the tenth week of classes). A grade of W is not computed in the grade point average. W grades may affect student eligibility for financial aid.

### Grade of WA (Administrative Withdrawal)

The grade of WA is assigned by the Office of the Registrar when a student fails to comply with the Proof of Immunization Policy of the College. The grade of WA is not computed in the grade point average. WA grades may affect student eligibility for financial aid.

### Grade of WU (Withdrew Unofficially)

The grade of WU is assigned by the instructor when a student has ceased attending class and has not submitted an Application for Resignation. The grade is computed as a failure (0.0) in the grade point average, which may result in the adjustment of financial aid funds. Students who want to withdraw from a class are therefore advised to submit an official Application for Resignation online via Jay Stop (<http://jstop.jjay.cuny.edu>) prior to the end of the tenth week of classes.

### Grade of WN (Never Attended)

The grade of WN is assigned by the instructor when a student is registered for a course but never attended. The grade is a non-penalty grade similar to a W but it will have an effect on the student's financial aid for the semester.

### Grade of PEN (Pending)

The PEN grade is recorded when a faculty member suspects or determines that an academic integrity violation has taken place that warrants formal intervention. The faculty member submits a Faculty Report of Alleged Violation of Academic Integrity Policies to the Academic Integrity Officer of the College, who notifies the Registrar so that the Registrar can record a PEN grade to prevent withdrawal from the course by the student in question. A PEN grade is removed or changed when the applicable consultation, appeal, and/or adjudication processes are complete. In the event that the alleged violation is withdrawn in the student's favor, the student will have the right to withdraw from the course based on the date that the violation form was filed. For further details on the PEN grade, see the John Jay College Policy on Academic Integrity in the Appendix of this bulletin.

### Grade of R (Repeat)

This grade is assigned to students who have attended class regularly and completed course requirements but have not demonstrated sufficient progress to justify a passing grade. The grade is awarded only for remedial or developmental courses. This grade is not computed in the grade point average. Students who receive the grade of R must repeat the course in the very next semester of attendance.

### Pass/Fail Option

Upon completion of 60 credits, students with a grade point average of 2.0 and higher may take one course a semester under a Pass/Fail Option, for a total of four such courses. The Pass/Fail Option may be applied to all courses except courses satisfying the College's general education requirements and courses in the student's major. Application for the Pass/Fail Option must be made at the Jay Express Services Center before the conclusion of the second week of classes; in summer session, at the end of the first week of classes; and in winter session before the third class. Once granted, this option is irrevocable. Grades of P received for a Pass/Fail Option are not computed in the grade point average. Grades of F are computed as a zero in student grade point averages.

### Remedial and Developmental Courses

The only grades authorized for the courses listed below are P, R, F, W, WU, and INC. However, at the discretion of certain academic departments, the grade of A may be given in place of the grade of P.

English for Academic Purposes EAP 121 and 131

English-W 100

Mathematics 100

Mathematics 103

Communication Skills 102/SEEK Communication Skills 102

### Change of Final Grade

Application for a change of grade assigned by a member of the faculty may be made at any time within one year from the end of the semester in which the course was taken. This request may be made by either the student or the instructor. The procedures outlined below apply to the change of grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, FIN, WU, R and P.

### *Application for Change of Final Grade*

Students seeking a change of a final grade must file a Request for Change in Grade Form with the Office of the Registrar, which will forward the form to the appropriate instructor. If the requested change is approved, the faculty member enters the change on the form, has it countersigned by the department chairperson, and returns

it to the Office of the Registrar, which will enter the change in the student's record.

Faculty members who initiate such a change must file a Change of Grade Form, including the reason for the change, have the application countersigned by the department chairperson, and forward the completed form to the Office of the Registrar, which will process the change and notify the student.

#### ***Appeal for Change of Final Grade***

In the event that the faculty member reaffirms the final grade, the student has the right to appeal to the Grade Appeals Committee of the relevant department. To initiate this procedure, the student must first appear at the Office of the Registrar to request this further review.

The Office of the Registrar forwards the pertinent materials to the departmental Grade Appeals Committee and notifies the instructor of the action. A meeting is scheduled at a time convenient to all so that both parties may present their positions. The Grade Appeals Committee submits its decision and reasons for its judgment in writing to the Office of the Registrar. *The decision of this committee is final.*

#### **Change of INC to Administrative FIN**

The grade of FIN is assigned by the Office of the Registrar when an INC (Incomplete) remains unresolved at the end of the semester following the term in which the course was taken. Students have up to one year after the completion of the semester to have the INC/FIN changed.

#### ***Appeal by Student***

The student should contact the instructor, or the department chair in the absence of the instructor, to appeal the grade of FIN resulting from an unresolved Incomplete. If both the instructor and the student agree on the course of action, the student completes the coursework, and a Change of Grade Form is filed with the Office of the Registrar. This process must be completed within one year after the last day of classes of the semester in which the Incomplete was received.

Students who have extraordinary circumstances may appeal the deadline in writing to the Dean of Undergraduate Studies or the Vice President for Enrollment Management. His or her *decision is final.*

#### ***Appeal by Faculty***

An appeal instituted by a member of the faculty to change an administrative FIN must indicate that the work required to resolve the INC grade was in the instructor's possession prior to the deadline date.

#### **Extra Work During the Semester**

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

#### **Grade Point Average (GPA)**

The grade point average is computed by multiplying the numerical value of grades A, A– B+, B, B–, C+, C, C–, D+, D, D–, F, FIN WU and WN with the number of credits of each course, which yields the number of quality points. The number of quality points is then divided by the total number of attempted credits to yield the grade point average. For example, the grade point average of a student who has attempted 30 credits with grades ranging from A to WU is calculated as follows:

Number of Credits	Grade	Quality Points
6	X A (4.0)	= 24.0
3	X A- (3.7)	= 11.1
4	X B+ (3.3)	= 13.2
3	X B (3.0)	= 9.0
3	X C+ (2.3)	= 6.9
8	X C (2.0)	= 16.0
1	X D (1.0)	= 1.0
1	X F (0.0)	= 0.0
1	X WU (0.0)	= 0.0
<hr/>		
30		81.2

The total number of quality points – 81.2 – divided by the total number of attempted credits – 30 – yields a grade point average of 2.70.

***Repetition of Failed Courses and the Grade Point Average***

Beginning in the Fall 1990 semester and in any semester thereafter, the grade of F, WU or WN is not computed in the grade point average when a student repeats the failed course and receives a grade of C– or better. The original F, WU or WN, however, remains on the student’s official transcript. The number of failing credits that can be omitted from the grade point average in this manner is limited to 16 for the duration of the student’s undergraduate enrollment in the institution.

***Grade Point Average Required for Enrollment in Graduate Courses***

Seniors with a grade point average of 3.0 or higher may, upon the recommendation of the director of the graduate program concerned and the approval of the Dean of Graduate and Professional Studies or the Registrar, enroll for a maximum number of 6 credits of graduate courses for undergraduate credit at no additional fee.

Only one 3-credit graduate course may be taken in a semester. These courses may not count toward the master’s degree if they have served to fulfill baccalaureate degree requirements.

**RETENTION STANDARDS**

**Grade Point Average Required for Continued Enrollment**

Students must meet specific grade point average requirements at specific levels of credit to remain in good standing.

CREDITS ATTEMPTED	MINIMUM CUMULATIVE GPA REQUIRED
0–12	1.50
13–24	1.75
25 and above	2.00

**Academic Probation**

Students with grade point averages that fall below the required minimum will be placed on academic probation. During this probationary period, students who make satisfactory academic progress will continue to maintain their academic standing with the College and their concurrent eligibility for financial aid.

**Probation Students**

Students should meet with their advisers several times during the semester. Advisers will support students in making good academic progress in their classes, prepare them for registration, and help students in planning their course of study. Students should contact the Academic Advisement Center (212.237.8120) for additional information.

**Dismissal**

The academic records of students who fail to meet the minimum retention standards are reviewed each semester by the Academic Review Committee, which determines whether there has been satisfactory progress toward meeting required standards. Students who, in the judgment of the committee, have not made adequate progress are dismissed from the College. Upon dismissal, a student may not enroll at John Jay College for at least one year. There is no presumption that students will be readmitted after one year.

Students who receive two Fs, FINS, WUs, Rs or WNs, or any combination thereof in remedial or developmental courses are not permitted to continue at the College. (For a list of these courses, see the Remedial and Developmental Courses section of this chapter.) Students may not appeal the denial of registration. Students may apply for readmission after completing the equivalent remedial or developmental course at a community college.

Students who do not pass the CUNY Assessment Tests (CAT) by the 60<sup>th</sup> credit may be barred from registering until they pass the CAT.

#### Reinstatement after Dismissal

Students who have been dismissed from the College because of academic failure may seek reinstatement after one year. The process for reinstatement is initiated by the submission of an application for readmission and payment of a \$10.00 processing fee online through the Jay Stop at <http://jstop.jjay.cuny.edu>. Deadline dates are available on the Academic Calendar on the College's home page, [www.jjay.cuny.edu](http://www.jjay.cuny.edu). Deadlines are strictly enforced. Students are encouraged to reapply as early as possible. The application is reviewed by the Readmissions Committee, a decision is made and the student is notified in writing.

Students who are considered appropriate candidates are referred to a counselor (SEEK counselor for SEEK students). For more information see Chapter 5, Admission and Registration. A student approved through this process is admitted to the College on academic probation and must follow the plan developed in the counseling interview, which is formalized as a signed agreement. Failure to meet the conditions of this agreement may result in permanent dismissal.

#### Second Chance Policy for Justice Academy

Students who leave John Jay College either on academic probation or as the result of an academic dismissal, for reasons other than academic dishonesty, who then transfer to a Justice Academy Program at a CUNY community college, and complete at least 30 credits, earn a GPA of at least 2.50, and receive an associate degree from a CUNY Justice Academy partner, will have the grades of their prior coursework at John Jay College treated as if it were transfer credit, just as is the coursework that is being transferred from the

Justice Academy community college. These students would, therefore, begin their second career at John Jay College with a clear GPA slate, that is, with a GPA of 0.00.

## GRADUATION

Students are encouraged to use DegreeWorks, an online tool, to track their academic progress towards graduation. DegreeWorks is available through the CUNY Portal at [www.cuny.edu](http://www.cuny.edu).

#### Requirements

Candidates for the associate degree must complete at least 60 credits and candidates for the baccalaureate degree must complete at least 120 credits to obtain a degree. All degree candidates must have completed all required courses, fulfilled the requirements of their majors, achieved at least a cumulative grade point average of C (2.00), and cleared all accounts with the College. Students are required to complete at least 30 credits at John Jay as well as 50 percent of their major. Students may NOT take more than 50 percent of the courses used to fulfill their degree requirements online.

Candidates for degrees are reminded that grades of INC assigned during the last semester of attendance in courses required for graduation will result in the postponement of graduation.

#### Application

Candidates must submit applications for their degrees by the date prescribed in the Undergraduate Academic Calendar (available on the College's Home Page at [www.jjay.cuny.edu](http://www.jjay.cuny.edu)). Spring semester candidates must demonstrate the potential for satisfying the requirements of the degrees for which they apply.

#### Commencement

Students who have filed for graduation and have two courses or less to complete their degree requirements at the end of the summer session following the annual spring commencement, as certified by the Registrar's Office, may attend the commencement ceremony if **both** of the following conditions are met at the time the Office of the Registrar certifies the graduation list:

- The student has registered for and paid for the required course(s) during the summer session.
- The student has a minimum GPA of 2.00 (3.00 for graduate students).

Students who are prospective summer graduates would be listed as such in the graduation program.

#### Diplomas

Students are advised in writing to pick up their diplomas. Prior to picking up their diplomas, students must clear all outstanding obligations to the College, including exit interviews for loan programs. Outstanding obligations to the College will prevent students from receiving verification of their graduation.

# 7 Academic Honors, Awards & Special Opportunity Programs

The College recognizes its outstanding students in a variety of ways: placement on the Dean's List, granting of general college honors and honors in the major, induction into honor societies and admission to special programs that enhance a student's education by providing opportunities for faculty mentorship, advanced research and/or other individualized projects.

## SPECIAL OPPORTUNITY PROGRAMS

### Ronald McNair Program

#### Department of African-American Studies

##### *Application required*

This program aims to foster graduate education, especially in a doctoral program of study for first-generation, low-income college students from underrepresented groups (African-American, Hispanic, Native American, and Pacific Islander). To apply for this program, a student must be entering junior year with a 3.0 grade point average (GPA) or better, must come from a low-income background and be a first-generation college student or member of a group underrepresented in graduate education. For an application, please call [212.237.8760](tel:212.237.8760).

## HONORS PROGRAM

### *Application required*

Open to entering freshmen, sophomores and transfer students with sophomore standing, the John Jay College Honors Program seeks to provide cultural, social and academic opportunities to exceptionally motivated undergraduates. Eligible students will be invited to apply to the program. Students admitted to the program will complete 24-30 credits of honors coursework in special honors sections of courses that fulfill the College's general education or major requirements. Honors Program students write a senior thesis and are encouraged to present their honors research at a national conference. For an application, please call [212.237.8553](tel:212.237.8553).

## HONORS

### Dean's List

Students are eligible for the Undergraduate Dean's List if they have:

- Passed or been exempted from all three assessment exams (reading, writing and mathematics)
- Earned a 3.35 cumulative GPA and a 3.5 GPA calculated over the past academic year
- Had no grade of INC or WU during the past academic year
- Taken 18 credits during this period, none of which consisted of pass/fail, remedial or developmental coursework

The Undergraduate Dean's List is based upon the credits and grade point average recorded by the Office of the Registrar at the conclusion of the spring term for the previous academic year, a period that includes the summer session(s), fall term and spring term. Designation for the Undergraduate Dean's List is finalized on June 30 and published during the subsequent fall semester. For more information, please call [212.237.8553](tel:212.237.8553).

## Graduation with Honors

The eligibility of students who transfer into John Jay from other college(s) for such important academic recognition as Latin Honors (summa, magna, cum laude); valedictorian and salutatorian status; and other graduation awards shall include their cumulative GPA at their previous college(s), which shall be averaged in with the grades they have earned at John Jay.

### Latin Honors

Baccalaureate students qualify for three levels of Latin Honors awarded at graduation:

- **Summa cum laude** (with highest distinction), awarded to students whose cumulative grade point average is at least 3.9
- **Magna cum laude** (with great distinction), awarded to students whose cumulative grade point average is at least 3.75
- **Cum laude** (with distinction), awarded to students whose cumulative grade point average is at least 3.5

This distinction will be noted on the student's transcript. (*These standards will go into effect in Summer 2012. For students graduating in Spring 2012, refer to the 2010-11 edition of this Undergraduate Bulletin*).

To be eligible for graduation with honors, a student must complete at least 56 credits at the College. Students who entered the College with an associate degree qualify for these honors with a minimum of 52 credits earned at the College. All courses and earned grades obtained at John Jay and elsewhere enter into the computation of the GPA.

#### Honors in the Major

To qualify for honors in the major, a student must have completed the credit requirements for the major and have earned at least a 3.5 cumulative grade point average in courses above the 100-level in the major. Credit for courses required as prerequisites for major courses applied to the major will not be calculated into the major cumulative grade point average. Students must have also earned at least a 3.2 overall cumulative grade point average. This honor will be noted on the student's transcript.

#### Valedictorian and Salutatorian

The valedictorian and salutatorian for commencement exercises are chosen from among the June baccalaureate candidates and the graduates of the previous August and February. The two students with the highest grade point averages are awarded these distinctions.

In the event of identical grade point averages, the students with the greatest number of credits earned at John Jay College (up to 120 credits) will be designated valedictorian and salutatorian. In the event that two students have identical grade point averages and have earned the same number of credits at the College (up to 120 credits), they will be declared co-valedictorians and no salutatorian will be designated. In the event that three or more students have identical grade point averages and have earned the same number of credits at the College (up to 120 credits), the valedictorian and salutatorian will

be selected by the Committee on Undergraduate Honors, Prizes and Awards.

## HONOR SOCIETIES

The following Honor Societies have chapters at John Jay College. For more information, please call [212.237.8553](tel:212.237.8553).

#### Alpha Phi Sigma: Eta Phi Chapter

##### **National Criminal Justice Honor Society**

In 2006, John Jay established a chapter of Alpha Phi Sigma, the nationally recognized honor society for students in the criminal justice sciences. The honor society is open to those with a declared Criminal Justice major or minor. The society recognizes the achievement of academic excellence by undergraduates as well as graduate students of criminal justice. To become a member, students must have completed 40 credits at the College, with a minimum of 3.2 overall GPA and a 3.2 GPA in criminal justice courses. Students must also rank in the top 35 percent of their classes and have completed a minimum of four courses within the criminal justice curriculum.

#### Chi Alpha Epsilon

##### **National Honor Society for SEEK Students**

John Jay College was the first CUNY college to establish chapters of the Chi Alpha Epsilon National Honor Society. The Alpha Xi and Alpha Xi Omega chapters of Chi Alpha Epsilon were established in October 2000. SEEK students may be elected to the corresponding chapter of the honor society when they have completed two semesters of full-time, non-developmental work with a 3.0 average GPA. For more information please contact the SEEK Department Director/Chair, Professor Nancy Velazquez-Torres, at [ntorres@jjay.cuny.edu](mailto:ntorres@jjay.cuny.edu).



### Omicron Delta Epsilon

#### **International Honor Society in Economics**

The newly established Omicron Delta Epsilon chapter at John Jay College, Beta Phi, recognizes scholastic excellence in economics. Eligible applicants must have completed 12 credits of economics classes (courses with an ECO prefix) taken at John Jay, a cumulative GPA of 3.0 or higher, and a GPA of 3.0 or higher in economics courses.

For more information, please visit the Omicron Delta Epsilon website at: [www.omicrondeltaepsilon.org](http://www.omicrondeltaepsilon.org). For more information about the John Jay College chapter please contact the faculty adviser, Professor Catherine Mulder at [cmulder@jjay.cuny.edu](mailto:cmulder@jjay.cuny.edu).

### Phi Eta Sigma

#### **National Freshman Honor Society**

In 1999, John Jay College established a chapter of Phi Eta Sigma. As the oldest and largest national freshman honor society, Phi Eta Sigma encourages and rewards academic excellence among first-year students in institutions of higher learning. Membership is open to individuals who have earned grade point averages of 3.5 or better during one or both semesters of their freshman year as full-time students, have passed or been exempted from all three placement exams, and have not been registered for any remedial or developmental courses during the freshman year.

### Pi Alpha Alpha

#### **National Honor Society for Public Affairs and Administration**

In 1977, John Jay College established a chapter of Pi Alpha Alpha, the National Honor Society for Public Affairs and Administration. Under the auspices of the National Association of Schools of Public Affairs and Administration (NASPAA), this honor society encourages and rewards scholarship and accomplishment among students and practitioners of public affairs and administration, promotes advancement of education and scholarship in the art and science of public affairs and administration, and fosters integrity and

creative performance in the conduct of governmental and related public service operations.

### Psi Chi

#### **National Honor Society for Psychology**

A chapter of Psi Chi was established at John Jay College of Criminal Justice in May 1974. Selection for membership is based upon the student's academic record in psychology (with a minimum of 12 credits), as well as the overall class standing. Membership is open to undergraduate and graduate students, as well as to faculty members in the Department of Psychology.

### Sigma Tau Delta

#### **International English Honor Society**

In 2006-07, a handful of literature-loving English minors founded John Jay's chapter of Sigma Tau Delta, an international English Honor Society.

Membership in Sigma Tau Delta provides opportunities for literary awards and competitions, publication, scholarships, and participation in the annual national conference held each spring semester. Sigma Tau Delta also provides a framework for organizing local service projects as well as social events.

Candidates for membership must have a minimum of two college courses in English language or literature beyond the usual requirements of first-year English composition. They must also have a minimum of a B or equivalent average in English. In general scholarship, students must rank at least in the highest 35 percent of their class, and must have completed at least three semesters or five quarters of college coursework. There is a one-time \$37 membership fee.

For more information, visit the Sigma Tau Delta website at [www.english.org](http://www.english.org). For information about the John Jay chapter, please contact the faculty sponsor, Professor Caroline Reitz at [creitz@jjay.cuny.edu](mailto:creitz@jjay.cuny.edu).

## AWARDS

### The Malcolm/King Leadership Award

#### Department of African-American Studies

In honor of Dr. Martin Luther King and Malcolm X, John Jay College established the Malcolm/King Leadership Award. The award encourages graduate and undergraduate students majoring in Criminal Justice to pursue careers in the social sciences; to engage in social activism; to strive for academic excellence and to foster an awareness of the many social issues that affect the communities in which they live, work and attend school. To be eligible, undergraduate students must have completed 24 credits with a minimum grade point average of 3.0. Graduate students must have completed 12 credits with a grade point average of 3.5. Both groups must either be taking or have successfully completed three ethnic studies courses. In addition, a 350-500 word essay on a pre-selected topic is required. For more information, please call [212.237.8764](tel:212.237.8764).

## GRADUATION AWARDS

To be eligible for graduation awards, students must complete at least 56 credits at John Jay College (52 credits for those who entered the College with associate degrees) with a minimum grade point average of 2.0. *Note: some awards require a higher grade point average.* Awards that support graduate studies must be used beginning no later than the fall semester of the fourth academic year following graduation.

### Simone Ackerman French Excellence Award

This award is given to a senior with the highest GPA in first- and second-year French courses who will pursue the study of French. It is given in memory of Dr. Simone Ackerman, a scholar at John Jay College for seven years who promoted French and the French culture.

### Dorothy and Solomon Bohigian Operations Research Award

This award, established by Professor Emeritus Haig Bohigian to honor the memory of his parents, recognizes the graduating senior who has best demonstrated excellence and originality in Operations Research.

### CUNY BA/BS Distinguished Scholar Award

One award is given to a CUNY/BA and one to a CUNY/BS student with the highest grade point average upon graduation.

### Distinguished Service Awards

#### Application required

The John Jay College Committee on Undergraduate Honors, Prizes and Awards grants the Distinguished Service Awards each year to five graduating seniors who have made significant contributions of service to the College. Applicants must have a minimum grade point average of 2.0.

### Albert Elias Memorial Award

#### Department of Law, Police Science and Criminal Justice Administration

This award was established in memory of Professor Albert Elias by his family and the Department of Law, Police Science and Criminal Justice Administration. An expert in correctional studies, Professor Elias pioneered guided group interaction as an intervention to rehabilitate juvenile delinquents. The award is presented to the graduating correction officer with the highest cumulative grade point average.

### Phillip Gisses Award

#### Department of Public Management

This award was established by Associate Registrar Emerita Jennie Gisses in memory of her husband. It is given to the graduating senior

who is a member of the New York City Fire Department or who has the highest grade point average in the Fire Science major. The faculty of the Department of Public Management selects the award winner.

### [Graduating Scholar Award](#)

This award is presented to a graduating senior with the highest grade point average who entered John Jay College as a freshman. The recipient is verified by the Registrar.

### [Richard Henry Hommel Award](#)

#### **Department of Communication and Theatre Arts**

The Richard Henry Hommel Award was established by alumnus Richard W. Hommel in memory of his son. The award is given to a graduating senior who has made an outstanding contribution to theatrical performances at the College. The faculty of the Department of Communication and Theatre Arts selects the award winner.

### [Humanities and Justice Award](#)

This award is given to the graduating senior whose prospectus and senior thesis represent the highest standards of research in the study of justice as a humanistic discipline.

### [Interdisciplinary Studies Award](#)

#### **Department of Interdisciplinary Studies**

Established by the faculty and alumni of the Department of Interdisciplinary Studies, this award is presented to a graduating senior who has demonstrated not only academic excellence but also the ability to integrate the department's various disciplines into some common understanding of the human condition. The faculty and alumni of the department select the winner.

### [Lawrence J. Kaplan Humanities Award](#)

Established by Professor Emeritus of Economics Lawrence J. Kaplan, the award is presented to a graduating senior who has shown excellence in the study of the humanities. Winners are nominated

and selected by faculty members, with the participation of Professor Kaplan.

### [Ruth S. Lefkowitz Mathematics Prize](#)

#### **Department of Mathematics and Computer Science**

This prize was established by Charles S. Lefkowitz in honor of his wife, Professor Emerita Ruth S. Lefkowitz and former chairperson of the Department of Mathematics. The award is presented to a graduating senior for outstanding academic performance in the Computer Information Systems major. The faculty of the Department of Mathematics and Computer Science selects the award winner from nominees with the highest grade point averages in the Computer Information Systems major.

### [Bernard Locke Award](#)

#### **Department of Psychology**

The Department of Psychology established this award in memory of Bernard Locke, professor of psychology and former dean of students. This award is presented to a graduating senior selected by a faculty committee of the Department of Psychology for outstanding achievement in psychology.

### [Howard Mann Humanitarian Award](#)

This award was established in memory of Dr. Howard Mann, scholar, counselor, educator, humanitarian, associate professor and dean of students (1971–79). The award is presented to a graduating senior who has unselfishly and voluntarily worked for the welfare of others. The Committee on Undergraduate Honors, Prizes and Awards selects the award winner.

### [Jerome Metzner Award](#)

#### **Department of Sciences**

The Department of Sciences established this award in memory of Jerome Metzner, professor of biology. This award is given to the graduating senior who has demonstrated academic excellence in the

Forensic Science major. The faculty of the Department of Sciences selects the annual winner.

### [Robert S. Morrow Prize](#)

#### **Department of Psychology**

The Department of Psychology established this award in memory of Professor Robert S. Morrow, the first coordinator of the Master of Arts in Forensic Psychology Program. The award is given to one or more graduating seniors who have demonstrated academic excellence in the Forensic Psychology major. The faculty of the Department of Psychology selects the award winner.

### [Arthur and Elaine Niederhoffer Undergraduate Prize](#)

This award is given to a promising senior in the Forensic Psychology or Criminal Justice major, who has a strong research interest and plans to attend graduate school.

### [Elaine Noel Award](#)

#### **Department of Psychology**

The Department of Psychology established this award in 1999 in memory of Elaine Noel who served as the department's secretary from 1980 to 1996. The award is given to the forensic psychology student with an excellent record in psychology who has made a special contribution to the John Jay College community.

### [Leonard E. Reisman Medal](#)

This medal was established in honor of the first president of John Jay College of Criminal Justice. It is awarded to an outstanding member of the senior class for distinguished scholarship and exceptional service to the College. The applicant must have a minimum grade point average of 3.5.

### [Donald and Leah Riddle Scholarship Award](#)

Established in memory of John Jay College's second President and

his wife Leah, this award is given to the graduating senior with the highest GPA in the Criminal Justice or Legal Studies major. Dr. and Mrs. Riddle believed strongly in the importance of critical and analytical course content for law enforcement officers. After succeeding the College's first President, Dr. Riddle introduced courses in languages and the humanities to the curriculum.

### [Armando Rosario Memorial Award](#)

Established by the Auxiliary Police Benevolent Association (APBA) of the City of New York, this award is given in memory of Armando Rosario, one of five New York City Auxiliary Police officers to die in the line of duty. Honoring all who have given their lives, the award is presented to a graduating auxiliary police officer with a high scholastic average. The president of the APBA selects the award winner after a review of the candidate's cumulative grade point average and assignment. An interview is required.

### [Scholar-Athlete Award](#)

This award is given to a graduating senior with academic honors who has played on a varsity team for at least two years.

### [Scholarship and Service Award](#)

The Scholarship and Service Award is given annually by John Jay College to a graduating senior with a minimum grade point average of 3.0 who has demonstrated scholarship and outstanding service to the College. The Committee on Undergraduate Honors, Prizes and Awards selects the award winner.

### [Anne Schreiber Memorial Award](#)

#### **Center for English Language Support**

This award was established by Associate Registrar Emerita Jennie Gisses in memory of her sister Anne. It is given to a graduating senior who has made marked progress in English as a second language. The director of the Center for English Language Support selects the award winner.

### Alex Smith Award for Excellence in Criminology

#### Department of Sociology

The Department of Sociology established this award in honor of Professor Emeritus Alex Smith, one of the founders of the College. The award is given to a graduating senior with the highest grade point average in the Criminology major. The Office of the Registrar identifies award candidates and the faculty of the Department of Sociology selects the award winner.

### Petra Shattuck Prize for Distinction in Government

#### Department of Political Science

The Department of Political Science established this award in memory of Professor Petra Shattuck, whose most significant work centered on the civil rights of Native Americans. The award is given to a graduating senior who has demonstrated academic excellence and distinction in the Political Science major. The faculty of the Department of Political Science selects the winner.

### Juan Antonio Soto Scholarship Award for Excellence in Spanish

This award was established by Professor Liliana Soto-Fernandez and Professor Emerita Catherine Rovira of the Department of Foreign Languages and Literatures. It is given to a graduating senior with a minor in Spanish who holds the highest GPA.

### Uniformed Fire Officers Association Award

Established in 1999 by the Uniformed Fire Officers Association, this award is presented to a New York City Fire Department officer graduating with a distinguished academic record.

### Brother Wagner Award

#### Department of Law, Police Science and Criminal Justice Administration

The Department of Law, Police Science and Criminal Justice Administration, the Wagner family, and the Order of Christian Brothers established this award in memory of Brother Robert Wagner, Christian Brother, professor, and advocate for the rehabilitation of adolescent offenders. The award is given to the graduating senior with the highest grade point average in the Correctional Studies major. The Registrar's Office identifies candidates and the faculty of the Department of Law, Police Science and Criminal Justice Administration selects the award winner.

### Christopher Williams Memorial Scholarship

This award was established in memory of Christopher Williams, a dedicated college admissions counselor, by his wife, Sara Scaldaffery. It is given to a graduating senior with the highest GPA, who is registered with the Office of Accessibility Services.

## TUITION

Tuition rates for undergraduate students are established by the Board of Trustees of The City University of New York. All fees and tuition charges listed in this bulletin and in any registration materials issued by the College are subject to change without prior notice by action of the Board of Trustees of The City University of New York.

In the event of any increase in fees or tuition charges, payments already made to the College will be treated as partial payment. Students will be notified of the additional amount due and the time and method of payment. Students who have not paid all fees and tuition by the time indicated will not be considered registered and will not be admitted to classes.

**NOTES:** For the purposes of determining tuition charges, a student is considered a resident of the State of New York if the student has a principal place of abode in the State of New York for a period of at least 12 consecutive months immediately preceding the first day of classes for the semester with respect to which the residency determination is made. Such a student must state an intention to live permanently and maintain a principal place of abode in New York State. Residence in a dormitory, hotel, or other temporary housing facility does not in itself establish New York State residency. The College may require appropriate documentation to verify residency status.

## TUITION REFUNDS

Students who drop courses during the refund period (first three weeks of the semester) will automatically be processed for refunds based on the date of the transaction. The date on which the application is filed is considered to be the official date of the transaction. Non-attendance in classes does not waive the tuition liability incurred at registration. Students should allow approximately eight weeks for refund checks to be processed and mailed.

### Current Rate Schedule

#### New York State Residents

Full-time Matriculated Student (12 – 18 credits)	\$2,415 per semester
Part-time Matriculated Student (fewer than 12 credits)	\$205 per credit hour
Non-degree students	\$300 per credit hour
Senior Citizens Auditing Courses	\$65.00

#### Out-of-State Residents

Matriculated Student	\$435 per credit hour
Non-degree students	\$640 per credit hour

*NOTE: BA/MA students are charged graduate tuition for credits taken after 120 credits. This additional tuition charge begins in the semester in which the student registers for the 120<sup>th</sup> credit.*

### Resignations

In the case of resignation (withdrawal) from a course or courses during the semester the following rate schedule applies:

Resignation filed before the first day of classes	<b>100 percent reduction in tuition liability</b>
Resignation filed within the first week of classes	<b>75 percent reduction in tuition liability</b>
Resignation filed within the second week of classes	<b>50 percent reduction in tuition liability</b>
Resignation filed within the third week of classes	<b>25 percent reduction in tuition liability</b>
Resignation (withdrawal) filed after the third week of classes	<b>no reduction in tuition liability</b>

*The Summer Session and Winter Sessions refund schedules are listed on the Academic Calendar online.*

### Administrative Cancellations

Students are entitled to full refunds in the event that courses or registrations are canceled by the College.

### Outstanding Debts to the College

Students with outstanding debts to the College may not register for a succeeding semester until the debts are cleared. Personal checks in payment of delinquent accounts will not be accepted during the registration period. Transcripts and diplomas shall not be released with outstanding liabilities with the College.

### Returned Check Policy

Checks returned unpaid to the College by a financial institution, no matter the amount or reason for the return, will automatically incur a \$15 reprocessing fee in addition to the original obligation. The Bursar will attempt to notify the student or former student who submitted the returned check to provide information on making payment. Full payment must be made within two weeks of the date of the check being returned to the College. Failure to meet this deadline will result in an additional \$15 Late Payment Service Fee and, in some cases, that account being turned over to the College's collection attorneys for appropriate action. The Bursar will not accept checks in payment of tuition or fees, even if the student wishes to use someone else's check.

If the financial institution supplies a letter to the College admitting error on its part, the student will have his/her check writing privileges restored. A student who fails to pay tuition or other obligations will be denied access to his/her records and will be prevented from registering in the future.

### The City University of New York Policy on Withholding Student Records

Students who are delinquent and/or in default in any of their financial accounts with the College, the University, or an appropriate state or federal agency for which the University acts as either a disbursing or

certifying agent, and students who have not completed exit interviews as required by the Federal Perkins Loan Program, the Federal Family Education Loan Programs, the William D. Ford Federal Direct Loan Program and the Nursing Student Loan Program, are not permitted to complete registration, or be issued a copy of their grade, a transcript of academic record, certificate or degree, nor are they to receive funds under the federal campus-based student assistance programs or the Federal Pell Grant Program unless the designated officer, in exceptional hardship cases and consistent with federal and state regulations, waives in writing the application of this regulation.

### Special Provisions for Students in the Military

The following policies apply to students who leave CUNY to fulfill military obligations.

#### *1. Students called up to the reserves or drafted before the end of the semester:*

**Grades.** In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).

**Refunds.** A student called up to the reserves or drafted or who does not attend for a sufficient time to qualify for a grade is entitled to a **100 percent refund** of tuition and all other fees except application fees.

#### *2. Students who volunteer (enlist) for the military:*

**Grades.** Same provision as for students called up to the reserves. In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).

**Refunds.** The amount of the refund depends upon whether the withdrawal is before the fifth week of classes.

Withdrawal before the beginning of the fifth calendar week (third calendar week for summer sessions): **100 percent refund** of tuition and all other fees except application fees

Withdrawal thereafter: **50 percent refund**

### 3. Other Provisions for Military Service:

- **Resident Tuition Rates.** These lower rates are applicable to all members of the armed services, their spouses and their dependent children, on full-time active duty and stationed in the State of New York, and their spouses and their dependent children.

- **Re-enrollment of Veterans.** Veterans who are returning students are given preferred treatment in the following ways:

Veterans who were former students with unsatisfactory scholastic records may be readmitted with a probationary program.

Veterans, upon their return, may register even after normal registration periods, without late fees.

Granting of college credit for military service and armed forces instructional courses.

Veterans returning too late to register may audit classes without charge

- **Late Admissions.** Veterans with no previous college experience are permitted to file applications up to the date of registration, and are allowed to begin classes pending completion of their application and provision of supporting documents.
- **Readmission Fee.** Upon return from military service, a student will not be charged a readmission fee to register at the same college.
- **Veterans Tuition Deferrals.** Veterans are entitled to a one-time deferment of their tuition payment pending receipt of veterans' benefits.
- **New York State National Guard Tuition Waivers.** Active members of the New York National Guard, who are legal residents of New York State and who do not have a baccalaureate degree, are eligible for a tuition waiver for undergraduate study.



## FEES

### Consolidated Fee

All students per semester/session 15.00

### Technology

Full-time students per semester/session \$100.00

Part-time students per semester/session \$50.00

### Accelerated Study Fee

All undergraduate students carrying a semester credit load in excess of 18 credits will be subject to a fee for accelerated study as follows:

19 to 20 credits \$100.00

21 to 22 credits \$230.00

23 to 24 credits \$460.00

more than 24 credits \$690.00

### Student Activity Fee

Full- and part-time students per semester/session

Full-time \$49.60

Part-time \$39.85

Note: Students who register for fewer than 12 credits, or the equivalent, and subsequently register for additional credits, which bring the total to more than 12 credits, must pay the additional fee required. Students who drop or withdraw from courses and reduce their credit load below the 12-credit minimum are not entitled to a refund.

### Miscellaneous Fees

Payment of the following fees must be made either by check or money order.

Change of Program \$18.00

Duplicate I.D. \$5.00

Duplicate Record, Bursar Receipt, or Bill \$5.00

Duplicate Diploma \$15.00

Late Registration \$25.00

Nonpayment Service Fee \$15.00

Make Up Examinations \$25.00

2<sup>nd</sup> Examination \$30.00

3<sup>rd</sup> Examination \$35.00

Transcripts \$7.00

Financial aid is available to matriculated students in the form of grants, loans and part-time student employment (Federal Work Study). *Grants* provide funds that do not have to be repaid. *Loans* must be repaid in regular installments over a prescribed period of time. *Scholarships* are funds granted based on academic excellence. *Federal Work Study* consists of part-time employment, either on campus or for an outside agency, contracted through The City University of New York.

Financial Aid Office  
John Jay College of Criminal Justice  
Room 1280  
445 West 59th Street  
New York, New York 10019  
**212.237.8151**  
Email: [Financialaid@jjay.cuny.edu](mailto:Financialaid@jjay.cuny.edu)

**Hours:** Mondays: 1:00 PM – 5:45 PM  
Tuesdays and Wednesdays: 10:00 AM – 5:45 PM  
Thursdays: 10:00 AM – 1:45 PM  
Fridays: Closed  
Evening Hours by appointment and at the Jay Express Services Center.

## APPLICATION PROCEDURES

The City University of New York uses the Free Application for Federal Student Aid (FAFSA). This application is available online at: [fafsa.ed.gov](https://fafsa.ed.gov). The John Jay Federal ID number (002693) is needed to complete the application and ensure that all information is sent to John Jay electronically. New York State residents must click on the FAFSA confirmation page to link them to the TAP application online. Paper applications are not mailed to students.

Students will receive a reply when their application is processed. If there are problems with inconsistent data, insufficient data, Social Security number, citizenship, Immigration and Naturalization status, or Selected Service status, the student will be notified by a separate letter and must come to the Financial Aid Office to make any adjustments. If a student is selected for a process called verification, a letter will also be sent and proof of income must be furnished and a verification sheet must be completed. In most instances, a signed copy of the student's and/or parent's previous year's Federal Income Tax Return is sufficient to complete the verification process.

## GRANTS

### [APTS \(Aid for Part-Time Study\)](#)

This New York State grant program is for part-time matriculated undergraduate students who meet income requirements and are New York State residents. In addition, an applicant must be a United States citizen, or have permanent resident or refugee status. Students must be enrolled for 6 to 11 credits. Students must make academic progress toward a degree in accordance with the NYS TAP/APTS program pursuit and academic progress requirements and must not have exhausted TAP eligibility. Students who register for a full-time course load and later withdraw from one or more classes to become part-time are not eligible for this program.

### [Federal PELL Grant](#)

The Federal PELL Grant is an entitlement program designed to help undergraduate matriculated students meet the cost of education. Eligibility and award amounts are based on financial need. Awards range from \$277.50 to 2775.00 per semester, depending on cost of attendance and full- or part-time enrollment status. Students must apply each year and continue to make satisfactory academic progress in a degree program. Students must not owe repayment on any federal grants or be in default of a student loan.

### [Federal SEOG \(Supplemental Educational Opportunity Grant\)](#)

The Federal SEOG program is for students who demonstrate exceptional financial need and are enrolled at least half-time. The awards can range from \$200 to \$400. To maintain eligibility, students must continue to make satisfactory academic progress and meet all the requirements for the Pell Grant.

### [Federal Work Study](#)

Any full-time or part-time (at least 6 credits per semester) matriculated student who can demonstrate financial need may be eligible for a part-time job either on or off campus through this federal financial aid program. Students are limited to working 20 hours a week while the College is in session, but they may work up to 35 hours a week during vacation periods with permission of the Financial Aid Office. The hourly pay rate is \$9 and is determined by the Financial Aid Office based on a combination of the job location (on or off campus), the description of the job, and the student's year in college.

### [SEEK \(Search for Education, Elevation and Knowledge\)](#)

This special program is for a limited number of New York State residents entering college for the first time who are in need of academic and economic support. Economic eligibility for the SEEK Program must be determined before a student enrolls for their first

semester. Students who apply to the SEEK Program must also file for the Pell Grant and TAP. Students who show need under federal financial aid guidelines may be eligible for funds to cover the student activity fee and the cost of books. Students must be registered full-time. For information regarding academic criteria, see the SEEK Program information in Chapter 3.

### TAP (Tuition Assistance Program)

This New York State tuition grant program is available to full-time matriculated students who have been legal residents of New York State for at least one year. Awards, which range from \$250 to the cost of tuition per semester, vary according to financial ability and may be used solely to pay the cost of tuition. Applicants applying as independent students must meet special requirements. Awards are granted for only eight semesters, SEEK students are eligible for ten semesters.

TAP requires a student to be registered for classes in their degree. Students are advised to use the Degree Works Program to find the required classes needed. Students may go to the Degree Works Program by going on [www.cuny.edu](http://www.cuny.edu), click Portal Log-in/Blackboard/eSIMS and then click Portal Log-in and then click Student Advisement/ Degree Audit.

## VETERANS BENEFITS

### Montgomery G.I. Bill-Active Duty (Chapter 30)

Under Chapter 30, individuals who entered military service on or after July 1, 1985 and had their basic military pay reduced by \$100 per month for the first 12 months of service are generally eligible. Active duty for three years or two years active plus four years in the Selected Reserve or National Guard entitles an individual to \$1368 per month basic benefits for 36 months or the equivalent in part-time training.

### Montgomery G.I. Bill – Selected Reserve (Chapter 1606)

Under Chapter 1606, individuals who are satisfactorily participating in required training or who are fulfilling an obligated service of not less than six years in the Selected Reserve are eligible for benefits. Eligible reservists are entitled to \$333 per month to a maximum of 36 months of educational assistance, or the equivalent in part-time training.

### Montgomery G.I. Bill – Reserve Educational Assistance Program (REAP) (Chapter 1607)

REAP was established as a part of the Ronald W. Reagan National Defense Authorization Act for Fiscal Year 2005. It is a new Department of Defense education benefit program designed to provide educational assistance to members of the Reserve components called or ordered to active duty in response to a war or national emergency (contingency operation) as declared by the President or Congress. This program makes certain reservists who were activated for at least 90 days after September 11, 2001 are either eligible for education benefits or eligible for increased benefits.

### Montgomery G.I. Bill – Survivor's and Dependent's Educational Assistance Program (DEA) (Chapter 35)

DEA provides education benefits and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to a service-related condition, or who died while on active duty or as a result of a service-related condition. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs, apprenticeship, and on-the-job training. A spouse may take a correspondence course. Remedial, deficiency, and refresher courses may be approved under certain circumstances by the Veterans Administration.

### Chapter 33 (Post-9/11 G.I. Bill)

The Post - 9/11 GI Bill is a new education benefit program for individuals who served on active duty on or after September 11, 2001.

### Tuition Benefits for Active New York State National Guard Members

This is a New York State tuition assistance program for active members of the New York Army National Guard, the New York Air National Guard and the New York Naval Militia. It provides tuition assistance for active members enrolled in a first-degree program of study. The award covers tuition after all other financial aid has been applied to the tuition charges. Students must apply for federal and state aid and file a DMNA 96-1 form, which can be obtained from their individual National Guard unit. Continuation of the award will be dependent on good military standing, making satisfactory progress toward the degree and on maintaining good academic standing for financial aid purposes.

### Veterans Tuition Awards

Veterans Tuition Awards are available for state residents who served in Indochina between December 22, 1961 and March 7, 1975; in the Persian Gulf on or after August 2, 1990 and in Afghanistan during hostilities on or after September 11, 2001. Veterans are eligible to receive up to 98 percent of the tuition cost each semester at in-state, degree-granting institutions or approved vocational programs.

New York veterans must first complete both the Free Application for Federal Student Aid (FAFSA) and the New York State Tuition Assistance Program (TAP) applications.

Veterans must also complete the New York State Veterans Tuition Award Supplement or contact HESC. Be sure to print the WEB supplement Confirmation, sign and return it along with the required documentation according to the instructions.

Questions regarding eligible service or how to document service should be directed to the HESC Scholarship Unit at **888.697.4372**.

***Questions regarding Veterans Benefits may be directed to the Financial Aid Office.***

## LOANS

### Federal Perkins Loan

This is a low-interest (presently 5 percent) federal loan made available through the College to matriculated continuing students enrolled at least half-time. Loans are awarded according to need and repayment begins nine months after graduation or termination of college attendance.

### William D. Ford Federal Direct Loan Program (Subsidized)

A low-interest need-based loan program that helps students meet the cost of education, the Direct Loan Program allows students to borrow money directly from the federal government. Students who are matriculated in degree-granting programs and are registered for at least 6 credits per semester are eligible. Students must begin repayment within six months after graduation or termination of college attendance and have a maximum of 10 to 30 years in which to pay the borrowed funds.

Annual Direct Loan Limits

Credits Completed	Dependent Students	Independent Students
0 – 29	\$5,500 (Maximum Subsidized \$3,500)	\$9,500 (Maximum Subsidized \$3,500)
30 – 59	\$6,500 (Maximum Subsidized \$4,500)	\$10,500 (Maximum Subsidized \$4,500)
60+	\$7,500 (Maximum Subsidized \$5,500)	\$12,500 (Maximum Subsidized \$5,500)

The following two charts are from the Department of Education's website: [www.dl.ed.gov](http://www.dl.ed.gov).

Interest Rate	Date of Loans
6.8%	Loans first disbursed on or after July 1, 2006 and prior to July 1, 2008
6.0%	Loans first disbursed on or after July 1, 2008 and prior to July 1, 2009
5.6%	Loans first disbursed on or after July 1, 2009 and prior to July 1, 2010
4.5%	Loans first disbursed on or after July 1, 2010 and prior to July 1, 2011
3.4%	Loans first disbursed on or after July 1, 2011 and prior to July 1, 2012
6.8%	Loans first disbursed on or after July 1, 2012

The loan fee, or borrower origination fee, is another expense of borrowing a Direct Loan. The loan fee is subtracted proportionately from each loan disbursement. The loan origination fee for Direct (Subsidized and Unsubsidized) Loans will be reduced annually according to the following schedule:

Origination Fee	Date of Loans
3%	Loans first disbursed prior to July 1, 2007
2.5%	Loans first disbursed between July 1, 2007 and June 30, 2008
2%	Loans first disbursed between July 1, 2008 and June 30, 2009
1.5%	Loans first disbursed between July 1, 2009 and June 30, 2010
1%	Loans first disbursed on or after July 1, 2010

The actual interest rate and loan fee will be included in a disclosure statement the student will receive after the first disbursement of the loan.

#### William D. Ford Federal Direct Loan Program (Unsubsidized)

These loans are available directly from the federal government to undergraduate students who need additional funds. The interest rate is fixed at 6.8 percent. Two repayment options for interest are available. Students may begin repayment while still attending school by paying the interest, with repayment of the principal deferred until

after graduation or termination of attendance. Interest that is deferred until after graduation or termination of attendance will be added to the principal.

#### Direct PLUS (Parent Loan for Undergraduate Students)

These are loans parents may obtain to help pay the cost of education for their dependent undergraduate. The maximum that can be borrowed is equal to the cost of attendance minus any other financial aid received. Interest accrues while the student is in school. There is an origination fee of 4 percent of the loan principal that will be deducted proportionately from each loan disbursement. The interest rate is currently 7.9 percent. There is no grace period.

**Application process:** Students who wish to apply for a Direct Loan must first submit their FAFSA for the relevant year. New Direct Loan applicants must complete entrance counseling and sign a Master Promissory Note at [www.studentloans.gov](http://www.studentloans.gov) before turning in a Direct Loan application. The Federal Direct Loan application can be filed electronically through the CUNY Portal at [www.cuny.edu](http://www.cuny.edu). Students must login in order to submit the application.

#### Alternative Loans

These loans of last resort are private lender loans for students who may not be eligible for Federal Direct Student Loans or for students who are eligible and need additional funds to help meet additional educational expenses including tuition and housing. The amount that a student may borrow is limited to the "cost of attendance" as determined by federal approved standard budgets. All applicants are subject to credit review and/or may require a co-signer. Students who do not have eligible citizenship status for federal financial aid may borrow an Alternative Loan if they have a co-signer with eligible citizenship status. Interest is variable and may be as high as 18-21 percent. Students who are considering an Alternative Loan should first speak to a Financial Aid counselor.

**Application process:** Students who wish to apply for an Alternative Loan must also submit a FAFSA application prior to application for the loan.

## SCHOLARSHIPS

John Jay College of Criminal Justice offers various scholarships and special opportunities to support our entering and continuing students. Institutional scholarships (those granted by the College) are generally based on strong academic work, community service and a commitment to public service. External scholarships and other special opportunities are available to further support student academic success. For the most current information concerning scholarships and other special opportunities, please visit:

<http://www.jjay.cuny.edu/scholarships.php>.

### [New York State Scholarships for Academic Excellence](#)

This program provides scholarship assistance to outstanding New York State high school graduates. Each year, 8,000 scholarships are awarded — up to 2,000 scholarships of \$1,500 and 6,000 scholarships of \$500 to top scholars from registered New York State high schools. Awards are based on student grades in certain Regents exams. Recipients can also receive other non-loan student aid, but the total cannot exceed the cost of attendance. To apply, students should see their high school guidance counselor.

### [Peter F. Vallone Academic Scholarship Award](#)

New York City high school graduates with a B average or higher who are accepted to CUNY may be eligible for this scholarship, which is funded by the New York City Council. The award is available to students who enroll full-time at any of the 17 undergraduate colleges at CUNY within a year of graduating from a public or private New York City high school. Awards vary depending on City Council funding and are renewable for the length of the degree program, as long as the student continues to meet eligibility criteria.

## TUITIONPAY MONTHLY PAYMENT PLAN

1-866-267-CUNY or [www.TuitionPay.com/cuny](http://www.TuitionPay.com/cuny)

The City University of New York and John Jay College have developed a monthly payment plan to help students finance their education. Under this plan, students pay their tuition in monthly installments. There is no interest, no finance charges, only a low annual enrollment fee. Information is available at the Financial Aid Office, by phone or online.

## ACADEMIC REQUIREMENTS FOR FINANCIAL AID

There are academic standards that must be maintained for continued receipt of aid. At present, there are two sets of requirements, one for TAP (Tuition Assistance Program), and another for Title IV Aid, which includes Federal Pell, Federal Work Study, Federal Perkins Loan and Federal Direct Loans.

### [Academic Qualifications for TAP](#)

Students qualify for their TAP award each semester by enrolling as a full-time student. The student must be registered for at least 12 credits that are part of their individual major requirements at the College. Please use Degree Works at [www.cuny.edu](http://www.cuny.edu).

The academic guidelines are divided into two areas: Program Pursuit and Rate of Progress. Students must follow both sets of rules in order to receive a TAP award each semester.

### [Program Pursuit](#)

Program Pursuit requires all students to complete a certain number of courses each semester. A course is considered completed when a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P (Passing) or F (Failing), is awarded at the end of the semester. Grades of W (Withdrawal), WU (Unofficial Withdrawal), WA (Administrative Withdrawal), WN (Withdrawal – Did not attend), FIN (Incomplete

Changed to F) or INC (Incomplete) indicate that a course has not been completed.

Students enrolled for their first semester at the College must be enrolled for at least 3 credits and 12 equated hours to qualify for TAP. During their second semester at the College students must be enrolled for at least 6 credits and 12 equated hours to qualify for TAP. Students who are receiving a first- or second-semester TAP award must complete at least 50 percent (6 credits or the equivalent) of a full-time load in order to receive a TAP award for the next semester. Students who are receiving a third- or fourth-semester award must complete at least 75 percent (9 credits or the equivalent) of a full-time load in order to receive a TAP award for the following semester. Students who are receiving a fifth through eighth payment must complete a full-time load (12 credits or the equivalent) in order to receive the next TAP payment. (*Note:* Students who have received four semesters of TAP awards as undergraduates must complete a minimum of 12 credits per semester in order to be eligible for the next TAP award.) Before withdrawing from any course, students should see a financial aid counselor in order to learn what effect the withdrawal will have on the next TAP award.

**Rate of Progress**

The Rate of Progress rules are in addition to the Program Pursuit rules. Students must follow both sets of rules in order to receive a TAP award each semester. Rate of Progress requires that a student earn (pass) a certain number of credits before receiving each TAP award. In addition, students must also maintain a certain grade point average (GPA).

There are academic standards that must be maintained for continued receipt of aid. At present, there are two sets of requirements, one for TAP (Tuition Assistance Program), and another for Title IV Aid, which includes Federal Pell, Federal Work Study, Federal Perkins Loan and Federal Direct Loans. The academic requirements for each award are as follows:

To receive each TAP payment:

- credits counted must meet degree requirements you are enrolled in
- you must have completed a specific number of credits in prior term
- you must meet a specific number of total credits
- you must maintain a minimum GPA

**TAP ACADEMIC REQUIREMENTS**

**UNDERGRADUATE STUDENTS receiving first state aid in 2007-08 year through 2009-10 year and thereafter, and SEEK Students**

To receive payment number:	1	2	3	4	5	6	7	8	9	10
You must have completed at least this many credits in the previous payment semester:	0	6	6	9	9	12	12	12	12	12
You must have total accumulated credits toward your degree of at least:	0	3	9	21	33	45	60	75	90	105
You must have a GPA of:	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

**UNDERGRADUATE STUDENTS receiving first state aid payment in 2010-11 and thereafter and are not SEEK students**

To receive payment number:	1	2	3	4	5	6	7	8	9	10
You must have completed at least this many credits in the previous payment semester:	0	6	6	9	9	12	12	12	12	12
You must have total accumulated credits toward your degree of at least:	0	6	15	27	39	51	66	81	96	111
You must have a GPA of:	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

Be advised that the 9<sup>th</sup> and 10<sup>th</sup> payments apply to SEEK students only.



### “C” Average Requirement

In addition, a student who has received four semesters of TAP payments must maintain a grade point average (GPA) of 2.0 or better. This requirement is in effect for each semester that a subsequent TAP payment is made.

## ACADEMIC REQUIREMENTS FOR TITLE IV FINANCIAL AID

To be considered to be making satisfactory academic progress toward a degree, an undergraduate student must meet the GPA required for good academic standing at the institution (2.0 or better). The student must also:

- accumulate credits toward the degree greater than or equal to two-thirds the cumulative credits attempted at the institution,
- not have attempted more than 150 percent of the credits normally required for the completion of the degree.

Students will be measured against the satisfactory academic progress standard at the end of the spring term to determine eligibility for the receipt of Title IV student financial assistance for the upcoming year.

### Financial Aid Waiver

Students who believe they are unable to meet the academic standards because of extraordinary extenuating circumstances, which can be documented, may request a waiver from the regulations in order to receive their next financial aid payment. Waivers are granted through the Financial Aid Waiver Committee. Information on how to submit a request to this committee is available in the Financial Aid Office.

### Students on Academic Probation

Students with grade point averages that fall below the required minimum (see section on Retention Standards) will be placed on academic probation. During this probationary period, students who make satisfactory academic progress will continue to maintain their academic standing with the College and their concurrent eligibility

for federal financial aid. Students who are on probation for the subsequent year will not be eligible for federal financial aid.

### Readmit Students with a GPA Below 2.0

Students with grade point averages below 2.0 who are readmitted to the College are not eligible to receive student loans until their GPA is again above 2.0. Students who have extenuating circumstances, which can be documented, may apply for a waiver from this regulation. Information on how to submit a request for a waiver is available in the Financial Aid Office.

## WITHDRAWALS AND THE RETURN OF TITLE IV FUNDS

As part of the Higher Education Amendments of 1998, Congress passed new provisions governing what happens to a student's federal financial assistance if a student completely withdraws from school in any semester. The policy covers all federal loan programs, including Federal Perkins Loan and Federal Direct Loans, but does not affect Federal Work Study.

During the first 60 percent of the term, students earn Title IV funds in proportion to the time they are enrolled. If a student receives more aid than he/she earned, the unearned portion must be returned to the Department of Education. If a student receives less aid than the amount earned, he/she may be eligible for a late disbursement. The new law assumes that a student “earns” federal financial aid awards directly in proportion to the number of days of the term the student attends classes. If a student completely withdraws from school during a term, the school must calculate according to a specific formula the portion of the total scheduled financial assistance the student has earned and is therefore entitled to receive up to that point in time. If a student receives (or the College receives on the student's behalf) more assistance than the student has earned, the unearned excess funds must be returned to the Department of Education. If, on the other hand, the student receives (or the College receives on the student's behalf) less assistance than has been earned, the student may be able to receive those additional funds.

The portion of federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days the student completed before withdrawing from classes. For example, if a student completes 30 percent of the semester, the student earns 30 percent of the assistance the student was originally scheduled to receive. This means that 70 percent of the scheduled awards remain unearned and must be returned to the federal government.

Once a student has completed more than 60 percent of the semester, the student can be said to have earned all (100 percent) of the student's assistance. If a student completely withdraws (either officially or unofficially) before this point, the student may have to return any unearned federal funds that may have already been disbursed.

If a student has received excess funds that must be returned, the College shares with the student the responsibility of returning those excess funds. The College portion of the excess funds to be returned is equal to the lesser of

- the entire amount of the excess funds, or
- the student's total tuition and fee charges multiplied by the percentage of unearned funds.

If the College is not required to return all the excess funds, the student must return the remaining amount. Any loan funds that a student must return must be repaid according to the terms of the student's promissory note. If a student must return any grant funds, the law provides that the amount to be repaid be to be reduced by 50 percent. This means that the student only has to return half of any excess funds he/she receives.

Any amount that a student has to return is considered a federal grant overpayment. The student must either return that amount in full or make satisfactory arrangements with either the College or the Department of Education to repay the amount. The student must complete these arrangements within 45 days of the date of the College's notifying him/her of the student's overpayment status or risk losing eligibility for further federal financial assistance.

## STUDENT LIFE

### Student Body

John Jay's exemplary student body of 15,000 reflects the ethnic diversity of New York City itself. Of the nearly 3,000 first-time freshmen enrolled in 2009, 15 percent were born outside the United States. They came from places like the Dominican Republic and Trinidad...from Poland, Ukraine, Albania, and Uzbekistan...and from Sierra Leone and Liberia. Many grew up in homes where the first language spoken was Russian, Chinese, Polish or Spanish; 46 percent are first generation in college.

John Jay's students are drawn primarily from New York City's five boroughs. An online student experience survey conducted in winter 2008-09 found that 90 percent ranked the statement, "the College offered programs or majors that interest me," as the number one reason for attending John Jay; 78 percent rated their experience at John Jay as good or excellent; and 63 percent of entering freshmen had listed John Jay as their first choice in colleges.

The College also serves as the most significant teaching and training center in the New York metropolitan area for the continuing education of members of the uniformed services and employees of government agencies responsible for criminal justice, fire safety and other public services.

### Campus

John Jay's campus is located along the east and west sides of Tenth Avenue from 56<sup>th</sup> Street to 59<sup>th</sup> Street with Haaren Hall, North Hall and Westport as its focal points. These buildings house the classrooms, administrative offices, labs and other special venues of the College. Its fitness and recreational facilities include a cardiovascular fitness center, tennis court, outdoor running track and an NCAA-regulation swimming pool. Haaren Hall also houses the 611-seat Gerald W. Lynch Theater, a state-of-the-art space that provides an auditorium for college events as well as a stage for professional theatre companies. In Fall 2011, the College will expand its campus with the completion of its new building at 59th Street and

Eleventh Avenue. This state-of-the-art facility will feature modern forensic labs, a moot court room, a black box theater, a technologically advanced conference center, smart classrooms, an outdoor commons and many venues for student interaction.

### Neighborhood

At John Jay, students are just a short walk from two of the world's most renowned centers for music and dance – Carnegie Hall and Lincoln Center. This Westside neighborhood is dotted with dozens of cafés and coffee houses. On balmy spring days, Central Park beckons for anyone who wants to jog around the Reservoir or wander its shaded paths.

John Jay is also near the Time Warner Center, a 21<sup>st</sup>-century shopping and transportation hub where a MetroCard will take you downtown to Greenwich Village and the art galleries of Soho, uptown to the Museum of Natural History, the Cloisters and the Metropolitan Museum of Art, not to mention to Times Square, Broadway and even out to Coney Island's boardwalk.

## STUDENT SERVICES

### The Jay Stop

<http://jstop.jjay.cuny.edu>

The Jay Stop is the online student information website addressing all areas of student life at John Jay College. Quick links provide access to key information, including academic planning, campus activities and a host of special features.

### Counseling

212.237.8111

Licensed professionals offer a range of psychological and counseling support services to meet the adjustment, mental health and developmental needs of students and others in the campus community. To help foster academic, personal and vocational development in students, a wide range of counseling, outreach, training, consultation and educational services are offered by staff and graduate externs. The office also supports the

academic goals of the College through consultation with faculty, staff and campus organizations. In addition, specialized services are provided by trained peer counselors for transfer and sophomore students. A vital component of counseling services is provided by the Women's Center as well.

### Women's Center

212.237.8184

The Women's Center supports student success by providing invaluable links between student-centered research, peer networking, educational programming and clinical intervention. The center provides education, outreach and activist opportunities on women's issues and gender justice. It also makes available direct services (crisis intervention, short-term and ongoing individual counseling, groups and referral services), educational programs (workshops, conferences, trainings), activities, and a safe space for women students and their allies. The center collaborates with groups inside and outside John Jay College to promote the physical, mental and sexual health of all students through activism and advocacy. It seeks to advance knowledge of gender equity and women's issues and the opportunities and barriers students can face on campus and in society.

### Children's Center

212.237.8311

The Children's Center of John Jay College provides care during weekday classes for up to 55 children from six months through five years. The center is open during fall and spring semesters from 7:45 AM to 5:30 PM Monday through Thursday, when classes are in session. It is also open Fridays from 9:00 AM to 3:30 PM. (Hours are subject to change.) A summer program with shorter hours and days are also available.

The center offers an educational program where children learn about themselves in a warm, caring and comfortable environment. Children of undergraduate students have priority; graduate students and non-matriculated students are accommodated on a space-available basis. There is a modest fee per child per semester. Some fee subsidies are available and awarded based on family income. More information and applications may be obtained at the Children's Center.

### The Office of Community Outreach and Service-Learning

646.557.4820

[communityoutreach@jjay.cuny.edu](mailto:communityoutreach@jjay.cuny.edu)

The Office of Community Outreach and Service-Learning works to connect John Jay College students to their neighboring communities and cultivate an awareness of community needs. The office encourages students to become civically engaged, which can be in the form of individual volunteerism or organizational involvement. Student input is welcome.

Students, faculty and staff can become involved in their community by taking advantage of the numerous opportunities that the Office of Community Outreach provides. Recent projects have included hunger and homelessness awareness workshops, an Oxfam Hunger Banquet, and the "Treats for Troops" Campaign for which the office raised over \$3,000 and sent more than 50 boxes (35 lbs each) to John Jay students deployed overseas. The office also maintains partnerships with organizations such as the Center for Court Innovation, New York Cares, Safe Horizon, Just Food, St. Paul the Apostle's Soup Kitchen, and many others.

### Health Services

212.237.8052

The College's Health Services Center is designed exclusively to meet the healthcare needs of John Jay students. Through accessible, high quality, cost-effective health activities and services, the office provides the highest quality health information to facilitate the physical, emotional, and social well-being of students.

The center is staffed by a health services director and a part-time nurse practitioner who ensures that students comply with New York State Public Health Laws for immunization of measles, mumps and rubella. In addition to primary women's health and nutritional care, the center also provides preventive healthcare, health education services, and promotes wellness initiatives throughout the campus. Where necessary, the Student Health Center makes referrals to low-cost medical centers/clinics, provides on-site health screenings, physicals, prescription services, and dispenses over-the-counter medications.

## Medical Emergencies

### College Health Center

Monday – Friday, 9:00 AM – 5:00 PM

212.237.8052/8053

In a life-threatening emergency, dial 911 to reach New York City Emergency Medical Services.

For urgent medical needs when the center is closed, the Security Office should be notified (**212.237.8888**). An ambulance from Fast Care service of St. Luke's-Roosevelt Hospital will be provided. In the event of injury on campus or during off-campus activities, the incident must be reported to the Security Office (T-Building, Room 530) and then to the College Health Center (North Hall, Room 1292). The health director will direct students as to how to file the necessary accident insurance claim.

## Office of Public Safety

Emergency Services Hot Line, 212.237.8888

The Office of Public Safety responds to emergencies, security and safety problems. With the exception of the BMW Building and the 54<sup>th</sup> Street Academic Annex, the security desks are staffed at all times.

The telephone numbers for the security desks are:

**Haaren Hall** (899 Tenth Avenue): **212.237.8266**

**North Hall** (445 W. 59th Street): **212.237.8740**

**BMW Building** (555 W. 57th Street, 6<sup>th</sup> Floor): **212.237.8700**

**Westport Building** (500 W. 56th Street): **212.484.1120**

**54<sup>th</sup> Street Academic Annex** (619 W. 54<sup>th</sup> Street): **646.557.4712**

## Emergency Closing of the College

212.237.8000

[www.jjay.cuny.edu](http://www.jjay.cuny.edu)

Notice of college closings due to serious snowstorms or other emergencies are posted on the John Jay College website.

## Office of Accessibility Services

212.237.8031

The Office of Accessibility Services at John Jay College of Criminal Justice is committed to compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and other relevant state and federal legislation.

The mission of the Office of Accessibility Services, a department of the Division of Student Development, is to ensure that students with disabilities have equal access to all college programs, services and activities. Its objective is to see that students with disabilities are provided with an impactful learning experience. Every individual is challenged to be independent, responsible, problem-solvers and self-advocates in charge of their own lives.

The Office of Accessibility Services offers a wide range of services, which include but are not limited to, individual counseling, priority registration, orientation, special testing accommodations, readers, note takers, sign language interpreters, special adaptive equipment and other support services for students with disabilities.

The Office of Accessibility Services (OAS) is an agency-based voter registration site. Students will be offered the opportunity to register to vote. There is no obligation to register to vote and the student's decision will have no affect on accommodations offered. For additional information or assistance, please contact the office.

## Office of Student Relations

212.237.8871

The Office of Student Relations is committed to the values of student rights, equality and social justice.

### *Mission Statement*

- 1) Investigate any student complaint regarding any aspect of student life.
- 2) Serve as an information resource on college policy and procedure as well as your rights and responsibilities.
- 3) Provide general guidance on where and to whom your complaints and inquiries may be appropriately directed.

Contact the Director of Student Relations if:

- You have a concern about any aspect of student life at the College.
- You are unsure about the policies, rights, procedures, and responsibilities that apply to your situation.
- You need someone to listen to your circumstances and to assist you in making appropriate choices.
- You feel that your educational experience has been adversely affected by the conduct and behavior of another person.

credit for their internship, or to pursue their internship independently. While most internships are unpaid, a growing number of employers are offering small stipends.

- Professional networking is a key strategy behind the successful job search and career success. Career Development Services staff assist students to build a career resources network by exposing them to alumni and professionals in their chosen field at career fairs, panels, workshops, and networking receptions.

## CAREER DEVELOPMENT SERVICES

[careers@jjay.cuny.edu](mailto:careers@jjay.cuny.edu)

[www.jjay.cuny.edu/careers](http://www.jjay.cuny.edu/careers)

212.237.8754

The mission of Career Development Services is to assist undergraduate students and all alumni in finding success in the career of their choosing through career exploration, skill development, practical experience attainment, and building a professional network.

- Career advisement and graduate school planning assist students in thinking about their future interests, determining what interests they would like to pursue, and how to connect their academic major to career planning. Regular events such as alumni panels and skills workshops, combined with individual appointments with a career counselor, allow students an opportunity to explore potential career interests.
- Internship and cooperative education opportunities allow students to gain hands-on experience while developing career-specific skills. The office assists students in deciding when to do an internship, identifying potential sites, and developing on-the-job success strategies. Students may opt to enroll in a course to gain academic

[John Jay Careers Online](http://www.jjay.cuny.edu/1614.php)

<http://www.jjay.cuny.edu/1614.php>

John Jay Careers Online is a student's virtual portal to viewing and posting internships, full- and part-time job openings, and volunteer opportunities geared directly to John Jay College students and alumni. Students may also request a counseling appointment and register for events. All students are given an account during their first semester.

[The College Opportunity to Prepare for Employment \(COPE\) Program](#)

212.237.8017 or 212.237.8018

The COPE Program is funded by and operated in collaboration with the Family Independence Administration (FIA) of the City of New York Human Resources Administration (HRA). Services are available to anyone who is a current or former CUNY student applicant and receives public assistance cash benefits (Temporary Assistance to Needy Families, Safety Net Family Assistance, Safety Net Single Assistance), or meets federal income guidelines for families with income under 200 percent of the federal poverty level. COPE's mission is to aid these students to successfully navigate through college and obtain gainful employment leading to economic self-sufficiency.

In accordance with this mission, COPE offers comprehensive services to program participants. COPE also assists all students, whether or not they are on public assistance, with issues related to the Agency for Child Development (ACD), food stamps, housing and other social service concerns. In this endeavor, COPE aids students in completing forms for ACD, food stamps and housing. Trained COPE staff members realize the difficulty and stress that is related to successfully meeting HRA requirements while remaining in satisfactory academic standing, managing or searching for employment and often running a household, and are available to assist students with all of these challenges.

## OFFICE OF STUDENT LIFE

212.237.8698

The Office of Student Life offers a wide array of cultural, educational, leadership and social activities to John Jay students, faculty and staff. Becoming involved in student life is the quickest way for a student to become a part of the college community, and to create his or her own John Jay experience.

### Programming

The Office of Student Life assists campus groups in planning, developing and organizing a wide range of activities, including free film series, parties, day trips, fairs and workshops. It coordinates lectures, social occasions, leadership programs and cultural presentations for student organizations and provides information about campus meetings and events.

The programs, which are supported by the student activity fee, enrich the total college experience by assisting students to meet people of diverse backgrounds and interests. Through their participation, students are encouraged to develop talents and leadership abilities while serving the College and the community.

### Student Clubs and Organizations

More than 45 student clubs and organizations offer educational, cultural, philanthropic, social and recreational opportunities through a variety of meetings, films, concerts and lectures.

Listed below are some examples:

- **Academic clubs**  
Creative Writing, Association of Fraud Examiners, Economics Club, Debate Society, Forensic Science Society, International Criminal Justice, Law Society, Masters of Public Administration Student Association, and Pre-Med Society
- **Cultural clubs**  
African Students Association, Buddhism for Justice, Chinese Club, Desi Club, Dominican Students Association, Haitian Students Society, Hillel, Latino Mix Organization, and Muslim Students Association
- **Media clubs**  
John Jay Sentinel, Theatrical Players, John Jay Radio and Yearbook
- **Social clubs**  
Bloodhound Cheerleaders, Justice in Action, Judo, Martial Arts Society, Inter Varsity Christian Fellowship, Universal Image Dance Group, Debonair Steppers, Able Forces, Boxing Club and United Nations Students Association
- **Philanthropic clubs**  
Habitat for Humanity, Bleeding Hearts, Environmental Club, and Keep A Child Alive

Eligibility criteria for clubs and their governance are set forth in Section 9 of the Charter of the Student Government, available at [www.jjay.cuny.edu](http://www.jjay.cuny.edu) under “Student Government” and in the Appendix of this bulletin.

Additional information and a complete listing of all student clubs are available in the Office of Student Life.

### Student Council

The Student Council is composed of 24 members: an Executive Board consisting of a president, vice president, secretary, and treasurer, and four representatives each from the graduate, senior, junior, sophomore, and freshman classes. Six council members also serve on the Student Activities Corporation. The Student Council is responsible for disbursing the council funds and club funds derived from the Student Activity Fee, as well as the additional funds allocated to Media/Yearbook from the budget of the Student Activities Corporation.

In the spring semester, Student Council elections and swearing in of officers for the fall semester take place. The Student Council election is supervised by the Student Government's Judicial Board. This board, which consists of five student members, is appointed by the Student Council and the Board of Directors of the Student Activities Corporation. In addition to conducting elections, the Judicial Board certifies student organizations and hears charges of impeachment against Student Council officials.

### Student Activities Association

The John Jay College Student Activities Association Board of Directors is composed of six students, three faculty members, three administrators and a chairperson appointed by the President of the College. The corporation is responsible for the management and supervision of the student activity fee.

## ATHLETICS, RECREATION AND INTRAMURALS

Department of Health and Physical Education

212.237.8399

Through the Department of Health and Physical Education, John Jay College offers undergraduate courses in physical fitness, health education, stress management and several courses addressing the physical fitness needs of law enforcement and public service students.

In Fall 2010, the department introduced a minor in Health and Physical Education. The minor provides the coursework students may use to improve their personal health and physical fitness in conjunction with career preparation. It is designed to promote healthy lifestyle habits through the study and application of the wellness principles of nutrition, physical fitness and stress management, as well as the acquisition of physical activity skills.

### Department of Athletics

212.237.8371

Under the nickname "Bloodhounds," 13 intercollegiate teams currently represent John Jay College. Fall sports include men's and women's soccer, women's volleyball, men's and women's cross country, and women's tennis. Men's and women's varsity basketball, co-ed rifle and women's swimming and diving comprise the winter sports. In the spring, sports include baseball, softball and men's tennis.

The College is a Division III member of the National Collegiate Athletic Association (NCAA), adheres to all its rules, and is dedicated to the principles of fair play in athletic competition and equitable treatment of men and women. Bloodhound teams compete in the City University of New York Athletic Conference (CUNYAC), the Eastern College Athletic Conference (ECAC) and the Mid Atlantic Conference (MAC).

Full-time undergraduate students wishing to participate in intercollegiate athletics must be in good academic standing as defined by the College. For further information, please visit [www.johnjayathletics.com](http://www.johnjayathletics.com).

### Recreation and Intramural Programs

212.237.8420

The recreation and intramural activities provided by the Department of Athletics are an integral part of life at the College and are supported by student activity fees. The gymnasium, pool, racquetball



court, jogging track, and outdoor tennis court are open many hours each week for free play. These facilities are also used for a variety of intramural competitions and leagues as well as bodybuilding, power lifting and triathlon contests. Programs include special clubs that are devoted to karate and judo.

The recreation and intramural programs are open to all members of the John Jay College student body upon presentation of a valid college ID card. Students may call the department for additional information, events schedules, and court reservations or online at [www.johnjayathletics.com](http://www.johnjayathletics.com).

#### Cardiovascular Fitness Center

212.237.8633

Students who wish to improve their physical fitness can avail themselves of the many programs that the cardiovascular fitness center offers. Interested students follow an individually prescribed exercise program that is evaluated periodically. Medical clearance is required for participation. All forms and further information may be obtained from the cardiovascular fitness center or online at [www.johnjayathletics.com](http://www.johnjayathletics.com).

*The Department of Health and Physical Education and the Department of Athletics strongly advise all students, faculty and staff interested in athletics, recreation, intramurals, or physical education courses to have a medical checkup prior to participation. Medical clearance is required for participation in intercollegiate athletics and the cardiovascular fitness center.*

## THEATRE AND THE ARTS

### Arts

212.237.8325/8698

The College offers a rich and diversified program in music and the visual arts. Concerts featuring renowned performers, exhibitions of paintings, drawings, sculpture, photography and mixed media shown in the College galleries are among the varied presentations.

In its afternoon concert series the College has presented a diverse array of internationally known soloists, many of whom appear regularly with the Lincoln Center Chamber Music Society, the New York Philharmonic Orchestra and the New York City Opera. Fine chamber music ensembles, such as the Annapolis Brass Quintet, the Western Wind Vocal Ensemble, and the Apollo Chamber Orchestra, are often major features of the concert series. Musical artists have included the late jazz innovators Teddy Wilson and Zoot Sims, the Clefones of early Rock fame, gospel singer Pearl Williams-Jones and operatic performer Willard White.

The John Jay Gallery is committed to presenting bodies of work by artists from a wide array of cultural traditions. Some are emerging artists, others established. Shows are usually solo exhibitions one month in length. Now open 12 months of the year, the Gallery devotes December and May to exhibitions by the College's undergraduate studio art students. Among the artists who have presented in the John Jay Gallery are: Muhsana Ali, Cindy Ho, Anna Kuo, Despo Magoni, Richard K. Miller, Delilah Montoya, Annie Nash, Susan Newmark, Armand Ortiz, Sophie Rivera, Miriam Romais, Tara Sabharwal, Edwine Seymour, Chie Shiamura and Mary Ting.

For information on concerts and exhibitions, students may contact the Department of Art and Music and the Office of Student Life.

## Theatre

212.237.8363

John Jay College offers its students a variety of opportunities for participation in theatre and play production, as well as access to nearby Lincoln Center and Broadway productions.

A major departmental production is mounted each semester in the Gerald W. Lynch Theater, a state-of-the-art facility located in Haaren Hall. In addition to stage productions, performances of work often conceived and performed by students and hosted by one or more clubs or college programs are held each semester in alternative spaces at the College.

The Department of Communication and Theatre Arts presents a vibrant theatre program that dates back to the earliest days of the College. Many productions involve criminal justice themes, and have included major plays in the repertoire of world drama ranging from Greek tragedy to plays by contemporary playwrights: *Oedipus Rex*, *The Merchant of Venice*, *Marat Sade*, *The Bald Soprano*, *Short Eyes*, *Equus*, *For Colored Girls . . . and Crimes of the Heart*.

Kafka's *The Trial* and Sidney Kingsley's *Detective Story* were recognized by major New York critics, while more recently, *The Crucible* and *Macbeth* drew large, enthusiastic crowds and glowing accolades from students and community alike. Musicals like

*Godspell*, Brecht's *Happy End*, and *Once Upon This Island* have offered John Jay's multi-talented students the opportunity to showcase their acting skills, as well as their instrumental and vocal skills. Reflecting the interdisciplinary nature of the College, departmental productions generally involve close collaboration with student clubs, the John Jay Players (the student theatrical group) and Women's Studies.

In recent years, departmental productions have been featured in the Kennedy Center American College Theatre Festival. Main stage productions have won praise from festival adjudicators; student actors and technicians have been invited to perform and attend workshops at regional Kennedy Center American College Theatre Festivals.

For information on performances, students may contact the Department of Communication and Theatre Arts.

# 11 Academic Departments

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## DEPARTMENT OF AFRICAN-AMERICAN STUDIES

Room 3226 North Hall 212.237.8764

Chairperson: C. Jama Adams

Professor: Kwando M. Kinshasa

Associate Professors: C. Jama Adams, Jannette Domingo, Jessica Gordon-Nembhard

Assistant Professors: Teresa A. Booker, Xerxes Malki, Lori L. Martin

Lecturer: Kewulay Kamara

Professor Emeritus: Basil Wilson

Adjunct Faculty: Angeline Butler, Philip Harvey, Errol Houlder, Herbert Johnson, Tamara Kelly, Mia Ramdial, Thomas Ridges, Rhonda Tomlinson

Department Secretary: Denise Mieses

## DEPARTMENT OF ANTHROPOLOGY

Room 433 Haaren Hall 212.237.8286

Chairperson: Richard Curtis

Professors: Richard Curtis, Elizabeth Hegeman, Alisse Waterston

Associate Professors: Avram Bornstein, Kirk Dombrowski, Anru Lee, Anthony Marcus, Edward Snajdr, Abby Stein, Patricia Tovar, Shonna Trinch

Assistant Professors: Gerrie Casey, Kojo Dei, Robert T. Furst

Research Associate: Travis Wendel

Professors Emeriti: Dorothy Brace, Serena Nanda

Adjunct Faculty: Alison Borek, Anne Buddenhagen, Emily Channell, Sophie Charles, Andrew Cohen, Ariana Durando, Carole Eady, Esin Egit, Richard Elovich, Daniel Fernando, Marni Finkelstein, Douglas Goldsmith, Libertad Guerra, Maria Fernanda Heyaca, Manoj Illickal, Randy Kandel, Johanna Lessinger, Bart Majoor, Basir Mchawi, Katherine McLean, Michael Pass, Barbara Price, Joyce Rivera, Lisa Robbins-Stathas, Jonathan Stillo, Christina Wolf

Administrative Coordinator: Joanie Ward

## DEPARTMENT OF ART AND MUSIC

Room 325 Haaren Hall 212.237.8348

Chairperson: Lisa Farrington

Professors: Lisa Farrington, Peter Manuel

Associate Professors: Laura Greenberg, Benjamin Lapidus, Roberto Visani, Thalia Vrachopoulos

Assistant Professors: Benjamin Bierman, Claudia Calirman, Cyriaco Lopes-Pereira

Professor Emeritus: Milt Schafer

Adjunct Faculty: John Angeline, Daniel Beliaevsky, Michael Bilsborough, Paul Brown, Michael Cloud, Noe Dinnerstein, Frank Gimpaya, Kira-Lynn Harris, Yvonne Hatchett, Herbert Hartel, Stephanie Hightower, Michael Johnson, Cary Lane, Howard Matthews, Nyeema Morgan, Stella Nicolaou, Filip Noterdaeme, William Pangburn, Carolyn Stoessinger, Sharon Suchma, Clifford Terry, Mary Ting, John Wriggle

Studio Laboratory Technician: Nyeema Morgan

## DEPARTMENT OF COMMUNICATION AND THEATRE ARTS

Room 336 Haaren Hall 212.237.8363

Interim Chairperson: Seth Baumrin

Associate Professors: Seth Baumrin, Dara Byrne, Gregory Donaldson, Amy Green, Louis Guinta, Norma Manatu, Lorraine Moller, Maria Rodriguez, Dana Tarantino, Martin Wallenstein, Kathryn Wylie-Marqués

Assistant Professors: Marsha Clowers, Lyell Davies, Sandra Lanzone, Bettina Murray

Lecturer: Elton Beckett

Professors Emeriti: Holly Hill, Nishan Parlakian, Georgiana Peacher, Raymond Rizzo, Ben Termine

Adjunct Faculty: Mobruka Azad, Chandler Bishop, Ann Lane Breit, Daniel Browning, Tim Cavale, Noelia Diaz, Meghan Duffy, Ingrid Griffith, Christine Hegarty, Dennis Hood, Patricia Iacobazzo, Jeffrey Kern, Dominika Laster, Karen Malpede, Maria Mollinedo, Ellen Moore-Anthony, Sharon Morrison, Darrin Person, James Reed, Stuart Rudin, Richard Southard, Jennifer Stock, Jodi Van Der Horn-Gibson, Robert Walkup, Francis Weiner, Shelaine Willie, Alan Winson

Department Secretary: Jacqueline Pica

## DEPARTMENT OF COUNSELING

Room 3140 North Hall 212.237.8111

Chairperson: Berenecea Johnson Eanes

Deputy Chair: Mickey Melendez

Professor: Robert DeLucia

Associate Professors: Berenecea Johnson Eanes, Katie Gentile, Ma'at Erica Lewis, Caridad Sanchez  
 Assistant Professors: Mickey Melendez, Kathy Stavrianopoulos, Sung Ha Suh  
 Professors Emeriti: Mavis Aldridge, James A. Malone, Carolyn Tricoli, Roger L. Witherspoon  
 Counselors: Elena Beharry, Christine M. Givens, Jessica Greenfield, Rachel Shanken, Betty Taylor-Leacock

**DEPARTMENT OF CRIMINAL JUSTICE**  
 Room 422 Haaren Hall 212.237.8032

Chairperson: Evan J. Mandery  
 Distinguished Professor: James Lynch (on leave)  
 Professors: Joshua Freilich, William C. Heffernan, Stanley Ingber, David Kennedy, Dennis Jay Kenney, John Kleinig, Barry Latzer, Michael Maxfield, Jeffrey Mellow, Mangai Natarajan, Charles Strozier, Hung-En Sung, Karen Terry  
 Associate Professors: Marcia Esparza, Evan J. Mandery  
 Assistant Professors: Frank S. Pezzella, Valerie West, Violet Yu

**DEPARTMENT OF ECONOMICS**  
 Room 3528 North Hall 212.237.8599

Chairperson: Joan Hoffman  
 Deputy Chair: Jay P. Hamilton  
 Professor: Joan Hoffman  
 Associate Professors: Jannette Domingo, Randall LaSalle  
 Assistant Professors: Geert Dhondt, Mathieu Dufour, Jay P. Hamilton, Catherine Mulder, David Shapiro, Christopher Warburton  
 Visiting Associate Professor: Michael Meeropol  
 Professor Emeritus: Lawrence J. Kaplan  
 Adjunct Faculty: Piruz Alemi, Helen Cedeno, Bernadette Chan, Stanley Diih, David Gannaway, Arlene Geiger, Lawrence Kom, Carrie Malachowski, Percival Pineda, Joseph Taylor  
 Economics Major/Minor Adviser: Jay P. Hamilton  
 Specialization in Forensic Financial Analysis Adviser: Randall LaSalle  
 Administrative Director: Rita Taveras

**DEPARTMENT OF ENGLISH**  
 Room 746 Academic Annex 212.237.8909  
 619 West 54th Street - 7th Floor

Chairperson: Margaret Mikesell Tabb  
 Deputy Chairpersons: Valerie Allen, Timothy McCormack  
 Professors: Valerie Allen, Michael Blitz, Jane P. Bowers, Effie Papatzikou Cochran, P. J. Gibson, John Matteson, Margaret Mikesell Tabb  
 Associate Professors: Adam Berlin, Bettina Carbonell, Marc Dolan, Batsheva Dreisinger, Richard Haw, Karen Kaplowitz, Patricia Licklider, Andrew Majeske, Nivedita Majumdar, Mark McBeth, Adam McKible, Allison Pease, Alexander Schlutz, John Staines, Marie Umeh  
 Assistant Professors: Dale Barleben, Erica Burleigh, Alexa Capeloto, Albert Coppola, Jay Paul Gates, Jonathan Gray, Devin Harner, Kimberly Helmer, Veronica Hendrick, Ann Huse, Olivera Jokic, Helen Kapstein, Alexander Long, Timothy McCormack, Charles McKenzie, Jean Mills, J. Paul Narkunas, Tara Pauliny, Richard Perez, Melinda Powers, Caroline Reitz, Belinda Rincón, Toy-Fung Tung, Elizabeth Yukins  
 Lecturers: Yasmin Dalisay, Margaret Escher, Lesley Hansen, Jeffrey Heiman, Livia Katz, Sanjana Nair, Jay Walitalo, Claudia Zuluaga  
 Professors Emeriti: William Coleman, Robert E. Crozier, Thomas Dardis, Anne Barbeau Gardiner, Elisabeth Gitter, Lee Jenkins, Denis Lane, Eric Larsen, Alan Margolies, Charles Piltch, Frederik Rusch, Jon-Christian Suggs, Anya Taylor  
 Adjunct Faculty: Barbara Ajmone-Marsan, Mark Alpert, Nathan Austin, Victoria Bond, Justin Catz, Martin Chesin, G. Mark Ciabattari, Barbara Coppus, Gregory Darling, Godfrey Elder, Alvin Eng, Amanda Freeman, Marianne Giordani, Maria Grewe, Ruth Josimovich, Brett Kawalerski, Tim Keane, Ali Leibman, Mikhail Lipyanskiy, Reagan Lothes, Phil Marsh, Thomas McGonigle, Fran McManus, Joan Meyler, Gilbert Morales, Alan Nadler, Rosaly Pandolfo, Cristina Patterson, Anastasia Raptis, Jordan Schneider, Andrew Selsberg, Sandy Singer, Ayeley Sowah, Andrew Warren, Erica Wright, Irene Zola  
 Director of the Center for English Language Support:  
 Christopher Davis

Director of the Writing Center: Livia Katz  
 Administrative Coordinator: Alicia Kelly  
 Office Manager: Erica Wise  
 English Major Advisor/Program Coordinator: Allison Pease  
 English Minor Advisor: Jay Walitalo

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

Room 776, Academic Annex 212.237.8721  
 619 West 54th Street

Chairperson: Silvia G. Dapia  
 Professor: Silvia G. Dapia  
 Associate Professors: Daria Montero, Raul Rubio  
 Assistant Professor: Liliana Soto-Fernández  
 Lecturer: Raul Romero  
 Professors Emeriti: Barry Luby, Ellen Engelson Marson, Catherine Rovira, Marcia D. Yarnus  
 Adjunct Faculty: Jean Alexandre, Wanda Arriaga, Helena Kilz, Dorina Klimi, Suad Mohamed, Uhnsook Park, Jill Claretta Robbins, Chen Zhang  
 Department Secretary: Erica Wise

DEPARTMENT OF GOVERNMENT  
 (See Department of Political Science)

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION  
 Room 421 Haaren Hall 212.237.8371

Chairperson: Davidson Umeh  
 Director of Athletics: Daniel Palumbo  
 Professors: Jane Katz, Susan Larkin, Davidson Umeh  
 Lecturer: Vincent Maiorino  
 Professor Emeritus: Wallace M. Piña  
 Adjunct Faculty: Karin Agstam, Alan Carena, Marlene Goldstein, Alberto Gotay, Andres Guzman, Michele Harari, LoriAnn Holmes-Wheaton, Ted Lewis, Lawrence Merritt, Edward Ngwu, Amber Paul, Robert Podhurst, Norman Ringel, Meredith Sobel, Tom Spiridellis  
 Director of the Cardiovascular Fitness Center: Anthony Phillips  
 Assistant Athletics Director for Budget and Finance:  
 Laura Drazdowski

Facilities Administrator: Danielle Rosario  
 Head Athletics Trainer: Michelle Rahmeh  
 Sports Information Director: Michael Damon  
 Equipment Manager: Diane Ramirez  
 Special Assistant to the Chairperson and Athletics Director:  
 Makeda Jordan  
 Office Manager: Marianne Kahn

DEPARTMENT OF HISTORY  
 Room 4317 North Hall 212.237.8827

Chairperson: Allison Kavey  
 Distinguished Professors: Blanche Wiesen Cook, Gerald E. Markowitz, Mike Wallace  
 Professors: Simon Baatz, Mary Gibson, Israel Rosenfield, Dennis M. Sherman  
 Associate Professors: Allison Kavey, Michael Pfeiffer, Itai Nartzizenfield Sneh  
 Assistant Professors: James De Lorenzi, Anissa Helie, Barbara Josiah, Sara McDougall, David Munns, Theresa Musacchio, Hyunhee Park, Edward Paulino, Matthew Perry, Gregory "Fritz" Umbach  
 Lecturer: Andrea Balis  
 Professors Emeriti: Eli Faber, Carol Groneman, James R. Jacob, Jesse Lemisch, Gavin Lewis, Altagracia Ortiz, Isidore Silver  
 Department Secretary: Melania Clavell

DEPARTMENT OF INTERDISCIPLINARY STUDIES  
 Room 432 Haaren Hall 212.237.8460

Chairperson: Amy Green  
 Program Counselor and Coordinator: Bertha Peralta-Rodriguez  
 Distinguished Professor: Gerald E. Markowitz  
 Faculty: Valerie Allen (English), Andrea Balis (History), Ryan Bazinet (Art & Music), Mucahit Bilici (Sociology), Michael Blitz (English), Joshua Clegg (Psychology), Effie Cochran (English), Joshua Freilich (Criminal Justice), Gail Garfield (Sociology), Katie Gentile (Counseling/Gender Studies), Amy Green (Communication & Theatre Arts), Richard Haw (English), Anru Lee (Anthropology), Sondra Leftoff (Psychology), Nivedita Majumdar (English), Gerald E. Markowitz (History), Mary Ann McClure (Philosophy), Adam McKible (English),

Michael Meeropol (Economics, Visiting), Allison Pease (English), Caroline Reitz (English), Jodie Roue (Latin American Studies), Dennis Sherman (History), Abby Stein (Criminal Justice/Anthropology), Karen Terry (Criminal Justice), Shonna Trinch (Anthropology), Gregory "Fritz" Umbach (History), Allise Waterston (Anthropology)

Professors Emeriti: Elizabeth Gitter (English), Donald Goodman (Sociology), Carol Groneman (History)

Adjunct Faculty: Michael Aman (Communication & Theatre Arts), Orlanda Brugnola (Philosophy), Susannah Crowder (History), Margaret Duffy (Communication & Theatre Arts), Angela Ferraiolo (Communication & Theatre Arts), Sarah Friedland (Communication & Theatre Arts), Greg Goldberg (Sociology), Nadine Johnson (Law), Kimora (Criminal Justice), Ronald Kramer (Sociology), Mahayana Landowne (Communication & Theatre Arts), Jesse Merandy (English), Jordan Pascoe (Philosophy), Leah Potter (History), Lorna Ronald (Sociology), Douglas Rothschild (English), Jonathan Santlofer (Art), Shirley Sarna (Law), Kofi Scott (Law), Karsten Struhl (Philosophy), Samuel Thomas (Music)

Department Secretary: Priscila Acuna

DEPARTMENT OF LATIN AMERICAN AND LATINA/O STUDIES

Room 4110 North Hall 212.237.8749

Chairperson: Lisandro Pérez

Professors: Luis Barrios, José Luis Morín, Suzanne Oboler, Lisandro Pérez

Associate Professor: Jodie Roue

Assistant Professors: Isabel Martínez, Brian Montes, Belinda Rincón

Adjunct Faculty: Fenix Arias, Adrian Bordoní, Angel Camacho, Claudia De la Cruz, Edgardo Diaz Diaz, Denise Dominguez, Nitza Escalera, Eva Lopez, Miguel Melendez, Anel Nicasio, Francois Restrepo, Denise Santiago, Daniel Shaw, Jeannette Sucre, Silvestre Wallace

Departmental Office Assistant: Christopher Aviles

DEPARTMENT OF LAW, POLICE SCIENCE AND CRIMINAL JUSTICE ADMINISTRATION  
Room 422 Haaren Hall 212.237.8032

Chairperson: Maria (Maki) Haberfeld

Deputy Chairperson: Joseph Pollini

Distinguished Lecturer: Martin Horn

Professors: Maria (Maki) Haberfeld, Zelma Henriques, Delores Jones-Brown, Robert Panzarella, Dorothy Moses Schulz, Adina Schwartz, Jeremy Travis

Associate Professors: Gloria Browne-Marshall, Serguei Cheloukhine, Vincent Del Castillo, Lior Gideon, Joseph King, Yue Ma, Christopher Morse, Norman A. Olch, Daniel O'Neal Vona

Assistant Professors: David J. Caspi, Katarzyna Celinska, Beverly Frazier, Peter Moskos, Jon Shane, Staci Strobl, Cecile Van de Voorde, Klaus Von Lampe

Lecturers: Eugene O'Donnell, Joseph Pollini

Professors Emeriti: Charles Lindner, T. Kenneth Moran, Henry Morse, Barbara Raffel Price, Eli B. Silverman

Adjunct Faculty: Michael Alperstein, Myrna Archer, Kevin Arias, Charles Barbuti, Luis Bauza, Daniel Boggiano, Kay Boulwar-Miller, Jonathan Brown, Kevin Brown, Charlene Bryant, Anthony Cangelosi, Alan Carena, Jonathan Carlozzi, Keith Carrington, Peter Carrozzo, Dennis Consumano, Moses Cowan, Michael Croce, Joseph Darr, John DeCarlo, Julius DiFiore, Daniel DiPrenda, James Durkin, Anila Duro, Kristin Englander, Peter Evangelista, Joseph Falco, Maria Ferina-Giacalone, Brendan Finn, Thomas Flanagan, Marc Fleidner, Alan Flexer, William Fraher, Albert Gamarra, Joseph Giacalone, Bridget Gladwin, Robert Gonzalez, Hans Hallundback, Kirk A. Hanson, José Hasbun, Michael Hiller, Jan Holland, Timothy Horohoe, David Humen, Thomas Hyland, Dominick Ignaffo, Kimora, Rainer Kroll, John Laffey, Sandra Langston, Joseph Lozada, Frank Marousek, Jeffrey Marshall, Dennis McCarthy, Jennifer McCarthy, Kevin McCarthy, Timothy McCarthy, Matt Michaels, Leiddy Monzon, Roslyn Myers, Roya Namvar, Stephen Nasta, Lorie Nicholas, John O'Connor, Kenneth O'Donnell, Mark Panzavecchia, Susan Pickman, Mia Ramdial, Richard Reyes, Catrina Rhatigan, Felipe Rodriguez, Mark Rosen, Roger V. Rubin, Michael Ruggerio, Wendy Russo, Manouska Saint-Gilles, Nilsa Santiago, Danielle

Sapse, Martin Schiff, Isabel Schneider, John Schneider, Walter Signorelli, Dan Simone, Rachel Singer, Margaret Smith, Arthur Storch, Joseph Suarez, Thomas Sunderland, Marc Supcoff, Victor Swinton, Peter Sylver, Peter Tam, Lisa Teich, Patrick Timmins, Linda Tomlinson, Julio Valentin, John Wallace, Steve Wasserman, Joseph Williams, Richard Wolf, Jennifer Wynn, Edwin Young, Louis Zaneri, Christopher Zimmerman

Criminal Justice Coordinator: Staci Strobl

Law Coordinator: Christopher Morse

Police Studies Coordinator: Jon Shane

Administrative Coordinator: Jacqueline Nieves

Administrative Assistant: Joyce Clement

**LLOYD GEORGE SEALY LIBRARY**  
Lobby Haaren Hall 212.237.8247

Chairperson, Associate Dean, and Chief Librarian: Larry E. Sullivan

Professors: Bonnie R. Nelson, Larry E. Sullivan

Associate Professors: Janice Dunham, Nancy Egan, Jeffrey

Kroessler, Ellen Sexton

Assistant Professors: Ellen H. Belcher, Marta Bladek, Kathleen

Collins, Dolores Grande, Marlene Kandel, Katherine Killoran, Maria

Kiriakova, Karen Okamoto

Professors Emeriti: Marilyn Lutzker, Eileen Rowland,

Antony Eric Simpson

Network Manager: Lester Singh

Adjunct Faculty: Marvelous Brooks, Barbara Carrel, Tania Colmant-

Donabedian, Lory Gallo, Jane Greenlaw, Gretchen Gross, Chinhui

Meng, Jennifer Nislow, Emmy Perryman, Peggy Teich, Mark

Zubarev

**DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE**

Room 4237 North Hall 212.237.8920

Chairperson: Peter Shenkin

Professors: Samuel M. Graff, Alan Hoenig, Ping Ji, Bilal Khan,

Sydney Samuel, Marvin Yablon

Associate Professors: Spiridon Bakiras, Konstantinos Georgatos,

Jinwoo Kim, Michael Puls, Douglas E. Salane, Peter Shenkin,

Antoinette Trembinska

Assistant Professors: Arati Baliga, John Bryk, Leslie Chandrakantha, Hunter Johnson, Shaobai Kan, Thurai Kugan, Mythili Mantharam, Shamik Sengupta, Maurice Vodounon

Lecturers: Emerson Miller, Keith Thomas

Professors Emeriti: Haig Bohigian, Lily E. Christ, Arthur Schlissel

Adjunct Faculty: Adontin Agyen-Frempong, Edelmire Andreu,

Roberta Aronoff, Sam Baruch, Mohammad BenZid, Gary Biester,

Kenneth Binns, Om Chugh, Vera Dragiluoya, Reyad Farraj, Ted

Fernandez, Ernest Gilde, Justin Giordano, Edward Green, Hadassah

Hersh, Mohammed Islam, Lydia Jo, Bhavani Kola, Rainer Kroll,

Howard Mandelbaum, Daniel Martinez, Maryann McGill, Michael

McGill, Ahmad Melhem, Lawrence Nartey, Elaine Olaoye, Frank

Pannizzo, Meyer Peikes, Julio Pina, Eric Polanco, Daniel Pollak,

David Primak, Erin Schultz, Rita Shamuilova, Evan Siegel, Jonathan

Simone, Todd Stambaugh, Margaret Smith, Lisette Stern, Ebrahim

Tamari, Shirley Toplan, Lindsey VanWagenen, Gary Welz, Anthony

Williams, Norman Younis

Department Secretary: Barbara A. Goodman-Donovan

**DEPARTMENT OF PHILOSOPHY**

Room 325 Haaren Hall 212.237.8325

Chairperson: Jonathan Jacobs

Professors: Jonathan Jacobs, Timothy Stroup

Associate Professors: Enrique Chavez-Arviso, Catherine Kemp,

Amie Macdonald, John P. Pittman

Assistant Professors: Jacoby Carter, James DiGiovanna, Hernando

Estevez, Kyoo Lee, Mary Ann McClure, Tanya Rodriguez, Sarah

Scott

Administrative Assistant: Erica Plass

**DEPARTMENT OF POLITICAL SCIENCE**

(formerly Department of Government)

Room 3230 North Hall 212.237.8188

Chairperson: Harold J. Sullivan

Professors: George Andreopoulos, Jack Jacobs, Anne Lopes, Daniel

Pinello, Harold J. Sullivan

Associate Professors: Enrique Desmond Arias, Janice Bockmeyer,

James Bowen, James N.G. Cauthen, Monica Weiler Varsanyi  
 Assistant Professors: Erin Ackerman, Brian Arbour, Susan L. Kang,  
 Samantha Ann Majic, Maxwell H. H. Mak, Peter Romaniuk, Jennifer  
 Rutledge, Yuksel Sezgin, Andrew Sidman, Joshua C. Wilson  
 Lecturer: G. Roger McDonald  
 Professors Emeriti: Jill Norgren, Harriet Pollack, Robert R. Sullivan  
 Adjunct Faculty: Robert Capano, Jacques Fomerand, Andreas Karras,  
 Christina Katsanos, Sinead Keegan, Jonathan Kranz, Ernest Lee, M.  
 Victoria Perez-Rios, Jason Schulman, Tracy Steffy, Dorinda Tetens  
 Department Secretary: Esperanza Lopez-Herrera

**DEPARTMENT OF PROTECTION MANAGEMENT**  
 Room 3528 North Hall 212.237.8599

Chairperson: To be announced  
 Deputy Chair - Fire Science: Robert Till  
 Deputy Chair - Security: Robert McCrie  
 Professor: Robert McCrie  
 Associate Professors: Glenn Corbett, Norman Groner, Robert Hair,  
 Charles Jennings, Robert Till  
 Distinguished Lecturer: Victor Herbert  
 Professor Emeritus: Charles T. Ryan  
 Adjunct Faculty: Myrna Archer, John Best, Peter Blaich, John  
 Cassidy, Andrew DiFusco, Vincent Dunn, Richard Errico, Timothy  
 Flannery, John Friedlander, Anthony Gentile, Joseph Gulinello,  
 Rafael Heredia, Howard Hill, Paul Kearns, Robert Littlejohn, Frank  
 Montagna, John Murphy, Randall Nason, Stephen Raynis, Danford  
 Earle Scott, Ronald Spadafora, Richard Tobin, Ilya Umanskiy, Carl  
 Young  
 Graduate Academic Program Director: Robert Till  
 Christian Regenhard Center for Emergency Response Studies  
 Director: Charles Jennings  
 Administrative Director: Caroline McMahon

**DEPARTMENT OF PSYCHOLOGY**  
 Room 2100 North Hall 212.237.8771

Chairperson: L. Thomas Kucharski  
 Deputy Chairperson for Advising: Daryl Wout  
 Deputy Chairperson for Undergraduate Education: Angela Crossman

Distinguished Professors: Saul Kassin, Steven Penrod,  
 Cathy Spatz Widom  
 Professors: Philip Bonifacio, Mark Fondacaro, Gwendolyn Gerber,  
 Margaret Bull Kovera, Michael Leippe, Keith A. Markus, Maureen  
 O'Connor, C. Gabrielle Salfati, Louis B. Schlesinger, Barbara  
 Stanley, James S. Wulach  
 Associate Professors: Angela Crossman, Jennifer Dysart, Miriam  
 Ehrensaft, Diana Falkenbach, Michele Galietta, William Gottdiener,  
 Maria Hartwig, Elizabeth Jeglic, Matthew B. Johnson, Stuart M.  
 Kirschner, L. Thomas Kucharski, Sondra Leftoff, Cynthia Calkins  
 Mercado, Chitra Raghavan, Phillip Yanos  
 Assistant Professors: Maureen Allwood, Preeti Chauhan, Hyewong  
 Chung, Joshua Clegg, Shuki Cohen, Demis Glasford, Jillian Grose-  
 Fifer, Silvia Mazzula, Kevin Nadal, Bret Stoudt, Deryn Strange,  
 Daryl Wout, Peggilee Wupperman  
 Professors Emeriti: Charles Bahn, David Brandt, Abe Fenster, Alan  
 Goldstein, Irving Guller, James Levin, Thomas R. Litwack, Gerald  
 W. Lynch, Robert S. Morrow, Susan Oyama, Robert W. Rieber, Ruth  
 Shapiro, Fred Wright, Daniel Yalisove  
 Adjunct Faculty: Bridget Amatore, Daniel Auld, Carol Baer,  
 Rochelle Balter, Brian Belfi, Roberta Blotner, Gerard Bryant, B.J.  
 Cling, Joseph Cohen, Juraci DaSilva, Rana DeGil, Rafeal Dumas,  
 Daniel Dunn, Miriam Ehrenberg, Charles Epstein, Cynthia Field,  
 Geraldo Fontan, Edward Kagen, Kostas Katsavdakakis, Robert  
 Lichtman, David Mantell, Dolores McCarthy, Martin McElhiney,  
 Elvin Montgomery, Nancy Nicholos-Goldstein, Russell Ohta, Joseph  
 Palamar, Alysa B. Ray, Esther Rister, Erin Rogers, Cynthia Scheuer,  
 Alan Schramm, Lisa Tsuei, Pamela Li Vecchi, Neal Vorus, Mindi  
 Wapner, Erica Weissman, Scott Wheeler, Justyna Zapoloska  
 Administrative Coordinator: Kathy Marte  
 Department Staff: Jessica Weisman

**DEPARTMENT OF PUBLIC MANAGEMENT**  
 Room 3525 North Hall 212.237.8057

Chairperson: Warren Benton  
 Deputy Chairperson: Maria D'Agostino  
 Professors: Warren Benton, Patrick O'Hara, Marilyn Rubin  
 Associate Professors: Jeanne-Marie Col, Roddrick Colvin, Richard



Culp, Daniel Feldman, Salomon Guajardo, Yi Lu, Peter Mameli, Richard Schwester  
 Assistant Professors: Carmen Apaza, Maria D'Agostino, William Pammer, Alicia Schatteman, Denise Thompson  
 Instructor: Adam Wandt  
 Lecturers: Fred Palm, Judy-Lynn Peters  
 Substitute Lecturers: Ted Fraumann, Eugene O'Neill  
 Professors Emeriti: Nesta Gallas, Anna Goldoff, Jae Kim, Ellen Doree Rosen  
 Adjunct Faculty: Abderrahmane Alaoui, Piruz Alemi, William Allen, Patricia Araujo, Demetrios Argyriades, Paul Balukas, Andy Bata, Peter Blaich, Angelica Blazina, Carl Bornstein, Fred Brodzinski, Holly Clarke, Ira Cohen, Raquel Cohen-Orantes, Sorle S. Diih, Dan Feldman, Joel Freiser, Frank Goldsmith, Mable Gomes, Vincent Green, Jason Haber, Gerhard Haensel, Terrence Harris, David Harrow, Charlyn Hilliman, Neil Hinze, Jose Irizarry, Clifford Kirsh, Feridoon Koohi-Kamli, Amit Kumar, Kit Lee, Michael Liddie, Michael Massiah, Caroline McMahon, Patricia Nemeth, Carla Olivier, Hanif Peters-Davis, Yvonne Purdie, Lisa Rodriguez, Stephen Rolandi, Martha Rose, Flora Rothman, Pam Rourke, Andrew Rudyk, Pasqualino Russo, Phil Russo, Richard Saulnier, Robert Sermier, Frank Straub, Robert Strickland, Helen Tejada-Ramos, Lois Warner, Geri Wildenberg, Paul Wyatt, Philip Zisman  
 Graduate Academic Program Director: Marilyn Rubin  
 Undergraduate Public Administration Program Adviser: Maria D'Agostino  
 Undergraduate Criminal Justice Administration & Planning Program Adviser: Richard Culp  
 Departmental Administrative Assistant: Lisa Rodriguez  
 College Assistant: Berlyn Morales

#### DEPARTMENT OF SCIENCES

Room 4510 North Hall 212.237.8892

Chairperson: Lawrence Kobilinsky

Professors: Anthony Carpi, Lawrence Kobilinsky

Associate Professors: Elise Champeil, Yi He, Ali Kocak, Thomas A. Kubic, Nathan Lents, Richard Li, Nicholas Petraco, Gloria Proni, John Reffner, Richard Stripp, Margaret Wallace

Assistant Professors: Shu-Yuan Cheng, Angelique Corthals, Ekaterina Korobkova, Jason Rauceo, Marcel Roberts,  
 Lecturers: Linda Rourke, Francis X. Sheehan, Sandra Swenson  
 Professors Emeriti: Selman A. Berger, Peter De Forest, Charles R. Kingston, Robert Rothchild, Anne-Marie Sapse  
 Director of Laboratory Operations: Natalya Kotsek  
 Director of Laboratory Facilities: Nikolay Azar  
 College Laboratory Technician: Argeliz Pomales  
 College Laboratory Technician: Kiezia Lawrence  
 College Laboratory Technician: Judith Beekman  
 Adjunct Faculty: Sarah Alexander, Pia Austria, Nikolay Azar, Wanda Bailey, Ewelina Bajda, Monica Bartoli, Bill Bassman, Tinel Bedford, Selman Berger, Zann Blanchard, Rachel Boyll, Azinia Brooks, Stephanie Brumley, Jamie Chasan, Sing Chin, Melanie Clare, Diane E. Crenshaw, Peter Diaczuk, Dimitar Dimitrov, Artem Domashevskiy, Alison Domzalski, Bruce Eng, Melissa Fernandez, Janelle Frenyea, Michael Friedman, Michael Gittings, Eric Gosselin, Lauren Gunderson, Anthony Ho, Craig Huemmer, Shivonne Hutson, Katherine Joubin, Frani Kammerman, Jakob Kristin, Loretta Kuo, Gregory Linn, Nazia Mahmood, Shari Maltz, Mandy McGehee, Michelle Miranda, Aysha Mirza, Lilja Nielsen, Deanna O'Donnell, Christopher Pedigo, Nicholas Petraco Sr., Ron Pilette, Andrea Placke, Stephanie Pollut, Desiree Polonia, Ron Prip, Dale Purcell, Yvette Rada, Brian Rafferty, Jaime Renta, Anne-Marie Sapse, Andrew Schweighardt, Shay M. Smith, Lukasz Sztaberek, Martin Teltung-Diaz, Elzbieta Tracz, Ralph Tran, Michael Valettuti, Diana Vargas, Amanda Vasquez, Kristen Vogel, Alexi Vorobyov, Brooke Weinger, Daniel A. Yaverbaum  
 Department Chemical Hygiene, Security and Safety Officer: Francis X. Sheehan  
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 Professors Emeriti: Edward Henderson, Holly Hill, Rubie Malone  
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 Department Secretary: Theresa Rockett

# 12 John Jay General Information

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## COLLEGE MISSION

John Jay College of Criminal Justice of The City University of New York is a liberal arts college dedicated to education, research and service in the fields of criminal justice, fire science and related areas of public safety and public service. It strives to endow students with the skills of critical thinking and effective communication; the perspective and moral judgment that result from liberal studies; the capacity for personal and social growth and creative problem solving that results from the ability to acquire and evaluate information; the ability to navigate advanced technological systems; and the awareness of the diverse cultural, historical, economic and political forces that shape our society. The College is dedicated to fostering an academic environment, to promoting scholarship and encouraging research, especially in areas related to criminal justice. The breadth and diversity of scholarship at the College reflect our continuing commitment to innovative analyses, interdisciplinary approaches and global perspectives. The College offers its students a curriculum that balances the arts, sciences and humanities with professional studies. It serves the community by developing graduates who have the intellectual acuity, moral commitment and professional competence to confront the challenges of crime, justice and public safety in a free society. It seeks to inspire both students and faculty, to the highest ideals of citizenship and public service.

## HISTORY OF THE COLLEGE

A recognized international leader in educating for justice, John Jay offers a rich liberal arts and professional studies curriculum to a diverse student body. Since its establishment in 1964, John Jay, a senior college of The City University of New York, has evolved from a “cop college” into a premier educational institution where criminal justice is taught in all its modern complexities and public service is valued as the noble endeavor that it is.

The strength, reputation and vitality of the College are embodied in the commitment to academic excellence of the faculty, many of whom are recognized experts in their fields. They conduct critical research in areas such as violent behavior, DNA analysis, drug abuse

trends, child aggression, sexual abuse, eyewitness reliability, criminal law, police methods and crime reduction strategy.

Its motivated students have the acuity, moral commitment and professional competence to confront the challenges of crime, justice and public safety in a free society.

### Accreditation

John Jay College is accredited by the Middle States Association of Colleges and Secondary Schools and is a member of the Council of Graduate Schools in the United States. The College is an institutional member of the National Association of Schools of Public Affairs and Administration (NASPAA). Additionally, John Jay programs are registered by the New York State Education Department.

## THE CITY UNIVERSITY OF NEW YORK

The City University of New York is the nation’s largest urban public university: eleven senior colleges, six community colleges, the CUNY Honors College, the Graduate School and University Center, the Graduate School of Journalism, the Law School and the Sophie Davis School of Biomedical Education. The University serves more than 450,000 degree-credit students and continuing and professional education students. College Now, the University’s academic enrichment program for 32,500 high school students, is offered at CUNY campuses and more than 200 high schools throughout the five boroughs of the City of New York. In 2006, the University launched its first online baccalaureate degree through the School of Professional Studies and a new Teacher Academy offering free tuition for highly motivated mathematics and science majors who seek teaching careers in the city’s public schools.

The University dates from 1847, when the needs of the city for free education were first met by the establishment of the Free Academy — now City College — as the result of a public referendum. In 1961, through state legislation, the seven municipal colleges then administered by the Board of Higher Education became The City University of New York, governed by a Board of Trustees.

## GRADUATE AND UNDERGRADUATE PROGRAMS

### Graduate Programs

The graduate program at John Jay College of Criminal Justice offers nine master's degree programs and two doctoral programs in criminal justice and forensic psychology that are under the jurisdiction of the Graduate School of The City University of New York.

Degrees at the master's level include:

- Master of Arts in Criminal Justice
- Master of Arts in Forensic Psychology
- Master of Arts in Forensic Mental Health Counseling
- Master of Arts in International Crime and Justice
- Master of Science in Forensic Computing
- Master of Science in Forensic Science
- Master of Science in Protection Management
- Master of Public Administration: Public Policy and Administration
- Master of Public Administration: Inspection and Oversight
- Culture and Deviance Studies
- Economics
- English
- Fire and Emergency Service
- Fire Science
- Forensic Psychology
- Forensic Science
- Gender Studies
- Global History
- Humanities and Justice
- International Criminal Justice
- Judicial Studies
- Legal Studies
- Police Studies
- Political Science
- Public Administration
- Security Management

The Graduate School of The City University of New York awards the PhD degrees in criminal justice and forensic psychology.

All of these offerings are described in detail in the Graduate Bulletin. For additional information, contact the Office of Graduate and Professional Studies at [212.237.8423](tel:212.237.8423).

### Undergraduate Programs

The undergraduate program at John Jay College of Criminal Justice offers baccalaureate degrees — the bachelor of arts and the bachelor of science — in the following majors:

- Computer Information Systems applied to Criminal Justice and Public Administration
- Correctional Studies
- Criminal Justice
- Criminal Justice Management
- Criminology

In addition to its majors, the College offers a variety of programs that permit students to concentrate on particular aspects of a field of study, among which are African-American Studies, Addiction Studies, Dispute Resolution, Latin American and Latina/o Studies and Gender Studies. An extensive internship program combines classroom instruction with supervised practical experience in government agencies and private organizations.

These offerings are described in detail in this Undergraduate Bulletin. For additional information, please contact the Office of the Dean of Undergraduate Studies at [212.237.8960](tel:212.237.8960).

### Office of Continuing Education

The Office of Continuing Education offers innovative seminars, workshops and training programs that meet the ongoing education and professional needs of members of the criminal justice, law enforcement, public safety and related communities.

John Jay’s continuing education programs are designed and customized to prepare students for advancement in their professions by providing the requisite skills and professional knowledge necessary to succeed. All programs are taught by outstanding faculty in state-of-the-art facilities on John Jay’s campus..

Specialized training programs are also offered through the

- Center on Media, Crime and Justice
- New York/New Jersey Regional Center for Public Safety Innovation
- Prisoner Reentry Institute
- Office of Special Programs

For further information, please call the Office of Continuing Education at **212.237.8655**.

#### Office of Professional Studies

Professional training programs meet the job-related needs of the criminal justice professional. Programs covering a wide range of topics – from cutting-edge investigative techniques to more complex issues of ethics, leadership and organizational management – help professionals stay current in a rapidly changing field. John Jay faculty and other training specialists use a variety of learning approaches that combine theoretical concepts with hands-on experience in an environment that maximizes interaction among instructors and program participants to design all programs. Custom programs can be designed to meet the training needs of an individual agency or department.

Specialized training programs are offered through the

- Criminal Justice Center
- Crime Scene/DNA Training
- Law Enforcement and Military Personnel Career Transition Program
- Fire Science Institute
- Executive Development and Leadership Programs
- Counter-Terrorism Assessment Program

For further information, call the Office of Professional Studies at **212.237.8638**.

#### CENTERS AND INSTITUTES

A passion for learning and understanding is what defines the centers and institutes at John Jay College of Criminal Justice. Each is committed to addressing the ongoing challenges that face the criminal justice community in their efforts to insure public safety.

The John Jay Centers and Institutes include:

- Academy of Critical Incident Analysis
- Center for Crime Prevention and Control
- Center for Cybercrime Studies
- Center for International Human Rights
- Center on Media, Crime and Justice
- Center on Race, Crime and Justice
- Center on Terrorism
- Christian Regenshard Center for Emergency Response Studies
- CUNY Dispute Resolution Consortium
- Institute for Criminal Justice Ethics
- Prisoner Reentry Institute
- Research and Evaluation Center

For more information about the centers and institutes, visit [www.jjay.cuny.edu](http://www.jjay.cuny.edu).

#### ALUMNI ASSOCIATION

Through special events, programs and mailings, the John Jay Alumni Association keeps graduates informed and involved in the services and activities of the College.

Alumni receive valuable benefits and services that assist them on a personal and professional level. These include special lectures on critical criminal justice and public policy issues and receptions featuring leading area criminal justice officials where graduates can network with colleagues.

John Jay’s Alumni Association is a veritable “Who’s Who” of law enforcement and corporate security. The organizations in which our alumni are employed include: NYS Attorney General’s Office, U.S. Department of Justice, NYS Supreme Court, NYC Police Department, NYC Fire Department, Federal Bureau of Investigation, U.S. Marshal Service, U.S. Customs and Borders Protection, U.S.

Army, U.S. Department of Homeland Security, U.S. Bureau of Alcohol, Tobacco, Firearms and Explosives, NYS Department of Environmental Conservation, Global Tactical Solutions, T-Mobile, Wyeth-Ayerst Laboratories, Verizon, AIG Technical Service, JP Morgan Chase, UBS Investments, New York Stock Exchange, NYS

Department of Taxation and Finance, U.S. Department of the Treasury, U.S. Mint, Bank of New York, Smith Barney-Citigroup, Goldman Sachs, to name a few. For additional information, contact the Office of Alumni Relations at [212.237.8547](tel:212.237.8547).

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SD

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## RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129A OF THE EDUCATION LAW

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the conditions upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges, which are to be administered in accordance with the requirements of due process as provided in Bylaws of The Board of Trustees.

With respect to enforcement of these rules and regulations, we note that the Bylaws of the Board provide that.

THE PRESIDENT, with respect to his educational unit, shall:

- a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction
- b. Be the adviser and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties

- c. Exercise general superintendence over the concerns, officers, employees, and students of his or her educational unit

### Rules

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University /college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.
3. Unauthorized occupancy of University/ college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation and use of University/college equipment and/or supplies.
4. Theft from or damage to University/college premises or property, or theft or damage to University/college premises or property or theft or damage to property of any person on University/college premises is prohibited.
5. Each member of the academic community, or an invited guest has the right to advocate his position without having to fear abuse — physical, verbal, or otherwise — from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights, or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the

institution's instructional, personal, administrative, recreational and community services.

7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.

8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instruments or materials that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without written authorization of such educational institution. Nor shall any individual have in his or her possession any other instrument or material, which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.

9. Any action or situation, which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/college premises, or as part of any University/college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

## II. Penalties

1. Any student engaging in any manner of conduct prohibited under substantive Rules 1 to 11 shall be subject to the following range of sanctions as hereafter defined below: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member or classified or other member of the instructional or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1 to 11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York, or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive Rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1 to 11 shall be subject to ejection and/or arrest by the civil authorities.

4. Any organization, which authorizes the conduct prohibited under substantive Rules 1 to 11 shall have its permission to operate on campus rescinded.

Penalties 1 to 4 shall be in addition to any other penalty provided by law or by The City University Trustees.

### Sanctions Defined

A. *Admonition.* An oral statement to the offender that he has violated University rules.

B. *Warning.* Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.

C. *Censure*. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. *Disciplinary Probation*. Exclusion from participation in privileges or extra-curricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

E. *Restitution*. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. *Suspension*. Exclusion from classes and other privileges as set forth in the notice of suspension for a definite period of time.

G. *Expulsion*. Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

H. *Complaint to Civil Authorities*.

I. *Ejection*.

A true copy of resolution adopted by the Board of Trustees of The City University of New York on June 23, 1969, as amended on October 27, 1980, May 22, 1989, and June 25, 1990.

## NEW YORK STATE EDUCATION LAW Article 5 Section 224—a

Students unable because of religious beliefs to attend classes on certain days:

1. No person shall be expelled or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular

day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

6-A. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements, which he or



she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

7. As used in this section, the term “institution of higher education” shall mean any institution of higher education, recognized and approved by the Regents of the University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution, which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term “religious belief” shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 505 of the United States Code.

## ACCESS TO STUDENT RECORDS (FERPA POLICY)

**Rights of access.** Pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Board of Trustees of The City University of New York Student Records Access Policy of April 1979, John Jay College students have “the right to inspect and review any and all official records, files, and data directly related” to them and to deny access by others without written consent of the student except under limited and specified circumstances. This right pertains to any present or former student but not to candidates for admission.

**Procedures.** A student who wishes to inspect and review his or her educational records may make the request to the Student Records Access Officer of the college or to the person in charge of the office who is the official custodian of the record in question, but a request pertaining to records in the custody of a teacher or counselor should be made directly to that teacher or counselor. Requests made to the

Student Records Access Officer in the Office of the Registrar must be made by completing a request form. Requests for records in other locations may be oral or written. Requests will be granted or denied within fifteen days of receipt of the request.

If the request is granted, the student will be notified of the time and place where records may be inspected. If the request is denied or not responded to within fifteen days, the student may appeal. Additional information regarding the appeal procedure will be provided to the student if a request is denied.

A student may request an amendment of education records that the student believes are inaccurate or misleading. In this case, the student should write to the college official who is responsible for the record, clearly identify the part of the record that is in question, and specify why it should be changed. If the College decides not to amend the record, the student will be notified of the decision and advised of his or her right to a hearing. When the student is notified, additional information will be provided regarding the hearing procedures.

Schools may disclose, without consent, directory information (student’s name, address, telephone listing, date and place of birth, major field of study, class, year or date of expected graduation, participation in officially recognized activities and sports, height and weight of members of athletic teams, e-mail address, photograph, dates of attendance, degrees and awards received, and the most recent educational agency or institution attended by the student) to persons having a legitimate interest in this information. A student may require that any or all of the information set forth above may not be released without the student’s prior written consent if the student completes a form that is available in the Office of the Registrar. A student’s education records, other than directory information stated above, shall be released without the student’s consent only to university officials — including trustees, college officials, faculty, and staff — with a legitimate educational interest. Upon request, the College may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

John Jay College’s policies and procedures are the means by which policies of the Board of Trustees of The City University of New York

are implemented. The complete texts of the revised Board of Higher Education policy as adopted April 23, 1979, and the Family Educational Rights and Privacy Act of 1974, as amended, are available for review in the Office of the Registrar, 4113 North Hall.

***Policy on withholding student records.*** In accordance with a resolution adopted by the Board of Trustees of The City University of New York on April 23, 1979, and amended on March 25, 1985, it was resolved that: “Students who are delinquent and/or in default in any of their financial accounts with the college, the University, or an appropriate State or Federal agency for which the University acts as either a disbursing or certifying agent, and students who have not completed exit interviews, as required by the National Direct Defense Student Loan (now Perkins Loan) Program and the Nursing Student Loan Program, are not to be permitted to complete a registration, or issued a copy of their grades, a financial aid transcript, a transcript of academic record, certificate or degree, nor are they to receive funds under the Federal campus-based student assistance programs or the Pell (Basic) Grant Program unless the designated officer, in exceptional hardship cases and consistent with Federal and State regulations, waives in writing the application of this regulation.”

## FREEDOM OF INFORMATION LAW NOTICE

Requests to inspect public records at the College should be made to the Records Access Officer Designee, Cheuk Lee, 212.237.8880. Public records are available for inspection and copying by appointment only at a location to be designated. You have a right to appeal a denial of a request for access to records to the CUNY General Counsel and Vice Chancellor for Legal Affairs. Copies of the CUNY Procedures for Public Access to Public Records Pursuant to Article 6 of the Public Officers Law and the appeal form are available at the reference desk of the library and on the college website.

## STATEMENT OF NON-DISCRIMINATION

The City University of New York and John Jay College of Criminal Justice will not tolerate discrimination in employment and in its educational programs and activities. The College adheres to the policy to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender identity, marital status, legally registered domestic partnership status, disability, predisposing genetic characteristics, alienage, citizenship, military or veteran status, or status as a victim of domestic violence.

Ms. Silvia Montalban is the College’s Director of Compliance & Diversity. She functions as the Sexual Harassment Coordinator and Coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, and Coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs. She can be reached at [smontalban@jjay.cuny.edu](mailto:smontalban@jjay.cuny.edu) or at 646.557.4409.

## DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURES

John Jay College of Criminal Justice is committed to addressing discrimination complaints of all members of the College community promptly, consistently and fairly. The College also encourages prompt and equitable resolution of all complaints and grievances alleging discrimination on the basis of race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender identity, marital status, legally registered domestic partnership status, disability, predisposing genetic characteristics, alienage, citizenship, military or veteran status, or status as a victim of domestic violence. The complaint procedure is initiated by filing a written complaint. Complaints should be addressed to:

Silvia Montalban  
 Director of Compliance & Diversity  
 899 Tenth Avenue  
 New York, New York 10019  
 smontalban@jjay.cuny.edu  
 646.557.4409

### Informal Complaint Procedures

Individuals are encouraged to discuss and/or to report, any acts felt to be discriminatory in nature directly to the Affirmative Action Officer. Subsequent to the filing of a written complaint, all attempts will be made to resolve the issue informally within ten (10) working days, with the goal of reaching a solution satisfactory to both the complainant and the College.

### The City University Of New York Student Complaint Procedure:

**Resolved.** That the procedures for handling student complaints about faculty conduct in formal academic settings be adopted, effective February 1, 2007.

**Explanation:** Although the University and its Colleges have a variety of procedures for dealing with student-related issues, those procedures generally have not covered student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. At the same time, however, the University recognizes its responsibility to establish procedures for addressing student complaints about faculty conduct that is not protected by academic freedom and not addressed in other procedures. The proposed procedures will accomplish this goal.

### Procedures for Handling Student Complaints About Faculty Conduct in Academic Settings

**I. Introduction.** The University and its Colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not

generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the University recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.

**II. Determination of Appropriate Procedure.** If students have any question about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.

**III. Informal Resolution.** Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.

**IV. Formal Complaint.** If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the Fact Finder.)

**A.** The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.

**B.** The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter

stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder.

**C.** The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.

**D.** If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative,

student government representative or attorney) present during the initial meeting, the interview and any post-investigation meeting.

**E.** At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.

**V. Appeals Procedure.** If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate and one student elected annually by the student senate. The Appeals Committee shall review the findings and recommendations of the report, with particular focus on whether the conduct in question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.

**VI. Subsequent Action.** Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's

personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college must comply with the bylaws of the University and the collective bargaining agreement between the University and the Professional Staff Congress.

**VII. Campus Implementation.** Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college website.

**VIII. Board Review.** During the spring 2009 semester, the Chancellery shall conduct a review of the experience of the colleges with these procedures, including consultation with administrators, faculty and students, and shall report the results of that review to the Board of Trustees, along with any recommended changes.

## SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT OF 1990

In accordance with Section 504 of the Rehabilitation Act of 1973, “The Civil Rights Act” for the people with disabilities and the Americans with Disabilities Act of 1990, the College adheres to the law that states in part that: “No otherwise qualified individual ... shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance.”

John Jay College offers programs and services to students and employees to ensure that individuals with disabilities are not excluded from academic programs, support services and any other activities sponsored by the College, solely on the basis of disability.

Danielle M. Officer is the Interim Director of Accessibility Services. Her telephone number is 212.237.8185.

## TITLE IX

In accordance with the requirements of Title IX of the Education Amendments of 1972 and the implementing federal regulations, John Jay College firmly supports a policy of non-discrimination on the basis of sex in the operation of its educational programs and activities. Federal requirements for non-discrimination on the basis of sex include the College’s personnel practices as well as admission to the programs and activities offered at the College. Ms. Silvia Montalban, Director of Compliance & Diversity, serves as the Title IX Coordinator. Under the direction of the President, she has responsibility for the monitoring of Title IX regulations and their implementation. Any questions regarding Title IX issues and/or complaints should be directed to Ms. Montalban at [smontalban@jjay.cuny.edu](mailto:smontalban@jjay.cuny.edu) or 646.557.4409.

## SEXUAL HARASSMENT

Sexual harassment, a form of sex discrimination, is illegal under federal, state, and city laws.

Harassment of employees or students based upon sex is inconsistent and contrary to the City University of New York’s Non-Discrimination Policy as well as the Policy Against Sexual Harassment and will not be tolerated. John Jay College, a unit of The City University of New York, works to create a cooperative working and learning environment in which there is mutual respect for all students, faculty and staff. More information about sexual harassment prevention and training can be found at <http://training.newmedialearning.com/psh/cuny/choice.htm>. For additional information concerning the City University of New York’s Policy Against Sexual Harassment and about filing a complaint, contact Ms. Silvia Montalban, the Sexual Harassment Coordinator, at [smontalban@jjay.cuny.edu](mailto:smontalban@jjay.cuny.edu) or 646.557.4409.

## OPEN MEETINGS LAW

Public Officers Law, Article 7 Section 100. Legislative declaration

101. Short title

102. Definitions

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104. Public notice

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106. Minutes

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### 100. Legislative Declaration.

It is essential to the maintenance of a democratic society that the public business be performed in an open and public manner and that the citizens of this state be fully aware of and able to observe the performance of public officials and attend and listen to the deliberations and decisions that go into the making of public policy. The people must be able to remain informed if they are to retain control over those who are their public servants. It is the only climate under which the commonwealth will prosper and enable the governmental process to operate for the benefit of those who created it.

**101. Short Title.** This article shall be known and may be cited as “Open Meetings Law.”

**102. Definitions.** As used in this article,

1. “Meeting” means the official convening of a public body for the purpose of conducting public business, including the use of videoconferencing for attendance and participation by members of the public body.

2. “Public body” means any entity, for which a quorum is required in order to conduct public business and which consists of two or more members, performing a governmental function for the state or for an agency or department thereof, or for a public corporation as defined in section 66 of the general construction law, or committee or subcommittee or other similar body of such public body.

3. “Executive session” means that portion of a meeting not open to the general public.

### 103. Open meetings and executive sessions.

1. Every meeting of a public body shall be open to the general public, except that an executive session of such body may be called and business transacted thereat in accordance with section 105 of this article.

2. Public bodies shall make or cause to be made all reasonable effects to ensure that meetings are held in facilities that permit barrier-free physical access to the physically handicapped, as defined in subdivision 5 of the section 50 of the public buildings law.

3. A public body that uses videoconferencing to conduct its meetings shall provide an opportunity to attend, listen and observe at any site at which a member participates.

### 104. Public notice.

1. Public notice of the time and place of a meeting scheduled at least one week prior thereto shall be given to the news media and shall be conspicuously posted in one or more designated public locations at least seventy-two hours before such meeting.

2. Public notice of the time and place of every other meeting shall be given, to the extent practicable, to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior thereto.

3. The public notice provided for by this section shall not be construed to require publication as a legal notice.

4. If videoconferencing is used to conduct a meeting, the public notice for the meeting shall inform the public that videoconferencing

will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.

#### 105. Conduct of executive sessions.

1. Upon a majority vote of its total membership, taken in an open meeting pursuant to a motion identifying the general area or areas of the subject or subjects to be considered, a public body may conduct an executive session for the below enumerated purposes only, provided, however, that no action by formal vote shall be taken to appropriate public moneys:

- a. Matters, which will imperil the public safety if disclosed
- b. Any matter, which may disclose the identity of a law enforcement agent or informer
- c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed
- d. Discussions regarding proposed, pending or current litigation
- e. Collective negotiations pursuant to article fourteen of the civil service law
- f. The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation
- g. The preparation, grading or administration of examinations
- h. The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof

2. Attendance at an executive session shall be permitted to any member of the public body and any other persons authorized by the public body.

#### 106. Minutes.

1. Minutes shall be taken at all open meetings of a public body, which shall consist of a record or summary of all motions, proposals, resolutions and any other matter formally voted upon and the vote thereon.

2. Minutes shall be taken at executive sessions of any action that is taken by formal vote, which shall consist of a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary need not include any matter, which is not required to be made public by the freedom of information law as added by article six of this chapter.

3. Minutes of meetings of all public bodies shall be available to the public in accordance with the provisions of the freedom of information law within two weeks from the date of such meeting except that minutes taken pursuant to subdivision two hereof shall be available to the public within one week from the date of the executive session.

#### 107. Enforcement.

1. Any aggrieved person shall have standing to enforce the provisions of this article against a public body by the commencement of a proceeding pursuant to article seventy-eight of the civil practice law and rules, and/or an action for declaratory judgment and injunctive relief. In any such action or proceeding, the court shall have the power, in its discretion, upon good cause shown, to declare any action or part thereof taken in violation of this article void in whole or in part. An unintentional failure to fully comply with the notice provisions required by this article shall not alone be grounds for invalidating any action taken at a meeting of a public body. The provisions of this article shall not affect the validity of the authorization, acquisition, execution or disposition of a bond issue or notes.

2. In any proceeding brought pursuant to this section, costs and reasonable attorney fees may be awarded by the court, in its discretion, to the successful party.

3. The statute of limitations in an article seventy-eight proceeding with respect to an action taken at executive session shall commence to run from the date the minutes of such executive session have been made available to the public.

#### 108. Exemptions.

Nothing contained in this article shall be construed as extending the provisions hereof to:

1. Judicial or quasi-judicial proceedings, except proceedings of the public service commission and zoning boards of appeals.
2. a. Deliberations of political committees, conferences and caucuses.
  - b. For purposes of this section, the deliberations of political committees, conferences and caucuses means a private meeting of members of the senate or assembly of the state of New York, or of the legislative body of a county, city, town or village, who are members or adherents of the same political party, without regard to (i) the subject matter under discussion, including discussions of public business, (ii) the majority or minority status of such political committees, conferences and caucuses or (iii) whether such political committees, conferences and caucuses invite staff or guests to participate in their deliberations
3. Any matter made confidential by federal or state law

#### 109. Committee on open government.

The committee on open government, created by paragraph (a) of subdivision one of section eighty-nine of this chapter, shall issue advisory opinions from time to time as, in its discretion, may be required to inform public bodies and persons of the interpretations of the provisions of the open meetings law.

#### 110. Construction with other laws.

1. Any provision of a charter, administrative code, local law, ordinance, or rule or regulation affecting a public body, which is more restrictive with respect to public access than this article shall be deemed superseded hereby to the extent that such provision is more restrictive than this article.

2. Any provision of general, special or local law or charter, administrative code, ordinance, or rule or regulation less restrictive with respect to public access than this article shall not be deemed superseded hereby.

3. Notwithstanding any provision of this article to the contrary, a public body may adopt provisions less restrictive with respect to public access than this article.

#### 111. Severability.

If any provision of this article or the application thereof to any person or circumstances is adjudged invalid by a court of competent jurisdiction such judgment shall not affect or impair the validity of the other provisions of the article or the application thereof to other persons and circumstances. For further information, contact: Committee on Open Government, NYS Department of State, 41 State Street, Albany, NY 12231.

## JOHN JAY COLLEGE POLICY ON ACADEMIC INTEGRITY

Final Version with suggested changes relating to [www.turnitin.com](http://www.turnitin.com)

A. Summary of the CUNY Policy on Academic Integrity  
Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. The following text is excerpted from The CUNY Policy on Academic Integrity.

#### Definitions and Examples of Academic Dishonesty

*Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.*

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work



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

*Plagiarism is the act of presenting another person's ideas, research or writings as your own.*

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source

- Failing to acknowledge collaborators on homework and laboratory assignments

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

*Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.*

The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

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

*Falsification of Records and Official Documents*

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization. Falsifying information on an official academic record
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document

## B. John Jay College Policies and Procedures: Academic Integrity

### 1. College Policy

John Jay College of Criminal Justice, as a campus of The City University of New York, is subject to CUNY policy. Therefore, the CUNY Policy on Academic Integrity applies to the College and its faculty, students and administration.

### 2. Responsibility for Implementation

The primary academic governance committee for undergraduate implementation of the policy is the Committee on Standards. The primary academic governance committee for graduate implementation of the policy is the Committee on Graduate Studies. These committees act by initially developing these procedures and submitting them to the College Council for approval, and by proposing modifications to the procedures as may become necessary. The committees will also develop and the College Council will approve the associated documents and statements, such as statements in the College Bulletins.

This procedure also assigns or recognizes support responsibilities to the following academic and administrative offices:

- Maintenance of electronic plagiarism prevention services:  
*Director of Educational Technology*
- Academic Integrity Official: *Academic Integrity Officer (AIO), Division of Student Development*
- Faculty /Student Disciplinary Process: *Dean of Students, Division of Student Development*
- Undergraduate Academic Sanction Appeals: *Academic Departments*
- Graduate Academic Sanction Appeals: *Committee on Graduate Studies*
- Faculty Orientation: *The Office of the Provost*

- Student Orientation: *The Dean of Students and the Dean of Graduate and Professional Studies*

The committees should coordinate with academic and administrative units to ensure that the assigned responsibilities are carried out. The College will establish and maintain membership in the Center for Academic Integrity. Liaisons to the Center shall be designated from the membership of the Standards Committee and the Committee on Graduate Studies.

### 3. Informal Resolution by the Faculty Member

When a faculty member suspects or determines that a student has committed a violation of the CUNY and/or the College Academic Integrity Policy, the faculty member shall review with the student the facts and circumstances of the suspected violation whenever possible. The faculty member and the student may arrive at an informal resolution appropriate to the facts and circumstances.

### 4. Faculty Report of Alleged Violation of Academic Integrity Policies

The Faculty Report of Alleged Violation of Academic Integrity Policies is a form to be completed by a faculty member. The form shall be completed when the faculty member suspects that a violation of academic integrity policy has taken place that warrants formal intervention. The filing of the form is at the discretion of the faculty member, except that in all cases of major violations, the faculty member is strongly urged to file the form. The form is submitted to the Academic Integrity Officer (AIO.). Upon receipt of the form, the AIO: sends a copy of the form to the Registrar, so that the Registrar can enter a PEN grade, as explained below:

- Sends a copy to the student by mail and by official college email, along with a written explanation of the student's opportunities to appeal the allegation
- Files the report in a confidential academic integrity file
- Reviews the AIO's records of such forms for prior instances of academic integrity violations by the student
- Sends a receipt to the faculty member; and informs the faculty member if the AIO's records include reports of prior instances

- Makes any records of prior violations available for review by the faculty member at the office of the AIO, and
- Resolves PEN grades, when not otherwise resolved through regular adjudication and appeal processes by the deadline applicable for INC grades, by notifying the faculty member who shall determine the final grade, and by notifying the Registrar of the faculty member's determination

If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file.

A version of this form is available for online completion and submission.

The AIO will prepare an annual report, distributed to the College Council, Committee on Academic Standards, Committee on Graduate Studies and the Department Chairs. The report shall include statistics on numbers of cases and their dispositions.

##### *5. PEN (Pending) Grade*

The PEN grade shall be assigned by the faculty member when there is an unresolved integrity issue for a student in the faculty member's course. A PEN grade is defined as follows:

The PEN grade is recorded when a faculty member suspects or determines that an academic integrity violation has taken place that warrants formal intervention. The grade is recorded by the Registrar based on receipt, from the AIO, of a Faculty Report of Alleged Violation of Academic Integrity Policies. The PEN grade is recorded, based on the report, under four circumstances.

The faculty member suspects a violation, but the assessment and faculty/student consultation is not complete. The effect of the PEN grade is to bar withdrawal from the course pending resolution of the suspected violation.

The faculty member and the student agree on a resolution of the situation, and the faculty member elects to invoke the PEN grade to preserve the agreement by barring withdrawal from the course.

The faculty member finds that a violation has occurred and the faculty member imposes an academic sanction, and the student appeals the sanction.

The faculty member suspects an integrity violation and decides to refer the case to the Student Discipline process, and the case is pending before that process.

A PEN grade is removed or changed when the applicable consultation, appeal, and/or adjudication processes are complete. When a PEN grade is not otherwise resolved through regular adjudication and appeal processes by the deadline applicable for INC grades, the AIO contacts the faculty member who shall determine the final grade, and then the AIO notifies the Registrar of the faculty member's determination.

When a faculty member suspects or determines that an academic integrity violation has taken place that warrants formal intervention, the faculty member shall file the designated form with the Academic Integrity Official. Upon receipt of the faculty member's submission, the Official shall notify the Registrar, so that the Registrar can file a PEN grade to prevent withdrawal from the course by a student seeking to evade responsibility for the alleged violation. In the event that the alleged violation is withdrawn in the student's favor, the student will have the right to withdraw based on the time that the violation form was filed.

##### *6. Electronic Plagiarism Prevention*

The College has contracted with [www.turnitin.com](http://www.turnitin.com) for electronic plagiarism prevention services. The following is the College's official policy with respect to this service.

John Jay College of Criminal Justice is committed to the fundamental values of preserving academic integrity as defined in CUNY and John Jay College policies. John Jay College has contracted with [turnitin.com](http://turnitin.com), a plagiarism prevention system that uses proprietary search technology to check assignments against Internet resources,

proprietary databases, and previously submitted student assignments. Faculty members reserve the right to use this and other electronic means to detect and help prevent plagiarism. By registering for courses offered by the College, students consent that all assignments are subject to submission for textual similarity review to [www.turnitin.com](http://www.turnitin.com). Assignments submitted to [www.turnitin.com](http://www.turnitin.com) may be included in [www.turnitin.com](http://www.turnitin.com)'s restricted access database solely for the purpose of detecting plagiarism. The faculty member may require students to submit their assignments electronically to [www.turnitin.com](http://www.turnitin.com), or the faculty member may submit all or some student assignments to [www.turnitin.com](http://www.turnitin.com). The terms that apply to the College's use of the [www.turnitin.com](http://www.turnitin.com) service are further described on the [www.turnitin.com](http://www.turnitin.com) website.

Faculty members are authorized to use this service, and the following procedures apply:

- The Director of Educational Technology is designated as the administrator of the [www.turnitin.com](http://www.turnitin.com) service for the College.
- Faculty members must apply for accounts through the Director and obtain the College's Turnitin account ID and join password from the Director.
- The College's Turnitin account ID and join password may not be further disclosed or distributed without the written permission of the Director. Should the College's Turnitin Account ID or join password be inadvertently disclosed, the Director must be notified.
- Faculty members must notify students, in their course syllabi, how written assignments may be subjected to review by [www.turnitin.com](http://www.turnitin.com). The course syllabus should address the following points:
  - Whether the faculty member requires students to submit written assignments directly to [www.turnitin.com](http://www.turnitin.com), and/or whether the faculty member may submit all or some written assignments to [www.turnitin.com](http://www.turnitin.com).
  - The faculty member's decisions relating to other Turnitin options at the faculty member's discretion, such as the opportunity to submit papers to Turnitin for reporting in advance of the final assignment deadline.
  - Whether students must be prepared to submit to [www.turnitin.com](http://www.turnitin.com) or to the faculty member electronic file versions of their written assignments (Word, Wordperfect, RTF, PDF, or HTML format) in addition to any paper version that may be required to be turned in to the faculty member.
  - The faculty member's policy for the course with respect to use of the student's original written material that has been or is being used for written assignments in other courses — such as the submission of a paper or report in multiple courses that contain the same or substantially the same text.

If a faculty member suspects plagiarism based on a [www.turnitin.com](http://www.turnitin.com) originality report, and the faculty member intends to base a grading decision substantially on the report or file disciplinary charges based on report, the faculty member will provide the student with access to the [www.turnitin.com](http://www.turnitin.com) report if the student does not already have such access.

### 7. Notice

The College will publish the CUNY Policy on Academic Integrity, and related appropriate College policies, procedures and forms in the following documents:

Undergraduate Bulletin, Graduate Bulletin, Student Handbook, Faculty Handbook, Orientation Packet for New Full-time Faculty, Orientation Packet for New Adjunct Faculty

In addition, the College will maintain a web page that provides the policy summary as well as additional information about student, faculty and administrative responsibilities under the procedure, along with associated forms and documents.

All such notices and associated forms and procedures shall be approved in advance of posting or publication by the undergraduate

Committee on Academic Standards and the Committee on Graduate Studies.

### C. Procedure for Imposition of Sanctions for Violations

The following procedure is based on the CUNY procedure, adapted to John Jay College based on specific assignments of responsibility to academic and administrative units in this procedure.

#### 1. Introduction

These procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an “academic” sanction, that is, a grade reduction, less process is due than if a “disciplinary” sanction, such as suspension or expulsion, is sought.

A faculty member who suspects that a student has committed a violation of the CUNY and/or the College Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance. The College retains the right under extreme or unusual circumstances to bring disciplinary charges against the student, even though neither the student nor the faculty member invoked the process.

Among the factors the College should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances, if any.

Every instance of suspected violation should be reported to the Academic Integrity Official on a form provided by the College. Among other things, this reporting will allow the College to determine whether it wishes to seek a disciplinary sanction, even where the instructor may not wish to do so.

When the form is submitted, the AIO will provide a copy to the student, along with an explanation of the student’s opportunity to provide a written explanation.

#### 2. Procedures In Cases Where The Instructor Seeks An Academic Sanction Only

**Student Accepts Guilt And Does Not Contest The Academic Sanction:** If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade<sup>1</sup> only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the College decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member’s discretion.

#### Student Denies Guilt And/or Contests The Academic Sanction:

If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the College’s grade appeals process, including departmental grading committees for undergraduate courses and the Graduate Studies Committee for graduate courses. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

When a faculty member determines that an academic integrity violation has taken place that warrants formal intervention, the faculty member shall complete the “Faculty Report of Alleged Violation of Academic Integrity Policies” (See 3.b above.) and submit the form to the Academic Integrity Officer, who sends a copy to the student by mail and by official college email, along with a written explanation of the student’s opportunities to appeal the allegation. If the form is submitted before the last four weeks of the semester, the student may appeal the factual determination (as distinct from any sanction) through the applicable grade appeal process. The departmental or Graduate Studies Committee shall resolve with appeal within 30 days. In the event that the factual determination is sustained or not appealed, the student also may appeal the academic sanction after the course is completed, through the normal grade appeal process.

Footnote 1. A reduced grade can be an “F,” a “D-,” or another grade that is lower than the grade that would have been given but for the violation.

### *3. Procedures In Cases Where A Disciplinary Sanction Is Sought*

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the College's Academic Integrity Official using the Faculty Report form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the College's Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary Committee may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges<sup>2</sup> are brought. Under certain circumstances, college officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above. If a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee's action.

Footnote 2. Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations. For example: infraction in ways similar to criminal activity such as forging a grade form; stealing an examination from a professor or university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student's work through action designed to prevent the student from successfully completing an assignment, dishonesty that affects a major or essential portion of work done to meet course requirements. [These examples have been taken from a list of violations compiled by Rutgers University]

### *4. Procedures In Cases In Which Both A Disciplinary And An Academic Sanction Are Sought*

If a faculty member or the College seeks to have both a disciplinary and an academic sanction imposed, the process should begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. The decision whether to pursue both types of sanctions will ordinarily rest with the faculty member.

### *5. Reporting Requirements*

By The Faculty Member To The Academic Integrity Official:

In cases where a violation of academic integrity has been found to have occurred, whether by admission or a fact-finding process, the faculty member shall promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form provided by the College as previously described.

The Academic Integrity Official shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported. If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

By the Academic Integrity Official To the Faculty Member: Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.

## **CUNY POLICY ON ACADEMIC INTEGRITY**

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

## I. DEFINITIONS AND EXAMPLES OF ACADEMIC DISHONESTY

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

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

Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information

**Plagiarism** is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

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

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

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

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

### Falsification of Records and Official Documents

The following are some examples of “falsification,” but by no means is it an exhaustive list:

- Forging signatures of authorization
- Falsifying information on an official academic record
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document

Adapted with permission from *Baruch College: A Faculty Guide to Student Academic Integrity*. The Baruch College document includes excerpts from University of California’s Web page titled “The Academic Dishonesty Question: A Guide to an Answer through Education, Prevention, Adjudication and Obligation” by Professor Harry Nelson.

## II. METHODS FOR PROMOTING ACADEMIC INTEGRITY

- Orientation sessions for all new faculty (full- and part-time) and students should incorporate a discussion of academic integrity. Packets containing information explaining the policy, the procedures that are in place, and examples of infractions should be distributed. These packets should be readily available, throughout the academic year, in the appropriate offices of the college and the locations of those offices should be widely publicized. Colleges using additional resources to detect plagiarism should publicize these resources widely.
- All college catalogs, student handbooks, and college websites should include the CUNY and college Academic Integrity Policy and the consequences of not adhering to it. The Policy on Academic Integrity, as adopted by the Board, shall be distributed to all students. All syllabi and schedules of classes should make reference to the CUNY and college’s academic integrity policy and where they are published in full.
- A “Faculty Report” form should be used throughout the University to report incidents of suspected academic dishonesty. (It is strongly recommended that the faculty member should report all such incidents by completing and submitting the form to the chief student affairs officer, the Academic Integrity Committee if the college has established one (see recommendation below), or other appropriate academic integrity official whom the college may designate (collectively referred to hereinafter as the “Academic Integrity Official”). A follow-up form should be submitted to the student’s academic integrity file by the adjudicating person or body once the suspected incident has been resolved pursuant to one of the methods described below. Although forms need not be uniform across the University, they need to be uniform within each college. The form should provide at least minimal information such as the name of the instructor and student, course name and number, date of incident, explanation of incident and the instructor’s telephone/email contact information; it should be easy to use and process. Except as otherwise provided in the CUNY Procedures, the Academic Integrity Official of each college should retain the forms for the purposes of identifying repeat offenders, gathering data and assessing and reviewing policies.
- CUNY will develop a website on Academic Integrity. This website will include suggestions for faculty, students and administrators to reduce cheating or plagiarism, resources on academic integrity and links to relevant sites. Future plans also include the development of an online training program to raise awareness about academic integrity.
- The Committee recommends that this CUNY Policy on Academic Integrity, dated Spring 2004, be adopted by the Board of Trustees.
- Colleges should adopt the “PEN” (Pending) grade to facilitate the implementation of the Procedures for Imposition of Sanctions. This grade already exists in the University’s Glossary of Grades.



- Colleges may wish to consider issuing a Student Guide to Academic Integrity. An excellent example is a document that students at Baruch College developed called *Student Guide to Academic Integrity at Baruch College*. The Guide is in its final stages of approval.
- Each college should consider joining the Center for Academic Integrity.
- Colleges should consider subscribing to an electronic plagiarism detection service. Any college that does subscribe must notify every student each semester of the fact that such a service is available for use by the faculty.
- Colleges should consider establishing an Academic Integrity Committee, to serve in lieu of grade appeals committees in cases of academic dishonesty, which would hear and decide contested grade reductions that faculty members award because of students violations of the Academic Integrity Policy and collect and maintain files of Faculty Report forms of suspected and adjudicated violations of the Academic Integrity Policy.

Establish a mechanism for preventing students from dropping a class in order to avoid an investigation and/or imposition of a sanction for a violation of academic integrity.

### III. PROCEDURES FOR IMPOSITION OF SANCTIONS FOR VIOLATIONS OF CUNY POLICY ON ACADEMIC INTEGRITY

#### A. Introduction

As a legal matter, in disciplining students for violations of policies of academic integrity, CUNY, as a public institution, must conform to the principles of due process mandated by the Fourteenth Amendment to the United States Constitution — generally speaking, to provide notice of the charges and some opportunity to be heard. In the context of court-litigated violations, questions as to how much and what kind of process was “due” turn on the courts’ judgment

whether the decision on culpability was “disciplinary” (a question of fact) or “academic” (a question of the instructor’s expert judgment). This distinction has proved difficult to apply on campus.

Accordingly, these procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an “academic” sanction, that is, a grade reduction, less process is due than if a “disciplinary” sanction, such as suspension or expulsion, is sought.

A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student. Among the factors the college should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances if any. It is strongly recommended that every instance of “suspected” violation should be reported to the Academic Integrity Official on a form provided by the college as described in the third Recommendation for Promoting Academic Integrity, above. Among other things, this reporting will allow the college to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

#### B. Procedures In Cases Where The Instructor Seeks An Academic Sanction Only

##### 1. Student Accepts Guilt And Does Not Contest The Academic Sanction

If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade<sup>1</sup> only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the college decides to seek a disciplinary sanction, see Section I above and IV below. The reduced grade may apply to the particular assignment as

to which the violation occurred or to the course grade, at the faculty member's discretion.

Footnote 1. A reduced grade can be an "F," a "D-," or another grade that is lower than the grade that would have been given but for the violation.

## 2. Student Denies Guilt And/Or Contests The Academic Sanction

If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the college's grade appeals process, including departmental grading committees where applicable, or the Academic Integrity Committee. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

## C. Procedures In Cases Where A Disciplinary Sanction Is Sought

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the college's Academic Integrity Official using the Faculty Report Form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the college's Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary Committee may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought.<sup>2</sup> Under certain circumstances, college officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above. For the reasons discussed in Item IV below, if a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee's action.

Footnote 2. Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations. For example, infraction in ways similar to criminal activity (such as forging a grade form; stealing an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements.

[These examples have been taken from a list of violations compiled by Rutgers University.]

## D. Procedures In Cases In Which Both A Disciplinary And An Academic Sanction Are Sought

If a faculty member or the college seeks to have both a disciplinary and an academic sanction imposed, it is not advisable to proceed on both fronts simultaneously lest inconsistent results ensue. Thus, it is best to begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. The decision whether to pursue both kinds of sanctions will ordinarily rest with the faculty member.

## E. Reporting Requirements

### 1. By The Faculty Member To The Academic Integrity Official

In cases where a violation of academic integrity has been found to have occurred (whether by admission or a fact-finding process), the faculty member should promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form provided by the college as described above. The Academic Integrity Official shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported.

If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of

the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

#### 2. By the Academic Integrity Official To the Faculty Member

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.

ADOPTED BY THE BOARD OF TRUSTEES ON JUNE 28, 2004.

## THE CITY UNIVERSITY OF NEW YORK COMPUTER USER RESPONSIBILITIES

*NOTE: The City University of New York Computer User Responsibilities is a statement originally prepared by the University's Faculty Senate and the CUNY Office of the Vice Chancellor of Legal Affairs.* □

The computer resources\*\* of The City University of New York must be used in a manner that is consistent with the University's educational purposes and environment. All users of computer resources are expected to act in a spirit of mutual respect and cooperation, and to adhere to the regulations for their use set forth in this document. As a user of CUNY computer resources:

- You must have a valid authorized account to use computer resources that require one and may use only those computer resources that are specifically authorized. You may use your account only in accordance with its authorized purposes and may not use an unauthorized account for any purpose.
- You are responsible for the safeguarding of your computer account. For a mainframe computer account, you should change your password frequently and should not disclose it to anyone. You should take all necessary precautions in protecting the

account, no matter what type of computer resources you are using.

- You may not circumvent system protection facilities.
- You may not knowingly use any system to produce system failure or degraded performance.
- You may not engage in unauthorized duplication, alteration or destruction of data, programs or software. You may not transmit or disclose data, programs or software belonging to others and may not duplicate copyrighted material.
- You may not engage in abusive or improper use of computer hardware. This includes, but is not limited to, tampering with equipment, unauthorized attempts at repairing equipment and unauthorized removal of equipment components.
- You may not use computer resources<sup>1</sup> for private purposes, including, but not limited to, the use of computer resources for profit making or illegal purposes.
- You may not use computer resources<sup>1</sup> to engage in abuse of computer personnel or other users. Such abuse includes the sending of abusive, anonymous, or unsolicited messages within CUNY or beyond via network facilities.
- The use of computer resources<sup>1</sup> may be subject to college regulations, and you are expected to be familiar with those regulations.
- These regulations and college regulations are subject to revision. You are expected to be familiar with any revisions in regulations. The University reserves the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to insure compliance with regulations.

Any user who is found to be in violation of these rules shall be subject to the following:

- Suspension and/or termination of computer privileges

- Disciplinary action by appropriate college and/or University officials
- Referral to law enforcement authorities for criminal prosecution
- Other legal action, including action to recover civil damages and penalties

Footnote 1. Computer Resources is an inclusive term referring to any and all computing/ information technology; hardware, software and access. Hardware includes, but is not limited to, terminals, personal computers, workstations, printers, mice, monitors, cabling, peripheral devices. Software includes, but is not limited to, mainframe shared software, networked software, and stand-alone software residing on personal computers. Access includes, but is not limited to, accounts on timesharing systems as well as access to stand-alone personal computing systems and other relevant technology.

This statement is also available on CUNYVM as a file:

ETHIC POLICY. If you have any questions about the statement, please contact the CUNY Help Desk at **212.541.0981** or via e-mail at: [ctrcu@cunyvm.cuny.edu](mailto:ctrcu@cunyvm.cuny.edu).

## THE CITY UNIVERSITY OF NEW YORK WORKPLACE VIOLENCE POLICY AND PROCEDURES

The City University of New York has a longstanding commitment to promoting a safe and secure academic and work environment that promotes the achievement of its mission of teaching, research, scholarship and service. All members of the university community — students, faculty and staff — are expected to maintain a working and learning environment free from violence, threats of harassment, violence, intimidation or coercion. While these behaviors are not prevalent at the University, no organization is immune.

The purpose of this policy is to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible, and set forth procedures to be followed when such violence has occurred.

### Policy

The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve.

Individuals who violate this policy may be removed from University property and are subject to disciplinary action and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to enforcement authorities for criminal prosecution. Complaints of sexual harassment are covered under the University's Policy Against Sexual Harassment.

The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-based business. This policy particularly applies in cases where an employee or student suspects that an act of violence will result from an encounter with said individual(s).

### Scope

All faculty, staff, students, vendors, contractors, consultants, and others who do business with the University, whether in a University facility or off-campus location where University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the University, such as former employees, former students and visitors. When students have complaints about other students, they should contact the Office of Student Affairs at their campus.

### Definitions

Workplace violence is any behavior that is violent, threatens violence, coerces, harasses or intimidates others, interferes with an individual's rights of movement or expression, or disrupts the workplace, the academic environment, or the University's ability to provide services to the public. Examples of workplace violence include, but are not limited to:

1. *Disruptive behavior intended to disturb, interfere with or prevent normal work activities* (such as yelling, using profanity, verbally abusing others, or waving arms and fists).

2. *Intentional physical contact for the purpose of causing harm* (such as slapping, stabbing, punching, striking, shoving, or other physical attack).

3. *Menacing or threatening behavior* (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statements specifically intended to frighten, coerce, or threaten), where a reasonable person would interpret such behavior as constituting evidence or intent to cause harm to individuals or property.

4. *Possessing firearms, imitation firearms, knives or other dangerous weapons, instruments or materials.* No one within the University community shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to University property without specific written authorization from the Chancellor or the college President regardless of whether the individual possesses a valid permit to carry the firearm or weapon.

### Reporting of Incidents

1. *General Reporting Responsibilities.* Incidents of workplace violence, threats of workplace violence, or observations of workplace violence are not to be ignored by any member of the University community. Workplace violence should promptly be reported to the appropriate University official (see below). Additionally, faculty, staff and students are encouraged to report behavior that they reasonably believe poses a potential for workplace violence as defined above. It is important that all members of the University community take this responsibility seriously to effectively maintain a safe working and learning environment.

2. *Imminent or Actual Violence.* Any person experiencing or witnessing imminent danger or actual violence involving weapons or personal injury should call the Campus Public Safety Office immediately, or call 911.

3. *Acts of Violence Not Involving Weapons or Injuries to Persons.*

Any person who is the subject of a suspected violation of this policy involving violence without weapons or personal injury, or is a witness to such suspected violation, should report the incident to his or her supervisor, or in lieu thereof, to their respective Campus Public Safety Office. Students should report such incidents to the Office of Student Affairs at their campus or in lieu thereof, their Campus Public Safety Office. The Campus Public Safety Office will work with the Office of Human Resources and the supervisor or the Office of Student Affairs on an appropriate response.

4. *Commission of a Crime.* All individuals who believe a crime has been committed against them have the right, and are encouraged, to report the incident to the appropriate law enforcement agency.

5. *False Reports.* Members of the University community who make false and malicious complaints of workplace violence, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action and/or referral to civil authorities as appropriate.

6. *Incident Reports.* The University will report incidents of workplace violence consistent with the College policies for Incident Reporting Under the Campus Security Policy and Statistical Act (Clery Act).

### Responsibilities

1. *Presidents.* The President of each constituent college of The City University of New York, the Chief Operating Officer at the Central Office, and the Deans of the Law School and Sophie Davis School of Biomedical Education shall be responsible for the implementation of this policy on his or her respective campus. The responsibility includes dissemination of this policy to members of the college community, ensuring appropriate investigation and follow-up of all alleged incidents of workplace violence, constituting a Workplace Violence Advisory Team (see #7), and ensuring that all administrators, managers, and supervisors are aware of their responsibilities under this policy through internal communications and training.

2. *Campus Public Safety Office.* The Campus Public Safety Office is responsible for responding to, intervening, and documenting all incidents of violence in the workplace. The Campus Public Safety Office will immediately log all incidents of workplace violence and will notify the respective supervisor of an incident with his/her employee, or notify the appropriate campus official of an incident with a student. All officers should be knowledgeable of when law enforcement action may be appropriate. Public Safety will maintain an internal tracking system of all threats and incidents of violence. Annual reports will be submitted to the President (at the same time as the report noted below) detailing the number and description of workplace violence incidents, the disposition of the incidents, and recommend policy, training issues, or security procedures that were or should be implemented to maintain a safe working and learning environment. The incidents will be reported in the Annual Report of the College Advisory Committee on Campus Security consistent with the reporting requirements of Article 129A Subsection 6450 of the NYS Education Law (Regulation by Colleges of Conduct on Campuses and Other College Property for Educational Purposes).

Officers will be trained in workplace violence awareness and prevention, non-violent crises intervention, conflict management and dispute resolution.

Officers will work closely with Human Resources when the possibility of workplace violence is heightened, as well as on the appropriate response to workplace violence incidents consistent with CUNY policies, rules, procedures and applicable labor agreements, including appropriate disciplinary action up to and including termination.

When informed, Public Safety will maintain a record of any Orders of Protection for faculty, staff and students. Public Safety will provide escort service to members of the college community within its geographical confines, when sufficient personnel are available. Such services are to be extended at the discretion of the Campus Public Safety Director or designee. Only the President, or designee, in his/her absence, can authorize escort service outside of the geographical confines of the college.

3. *Supervisors.* Each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility (hereinafter “supervisor”) is responsible within his/her area of jurisdiction for the implementation of this policy. Supervisors must report to their respective Campus Public Safety Office any complaint of workplace violence made to him/her and any other incidents of workplace violence of which he/she becomes aware or reasonably believes to exist. Supervisors are expected to inform their immediate supervisor promptly about any complaints, acts, or threats of violence even if the situation has been addressed and resolved. After having reported such complaint or incident to the Campus Public Safety Director and immediate supervisor, the supervisor should keep it confidential and not disclose it further, except as necessary during the investigation process and/or subsequent proceedings.

Supervisors are required to contact the Campus Public Safety Office immediately in the event of imminent or actual violence involving weapons or potential physical injuries.

4. *Faculty and Staff.* Faculty and staff must report workplace violence, as defined above, to their supervisor. Faculty and staff who are advised by a student that a workplace violence incident has occurred or has been observed, must report this to the Campus Public Safety Director immediately. Recurring or persistent workplace violence that an employee reasonably believes is not being addressed satisfactorily, or violence that is, or has been, engaged in by the employee’s supervisor should be brought to the attention of the Campus Public Safety Director.

Employees who have obtained Orders of Protection are expected to notify their supervisors and the Campus Public Safety Office of any orders that list CUNY locations as protected areas.

Victims of domestic violence who believe the violence may extend into the workplace, or employees who believe that domestic or other personal matters may result in their being subject to violence extending into the workplace, are encouraged to notify their supervisor, or the Campus Public Safety Office. Confidentiality will be maintained to the extent possible.

Upon hiring, and annually thereafter, faculty and staff will receive copies of this policy. Additionally, the policy will be posted throughout the campus and be placed on the CUNY website and on the college's website, as appropriate.

5. *Office of Human Resources.* The Office of Human Resources at each campus is responsible for assisting the Campus Public Safety Director and supervisors in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; notifying the Campus Public Safety Office of workplace violence incidents reported to that office; and consulting with, as necessary, counseling services to secure professional intervention.

The Office of Human Resources is responsible for providing new employees or employees transferred to the campus with a copy of the Workplace Violence Policy and Procedures and insuring that faculty and staff receive appropriate training. The Office of Human Resources will also be responsible for annually disseminating this policy to all faculty and staff at their campus, as well as posting the policy throughout the campus and on the college's website, as appropriate.

6. *Students.* Students who witness violence, learn of threats, or are victim of violence by employees, students or others should report the incident immediately to the Campus Public Safety Office. If there is no imminent danger, students should report threatening incidents by employees, students or others as soon as possible to the Campus Public Safety Office or the Office of Student Affairs. Students will be provided with workplace violence awareness information (including information regarding available counseling services) upon registration each year.

7. *Workplace Violence Advisory Team* A college President shall establish a Workplace Violence Advisory Team at his/her college. This Team, working with the College Advisory Committee on Campus Security, will assist the President in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; assessing the potential problem of workplace violence at its site; assessing the college's readiness for dealing with workplace violence; evaluating incidents to prevent future

occurrences; and utilizing prevention, intervention, and interviewing techniques in responding to workplace violence. This Team will also develop workplace violence prevention tools (such as pamphlets, guidelines and handbooks) to further assist in recognizing and preventing workplace violence on campus. It is recommended that this Team include representatives from Campus Public Safety, Human Resources, Labor Relations, Counseling Services, Occupational Health and Safety, Legal and others, including faculty, staff and students, as deemed appropriate by the President.

In lieu of establishing the Workplace Violence Advisory Team, a President may opt to expand the College Advisory Committee on Campus Security with representatives from the areas recommended above to address workplace violence issues at the campus and perform the functions outlined above.

8. *University Communications.* All communications to the University community and outside entities regarding incidents of workplace violence will be made through the University Office of University Relations after consultation with the respective President or his/her designee.

### Education

Colleges are responsible for the dissemination and enforcement of this policy as described herein, as well as for providing for training in the prevention and awareness of workplace violence. The Office of Faculty and Staff Relations will provide assistance to the campuses in identifying available training opportunities, as well as other resources and tools (such as reference materials detailing workplace violence warning signs) that can be incorporated into campus prevention materials for dissemination to the college community. Additionally, the Office of Faculty and Staff Relations will offer periodic training opportunities to supplement the college's training programs.

### Confidentiality

The University shall maintain the confidentiality of investigations of workplace violence to the extent possible. The University will act on the basis of anonymous complaints where it has a reasonable basis to believe that there has been a violation of this policy and that the

safety and well being of members of the University community would be served by such action.

#### Retaliation

Retaliation against anyone acting in good faith who has made a complaint of workplace violence, who has reported witnessing workplace violence, or who has been involved in reporting, investigating, or responding to workplace violence is a violation of this policy. Those found responsible for retaliatory action will be subject to discipline, up to and including termination.

### NOTICE OF ACCESS TO CAMPUS CRIME STATISTICS, THE CAMPUS SECURITY REPORT, AND INFORMATION ON REGISTERED SEX OFFENDERS

The College Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes: (1) the campus crime statistics for the most recent calendar year and the two preceding calendar years; (2) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (3) policies concerning the security of and access to campus facilities; (4) policies on campus law enforcement; (5) a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others; (6) campus crime prevention programs; (7) policy concerning the monitoring through the police of criminal activity at off-campus locations of student organizations officially recognized by the College; (8) policies on illegal drugs, alcohol and underage drinking; (9) where information provided by the state on registered sex offenders may be obtained (also, see below); and (10) policies to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The campus crime statistics and the annual campus security report are available at the reference desk of the library and the college website at [www.jjay.cuny.edu](http://www.jjay.cuny.edu).

If you wish to be mailed copies of the campus crime statistics and the annual campus security report, you should contact Isabelle Curro, Deputy Director of Public Safety at 212.237.8524 and copies will be mailed to you within 10 days. The U.S. Department of Education's website address for campus crime statistics is:

[www.ed.gov/security/InstDetail.asp](http://www.ed.gov/security/InstDetail.asp) (then input the name of the school).

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders are now required to register the name and address of any college at which he or she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the College's chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the College's chief security officer Isabelle Curro, Deputy Director of Public Safety, 212.237.8524, to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 3 offenders, you may contact the Division's registry website at [www.criminaljustice.state.ny.us/nsor/sor-ab\\_out.htm](http://www.criminaljustice.state.ny.us/nsor/sor-ab_out.htm)

and then click on Search for "Level 3 Sex Offenders" or access the directory at the College's public safety department or police department, local police precinct in which the offender resides or attends college, or the Division's sex offender registry at 800.262.3257

### ATHLETIC PROGRAM PARTICIPATION NOTICE

The College files an annual report with the U.S. Secretary of Education on intercollegiate athletics, which includes information on the participation of males and females on its teams, and the expenditures and revenues of those teams. Copies of the annual



report on intercollegiate athletics are available at the reference desk of the library and the college website.

## NEW YORK STATE DISCLOSURE REQUIREMENTS REGULATIONS OF THE COMMISSIONER OF EDUCATION

Part 53 of the New York State Education Rules and Regulations require that all degree-granting post secondary institutions make the following information available to currently enrolled and prospective students. Prospective students are defined as persons who have contacted the institution requesting information for the purpose of enrollment.

### 1. General Procedures for Dissemination of Information

The following information required by Part 53 shall be included in the catalog or bulletin of the institution and the following procedures must be followed:

A. When a catalog or bulletin is published less often than annually, a statement shall warn of the possibility of out-of-date information and provide the name and address or telephone number of the person or office to be contacted for the most recent information.

B. The information required by Part 53 shall be clearly and precisely described and any statistical displays shall be easy to read and understand.

C. Advertisements, brochures, or solicitations to prospective students shall clearly note the availability of more extensive information in the catalog or bulletin.

D. Where more than one catalog or bulletin is published for separate programs or schools, only information required by Part 53 that pertains to the individual programs or schools concerned need to be included. In this case, a statement shall be made to indicate that separate catalogs or bulletins are in use.

## II. Financial Assistance Available to Students

A. The institution must provide the following information for every category of aid:

1. Application procedures, including a description of the forms and preparation instructions
2. Method of selection of recipients
3. Allocation of awards
4. Award schedule, and
5. Rights and responsibilities of recipients

B. Categories of aid include state, federal and local institutional programs. The institution must provide information to eligible students for each of the following.

### 1. State Programs

- a. Tuition Assistance Program (TAP)
- b. Regents College Scholarships
- c. Regents Nursing Scholarships
- d. Regents Awards for Children of Deceased or Disabled Veterans
- e. State Assistance for Native Americans
- f. Guaranteed Student Loans
- g. Higher Education Opportunity Program (HEOP)
- h. Education Opportunity Program (EOP)
- i. Search for Education and Elevation through Knowledge (SEEK)
- j. College Discovery Program (CD)
- k. Work incentive program (WIN)
- l. Any other state program that accounts for 10 percent or more of the total state student aid administered by the institution

### 2. Federal Programs

- a. Educational Opportunity Grants program (EEOG)
- b. Supplemental Educational Opportunity Grants (SEOG)

- c. National Direct Student Loans (NDSL)
- d. College Work Study Programs (CWS)
- e. Social Security payments to children of deceased or disabled veterans
- f. Federal aid to Native Americans
- g. Veterans Administration educational benefits
- h. Any other federal program, which accounts for 10 percent or more of the total federal student aid administered by the institution

### 3. Local Institutional Programs

- a. Information on grants, scholarships, waivers, deferrals, loans, including small emergency loans, and work-study arrangements administered by the institution shall be provided
- b. Programs involving awards of \$300 or more per year shall be individually listed, including any restrictions
- c. The number and average value of programs with awards of less than \$300 per year shall be provided, along with the name, address and telephone number of an institutional office from which more detailed information can be obtained.

### III. Costs of Attending the Institution

The institution shall provide the costs of attendance for each of the cost categories listed below. Estimates may be used if exact figures are unavailable or inappropriate. Where only summary information is provided, the institution must identify the name of an institutional office where detailed information can be obtained.

#### 1. Tuition and Fees

- a. All assessments against students for direct educational and general purposes
- b. Description of the purpose of a mandatory fee, if not apparent from its name
- c. Clearly identified course and lab fees, and

- d. Clearly stated condition under which non-mandatory fees need not be paid

#### 2. Books and Supplies

- a. Costs of textbooks, books, manuals, consumable supplies and equipment that are corollary to instruction and necessary for the student
- b. In the case of major program categories for which such costs vary more than 25 percent from the average, separate estimates shall be provided

#### 3. Room, Board and Other Living Expenses

- a. Costs of housing services
- b. Costs of food services
- c. Estimated costs of similar accommodations available in the community
- d. Estimated cost of personal expenses applicable to students pursuing primarily educational objectives

### IV. Refund Policy

The institution must state its policy concerning refunds due to a student's failure to complete an academic term for any reason. The policy must include the following, which is to be refunded after a specified elapsed period of time:

- 1. Tuition
- 2. Fees
- 3. Room and Board
- 4. Other Assessments

### V. Instructional Programs

A. A list of degree, certificate and diploma programs shall be provided. The list must be consistent with the inventory of registered degree and certificate programs maintained by the Education Department. The list shall contain at least the following:

- 1. Official program titles

2. Degree and HEGIS code numbers

3. A statement that enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards

4. A description of each degree, certificate and diploma program, including prerequisites and requirements for completion

5. An indication of which academic year each instructional offering (course) is expected to be taught

B. A general description of instructional, laboratory and other facilities directly related to the academic program shall be provided. The description shall include:

1. A description of the total physical plant
2. Narrative and/or statistical information about library collections and facilities, student unions and institution-operated eating facilities
3. Hours of operation, including holiday and vacation schedules

C. The following information about faculty and other instructional personnel must be provided:

1. A listing by rank of regular resident faculty
2. Identity of each resident faculty member's highest degree held, by which institution that degree was granted, and the department or major program area to which faculty is assigned
3. Estimated number of adjunct faculty and teaching assistants in each department or major program area

D. The institution shall provide information on student retention and graduation rates for at least full-time undergraduates based on a summary of the most recent cohort survival statistics available to the institution.

E. The institution shall provide summaries of job placement and graduate school placement statistics compiled by the institution, along with information about its placement center.

## FEDERAL DISCLOSURE REQUIREMENTS

According to federal law, institutions of higher education must provide the following consumer information to students:

### A. Financial Assistance Information

1. How the eligibility for student financial aid is determined
2. How the institution distributes aid among students
3. Rights and responsibilities of students receiving aid
4. How and when financial aid will be disbursed
5. The terms and conditions of any employment that is part of the financial aid package
6. The terms of, the schedules for, and the necessity of loan repayment
7. Required loan exit counseling
8. The criteria for measuring satisfactory academic progress, and how a student who has failed to maintain satisfactory progress may reestablish eligibility for financial aid

### B. Information about the Institution

1. The names of associations, agencies and/or governmental bodies that accredit, approve or license the school and its programs, and the procedures by which a student may receive a copy for review of the school's accreditation, licensure, or approval
2. Special facilities and services available to disabled students
3. A statement of the requirements for the return of Federal Student Aid program funds when a student withdraws from school, information about any refund policy with which the school must comply, and the requirements for officially withdrawing from the school
4. The availability of a General Equivalency Diploma (GED) program if the school admits students who do not have a high school diploma or equivalent

5. Who to contact for information on student financial assistance and who for general institutional issues
6. That a student may be eligible for Federal Student Aid program funds for attending a study abroad program that is approved for credit by the home school
7. The terms and conditions under which students receiving federal education loans may obtain deferments while serving (a) in the Peace Corps; (b) under the Domestic Volunteer Service Act; and (c) as a volunteer for a tax-exempt organization of demonstrated effectiveness to the field of community service
8. Information regarding the availability of Federal Student Aid program funds for study abroad programs

## INSTITUTIONAL COMPLAINT PROCESS

Section 494C(j) of the Higher Education Act of 1965, as amended, provides that a student, faculty member, or any other person who believes he or she has been aggrieved by an institution of higher education has the right to file a written complaint.

In New York State, a complaint may be filed by any person with reason to believe that an institution has acted contrary to its published standards or conditions or that conditions at the institution appear to jeopardize the quality of the institution's instructional programs or the general welfare of its students. Any person who believes that he or she has been aggrieved by an institution on or after May 4, 1994, may file a written complaint with the department within three years of the alleged incident.

### How to File a Complaint

1. The person should first try to resolve the complaint directly with the institution by following the internal complaint procedures provided by the institution. An institution of higher education is required to publish its internal complaint procedure in a primary information document such as the catalog or student handbook. (The Department suggests that the complainant keep copies of all correspondence with the institution.)
2. If a person is unable to resolve the complaint with the institution or believes that the institution has not properly addressed the concerns, he or she may send a letter or telephone the Postsecondary Complaint Registry to request a complaint form. Please telephone 212.951.6493 or write to:
 

New York State Education Department  
Postsecondary Complaint Registry  
One Park Avenue, 6th Floor  
New York, NY 10016
3. The Postsecondary Complaint Registry Form should be completed, signed, and sent to the above address. The completed form should indicate the resolution being sought and any efforts that have been made to resolve the complaint through the institution's internal complaint processes. Copies of all relevant documents should be included.
4. After receiving the completed form, the Department will notify the complainant of its receipt and make any necessary request for further information. When appropriate, the Department will also advise the institution that a complaint has been made and, when appropriate, the nature of the complaint. The complainant will also be notified of the name of the evaluator assigned to address the specific complaint. The evaluator may contact the complainant for additional information.
5. The Department will make every effort to address and resolve complaints within ninety days from receipt of the complaint form.

### Complaint Resolution

Some complaints may fall within the jurisdiction of an agency or organization other than the State Education Department.

These complaints will be referred to the entity with appropriate jurisdiction. When a complaint concerns a matter that falls solely within the jurisdiction of the institution of higher education, the complainant will be notified and the Department will refer the complaint to the institution in question and request that the matter receive a review and a response.

Upon conclusion of the Department's complaint review or upon a disposition of the complaint by referral to another agency or

organization, or to the institution of higher education, the Department will issue a written notice to the complainant describing the resolution of the complaint. The complainant may contact the Department evaluator directly for follow-up information or for additional assistance.

## THE CONSTITUTION OF THE JOHN JAY COLLEGE OF JUSTICE FACULTY SENATE

### Preamble

The Faculty of John Jay College of Criminal Justice, having been entrusted by the bylaws of The City University of New York with responsibility for policy relating to admission and retention of students, health and scholarship standards, attendance, curriculum, awarding of college credit, granting of degrees, and the conduct of educational affairs customarily cared for by a college faculty, hereby establishes the John Jay College of Criminal Justice Faculty Senate in order to provide a formal means of representing faculty concerns to the administration of the College and the University and to provide a democratic forum for the deliberation of such matters and other matters upon which deliberation by the academic community may contribute to the well being of the University and the society which sustains it and looks to it for enlightenment.

### Article I: Powers of the John Jay College Faculty Senate

The John Jay College Faculty Senate shall serve as one of the bodies of the College in the shaping of academic and educational policies. The John Jay Faculty Senate shall concern itself with matters of teaching, scholarship, research and any and all other matters related to faculty concerns as part of the educational mission of John Jay College. The Faculty Senate, acting through resolutions voted upon, shall be considered the voice of the faculty when making recommendations to the College Council, to administrative officials, or to other components of the College and the University, consistent with CUNY bylaws, the Professional Staff Congress contract and academic freedom.

### Article II: Representation of the John Jay College Faculty Senate

The John Jay College Faculty Senate shall be composed of those faculty members elected to the John Jay College Council, 13 full-time faculty members elected at large, and four adjunct faculty members elected at large. Faculty members may be self nominated or nominated by any other faculty member.

No member of the faculty shall serve simultaneously as an at-large member of the Faculty Senate and as a member of the College Council except for the at-large faculty representatives on the College Council who shall be elected by the Faculty Senate from among the at-large members of the Faculty Senate. This election shall take place in May after elections to the Senate have taken place and the Senate has been convened. The term of office shall be for one year.

Election to the Faculty Senate for at-large positions shall take place in the spring prior to elections for departmental representatives to the College Council. Only full-time faculty members may vote for full-time faculty nominees. Only adjunct faculty may vote for adjunct nominees. The term of office shall begin in May after the new Senate has been elected and shall be for one year.

The Senate may declare a vacancy in membership or in an office of the Senate by adopting a resolution to that effect if a member resigns, can no longer serve, no longer meets the requirements for membership or for cause. A member may resign from the Senate by submitting notice in writing to the President of the Senate. A motion to declare a vacancy must be passed by a two-thirds vote of members present and voting at a meeting of the Senate. After declaring a vacancy, the Senate shall determine what action, if any, is to be taken to fill the vacancy, except that a vacancy in the office of the President shall be filled by succession of the Vice President to the office of the President.

### Article III: Voting and Participation

Each member of the John Jay College Faculty Senate shall have one vote on official matters. Motions shall be deemed to have been passed, or not passed, in accordance with Robert's Rules of Order, Revised.

All meetings shall be open to all members of the teaching faculty. Any member of the teaching faculty may speak at a meeting, although voting is limited to members of the Senate. Other members of the College or University community, as well as any other persons, may attend a meeting of the Senate and participate in discussions only by invitation of the Senate or its Executive Committee.

### Article IV: Officers of the John Jay College Faculty Senate

The officers of the John Jay College Faculty Senate shall be as follows:

1. **President.** The President shall preside at all meetings. In the event that a President is unable to complete a term, the Senate shall determine by vote that the office is vacant and thereupon the Vice President shall succeed automatically to the office of President.
2. **Vice President.** The Vice President shall assume the duties of the President in presiding over the Senate when the President is not present or when the President yields in order to participate in discussion on a motion. If the Vice President is unable to complete a term or succeeds to the office of the President, the Senate shall elect a new Vice President.
3. **Recording Secretary(ies).** The Recording Secretary(ies) shall record and transmit the minutes of all meetings of the Faculty Senate to the Corresponding Secretary for distribution.
4. **Corresponding Secretary.** The Corresponding Secretary shall distribute minutes of Senate meetings, forward official correspondence of the President and of Senate committees, receive copies of official committee reports from committee secretaries, and maintain archives of minutes, committee records and correspondence.

5. **Officers-At-Large.** Two (2) Officers-At-Large shall assist the other executive officers in the execution of their responsibilities.

All officers shall be elected in May, after the new Senators have been elected and the Senate has been convened. Their terms of office shall be for one year.

### Article V: Executive Committee

The Executive Committee shall consist of the officers of the Senate. The Executive Committee shall determine when meetings of the Senate are to be held in accordance with Article VI. The Executive Committee shall receive agenda items from members of the faculty and shall establish the priority of agenda items. The Executive Committee may recommend limiting discussion, subject to approval by a vote of the Senate. The agenda may be revised at any time upon a motion from the floor and an affirmative vote at a meeting of the Senate.

### Article VI: Regular and Special Meetings

The Faculty Senate shall meet every month of the fall and spring semesters. Additional meetings or any other changes in schedule may take place upon the recommendation of the Executive Committee of the Senate.

### Article VII: Committees

The Faculty Senate shall create committees, which are necessary to advance the activities of the Senate. Standing or ad hoc committees may be established, as needed. Members of standing committees shall annually be self-nominated or nominated by a member of the Senate, and the Executive Committee shall then recommend to the Senate membership slates for election by the full Senate. The Executive Committee shall designate Chairs for all committees. Each committee shall elect its own Assistant Chairperson and Recording Secretary, as it deems necessary. All committees shall have members of the Executive Committee as liaisons.

A committee may act upon items referred to it by the Senate as a whole, by the Executive Committee or by any member of the faculty. All committees shall report directly to the Senate as a whole, providing reports and offering motions at meetings of the Senate.

Positions on College or University committees designated for Faculty Senate shall be filled as follows: individuals shall be nominated by the Executive Committee and approved by a majority vote of the Senate.

#### Article VIII: Agenda

Any member of the faculty may present items for the Senate agenda by forwarding items in writing to any member of the Executive Committee at least ten school days prior to a regular meeting of the Senate. Items received too late will be held for the next meeting of the Senate. A written agenda shall be available from any member of the Executive Committee five days prior to a regular meeting of the Senate and, wherever feasible, shall be published and distributed prior to the meeting. In emergencies, the Executive Committee may call a special meeting of the Senate without prior written agenda.

#### Article IX: Quorum

A quorum of the Senate shall consist of a majority of its voting members. The same rule applies for its committees.

#### Article X: Governance

The Faculty Senate and its committees shall be governed by Robert's Rules of Order, Revised, unless otherwise specified in this constitution.

#### Article XI: Amendments

This constitution can be amended through a motion made and passed by a vote of at least two-thirds of members present and voting at two consecutive regular meetings of the Senate.

Ratified by the Faculty: May 1988  
Amended: March 2000

## CHARTER OF THE STUDENT GOVERNMENT

### John Jay College of Criminal Justice The City University of New York

Ratified September 20, 1978  
Amended April 1, 2008

#### PREAMBLE

We, the members of the Student Government of John Jay College of Criminal Justice, shall have as our goals the broadening of educational opportunities available to John Jay students; the facilitation of voluntary activities on campus making an important contribution to the intellectual, cultural, and moral development of the student body; the representation of student interests in designated college-wide decision-making bodies; and the furtherance of the College's special mission. All activities funded or otherwise supported shall contribute in a direct and significant way to a realization of these objectives.

#### ARTICLE I: TITLE

The title of the organization shall be the Student Government of John Jay College of Criminal Justice of the City University of New York.

#### ARTICLE II: MEMBERSHIP

All students in the undergraduate and graduate programs at John Jay College of Criminal Justice shall be constituents of the Student Government and shall have the right to participate in all elections and referenda held under the provisions of this Charter.

#### ARTICLE III: ORGANIZATION

##### Section 1 – Bodies of the Student Government

The bodies of the Student Government shall consist of:

A. A Student Council, which shall serve as the representative body within the Student Government, shall affect appointments of Judicial Board members and members of college-wide decision-making bodies and student committees, and shall approve budgets for student organizations under the approval of the Board of Directors of the Student Activities Corporation.

B. A Judicial Board, which shall serve as chief interpreters of this Charter when called to do so, shall certify student Clubs, shall hear and decide all charges brought against executive officers and members of the Student Council, as shall be further provided for by this Charter, and which shall conduct all elections provided for in this Charter.

C. A faculty adviser to the Student Government, selected by the Board of Directors of the Student Activities Corporation, who shall advise and assist the bodies of the Student Government in carrying out their functions.

D. Voluntary student organizations, hereafter designated as Clubs, which exist to further the purposes set forth in the Preamble of this Charter, and which shall be certified as meeting the standards specified in this Charter.

#### Section 2 – The Membership of the Student Council

A. The Student Council shall contain eight permanent committees contained in Article III, Section 7, paragraphs “B” through “N” and twenty class representatives drawn from and elected by the members of their respective classes. The class representatives shall be divided as follows: four drawn from the 2nd semester freshman class; four from the sophomore class; four from the junior class; four from the senior class; and four from the graduate students.

B. The Student Council shall also contain four executive officers: a president, vice president, treasurer, and secretary. Each executive officer shall not simultaneously hold office as a class representative. He or she shall possess all the powers, privileges, responsibilities and obligations of a class representative in addition to those special to his or her position.

C. All members of the Student Council must be students in good standing at the time of their election and maintain such standing throughout their term of office. All undergraduate class representatives and executive officers must have grade point averages of at least 2.5 at the time of their election. Graduate class representatives and executive officers that are graduate students must have grade point averages of at least 3.0 at the time of their election.

Transfer students are also eligible to hold office, provided transcripts of their previous schools may be verified and the above grade point average requirements may be satisfied.

D. All members of the Student Council shall be required to faithfully attend meetings of the Student Council and of the committees to which they are assigned. Repeated non-attendance or lateness for meetings by elected members shall be considered valid grounds for impeachment and removal from the Student Council. Any members of the Student Council who absent themselves from more than one of the regular monthly meetings of the Student Council shall be suspended from office until such time as a majority of the Judicial Board and the Student Council shall vote to reinstate them.

E. Each class representative on the Student Council shall be expected to devote at least four hours per week to his or her official responsibilities during the fall and spring semesters. During at least one designated hour of this time per week, they shall be available at the Student Council offices for consultation with their student constituents.

#### Section 3 – Vacancies on the Student Council

A. Should the presidency of the Student Council become vacant, the vice president shall succeed to the office.

B. Should any of the other executive officer positions of the Student Council become vacant, the members of the Student Council shall elect a successor.

C. Any vacancy among the class representatives may be filled by a special election, should the Student Council so decide, provided that at least two months remain in the term of the vacated position. Any special election must be held within one month of the occurrence of the vacancy and shall be conducted according to the procedures governing elections and referenda found in Article V of this Charter.

D. Suspended executive officers or class representatives of the Student Council shall be deemed to have vacated their positions upon such a determination being made by a majority of the remaining qualified members of the Student Council, with the concurrence of the Judicial Board.



#### Section 4 – Powers of the Student Council

A. The Student Council shall appropriate all funds raised by student fees in accord with the purposes set forth in this Charter.

B. The Student Council may authorize programs and activities for the general benefit of the student body in accord with the purposes of the Student Government defined in this Charter.

C. The Student Council shall appoint by a majority vote the student members of all John Jay College bodies containing student representation. Appointment to these posts shall occur at the regular September meeting of the Student Council. Graduate and undergraduate students in good standing shall be eligible for these positions. The terms of these representatives shall expire with those of the members of the Student Council, and the Student Council shall be empowered to fill any mid-term vacancies that occur. All student representatives on these bodies shall be required to report periodically to the Student Council and to the permanent Committee on Student Representation on the fulfillment of their duties.

D. The Student Council shall have the power to confirm the nomination of any student to represent the student body at college, university or inter-collegiate meetings and events, including nationally-recognized student organization functions. These representatives shall be required to report back to the Student Council on the fulfillment of their duties.

E. The Student Council may study and debate any issue or problem pertaining to campus life and student activities. On the basis of such studying or debate, it may adopt such resolutions or make such recommendations to the administration of the College, the faculty, or the student body as it sees fit; provided that it shall not endorse any candidacies for positions on the Student Council.

F. Within the procedures and requirements established by this Charter, the Student Council may adopt such bylaws, rules and regulations, create such temporary committees or empower such agents as it deems fit to carry out its duties.

#### Section 5 – Procedures and Internal Structure of the Student Council

A. Within one month following the start of its term, an organizational meeting shall be convened by the faculty adviser. At this meeting, the executive officers and members of the Student Council shall be sworn. As soon thereafter as it is convenient, the Student Council shall meet to confirm the appointment of the members of its committees, and to schedule the remainder of the Student Council's regular monthly meetings.

B. Once its organization has been completed, the Student Council shall hold at least one regular meeting every month until the expiration of its term. These regular monthly meetings shall be held at dates and times convenient for the executive officers and the members of the Student Council, as well as for the members of the student body. The times and dates of the regular monthly meetings may be changed by a vote of the Steering Committee of the Student Council, provided that at least one week's notice is given of such changes.

C. Special meetings of the Student Council may be held upon the call of the Student Council president. They shall also be convened upon a documented petition of a majority of the members of the Student Council.

D. During its meetings the Student Council shall strictly adhere to its agenda as specified further in Section 7 of this Article. In the case of the regular monthly meetings, the agenda shall be established by the Student Council's Steering Committee. Whenever possible the Steering Committee shall also establish the agenda for any special meetings called by the Student Council president. Should time not permit a special meeting of the Steering Committee, the president may establish the agenda. Special meetings convened as the result of a petition, shall be governed by the agenda contained in the petition.

E. Meetings of the Student Council shall be open in their entirety to all students, members of the faculty, members of the administration, and other interested individuals. The faculty adviser shall have the right to attend and address all meetings of the Student Council and its committees.

F. The date, time and place of all regular Student Council meetings shall be conspicuously advertised through the College media at least one week before the meeting takes place, and a schedule of all regular meetings shall be available to students at the Student Council's office. Due notice of special meetings shall be given whenever possible.

G. Every individual serving on the Student Council, with the exception of the president, shall be qualified to cast one vote at Student Council meetings. Members of the Student Council under suspension shall not be considered qualified to vote. Proxy voting shall not be permitted on the Student Council or within any of its committees.

H. A quorum of the Student Council shall consist of the majority of all the members of the Student Council qualified to vote.

I. No resolution shall be passed by the Student Council unless it shall have received at least a majority of the votes of qualified members present and voting. However, should a resolution, or an amendment to a resolution, be vetoed by the Student Council president it must receive the affirmative votes of two-thirds of the qualified members of the Student Council to pass. Procedural motions, however, shall never require more than a simple majority to pass.

J. The Student Council president shall preside at Student Council meetings whenever present. In his or her absence, the vice president, treasurer, or secretary of the Student Council shall preside in that order of precedence. Should there be no qualified executive officer present, the Student Council may designate one of its other members to preside.

The presiding officer shall not be allowed to vote at meetings of the Student Council except to break ties, provided that the president shall always be free to cast his veto. The presiding officers of all committees of the Student Council, however, shall have the right to vote.

K. Subject to the provisions of this Charter, and such rules as the Student Council may wish to provide for itself, parliamentary

procedure at Student Council meetings shall be governed by Robert's Rules of Order, newly revised.

#### Section 6 – The Powers and Duties of the Executive Officers and Committee Chairpersons of the Student Council

A. Service as an executive officer, or as the chairperson of a permanent committee of the Student Council, is a major responsibility. Executive officers are expected to devote at least ten hours per week to his or her official duties, and to monthly chair their respective committees. Sustained failure to meet these obligations shall be considered valid grounds for impeachment and removal from office. Committee chairpersons of the Committee on Clubs, the Committee on Graduate and Evening Services, and the Committee on Special Programs, are also expected to convene monthly meetings. Sustained failure of each to meet this obligation shall constitute sufficient grounds for suspension or replacement by the Student Council by a majority vote.

B. The president shall serve as chief executive of the Student Government, and the presiding officer of the Student Council. In addition to the powers granted to him or her elsewhere in this Charter, he or she shall serve as chairperson of the Student Council's Steering Committee and of its permanent Committee on General Activities; nominate the members of all Student Council committees (except the Committee on Student Representation), study groups, and deputations (other than those involving student representation of college-wide decision-making bodies), subject to the consent of the Student Council; represent the student body when other provisions have not been made by the Student Council; and have responsibility for the management of the Student Council's office. He or she shall also be ex-officio member of all committees of the Student Council. Also, as chief executive, the president has the power to exercise the role of any other executive officer in the event of a vacancy, or in the event that an existing executive officer has been delinquent in his or her duties and exigency in the exercising of those duties exists.

C. The vice president shall succeed to the office of the presidency should a vacancy occur, and shall serve as acting-president in the

president's absence. The vice president shall also serve as the chairperson of the Student Council's permanent Committee on Student Representation, and shall nominate the members of this committee subject to the consent of the Student Council.

D. The treasurer shall serve as the responsible financial officer of the Student Council, and as the chairperson of the Student Council's permanent Committee on the Budget. In addition, the treasurer shall serve as an ex-officio member of all permanent Student Council committees. The treasurer shall also disperse all properly appropriated funds and keep the books of account. At any time, the Board of Directors of the Student Activities Corporation may direct that an audit be conducted of the books of the Student Council. The treasurer shall also be responsible for making a monthly report to the Student Council on the state of the Student Government's finances.

E. The secretary shall keep the minutes of all meetings and provide for the maintenance and security of all Student Council records. The secretary shall call the roll of the Student Council, read minutes of preceding meetings, and handle all correspondence for the Student Council, with such exceptions as the Student Council may provide. The secretary shall also serve as the chairperson of the permanent Committee on Essential Services.

#### Section 7 – Composition and Responsibility of the Student Council Committees

A. The major portion of the Student Council's work shall be done in its committees. Faithful participation in the activities of his or her committee shall be an essential obligation of all members of the Student Council. Repeated failure to attend committee meetings, as deemed by the Student Council, for those elected members, shall constitute valid grounds for impeachment and removal from office. For those committee members that are appointed by the Student Council, any sustained failure of each to meet their obligation shall constitute sufficient grounds for suspension or replacement by the Student Council by a majority vote.

B. The members of the Student Council, both elected by the students and/or appointed by the members of Student Council, shall be organized into eight permanent committees: the Steering Committee,

the Committee on Student Representation, the Committee on Clubs, the Committee on General Activities, the Committee on Graduate and Evening Services, the Committee on Special Programs, the Committee on Essential Services, and the Committee on the Budget. The Student Council may also create special temporary committees whose existence shall end whenever the Student Council shall so prescribe, or at the installation of a new Student Council. Each member of the Student Council shall serve on at least one permanent committee.

C. The Steering Committee, the highest permanent committee, shall consist of all the qualified members of the Student Council. A quorum of the Steering Committee shall consist of a majority of the Student Council's executive officers and permanent committee chairpersons. Each member of the committee, including the chair, shall have one vote, and a simple majority of all qualified members present and voting shall be sufficient to pass any resolution. The provisions of Article III, Section 5, paragraph "A" of this Charter shall not apply to meetings of the Steering Committee. The Steering Committee shall hear reports from the chairpersons of the various Student Council committees on the progress of the Committee's work. Whenever possible it shall establish the agenda of all Student Council meetings, except where meetings have been called through petition of the Student Council members. The agenda shall prescribe all the items of business to be considered by the Student Council, the time to be allocated for consideration of these items, the rules governing debate on them, and the number and nature of any motions and amendments that may be offered. These rules shall be strictly adhered to during Student Council deliberations unless the president of the Student Council secures permission of the Student Council that they be waived in whole or part. If the Steering Committee, for whatever reason, falls short of quorum at a meeting to formulate the agenda for a regular meeting, the president shall establish the agenda.

After the members of the Student Council shall have been sworn in, a regular schedule of monthly Steering Committee meetings shall be established. These meetings shall precede the regular monthly meetings of the Student Council by at least three business days. They shall be held at times convenient to the executive officers and

chairpersons of the Student Council's permanent committees. Failure on the part of an executive officer or chairperson to attend more than one of the regular monthly meetings of the Steering Committee shall result in the suspension of that individual from the Student Council.

The president may call special meetings of the Steering Committee, provided that due notice be given to all of the members of the Student Council.

D. At the time of its initial organization each permanent committee shall have a minimum membership of five qualified members. A simple majority of the committee's qualified members shall constitute a quorum, provided that the Student Council president may grant written permission to any chairperson to transact the business of a committee in the absence of a quorum. Meetings of the Student Council and of the Steering Committee, however, shall always require the presence of a quorum.

E. Once appointed and confirmed, the chairpersons of all permanent committees shall serve throughout the full term of the Student Council to which they were elected or appointed, provided that they remain qualified members of the Student Council.

F. All permanent committees shall hold regular monthly meetings, according to a schedule adopted at the first meeting of the committee. This schedule may later be revised by the members of the committee, provided that due notice is given. Committee meetings shall be open in their entirety to all students, faculty members, and members of the administration who wish to attend.

G. In formulating the agenda of the Student Council, the Steering Committee shall give priority to resolutions considered by and reported out of the committees of the Student Council.

H. The permanent Committee on Student Representation shall study the qualifications of all students proposed for positions on the College Council Committees prescribed in the College's Charter of Governance and its Bylaws. Any student in good standing may have his or her name placed before this Committee for consideration by any member of the Student Council.

Due notice shall be given to the student body of the availability of such positions, together with a description of their obligations and responsibilities. Only students nominated by the permanent Committee on Student Representation may be approved by the Student Council. Moreover, no student may be selected to fill more than one position. The seat of any student member of a College Council Committee shall be declared vacated whenever that student shall have been absent for more than one of its meetings, or for inactivity deemed as such by the Student Council. The terms of students holding these positions shall terminate with those of the members of the Student Council.

The permanent Committee on Student Representation shall monitor the attendance of students on the College Council Committees and college-wide decision-making bodies, and shall nominate students to fill vacancies as they occur. The Committee shall also require student members on college-wide decision-making bodies to report monthly, in writing, on their work, and to appear before the Student Council to explain their actions. The Committee may make recommendations to the student members of college-wide decision-making bodies, provided that it is always understood that such students remain free to make their own judgments. The Committee may also request that the Student Council take advisory positions on questions before college-wide decision-making bodies, or that the student body be polled on such matters.

The permanent Committee on Student Representation shall consist of the vice president, who shall chair, and four other members of the Student Council, at least three of who shall be graduate students, seniors, or juniors.

I. The permanent Committee on Clubs shall review the requests of all certified Clubs for Student Council funds, and shall recommend to the Student Council whether such funds shall be approved. The Committee shall ensure that all such requests are in accordance with the educational and cultural purposes of the College, benefit a significant number of students, are cost-effective, and are in conformance with the overall budgetary guidelines and ceilings approved by the Student Council. The Committee may also examine

the constitutions of any Clubs requesting funds from the Student Council for the purpose of establishing their democratic character and conformance to the purposes of the College. Members of this Committee shall not simultaneously serve as executive officers of any Club. The president shall designate the chairperson and members of this Committee, subject to confirmation by the Student Council.

J. The permanent Committee on General Activities shall study and advise the Student Council on all proposals for the authorization of activities and events, within the purposes of this Charter, not falling within the prescribed jurisdictions of other committees or Clubs. It shall also study and advise the Student Council on all proposals for the revision of the Charter of the Student Government. The Committee shall be chaired by the president, and shall include a minimum of four other members of the Student Council.

K. The permanent Committee on Graduate and Evening Services shall study and advise the Student Council on all proposals of primary benefit to students in the graduate programs of the College, or in the evening sections of the undergraduate division. This Committee shall be composed of a minimum of five members, four of whom must be graduate students. The president shall designate the chairperson and members of this Committee, subject to the confirmation by the Student Council.

L. The permanent Committee on Special Programs shall study and advise the Student Council on all programs of primary benefit to students in the Satellite Program of the College. This Committee shall be composed of a minimum of five members. The president shall designate the chairperson and members of this Committee, subject to the confirmation by the Student Council.

M. An essential service comprises an ongoing activity vital to the educational or cultural life of the College, which is designed to be accessible to a large number of students and involves an unusually large level of continuing expenditure. The permanent Committee on Essential Services shall study and advise the Council on the administration and performance of the student newspaper, radio station, yearbook, theatrical activities, as well as that of any other

entity deemed by the Student Council and Board of Directors of the Student Activities Corporation as an essential service, provided that neither the Committee nor the Student Council shall intervene with the editorial freedom of these entities. The Committee shall be chaired by the secretary and include a minimum of four other members.

N. The permanent Committee on the Budget shall administer all budgetary matters as they relate to those funds appropriated and expended by the Student Government, as per Article III, Section 8 of this Charter and for the administrative processes and educational and cultural needs of the student body. The Committee shall be comprised of the treasurer, who shall chair, and a minimum of four other members.

O. The student delegation of the College Council shall consist of the four executive officers of the Student Council, two student representatives from the graduate class, two student representatives from the senior class, two student representatives from the junior class, two student representatives from the sophomore class, and one student elected at large. Selection of the above student representatives and the student elected at large shall be based on those who received the highest number of popular student votes in the annual elections as stipulated in Article V of this Charter. The delegation shall also consist of one representative from the freshman class nominated by the president from among the freshman class representatives. If any of the student representatives are unable to serve, the president shall nominate replacements with students of that particular vacated class, as well as nominate the replacement of the at-large delegate with a student that is not of the freshman class. The president shall also nominate two alternate delegates, both of whom that are not of the freshman class.

#### Section 8 – The Budgetary Process

A. At a time no later than the Student Council's regular October and February meetings, it shall receive and consider recommendations from the Committee on the Budget on general budgetary guidelines based on anticipated revenues and projected expenditures. These shall include maximum allocations for the general categories of

spending within the jurisdictions of the various Student Council committees. It may also include more specific ceilings for expenditure on particular programs or activities such as allocations for individual clubs. The Committee on the Budget may also recommend the establishment of reserve or contingency funds to be allocated later during the term of the Student Council among the various spending categories.

The Student Council must act on these recommendations before the end of October or February, as the case may be. Thereafter, the Committee on the Budget, through the treasurer, shall monitor the actual flow of monies collected, appropriated, obligated, and expended by the Student Government, submitting a monthly report to the Student Council on the same.

Within the overall guidelines adopted by the Student Council, the Committee on the Budget shall have direct responsibility for appropriating funds for the deferral of the legitimate expenses of the Student Government and its members. The treasurer shall be responsible for promptly distributing copies of the budgetary guidelines to all members of the Student Council and other interested parties, and shall similarly make available a monthly list of all Student Council revenues, appropriations, obligations and expenditures. The secretary shall be responsible for publicizing these reports.

B. The Board of Directors of the Student Activities Corporation may establish minima for expenditures on any activity or organization. Such minima are automatically to be considered an appropriated portion of the Student Government's budget, and may be obligated and expended according to such procedures as the Board of Directors may authorize. When minima are established, the Board of Directors must promptly inform the Student Council of the same, specifying the levels and purposes of the funding involved.

The Student Council may appropriate funds for any purpose beyond the levels provided for in the minima.

C. Until the guidelines have been approved, no funds shall be appropriated by the Student Council for any purpose. After the

approval of the guidelines, each committee of the Student Council shall have the responsibility for recommending to the Student Council the specific amount of funds to be appropriated for programs and activities in its area of jurisdiction. No resolution providing for the appropriation of funds shall come before the Student Council unless it has originated in the proper committee.

D. No resolution for appropriating funds which exceed the ceilings for club activities or for any other category of spending, established by the Committee on the Budget, shall be approved unless it receives an affirmative vote of two-thirds of the qualified members of the Student Council present and voting; nor may any amendment be added by the Student Council to any resolution for the appropriation of funds reported by any committee which acts to increase the amount of the appropriations contained therein. Amendments may be offered in Student Council, however, which decrease this amount, subject to the specifications of the agenda.

E. The treasurer shall be responsible for obligating and disbursing all monies duly appropriated by the Student Council, provided that no contracts shall be entered into by the Student Government without the written authorization of either the Board of Directors of the Student Activities Corporation or the Dean of Students.

F. No monies may be disbursed by the treasurer until two full weeks have passed following their appropriation by the Student Council, provided that this requirement may be waived by a two-thirds vote of the membership of the Student Council and consent of the faculty adviser. During this two-week period the Student Council, if in session, may reconsider any such appropriation.

#### Section 9 – Student Clubs

A. Any student Club or organization is eligible for funding by the Student Council if its activities further the purposes established in the Preamble of this Charter, and if it has been certified as meeting the requirements established in this Charter by the Judicial Board.

B. No executive officer of any student Club may simultaneously serve as the executive officer of any other Club.

C. The eligibility of a Club, once established, may be reviewed at any time by the Judicial Board, upon the request of any executive officer of the Student Council, any five members of the Student Council, or twenty-five concerned students.

D. The establishment of eligibility shall not in itself entitle any Club to the use of student funds.

E. Any Club purchasing or using equipment financed by Student Council funds may be required by the Student Council to post surety for such equipment. The treasurer shall require all Clubs and agents of the Student Council to present receipts for all expenditures funded by the Student Council.

F. Any and all items or equipment purchased by Clubs with Student Council funds shall remain the property of the Student Activities Corporation.

G. All Clubs making contracts with outside agents must have them approved by the Student Activities Corporation or the Dean of Students.

#### Section 10 – The Judicial Board

A. The Judicial Board shall consist of five members, known as associate justices, three nominated by the Board of Directors of the Student Activities Corporation, two nominated by the president of the Student Council, to be confirmed by both bodies. Members of the Judicial Board shall serve terms of no more than two continuous years, provided members do not experience a lapse in student enrollment and provided members remain in good academic standing. All members of the Judicial Board shall be students in good standing, with grade point averages of at least 2.5 as undergraduate students and grade point averages of at least 3.0 as graduate students, at the time of their appointment and maintain such standing throughout their term of office. No member of the Judicial Board may be a member or candidate for an elective position within the Student Government during the period of his or her service, nor may he or she serve as an executive officer of a student Club.

B. The Judicial Board shall elect a chief justice, who shall preside at its meetings and shall establish its agenda, subject to modification by the members of the Judicial Board.

C. Meetings of the Judicial Board shall be in their entirety open to all interested parties, provided that the Judicial Board may meet in executive session when deciding upon charges lodged against any executive officer or member of the Student Government under the impeachment provisions of this Charter. The faculty adviser shall have the right to attend and speak at all meetings of the Judicial Board.

D. The first meeting of the Judicial Board shall be convened by the faculty adviser, and the members of the Judicial Board shall be duly sworn. Thereafter, the Judicial Board shall meet monthly according to a regular schedule, in the same manner as the Student Council. Special meetings may also be called by the chief justice of the Judicial Board or upon petition of a majority of its members. Due public notice shall be given of all Judicial Board meetings whenever possible.

E. The Judicial Board shall keep minutes of all its meetings, which, after a reasonable time, shall be made available to all interested parties. The chief justice of the Judicial Board shall make provision that all records of the Judicial Board and copies of Club records be carefully preserved and made available upon request to all interested parties.

F. Each member of the Judicial Board shall have one vote, and unless otherwise provided for, all decisions of the Judicial Board shall be taken by a simple majority of the members, a quorum being present.

G. A quorum of the Judicial Board shall consist of a majority of its members.

H. Meetings of the Judicial Board shall be conducted according to *Robert's Rules of Order*, newly revised, with the exception that the chief justice shall, in all matters, carry one vote.

I. Members of the Judicial Board shall disqualify themselves from voting on any matter bearing upon a student Club of which they are a

member. Any member doing so, however, shall still be counted present for the purposes of making a quorum.

J. The Judicial Board may empower agents to assist in the performance of its administrative responsibilities.

K. Removal of any justice on the Judicial Board may be enacted by a vote of at least a majority of the qualifying members of the Student Council, subject to confirmation by the Board of Directors of the Student Activities Corporation.

#### ARTICLE IV: IMPEACHMENT

##### Section 1 – Grounds for Impeachment

The following shall be considered grounds for the impeachment of any executive officer or member of the Student Council:

- A. Serious misconduct, negligence or repeated inattention in carrying out official duties;
- B. Misappropriation of funds;
- C. Willful violation of the provisions of the Charter.

##### Section 2 – The Impeachment Process

Any executive officer or elected member of the Student Council may be impeached either upon the lodging of a petition with the chief justice of the Judicial Board, specifying charges and signed by five percent or more of the student body, or by means of a resolution passed by the members of the Student Council, at least two-thirds of the qualifying membership agreeing.

##### Section 3 – The Trial of Impeached Members of the Student Council

- A. The trial of any impeached executive officer or elected member of the Student Council shall be conducted before the Judicial Board.
- B. If the impeachment is by means of petition, the Judicial Board shall verify the signatures on the petition within one week of its submission.
- C. Within three business days of this verification, or after the receipt of a duly passed Student Council resolution, the Judicial Board shall provide the accused with a copy of the verified documents, and after

full consultation with all interested parties, set a date for an open hearing. This date shall be no later than two weeks after the receipt of the petition or resolution by the Judicial Board.

D. It shall be the duty of the chief justice of the Judicial Board to ensure that the student body is given adequate notice of this open hearing, and of the nature of the charges lodged against the impeached member of the Student Council.

E. The case against the impeached member shall be made either by the first signer of the petition or by the sponsor of the resolution, as the case may be, or by such agents as these parties may designate. The accused may defend himself or may designate an agent to conduct his defense.

F. Both the accuser and the accused shall have the right to call witnesses and to cross-examine witnesses called by the opposing party.

G. Following the conclusion of the open hearing, the Judicial Board shall meet in closed session to consider the evidence and reach a decision. This decision, together with any accompanying opinions, shall be made public within one week after the conclusion of the open hearing.

##### Section 4 – Conviction and Removal from Office of Members of the Student Council

Should four-fifths of the members of the Judicial Board find an impeached member of the Student Council guilty of any charges brought against him or her, he or she shall be considered convicted and removed from office. No student, once so convicted, shall again be eligible to hold any office or position within the Student Government. Should none of the charges be sustained by the Judicial Board, the impeached member shall be considered acquitted.

##### Section 5 – Suspension of Impeached Members of the Student Council

A. Should two-thirds of the elected members of the Student Council agree that the charges against another member are of sufficient gravity, they may vote to suspend that member from his duties for the duration of the impeachment process. In no case, however, shall such



suspension be viewed as an indication of guilt of the impeached member. A suspended member shall immediately regain his or her powers upon acquittal by the Judicial Board.

B. In the event that the president is the subject of suspension or impeachment, the vice president shall serve as acting-president upon the disposition of the case.

## ARTICLE V: ELECTIONS

### Section 1 – Eligibility for Student Office

A. Only persons who are currently students in good standing at the College are eligible to hold office within the Student Government. Candidates for office must also meet the specific qualifications for the offices they seek as stipulated in Article III, Section 2, paragraph “C” of this Charter.

B. Any student wishing to become a candidate for freshman, sophomore, junior, senior, or graduate class representative on the Student Council must submit a nominating petition to the Judicial Board signed by at least 25 members of the student body. The petition must be submitted no later than six weeks prior to the election period.

### Section 2 – Procedure for Electing Class Representatives

A. Elections shall be under the direct supervision and control of the Judicial Board and shall be conducted in conformance to the provisions of this Charter, in a fair, open and honest manner. No election guidelines or procedures drawn up by the Judicial Board shall go into operation until they have been approved by the Student Election Review Committee or the Dean of Students.

B. The period of holding elections for all class representatives shall be during the two or three weeks prior to the spring recess. The exact date and times of the elections shall be determined and announced by the Judicial Board no later than the end of February.

C. A newly-elected member of the Student Council shall begin his or her term at midnight on June 1 and complete it, if not removed, at midnight on May 31 of the following year.

D. All nominating petitions shall be reviewed and verified by the Judicial Board, in consultation with the Dean of Students. All currently enrolled students who qualify as candidates shall be so informed by the Judicial Board no later than four weeks prior to the beginning of the election period.

E. The guidelines and procedures governing regular Student Government elections shall be established and announced by the Judicial Board at approximately six weeks before the date of elections. The Judicial Board shall secure the cooperation of the Dean of Students in the carrying out of elections. It may also employ an independent ballot association to supervise the counting of the ballots.

F. The Judicial Board shall be responsible for informing the student body of the identities of candidates for positions within the Student Government. Student Government funds shall not be utilized to finance campaigns. Such activity shall disqualify such candidates.

G. The Judicial Board shall determine the design of the ballot and the nature of the information that candidates may choose to have placed on the ballot.

H. Special elections for the Student Council, as well as any referenda that the Student Council may authorize, shall also be under the supervision of the Judicial Board. These shall be conducted in a fair and open manner, according to such specific regulations as the Judicial Board shall determine.

### Section 3 – The Election of Student Council Executive Officers

A. Students in good standing at the College shall be eligible to be elected executive officers of the Student Council if they have the requisite qualifications for the offices they seek as stipulated in Article III, Section 2, paragraph “C” of this Charter. These include a grade point average of at least 2.5 for undergraduate students, and at least 3.0 for graduate students, at the time of election.

B. The executive officers of the Student Council shall be elected at the same time and in the same manner as class representatives. Every student registered in John Jay College of Criminal Justice shall be

eligible to vote in the election to fill each of the executive offices. The candidates for these positions receiving a plurality of the total vote shall be elected.

C. A newly-elected executive officer shall begin his or her term at midnight on June 1, and completed, if not removed, at midnight on May 31, of the following year.

D. Eligible students may become candidates for executive office in the following manner:

1) Students wishing to become candidates for executive office must present a statement of support signed by at least seven members of the Student Council, or a nominating petition signed by at least one hundred and fifty registered students.

2) No student may sign a nominating petition or a statement of support for more than one candidate running for a single seat or position.

#### ARTICLE VI: ELIGIBILITY REQUIREMENTS FOR STUDENT CLUBS

##### Section 1 – Certification of Eligibility by the Judicial Board

A. Any new Club wishing to be certified as eligible for funding must first submit to the Judicial Board:

1) A statement of its purposes, said purposes being in accord with the mission of the College and purposes of the Student Government as defined in this Charter.

2) A constitution providing for the governance of the Club in an open and democratic manner.

3) A membership list containing the names of at least fifteen members of the student body, four of whom must be executive officers of the Club, all of whom with grade point averages of at least 2.5 as undergraduate students and/or grade point averages of at least 3.0 as graduate students.

4) A Club must have a faculty adviser.

B. The Judicial Board shall study and verify all material submitted to it by Clubs. It may require the executive officers or the faculty adviser of any Club to appear before it for the purpose of gathering additional information. Following the submission of the required materials, the Judicial Board shall determine whether a given Club is to be certified, and so inform the president of the Student Council. The Judicial Board may invoke this procedure with respect to continuing Clubs which have not undergone review for more than one year.

C. Any Club denied certification shall be provided in writing with the reasons for such action by the Judicial Board. It may resubmit an application for certification at any time thereafter.

D. If the Club has been denied certification, whether such denial is provided in writing or otherwise, it may lodge an appeal with the president of the Student Council. If the president determines that the appeal holds merit, he or she shall place it before the Student Council and shall request the executive officers of the Club in question and representatives of the Judicial Board to appear before the Student Council at its next meeting to give testimony in the case, provided the agenda has not already been established. If the agenda has already been established, the case shall be heard at the subsequent meeting. The Student Council may, on appeal, reverse a certification decision of the Judicial Board, provided that two-thirds of the qualified attending membership of the Student Council so agree.

E. All Clubs will be expected to hold at least three regular meetings per semester. At least one week's notice shall be provided for all Club meetings, and attendance shall be open to all interested members of the student body. It shall be the responsibility of the executive officers of each Club to keep minutes of each meeting, indicating the members of the Club in attendance and all business transacted. These minutes, along with a signed statement from the Club's faculty adviser attesting to their accuracy, shall be transmitted to the chief justice of the Judicial Board no later than one week following each meeting. Clubs shall also promptly submit to the Judicial Board all amendments to their constitutions.

F. At any time during the course of the academic year, any ten members of the Student Council or twenty-five concerned students may request that the Judicial Board reexamine the standing of any Club. Any Club found failing to conform to the requirements set forth in this Article may, after an open hearing, have its certification revoked. Clubs losing their certification may neither receive any further appropriations from the Student Council, nor draw upon any funds already appropriated. A Club, however, may appeal the loss of certification in the same manner as it might appeal an initial denial of certification. No Club may have its certification reexamined more than once during an academic year.

#### ARTICLE VII: INTERPRETATION OF THE CHARTER

A. Upon petition of one hundred students or ten members of the Student Council, or upon a motion by any executive officer of the Student Council, any question pertaining to the interpretation of any provision of this Charter may be submitted to the Judicial Board for interpretation.

B. In the event of such a submission, the Judicial Board must decide the question at its next meeting, provided that the Judicial Board shall also be free to decline to decide on the case. If the Judicial Board should accept the appeal, its chief justice may stay the disputed action of any Student Council executive officer or agent, or of the qualifying members of the Student Council, until the case shall have been decided.

#### ARTICLE VIII: AMENDMENTS

A. Any proposed amendment to this Charter must be introduced at a regular monthly meeting of the Student Council by a member of the Student Council or upon petition by one hundred members of the student body.

B. The Student Council may vote upon this amendment at its next regular monthly meeting, provided that due notice has been given to all members of the Student Council and the student body.

C. If two-thirds of the qualifying membership of the Student Council shall so agree, the amendment shall be submitted to the Board of Directors of the Student Activities Corporation for approval.

D. Should the Board of Directors approve, the amendment shall be submitted to the full student body for ratification. Within three months of such action by the Student Council and the Board of Directors, a referendum shall be held.

E. An amendment shall be adopted if approved by fifty percent of the students voting in the said referendum.

#### ARTICLE IX: IMPLEMENTATION

A. Upon the institution of this Charter all existing constitutions, charters and bylaws governing the John Jay College Student Government are null and void. The constitutions of all voluntary student organizations associated with it shall be subject to review.

B. Notwithstanding the provisions of Article VIII, during the first two years of this Charter's operation it may be amended by an affirmative vote of a simple majority of the qualified members of the Student Council and the approval of the Board of Directors of the Student Activities Corporation. The provisions of Article III, Section 5, paragraph "I" shall not apply to such votes.

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