

**BULLETIN**



**2013-2014**

**UNDERGRADUATE**

This Bulletin is neither a contract nor an offer to contract between the College and any person or party; thus the College reserves the right to make additions, deletions, and modifications to curricula, course descriptions, degree requirements, academic policies, schedules and academic calendars, financial aid policies, and tuition and fees without notice. All changes take precedence over Bulletin statements.

While reasonable effort will be made to publicize changes, students are encouraged to seek current information from appropriate offices because it is the responsibility of the student know and observe all applicable regulations and procedures. No regulation will be waived or exception granted because students plead ignorance of, or contend that they were not informed of, the regulations or procedures.

The College reserves the right to effect changes without notice or obligation including the right to discontinue a course or group of courses or a degree program. Although the College attempts to accommodate the course requests of students, course offerings may be limited by financial, space, and staffing considerations or may otherwise be unavailable. Students are strongly encouraged to schedule an appointment with their advisor at least once each semester, preferably before registering for the upcoming term.

# A Letter from the President



It is my pleasure to introduce you to John Jay College of Criminal Justice, a unique and vibrant community of scholarship and commitment.

Educating for justice is our mission. We offer a rich, four-year liberal arts education, focusing on the themes of fairness, equity and justice. We encourage robust debate on the critical issues facing our society, promote rigorous thinking and writing, and foster deep understanding of the human condition.

Our 15,000 students, both undergraduates and graduate students, reflect the broad diversity of New York City and the world beyond. The students and the staff include different races, ethnic groups, ages, nationalities, religions and career interests. We consider John Jay a close-knit community, global in outlook and reach, located on the West Side of Manhattan. We celebrate the energy and commitment of our student body.

In this bulletin, you will learn about the 22 undergraduate majors we offer. Some are directly related to criminal justice. Others concentrate in the liberal arts. All these challenging programs meet the highest academic and professional standards and will prepare you for a wide range of careers including graduate studies or law school.

John Jay faculty members are recognized experts in their areas of scholarship with extensive real world experience. Many are world renowned; many are engaged in research around the world. All 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  
President



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# Academic Calendar

## Fall 2013

August 27	Tuesday	Last day to drop for 100% tuition refund
August 28	Wednesday	Classes Begin
September 2	Monday	Labor Day — College is closed
September 3	Tuesday	Last day to drop for 75% tuition refund
September 4—6	Wednesday—Friday	No classes scheduled
September 10	Tuesday	Last day to drop for 50% tuition refund
September 13—14	Friday—Saturday	No classes scheduled
September 17	Tuesday	Last day to drop for 25% tuition refund (census date — Form A cutoff) Last day to drop without the grade of “W”
September 18	Wednesday	Course Withdrawal period begins (A grade of “W” is assigned to students who officially drop a class)
September 26	Thursday	Verification of Enrollment due for Registrar to assign WN grades
October 13—14	Sunday—Monday	College is closed — no classes
October 15	Tuesday	Classes follow Monday schedule
November 8	Friday	Course Withdrawal period ends; Last day to drop with the grade of “W”
November 27	Wednesday	Classes follow Friday schedule
Nov 28 — Dec 1	Thursday—Sunday	College is closed — no classes
December 16—23	Monday—Monday	Final Examinations — Day/Evening
December 21—22	Saturday—Sunday	Final Examinations — Weekend Classes
December 24—25	Tuesday—Wednesday	College is closed
December 31	Tuesday	College is closed
January 1, 2014	Wednesday	College is closed

## Winter 2014

January 1, 2014	Wednesday	College is closed
January 2	Thursday	Classes Begin
January 3	Friday	Last day to drop for 50% refund
January 7	Tuesday	Last day to drop for 25% refund; Last day to drop without the grade of “W”
January 15	Wednesday	Last day to withdraw from a class with the grade of a “W”
January 20	Monday	College is closed—no classes
January 23	Thursday	Final Examinations; End of Winter Session

## Spring 2014

January 26, 2014	Sunday	Last day to drop for 100% tuition refund
January 27	Monday	Classes Begin
February 3	Monday	Last day drop for 75% tuition refund
February 10	Monday	Last day drop for 50% tuition refund
February 12	Wednesday	Lincoln's Birthday — College is closed
February 17	Monday	Presidents' Day — College is closed
February 18	Tuesday	Last day to drop for 25% tuition refund (Census Date — Form—A cutoff) Last day to drop without the grade of 'W'
February 19	Wednesday	Course Withdrawal period begins (A grade of 'W' is assigned to students who officially drop a class)
February 20	Thursday	Classes follow Monday schedule
February 27	Thursday	Verification of Enrollment due to Registrar to assign WN grades
April 14–22	Monday–Tuesday	Spring Recess
April 24	Thursday	Course Withdrawal period ends; Last day to drop with the grade of 'W'
May 16	Friday	Reading Day or Final Examinations
May 16–23	Friday–Friday	Final Examinations — Day/Evening
May 17–18	Saturday–Sunday	Final Examinations — Weekend
May 26	Monday	Memorial Day — College is closed
		Commencement

**Please note:** Dates are subject to change without notice. Consult the College's website for updates and additional information.

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# **1. About John Jay**

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## COLLEGE MISSION

John Jay College of Criminal Justice of The City University of New York is a four-year, 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 endows students with critical thinking and effective communication skills; the perspective and moral judgment that result from liberal studies; the capacity for personal and social growth and creative problem solving; 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 that promotes scholarship and encourages 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 a curriculum that balances the arts, sciences and humanities with professional studies. It serves the community by developing graduates with the intellectual acuity, moral commitment and professional competence to confront the challenges of crime, justice and public safety in a free society. It seeks to inspire students and faculty alike 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. John Jay, a senior college of The City University of New York, began in 1964 to educate New York City police officers; today, as one of the country's leading educational institutions, it enrolls a diverse student body and advances research and education about justice as a broadly conceived subject that pervades almost every aspect of human existence. The strength, reputation and vitality of the College are embodied in the commitment to academic excellence of the faculty, many of whom are prize winning authors, well-known creative artists, and recognized experts in their fields. They conduct critical research in areas such as violent behavior, DNA analysis, drug-abuse trends, gender discrimination, child aggression, sexual abuse, eyewitness reliability, immigration and international human rights.

## 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 leading urban public university system, comprising 11 senior colleges, seven community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law, the CUNY School of Professional Studies, and the CUNY School of Public Health. The University serves 540,000 students—more than 271,000 degree-credit students and nearly 270,000 in adult, continuing and professional education.

For more than a century and a half, CUNY's story has been one of civic inspiration, responsiveness to public needs and unshakable commitment to an idea: that quality higher education should be accessible and affordable for all. From its establishment in 1847 as the Free Academy to its existence today as New York City's public institution of higher learning, CUNY has embraced its mission as it has evolved to meet the diverse and growing needs of an ever-changing city.

## GRADUATE AND UNDERGRADUATE PROGRAMS

### Graduate Programs

The graduate program at John Jay College of Criminal Justice offers ten 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 Arts/Juris Doctor in Psychology and Law
- Master of Science in Digital Forensics and Cybersecurity
- 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

The Graduate Center 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 Studies at 212.237.8423.

## Undergraduate Programs

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 in Criminal Justice and Public Administration
- Correctional Studies (no longer admitting students)
- Criminal Justice (Institutional Theory and Practice)
- Criminal Justice (Research and Policy Analysis)
- Criminal Justice Management
- Criminology
- 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
- Law and Society
- Legal Studies (no longer admitting students)
- Philosophy
- Police Studies
- Political Science
- Public Administration
- Security Management

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 Addiction Studies, Dispute Resolution, and , and Spanish-language certificate programs in Legal Interpretation, Legal Translation, and Legal Interpretation and Translation. Minors are available in over 33 areas of study. An extensive internship program combines classroom instruction with supervised practical experience in a variety of settings including government agencies and private organizations.

AIG Technical Service; The Bank of New York; Federal Bureau of Investigation; Fire Department of the City of New York; Global Technical Solutions; Goldman Sachs; JP Morgan Chase; New York Stock Exchange; NYC Police Department; NYS Attorney General's Office; NYS Department of Environmental Conservation; NYS Department of Taxation and Finance; NYS Supreme Court; Smith Barney Citigroup; T-Mobile; UBS Investments; U.S. Army; U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives; U.S. Customs and Border Protection; U.S. Department of Homeland Security; U.S. Department of Justice; U.S. Department of the Treasury; U.S. Marshal's Service; U.S. Mint; Verizon; and Wyeth Ayerst Laboratories,

These offerings are described in detail in this *Undergraduate Bulletin*. For additional information, please contact the Office of Undergraduate Studies at 212.484.1347.

## THE RESEARCH CONSORTIUM OF JOHN JAY COLLEGE

A passion for learning and understanding defines the Research Consortium at John Jay College. The members of the consortium are committed to addressing the ongoing challenges that face the criminal justice community in its efforts to ensure public safety. The Research Consortium operates under the oversight of the college's Office for the Advancement of Research.

The Research Consortium of John Jay College includes:

- 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 Regenhard 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 <http://johnjayresearch.org>.

## 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 cards certifying membership in the association provide access to valuable benefits and services on a personal and professional level. These benefits include: access to alumni networking events within and outside New York; use of career and professional development resources; a waiver of the JJC Graduate Studies application fee; physical access to campus buildings and facilities after graduation, including the Lloyd Sealy Library, Haaren Hall, the Fitness Center and the New Building; discounts at the College Bookstore; lectures on critical criminal justice and public policy issues; and receptions featuring leading area criminal justice officials.

John Jay's Alumni Association is a veritable "Who's Who" of law enforcement and corporate security. The organizations in which our alumni are or have been employed include: The CUNY Justice Academy (CJA) links selected associate degree programs at six City University of New York (CUNY) community colleges to bachelor degree programs at John Jay College of Criminal Justice. CJA students receive dual admission to John Jay and one of the six participating community colleges. Eligible degree programs are in Criminal Justice, Economics, and Forensic Science., to name a few. For additional information, contact Alumni Relations at 212.237.8547.



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# **2. Enrollment Management**

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## ADMISSIONS

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 and public safety personnel), visiting students, non-degree students and senior citizens.

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: <http://www.cuny.edu/explore>.

Important on-campus offices for navigating the admissions and registration process at the College are:

### Office of Admissions

524 West 59th Street,  
Room L.64.00 New Building  
New York, New York 10019  
212.237.8873 or 1.877.JOHN.JAY  
<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: <http://jayexpress.blogspot.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 for the fall and spring semesters when classes are in session are:

Monday–Thursday: 10:00 AM–5:45 PM  
Friday: 9:00 AM–12:00 PM

Hours when classes are not in session can be found online at the Jay Stop: <http://jstop.jjay.cuny.edu/onestop.php>.

## 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, Elevation and Knowledge (SEEK)
- International Students
- Public Safety Personnel (police officers, firefighters, correction officers, etc.)

## Freshmen

All entering freshman applicants are considered for admission based on their high school academic averages, 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 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 CUNY Justice Academy Program, visit, <http://www.cuny.edu/justiceacademy>.

## Transfer

Transfer applicants 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. Transfer students are with fewer than 24 credits must have a minimum GPA of 2.0 and must also have the high school average and academic units required for admission to the College.

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.

Students must also demonstrate proficiency in reading, writing and mathematics. This can be accomplished by taking a 3-credit college level course in English and mathematics and earning a grade of C or better. Students may also take the CUNY Assessment Tests in reading, writing and mathematics to demonstrate proficiency.

## Second Baccalaureate Degree

Students who wish to earn a second baccalaureate degree from John Jay College must complete at least 30 credits and at least 50 percent of the major courses in residence. Students who hold a baccalaureate degree from an accredited college are exempt from further general education requirements except where there may be prerequisites for courses required to complete the second 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 <http://www.cuny.edu>. Students log into the CUNY 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 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 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 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 agencies. 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 <http://www.jjay.cuny.edu/inservice>. Active NYPD Officers interested in the NYPD Leadership Program should visit <http://www.jjay.cuny.edu/nypd>.

## Senior Citizens

### Auditing Courses

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 College per semester, on a space-available basis, without tuition charge. Enrolling in a course on an audit basis gives a student the right to attend and participate in all aspects of the course without receiving credit for the course. The student is 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.

### Enrolling for Credit Bearing Courses

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 as a senior citizen, please download the Non-Degree Application at <http://www.jjay.cuny.edu/nondegree>. The completed application should be submitted to the Office of 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.).

**Senior citizens are required to submit proof of age. 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

Students are required to meet minimal standards in three skills areas—reading, writing and mathematics— before enrolling at John Jay College. Students can demonstrate that they meet these skill requirements based on SAT or ACT scores, 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 minimum standard. Students who do not pass the CAT tests may be eligible for additional preparation through the Student Academic Success Program (SASP) 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. 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, <http://www.cuny.edu>. 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.

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

### Freshmen

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: <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, 002115.)

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 15 for spring admission and by February 1 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. Applications must be made 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 <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 fewer than 24 credits will be evaluated based on their high school record in conjunction with their college credentials.

Students should apply by September 15 for spring admission, and by February 1 for fall admission.

In addition to completing the application, students must 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

The maximum number of transfer credits accepted is:

- 90 from senior colleges (4-year college)
- 68 from community colleges (2-year colleges)
- 30 from external institutions, such as law enforcement academies, fire academy, CLEP, or military experience
- 90 credits from all sources combined

For more information please visit: <http://www.cuny.edu/admissions/undergraduate/prepare/outside.html>.

### Direct Admission for Transfer Students

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 Admissions Office. Information on the availability of direct admission slots is available through the Admissions Office at 212.237.8873 or by email at [admissions@jjay.cuny.edu](mailto:admissions@jjay.cuny.edu).

### Police, Fire, Correction Officers, 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 <http://www.jjay.cuny.edu/in-service>.

In-service forms may also be obtained in person at the Office of Admissions, 524 West 59th Street, Room L.64, New York, New York, 10019. Active NYPD officers interested in applying to the NYPD Leadership Program should visit: <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 a portion of the College's general education requirements with evidence that they have earned at least 28 college credits in liberal arts. Please see page 18 for more information.

### **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, <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 002115. 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 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. 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 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 Admissions. Membership of the committee includes the Director of 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 outlining why the Committee should grant them admission to the undergraduate program at John Jay College.

### **Admission of Students with Criminal Convictions**

The college reserves the right to deny admission to any student if in its judgment, the presence of that student on campus poses an undue risk to the safety or security of the college or the college community. That judgment will be based on an individualized determination taking into account any information the college has about the crime committed by the student and the particular circumstances of the college, including the presence of a child care center, summer camp, public school or public school students on the campus. In addition, the college may consider factors such as the amount of time since the crime was committed, the amount of jail time served by the student, the number of years the student was on probation or parole, whether the student has satisfied probation or parole requirements at the time of the student's application, whether the student has completed drug, alcohol, sex offender or other treatment, and what work or educational experience the student has had after the conviction. Finally, if the student is known to have been assisted by a CUNY -sponsored or other re-entry program or initiative, the college will consult with a counselor or representative from said program.

### **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 Advanced Placement (AP) Program of the College Board, the College-Level Examination Program (CLEP) of the Educational Testing Service, the Excelsior College Exams (ECE or UExcel—formerly the N.Y.State Proficiency Examination Program), or DSST Exams.

The ETS code for John Jay College is 002115. For Advanced Placement credit, students must receive a score of at least 4 or higher. The minimum score needed to pass a DSST Exam varies by the particular exam. The minimum score needed to pass the CLEP examinations and be considered for these credits is 50.

CLEP examinations are given in the following areas:

- American Government
- American History I
- American History II
- American Literature
- Analyzing and Interpreting Literature
- Biology (General)
- Business Law (Introductory)
- Calculus
- Chemistry (General)
- College Algebra
- \*College French
- \*College German
- College Mathematics
- \*College Spanish
- Educational Psychology
- English Literature
- Financial Accounting
- College Composition

Human Growth and Development  
Humanities  
Information Systems and Computer Applications  
Macroeconomics  
Management (Principles)  
Marketing (Principles)  
Microeconomics  
Natural Science  
Pre-Calculus  
Psychology (Introduction)  
Social Sciences and History  
Sociology (Introduction)  
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 the Department of Foreign Languages and Literatures (by appointment only).

For more details about these exams see the appropriate website:  
Advanced Placement <http://apcentral.collegeboard.com>  
CLEP <http://clep.collegeboard.org>  
DSST <http://getcollegecredit.com>  
Excelsior College Exams <http://www.excelsior.edu/exams>

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:  
<http://www.collegeboard.com/student/testing/clep/about.html>.

### **Military Credit**

Students are generally granted four (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 also accepts credit evaluations of military training from the American Council on Education (ACE). Original ACE transcripts should be forwarded to the Testing and Evaluations Office.

### **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. Twenty-nine total credits will be completed using the following: Police Science 101 (4 credits) Police Science 207 (4 credits), Law 203, (4 credits), Law 204

(4 credits), Psychology 221, (4 credits), Sociology 201 (3 credits), Physical Education 103 (3 credits), Physical Education 113 (3 credits), an additional physical education course (3 credits), and 3 credits for field training.

New York City Department of Corrections recruit training qualifies for external credit for: Criminal Justice 101, Corrections 101, Corrections 201 and Corrections 282, as well as blanket credit for a course in Sociology, Physical Education, and another course in Corrections. Each course is worth 3 credits, totaling 21 credits.

New York City Fire Department personnel completing recruit training may receive external credit for: Fire Science 101 (3 credits), a Fire Science blanket credit (2 credits), a Police Science, blanket credit (3 credits), and a Physical Education blanket credit (2 credits), totaling 10 credits.

Credit for additional New York City Fire Department courses may be granted if the courses have been recommended for the award of credit by the American Council on Education (ACE) not to exceed a total of 30 external credits. Graduates of the New York City Police Academy, New York City Fire Academy, or New York City Correction Academy who have earned at least 28 credits in liberal arts courses will be exempt from the CUNY Common Core portion of the College's General Education Program. These students will still need to complete six credits of the John Jay College option (3 credits in the Justice Core 300-level and 3 credits in either the Learning from the Past or Communications categories) to complete their general education requirements.

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 Testing and Evaluation Office for the application of this credit toward their 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 Testing and Evaluation Office 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 Testing and Evaluation Office 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 demonstrated skills proficiency and 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 who are not skills proficient in reading, writing and/or mathematics are not eligible for readmission unless they are either a) SEEK students who have been at the College less than two (2) years or b) ESL students who have been at the College less than four (4) semesters and have demonstrated proficiency in mathematics.

### Students Applying for Readmission with GPAs Under 2.0

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 the Academic Advisement Center (or the SEEK program) for a readmission session. In this session, the student will receive academic advisement, assistance in developing strategies to get off of probation, a review of study habits, and "skills and plan" the next semester's schedule. Students can 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 Affairs.

## OFFICE OF THE REGISTRAR

### Registering for Classes

All registration is dependent upon course availability and sufficiency of enrollment. All first-time freshmen must attend a special freshman registration appointment after they have completed their immunization requirement and taken the CUNY Assessment Tests. Freshmen attend an orientation immediately preceding the semester when they will begin their studies. The date, time and location of the orientation are available from the online academic calendar (<http://www.jjay.cuny.edu/1042.php>) or by contacting the Vice President for Student Affairs at 212.237.8100.

Continuing students register online through the CUNY Portal (<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 <http://www.cuny.edu>.

### Schedule of Classes

The Schedule of Classes lists the class meeting hours and instructors teaching each course at the college. It is available online at some point during the current semester for the following one (e.g., end of the fall semester for the next spring). This schedule can be accessed online through the CUNY website.

### 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. Many instructors post syllabi and course information on Blackboard, which is available through the CUNY Portal at <http://www.cuny.edu>.

**Please note:** students are subject to a change-of-program fee.

### 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 that 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 may have their registrations cancelled by the College and may 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 Session

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 schedule of summer classes is usually available on the College's website in March. For additional information concerning summer session, contact the Jay Express Service 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 course. The schedule for the winter session is available as 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."

### Resignation (Course Withdrawal)

Students are academically and financially responsible for all courses in which they are registered. A student who is unable to meet attendance requirements may request to resign (withdraw) from a course. Resignation or withdrawal from courses is done electronically 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 the Tuition and Fees section of this chapter. Students should refer to the Academic Calendar on the College's Home Page, <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 mark of W 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 CUNY Policy on Academic Integrity at [http://www.cuny.edu/about/administration/offices/la/Academic\\_Integrity\\_Policy.pdf](http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf).

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 the section on Academic Standards, later in this chapter)

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. However, the grade of WU is.

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## ACADEMIC STANDARDS

### 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.

**Please Note:** Students in the BA/MA program are classified as undergraduate students until they earn their dual degrees.

Level	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

### 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 foregoing 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 can be downloaded from 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. Students on probation may be subject to additional restrictions as determined by the Committee. 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 6, Courses Offered, of this bulletin.

**Please Note:** ENG 101 is a prerequisite for all courses at the 200-level while ENG 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 Registrar. Such students must develop a plan to complete their degree requirements with the Registrar. 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 re-enroll in these courses during the next semester of attendance. The following remedial or developmental courses are offered at the College:

- COM 102
- EAP 121 and 131
- ENGW 100
- MATH 100
- MATH 103

### 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.

- 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.
- 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

SEE page 27

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 advisor 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:

- The student must have completed 60 degree credits and have a 2.50 grade point average.
- 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.
- The instructor must be a full-time member of the faculty.
- The instructor cannot sponsor more than two independent studies 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

- 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.
- ROTC students taking courses specific to their ROTC program will be allowed a permit even in their first semester.
- Transfer students (other than for ROTC) may not take a course on permit until they have completed at least one semester at John Jay and have posted grades.

- Readmitted students may not take courses on permit the same semester they are readmitted.

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 Course on Permit at Other CUNY Colleges

The City University of New York has put in place an ePermit system designed to help students find, receive approval for and register for courses at other CUNY colleges. Through ePermit, 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 ePermit, students should log in to the CUNY portal (<http://www.cuny.edu>). Once logged in, select ePermit. You will be prompted for your CUNY Portal login information again.

Through the ePermit website, students can find listings and descriptions of courses at all CUNY colleges. The CUNY online schedule of classes is accessible through the ePermit 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 ePermit application on the ePermit website (<http://www.cuny.edu>) for all CUNY permit courses. (see above)

**Please note:** students are required to submit one ePermit 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 John Jay College Bursar's Office 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, <http://www.jjay.cuny.edu/registrar>. 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 course syllabus. Students who register during the Change of Program period after classes have begun are responsible for the individual course attendance policy, effective from the first day of the semester.

### 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:

- COM 102
- EAP 121 and 131
- ENGW 100
- MATH 103

## Academic Integrity

The following information is excerpted from the CUNY Policy on Academic Integrity. The complete text of the CUNY Policy on Academic Integrity can be accessed at [http://www.cuny.edu/about/administration/offices/la/Academic\\_Integrity\\_Policy.pdf](http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf).

### 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, smart phones, tablet devices, 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

Grade Explanation	Numerical Percentage	Value Equivalents
A Excellent	4.0	93.0–100.0
A-	3.7	90.0–92.9
B+	3.3	87.1–89.9
B Good	3.0	83.0–87.0
B-	2.7	80.0–82.9
C+	2.3	77.1–79.9
C Satisfactory	2.0	73.0–77.0
C-	1.7	70.0–72.9
D+	1.3	67.1–69.9
D Passing	1.0	63.0–67.0
D-	0.7	60.0–62.9
F Failure/ Unsuccessful	0.0	Below 60.0
P Pass	—	—

**Please Note:** 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:

- Remedial and developmental courses
- Non-remedial courses for which the P grade is designated in the course description in this *Undergraduate Bulletin*
- Courses taken on a Pass/Fail Option

## 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
- 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".

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

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

## 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 faculty member who taught the course or by his or her academic department. Contact the instructor for details.

### 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 must complete all outstanding work by the dates described in the section above. The Registrar's Office will convert all INC grades to FIN if the INC is not resolved.

### 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 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.

**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 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 during the fall and spring semester, at the end of the first week of classes for summer session, and by the third class for winter session. Once granted, this option is irrevocable. The grade of P received for a course taken under the 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.

- COM 102
- EAP 121 and 131
- ENGW 100
- MATH 103

**Grade Appeal Process**

Beginning in the fall 2013 semester, the following grade appeal policy is in effect.

**Student Appeal**

Students are strongly encouraged to first communicate with the professor of the course. If that conversation does not remedy the situation, or if students choose to not follow that route, then students who think that a final grade was issued erroneously may file a grade appeal to the departmental grade appeals committee by submitting the form to the Registrar's Office. Appeals must be filed by the twenty-fifth calendar day of the subsequent long semester. (Courses taken in spring or summer must be appealed by the twenty-fifth day of the subsequent fall semester; courses taken in the fall or winter must be appealed by the twenty-fifth day of the subsequent spring semester.)

**Department Grade Appeals Committee**

The request shall be reviewed by the departmental grade appeals committee. The departmental committee has 30 calendar days to review the matter and make a recommendation to the faculty member. For interdisciplinary programs, grade appeals will go to the department grade appeals committee of the academic department who hired the faculty member.

**Faculty Review**

The faculty member, upon receipt of the committee's recommendation, must render a judgment within 14 calendar days and communicate in writing to the Office of the Registrar his or her decision to either sustain the grade or submit a grade change.

**College-Wide Grade Appeals Committee**

If the departmental grade appeals committee fails to make a recommendation to the faculty member within 30 calendar days, the grade appeal will be sent to the college-wide grade appeals committee. The college-wide grade appeals committee shall have 30 calendar days to make a recommendation to the faculty member. The faculty member's responsibilities and responses are the same as above. The college-wide grade appeals committee shall comprise five tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. No more than one faculty member from any department may concurrently serve on the committee. The committee shall elect a chair from its own membership.

**Extraordinary Circumstances**

In truly exceptional circumstances the grade change may be authorized by someone other than the faculty member who taught the course. If either committee determines that such is the case, the chair of the respective committee shall forward the

information and related documents to the chair of the academic department that owns the course. The chair of the department, in consultation with the department grade appeals committee, shall review the case and if the grade appeals committee determines that a grade change is necessary and appropriate, it shall render its decision and change the student's grade by the process and deadline established for the faculty member above.

Such grade changes are expected to be rare. No change in grade may be authorized except by the faculty member teaching the course or by the department chair in consultation with the department grade appeals committee. Each fall, a report will be furnished to the Academic Standards Subcommittee of UCASC as to the number of grade changes made through this process during the previous academic year.

If a faculty member changes a grade in response to a recommendation of either the departmental grade appeals committee or of the college-wide grade appeals committee or if a department chair changes the grade in consultation with the department grade appeals committee, that grade is final.

Students shall be limited to three (3) grade appeals during their educational experience at John Jay; however, any grade appeal that is successful shall not count toward that three-appeal limit.

### Applicability to Undergraduate and Graduate Students

The processes described in this policy shall apply to only courses in the undergraduate program because only the undergraduate program has departmental grade appeals committees.

### 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, and WU 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
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.

### CUNY F-Grade Policy

**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 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.

### 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, F, WU, FIN or PEN during the academic year
- Taken 18 credits during this period, none of which consisted of pass/fail 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 summer session(s), fall term and spring term. The dean's list is run annually on June 30 for the preceding year based on the student's record at the time. Any changes after that date will not be considered for dean's list eligibility. For more information, please call 212.237.8553.

**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 Advisement for Students on 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.

**Multiple Repetitions of a Course**

SEE page 21

**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 60th 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. If a student is successfully readmitted, a \$10 processing fee is added to their semester bill. Deadline dates are available on the academic calendar on the College’s home page, <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 an academic advisor (SEEK counselor for SEEK students). A student approved through this process is admitted to the College on academic probation and must follow the plan developed in the advising session. Failure to meet the conditions of this agreement may result in permanent dismissal.

**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.

**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 (AA or AS only) 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 <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.

**Please note:** students who plan on earning an associate's Degree must complete all degree requirements by the end of the Spring 2015 semester. John Jay will no longer award associate's Degrees after that semester.

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. Please Note: that when a degree is posted to the student's record, that record is sealed. Any requests for further updates or changes (such as grade changes) will be denied. It is the student's responsibility to inform the Office of the Registrar if he or she is expecting any grade changes or other any other updates before any degrees are recorded.

## Application

Candidates must submit applications for their degrees online (visit the Jay Stop/My JJC) or in-person at the Jay Express Service Center by the date prescribed in the undergraduate academic calendar. Spring semester candidates must demonstrate the potential for satisfying the requirements of the degrees for which they apply. Lower seniors are encouraged to submit applications for their degrees at least one semester before they are expected to graduate.

## 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.

Participation in commencement does not necessarily indicate the completion of academic requirements. The transcript is the official academic record and will indicate any degrees that have been conferred.

## Diplomas

Students are advised via email to their John Jay College student email account 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.

## Graduation with Honors

### 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. 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.

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.

## 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.

## Posthumous Degree Policy

This policy establishes guidelines for the process by which a degree may be awarded posthumously in the unfortunate event that a student passes away near the completion of his or her academic program at John Jay College. To recognize the student's work and as a source of solace for the family, next of kin (including child, parent, spouse, or domestic partner) may request a posthumous degree.

General requirements for posthumous degrees:

- the college must substantiate the student is deceased, usually by obtaining a death certificate from the family,
- the student must have been enrolled in any term within one year of the degree date,

- the student must be in good academic standing,
- the student must have no disciplinary sanctions pending,
- the death must not have been the result of illegal behavior on the part of the student

**Please Note:** Latin honors are not awarded on posthumous degrees.

**Associate Degree Students**

A posthumous associate degree will be granted to a deceased student who meets the general requirements above and who has completed a minimum of 45 credits.

**Please note:** John Jay College is phasing out all associate degree programs beginning in Fall 2010. The associate’s degree will be conferred posthumously only as long as the college is awarding associate degrees to regular degree recipients.

**Baccalaureate Students**

A posthumous bachelor’s degree will be granted to a deceased student who meets the general requirements above and who has achieved senior standing (a minimum of 90 credits earned).

**Graduate Students**

A posthumous master’s degree will be granted to a deceased student who meets the general requirements above and shall have met a minimum of:

- Successful completion, when applicable, of comprehensive examinations and 75 percent of required credit hours in programs that do not require a thesis or
- successful completion, when applicable, of comprehensive examinations, the prospectus seminar course, and faculty acceptance of a thesis topic

**TUITION AND FEES**

**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.

**Please Note:** 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.

**CURRENT RATE SCHEDULE**

**New York State Residents**

Full-time matriculated students (12–18 credits):	\$2,865 per semester
Part-time matriculated students (fewer than 12 credits):	\$245 per credit hour
Non-degree students:	\$360 per credit hour
Senior citizens auditing course:	\$65

**Out-of-State Residents**

Matriculated students:	\$510 per credit hour
Non-degree students:	\$760 per credit hour

**Please 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 120th credit.

**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.

**Resignations**

**RESIGNATION FILED:**

<b>Before the 1st day of class</b>	100 percent reduction in tuition liability
<b>Within the first week of classes</b>	75 percent reduction in tuition liability
<b>Within the second week of classes</b>	50 percent reduction in tuition liability
<b>Within the third week of classes</b>	25 percent reduction in tuition liability
<b>After the third week of classes</b>	No reduction in tuition liability

**Please note:** students should refer to the academic calendar on the College’s website for specific dates as well as the refund schedules for the summer and winter Sessions

**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 \$20 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—in cases where the student has previously given the College a check which has been returned by a bank. 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 is a 50 percent refund.

### 3. Other Provisions for Military Service:

**Resident Tuition Rates.** These lower rates are applicable to all members of the armed services on full-time active duty and stationed in the State of New York, and to 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 admitted with a probationary program

- Veterans, upon their return, may register even after normal registration periods, without late fees.
- Granting of college credit for military services 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 resident 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
TECHNOLOGY FEE (FALL 2013)	
Full-time students per semester/session	\$100
Part-time students per semester/session	\$50
TECHNOLOGY FEE (SPRING 2014)	
Full-time students per semester/session	\$125
Part-time students per semester/session	\$62.50
STUDENT ACTIVITY FEE	
Full-time students per semester/session	\$99.60
Part-time students per semester/session	\$79.85
<b>Please note:</b> 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, must pay an additional fee. Students who drop or withdraw from courses and reduce their credit load below the 12-credit minimum are not entitled to a refund	

### Material Fees

Students may incur an additional fee for materials for courses in Art, Biology, Chemistry, Environmental Science, Forensic Science and Physics. The fee ranges \$15 to \$40 depending upon the course.



**Miscellaneous Fees**

(the following fees may be paid by either check or money order)

Change of Program	\$18
Duplicate I.D.	\$10
Duplicate Record/Bursar Receipt/Bill	\$5
Duplicate Diploma	\$30
Late Registration	\$25
Nonpayment Service Fee	\$15
Make-up Examinations	\$25
Second Make-Up Exam	\$30
Third Make-Up Exam	\$35
Transcripts	\$7
Readmission	\$10-20

**FINANCIAL AID**

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.

**The Financial Aid Office is located at:**

John Jay College of Criminal Justice  
 Room 1280 North Hall  
 445 West 59th Street  
 New York, NY 10019  
 212.663.7867  
 FinancialAid@jjay.cuny.edu

**Application Procedures**

The City University of New York uses the Free Application for Federal Student Aid (FAFSA). This application is available online at: <http://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.

Applications for financial aid must be filed each year. Students will receive a reply when their application is processed. If there is a problem with inconsistent or 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 previous year's Federal Income Tax Return Transcript (obtained from the IRS) 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 \$287 to \$2882.50 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. A student may receive up to the equivalent of six semesters of Pell.

**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.

**Percy Ellis Sutton SEEK (Search for Education, Elevation and Knowledge) Program**

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 his or her 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 his or her degree. Students are advised to use the DegreeWorks Program to find the required classes needed. Students may go to the DegreeWorks Program by going on <http://www.cuny.edu>, click Portal Log-in/Blackboard/eSIMS log-in and then click CUNY Portal and log-in. Then click Student Advisement/Degree Audit.

### Veteran 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.

#### **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 \$345 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 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 that 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 units. 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.

### **Tuition Assistance**

The Tuition Assistance (TA) program provides financial assistance for voluntary off-duty education programs in support of a soldier's professional and personal self-development goals. TA is available for courses that are offered in the classroom or by distance learning. The courses must be offered by schools that are registered in GoArmyEd (<http://www.goarmyed.com/>) and are accredited by accrediting agencies that are recognized by the U.S. Department of Education. The Department of Defense (DoD) has directed a uniform TA fiscal policy across the military services. Per semester hour cap is \$250 and the fiscal year ceiling is \$4,500. The Army will pay 100 percent of the tuition and authorized fees charged by a school up to the established per semester hour cap and fiscal year ceiling.

### **Veterans Tuition Awards**

Veterans Tuition Awards (VTA) are available for New York 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 it, 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.

### **Tuition Benefit for Out of State Veterans**

Veterans who reside outside of New York State are eligible for an in state benefit for 18 months from their first day of classes, or from the beginning of the fall 2013 semester (whichever is later). This applies to new and continuing student veterans (matriculated and non-matriculated) with an other than dishonorable discharge. Reservists and National Guard are not eligible for this benefit. In order to continue receiving in state tuition students must establish New York State residency (as defined in the CUNY Tuition and Fee Manual) by the end of the 18-month period. There is no retroactive benefit for prior semesters.

**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 there is 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)

**Interest Rates and Origination Fees:**

The following two charts are from the Department of Education's website: <http://www.dl.ed.gov>.

Interest Rate	Date of Loans
6.8%	Subsidized loans first disbursed on or after July 1, 2006 and prior to July 1, 2008
6.0%	Subsidized loans first disbursed on or after July 1, 2008 and prior to July 1, 2009
5.6%	Subsidized loans first disbursed on or after July 1, 2009 and prior to July 1, 2010
4.5%	Subsidized loans first disbursed on or after July 1, 2010 and prior to July 1, 2011
3.4%	Subsidized loans first disbursed on or after July 1, 2011 and prior to July 1, 2012
6.8%	Unsubsidized loans first disbursed on or after July 1, 2006
Pending congressional action	Subsidized and unsubsidized loans first disbursed after July 1, 2013
7.9%	Direct Parent Plus Loans first disbursed on or after July 1, 2006

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 between July 1, 2010 and February 28, 2013
1.051%	Loans first disbursed on or after March 1, 2013
<b>Please note:</b> 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. Alternatively, interest may be deferred until after graduation or termination of attendance, in which case it 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 <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 <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>.

#### 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 counselors.

### TuitionPay Monthly Payment Plan

1-866-267-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, and only a low annual enrollment fee. Information is available at the Financial Aid Office, by phone or online.

### Academic Requirements for Financial Aid

#### 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 DegreeWorks at <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.

A waiver from these requirements exists to provide qualified students experiencing temporary difficulty in maintaining eligibility with an opportunity to have uninterrupted participation in the state programs. Good academic standing requirements may be waived once.

#### 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.

**Please 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).

These academic standards must be maintained for continued receipt of aid.

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.

## Undergraduate Students receiving first state aid in Summer 2006 through Spring 2010, 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 towards 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 in Summer 2010 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 towards 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

**Please note:** payments 9 and 10 apply to SEEK students only

### “C” Average Requirements

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.

## CUNY’s Title IV Satisfactory Academic Progress

### Requirements for Title IV Financial Aid

The guidelines that follow were first published by the Office of the Vice Chancellor for Student Affairs on May 19, 1995 and have been subsequently revised to satisfy the requirements of the revised SAP regulations set forth in 34 CFR 668.34 which took effect July 1, 2011.

In order to be making satisfactory academic progress toward a degree, for purposes of receipt of Title IV student financial assistance (Federal Pell Grant, Federal Work Study, Federal Perkins Loan, Federal Direct Loans and Federal SEOG), an undergraduate student must meet the minimum standards specified below:

- **Minimum GPA**—achieve at least the GPA required to meet the college’s minimum retention standard, or successfully appeal

to be placed on academic probation; if enrolled in a program of more than two years, achieve at least a “C” average, or its equivalent, at the end of the second academic year, or have an academic standing consistent with the requirements for graduation.

Credits Attempted	Minimum GPA
.5-12	1.50
13-24	1.75
2 –upward	2.00

### Title IV Pace of Progression Charts

BA Degree Maximum Time-Frame (120 Credit Degree x (1.5) = 180)												
Credits Attempted	15	30	45	60	75	90	105	120	135	150	165	180
Required Credits Earned	0	5	16	27	39	50	61	72	84	95	106	120

- **Maximum Time-Frame**—may not attempt more than 150% of the credits normally required for completion of the degree.
- **Pace of Progression**
  - for baccalaureate programs, accumulated (or earned) credits must be equal to or greater than [(0.75 x cumulative credits attempted)–18];
  - for associate degree programs, accumulated credits must be equal to or greater than [(0.875 x credits attempted)–21].

All undergraduate students (whether aid recipients or not) will be measured against each of the three SAP components at the end of the spring term to determine eligibility for receipt of Title IV student financial assistance in the upcoming year.

### Financial Aid Suspension

Undergraduate students who do not meet the minimum undergraduate standard will be placed on financial aid suspension and lose their eligibility to participate in federal student aid programs. Students on financial aid suspension will remain ineligible for Title IV federal student assistance until they take actions that once again bring them into compliance with the appropriate progress standard.

### Right to Appeal

Students who have been placed on financial aid suspension may appeal through the normal institutional academic appeals process to retain eligibility for Title IV assistance. Students may appeal any component of the SAP standard they have not been able to meet including not meeting the minimum GPA and exceeding the maximum time-frame for program completion. An appeal must be based upon mitigating circumstances resulting from events such as personal illness or injury, illness or death of a family member, loss of employment, or changes in the academic program. The student’s appeal must include:

- the reasons why the student failed to make SAP
- what has changed in his or her situation that will allow the student to demonstrate SAP at the next evaluation.

The appeal may be granted if the school:

- Determines that the student will be able to meet the appropriate SAP standard by the end of the next payment period (semester) OR
- Develops an academic plan for the student that, if followed, will ensure that the student will be able to meet the appropriate SAP standard by a specific point in time or achieve completion of his or her academic program.

Title IV appeals will be reviewed by a college committee made up of representatives from counseling, SEEK, student affairs, financial aid and the Registrar, who can make an accurate academic assessment of the student's capability to meet the appropriate SAP standard by the next payment period/semester. If the committee determines that the student should be able to meet the SAP standards by the end of the next semester, the student may be placed on financial aid probation without an academic plan.

If the committee determines that the student will require more than one payment period to meet SAP, it may develop an individual academic plan that outlines a detailed strategy for the student to regain SAP eligibility within a certain probationary time-frame. The plan can be for one payment period/semester or longer. The academic plan should specify conditions that must be met for the period covered by the appeal such as: the specific coursework that must be taken, the minimum GPA that must be attained, and the number of credits that must be successfully completed.

### Financial Aid Probation

A student who has been granted an appeal will be placed on financial aid probation. Students in this status have their eligibility for Title IV program assistance reinstated for one payment period (semester). At the end of the probationary semester, the college will review the student's academic progress to determine whether the student has met the appropriate SAP standard or has fulfilled the requirements specified in the student's academic plan.

A student who once again meets the appropriate progress standard after the probationary semester will continue to receive Title IV assistance until the next scheduled progress evaluation. Students who meet all the conditions of their academic plan at the end of the probationary semester will continue to receive Title IV assistance on a monitored, semester-by-semester basis until the next scheduled progress evaluation.

There is no limit on the number of times a student may follow the financial aid appeals procedure. Although a student may file only one appeal per payment period (semester), additional appeals to extend financial aid probation to subsequent semesters are allowed. As in the original appeal, the student would indicate the mitigating circumstances, the reasons why SAP was not achieved, and what has changed that will ensure the student will be able to meet SAP at the next evaluation. If a student fails to meet the conditions of an approved academic plan, he or she may submit an additional appeal to modify or adjust the plan for the subsequent payment period(s) documenting any unusual circumstances that prevented them from meeting the goals established by the original plan.

The college may approve or decline the subsequent appeal and may create an updated plan based on the information submitted.

### Re-establishing Eligibility

Other than having eligibility restored through filing a successful appeal, a student on financial aid suspension may regain eligibility only by taking action that brings him or her into compliance with the appropriate progress standard. The mere passage of time is insufficient to restore Title IV eligibility to a student who has lost eligibility due to not meeting the SAP standard. Therefore, students may not re-establish eligibility solely by leaving the institution for at least one year because this action, by itself, would not bring the student into compliance for Title IV SAP.

Students who choose to remain enrolled without receiving Title IV aid may request a review of their academic record after any term in which they were on financial aid suspension to determine if they were able to re-attain the appropriate standard.

If a student is on financial aid suspension at the beginning of the academic year for not meeting one or more components of the school's SAP standard, but meets them at some point later in the academic year, the student may regain Title IV eligibility as follows:

#### Federal Pell Grant/Campus-Based Funds

For Pell Grant and campus-based programs, the student regains eligibility retroactively to the beginning of the most recent payment period during which the student once again met the school's satisfactory academic progress standards, unless the school's satisfactory progress policy provides for reinstatement of eligibility at some later point.

#### Federal Direct Loan Programs

For Federal Direct program funds, the student regains eligibility for the entire period of enrollment. Again, this period generally coincides with the entire academic year, unless the school's satisfactory academic progress policy provides for reinstatement of eligibility at some later point.

### Treatment of Non-Standard Situations

#### Readmitted Students

A student not making SAP cannot re-establish eligibility for Title IV program assistance by re-enrolling after a one year or longer period of non re-enrollment. Upon readmission after any period of non re-enrollment, the student's Title IV progress standing must be reevaluated for SAP under the standard as the record stood at the end of their last term of attendance.

If the student has taken any action during the period of non-re-enrollment that would bring him or her into compliance with the progress standard (e.g., successfully completing transferable courses at another institution during the period of absence), this should also be factored into the reassessment. If the readmitted student has not taken any such action, or if the action taken is not sufficient to bring the student back into compliance with the progress standard, the student remains on financial aid suspension and must file a successful appeal to re-establish eligibility.

**Second Degree Students**

Students enrolling for a second baccalaureate, graduate or associate degree shall have their pace of progression status initialized for purposes of satisfactory academic progress measurement by using the number of credits determined to be acceptable toward the degree as both the students' cumulative attempted credits and cumulative earned credits.

**Change of Major**

Students who change majors within the same degree or certificate program must complete the degree within the maximum time-frame, unless the institution has allowed for such changes by establishing various time-frames for different programs leading to the degree or by individually re-evaluating the time-frame for these students.

**Change of Degree**

If a student changes his or her objective and begins pursuing a different degree or certificate, the institution may make the student subject to the maximum time-frame it establishes for the new objective without regard to time spent pursuing the previous degree or certificate. The institution also has the flexibility to develop a policy that is more restrictive and limits the student to an overall time-frame for the completion of his or her studies.

**Title IV Pace of Progression Charts****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 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.





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## **3. Academic Resources and Opportunities**

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## ACADEMIC ADVISEMENT

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 Center

Room L.73 New Building

646.557.4816 or 646.557.4872

[academicadvising@jjay.cuny.edu](mailto:academicadvising@jjay.cuny.edu)

<http://www.jjay.cuny.edu/academicadvisement>

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
- Continuing students in associate degree programs
- 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

### Health Professions Advisor

212.237.8884

[Ikobilinsky@jjay.cuny.edu](mailto:Ikobilinsky@jjay.cuny.edu)

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 advisor who serves as the liaison to the professional schools. The advisor 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 advisor'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.

### Interdisciplinary Studies Program

Room 6.65 New Building

212.237.8462

[ispinfo@jjay.cuny.edu](mailto:ispinfo@jjay.cuny.edu)

The Department of Interdisciplinary Studies provides advisement for students enrolled in Interdisciplinary Studies Program.

### SEEK Program

Room 3100 North Hall

212.237.8169

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.

### Veterans

Room L.68 New Building

212.237.8111

Veteran students interested in academic advising can contact the Counseling Department for assistance. Advisement specific to majors and academic programs is provided by faculty advisors. Contact the major, minor or program coordinator regarding advisement. To find the name of the appropriate faculty member, consult chapter 5 of the *Undergraduate Bulletin: Programs of Study*.

## ACADEMIC SUPPORT SERVICES

### Center for English Language Support

Room L2.75 New Building

212.237.8231

[celssupport@jjay.cuny.edu](mailto:celssupport@jjay.cuny.edu)

<http://www.jjay.cuny.edu/academics/587.php>

The Center for English Language Support (CELS) provides tutoring services, as well as course placement and recommendations, to students who learned English as a second language. Instruction is focused on reading and writing in academic English. Each semester, CELS offers individual and small-group tutoring sessions and workshops on topics ranging from improving sentence structure to reading academic articles. Instructors with graduate degrees in teaching English as a second language conduct the tutoring sessions and workshops. CELS has also developed a large inventory of online instructional modules targeting academic English language skills, many of which are also useful for native speakers. Finally, CELS provides workshops for both faculty and peer tutors on effective methods for working with non-native speakers, and for making academic texts accessible to all students acquiring academic English language skills.

### Foreign Language Lab

Room 7.64 New Building

212.484.1140

[language@jjay.cuny.edu](mailto:language@jjay.cuny.edu)

<http://www.jjay.cuny.edu/academics/596.php>

The Foreign Language Lab at John Jay College is a resource designed to supplement the language course offerings of the College (Arabic, Chinese, French, German, Italian, Japanese, Portuguese and Spanish)

and to foster independent and self-guided study through the use of technology and tutoring. Individual and small-group tutoring, Rosetta Stone software, and audio supplements for lab manuals and textbooks are available to registered students. Some students may require a placement exam before enrolling in their foreign language courses. If they do, these students could come to the lab to take the placement exam at any time during the semester.

## Math & Science Resource Center

**Room 1.94 New Building**

**646.557.4635**

**msrc@jjay.cuny.edu**

**<http://www.jjay.cuny.edu/academics/592.php>**

The Math & 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.

## Writing Center

**Room 1.68 New Building**

**212.237.8569**

**<http://www.jjay.cuny.edu/academics/590.php>**

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, documenting Modern Language Association (MLA) 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.

## CUNY BACCALAUREATE FOR UNIQUE AND INTERDISCIPLINARY STUDIES

**212.817.8220**

**<http://cunyba.gc.cuny.edu>**

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 areas 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 senior college, they are free to pursue their studies and take courses at any other CUNY senior college.

To apply, students must have a clear academic goal and must have completed at least 15 college credits with a GPA of 2.8 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, NY 10016-4309 (212.817.8220) or on the Web at <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, [plicklider@jjay.cuny.edu](mailto:plicklider@jjay.cuny.edu)).

## FELLOWSHIP AND SCHOLARSHIP OPPORTUNITIES

**Room 1100, North Hall**

**646.557.4804**

**<http://www.Facebook.com/JohnJayOFSO>**

The Office of Fellowship and Scholarship Opportunities (OFSO) works with students and alumni to make them aware of, and competitive for, prestigious fellowship and scholarship opportunities that are funded by sources outside of the College. OFSO offers interactive workshops, direct advisement sessions and educational presentations designed to introduce the John Jay community to available opportunities, help students identify opportunities for which they would be competitive candidates, and guide applicants through the application processes.

## HONOR SOCIETIES

The following Honor Societies have chapters at John Jay College. For more information, please call 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. For more information, please contact the faculty advisor, Professor Evan Mandery, at [emandery@jjay.cuny.edu](mailto:emandery@jjay.cuny.edu).

## 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 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 <http://www.omicrondeltaepsilon.org>. For more information about the John Jay College chapter, please contact the faculty advisor, Professor Catherine Mulder, at [cmulder@jjay.cuny.edu](mailto:cmulder@jjay.cuny.edu).

## Phi Eta Sigma

### National Freshman Honor Society

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 GPA 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. For more information, please contact the advisor, Litna McNickle, at [lmcnickle@jjay.cuny.edu](mailto:lmcnickle@jjay.cuny.edu).

## Pi Alpha Alpha

### National Honor Society for Public Affairs and Administration

Pi Alpha Alpha is 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. For more information, please contact the faculty advisor, Professor Daniel Feldman, at [dfeldman@jjay.cuny.edu](mailto:dfeldman@jjay.cuny.edu).

## Psi Chi

### National Honor Society for Psychology

Selection for membership is based upon the student's academic record in psychology (with a minimum of 12 credits), as well as overall class standing. Membership is open to undergraduate and graduate students, as well as to faculty members in the Department of Psychology. For more information, please contact the faculty advisor, Professor Demis Glasford, at [dglasford@jjay.cuny.edu](mailto:dglasford@jjay.cuny.edu).

## Sigma Tau Delta

### 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 <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).

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## HONORS PROGRAMS

### John Jay Honors Program

#### *Application required*

The John Jay College Honors Program seeks to provide cultural, social and academic opportunities to exceptionally motivated undergraduates. There are three entry points into the Honors Program:

- Entering Freshmen:** admission is based upon the student's high school average and combined Quantitative and Verbal SAT score
- Sophomores:** 30–45 credits completed with a cumulative 3.3 GPA
- Juniors:** 60–75 credits completed with a cumulative 3.3 GPA

Transfer students must meet the above-mentioned criteria and submit official transcripts from previous institutions with the application. Eligible students will be invited to apply to the program. Students admitted to the program will complete 15-30 credits of honors coursework. 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.

### William E. Macaulay Honors College at John Jay

#### *Application required*

Students admitted to William E. Macaulay Honors College at John Jay benefit from a unique and challenging liberal arts curriculum that is related to the College's mission of "educating for justice" and "building and sustaining just societies." The curriculum prepares them for the rigors of graduate education and leadership in their professions and communities.

Admission to Macaulay Honors College depends on a student's College Academic Average (CAA), SAT/ACT scores, writing sample, letters of recommendation and interview. Entering freshmen who are admitted to Macaulay generally have SAT scores (Verbal and Quantitative) greater than 1200 and CAAs greater than 90. The admissions process considers the unique qualities each student brings so that exceptional students who do not meet these criteria may be considered for the program.

As University Scholars, Macaulay students must achieve an overall GPA of 3.3 by the end of freshman year and maintain a 3.5 GPA by the end of sophomore year and thereafter. Students must complete all four of the Macaulay Honors Seminars and a minimum of four additional honors courses at John Jay. Students must also complete honors in the major whenever available, and a senior thesis, or a capstone project. In addition to these academic requirements, students must engage in community service, internships, undergraduate research, study abroad, and Honors College Common Events over the course of all four years in the Macaulay Honors College.

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## INTERDISCIPLINARY STUDIES PROGRAM

The Interdisciplinary Studies Program offers students an opportunity to explore issues of contemporary significance from multiple 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. For additional information, contact the Department of Interdisciplinary Studies (212.237.8460, [ispinfo@jjay.cuny.edu](mailto:ispinfo@jjay.cuny.edu)).

### 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. The Interdisciplinary Studies Program is also host to the highly selective John Jay Vera Institute Fellowship Program, which includes a two-semester paid internship at one of the agencies sponsored by the Vera Institute for Justice and a six-credit academic seminar. Applications are due each March.

For additional information on the Vera Fellowship, contact professor Abby Stein ([astein@jjay.cuny.edu](mailto:astein@jjay.cuny.edu)).

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## INTERNATIONAL STUDIES AND PROGRAMS

Room 1101-1105 North Hall

212.484.1339

[mcoyle@jjay.cuny.edu](mailto:mcoyle@jjay.cuny.edu)

<http://www.jjay.cuny.edu/academics/5655.php>

The Office of International Studies & Programs works with faculty and students to identify, create, and seek funding for international opportunities. These opportunities could include study and research abroad; international internships; 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, 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. The office also administers the J-1 Exchange Visitor Program.

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## INTERNSHIPS AND COOPERATIVE EDUCATION

Center for Career and Professional Development

Room L.72 New Building

212.237.8754

[careers@jjay.cuny.edu](mailto:careers@jjay.cuny.edu)

<http://www.jjay.cuny.edu/1614.php>

### Internship Program

An internship is a way for students to apply what they have learned in the classroom, gain valuable work experience, build a resume, network with potential employers, cultivate references and sources for letters of recommendation for graduate or professional school, make educated career choices, and evaluate theory and practice. Internships may be unpaid or paid, full-time or part-time, and earn academic credit as part of a course or be done on a volunteer basis.

Internships completed on a voluntary basis (non-credit) by the student have no requirements other than those of the internship site itself. The Center for Career and Professional Development strongly recommends that John Jay students wait until they have completed at least 2 semesters before considering an internship. The Center maintains a comprehensive database of internship opportunities on John Jay Careers Online at <http://www.jjay.cuny.edu/careers>.

The Center for Career and Professional Development hosts regular information sessions for any student considering an internship.

## Academic Internship Courses

Internships as part of an academic course are a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skill development in a professional setting. Internship courses provide students with an opportunity to earn academic credit while gaining experience working at a field site. John Jay's internship courses require a varying number of hours of fieldwork and some internship opportunities require students to commit a specific number of hours each week. Information about the array of courses and their requirements can be found on the Center for Career and Professional Development's website at <http://www.jjay.cuny.edu/1630.php>.

Throughout the semester, students typically meet with faculty advisors in the required seminar classes for at least 15 hours. To fulfill the academic requirements, students must show that they have met the learning outcomes of the course and completed both the fieldwork and academic requirements successfully. Learning may be assessed through assigned reading, logs, notebooks, written reports analyzing the field experience, oral presentations, research papers, etc. as specified in the course syllabus.

Eligibility requirements for academic internship courses include completion of at least 30 credits and a minimum grade point average of 2.5. Please note that some internship sites have specific academic and background requirements and some will require referrals from a faculty member or the Center for Career and Professional Development.

Students interested in Internships should contact the Center for Career and Professional Development (212.237.8754, [careers@jjay.cuny.edu](mailto:careers@jjay.cuny.edu)).

## CO-OP (Cooperative Education Program)

CO-OP programs combine academic study with paid work experience in both public and private sectors. CO-OP agreements, work and school schedules may vary by employer. In some federal agencies such as the U.S. Marshal's Service, students start their CO-OP paid work experience in their last semester, after completing at least 60 credits and must complete 640 hours of work before graduation.

Students may apply for 3 credits per semester for work in a CO-OP Program. A maximum of 6 credits may be earned in this manner. To fulfill the academic requirement, participants register for a Cooperative Education course (CEP). To be eligible for a CO-OP internship, a student must have completed at least 60 credits with an overall GPA of 3.0. Please note: certain employers might have requirements beyond those of the college.

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## LLOYD GEORGE SEALY LIBRARY

Haaren Hall

212.237.8246

[libref@jjay.cuny.edu](mailto:libref@jjay.cuny.edu)

<http://www.lib.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, come from all over the world use this library.

The library's greatest strengths are in the areas of criminal justice, fire science, forensic psychology, forensic science, public administration, social sciences and related fields. Its extensive resources 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, and 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, which includes many rare titles and contains approximately 10,000 DVDs and streaming videos, supports classroom instruction as well as research. 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 (<http://www.lib.jjay.cuny.edu>), providing the entryway to its digital collections. These include more than 200 general and specialized databases; over 160,000 journals and newspapers, U.S. and foreign legal materials; more than 65,000 electronic books; an electronic reserve collection; and over 3,000 rare books, including the Fraud and Swindles Collection.

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, James Fyfe, Marvin Frankel 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. Special collections are available to researchers by appointment and online in our growing collection of digitized images and text.

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.

## LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION

212.237.8884

[lkobilinsky@jjay.cuny.edu](mailto:lkobilinsky@jjay.cuny.edu)

The Louis Stokes Alliance for Minority Participation (LSAMP) is designed to strengthen the preparation and increase the number of minority students who successfully complete baccalaureate and master's degrees in the 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.

## NYPD LEADERSHIP PROGRAM

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 NYPD Leadership Program is a tuition exempt Friday academic program for active NYPD uniformed members of the Service. Students receive a full scholarship that covers tuition, technology, and textbook fees for 4 college courses (undergraduate or graduate). 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.

Undergraduate students must maintain a GPA of at least 2.0 to remain in the program. Eligible NYPD officers can apply online at <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 nonrefundable)

Students who previously attended John Jay College as undergraduates may apply for readmission online at <http://www.jjay.cuny.edu/nypd> and select "Steps to Enroll." A non-refundable readmission fee is required.

The NYPD Leadership Program is administered by the Undergraduate Admissions Office and the Office of Graduate Studies. For admissions information, contact the Admissions Coordinator at 212.237.8868 or [admission@jjay.cuny.edu](mailto:admission@jjay.cuny.edu) (enter "NYPD Leadership Program" in the subject line).

For academic-related questions, contact the Administrative Director at 646.557.4775 or [NYPDProgram@jjay.cuny.edu](mailto:NYPDProgram@jjay.cuny.edu).

## PRE LAW INSTITUTE

Room 1100, North Hall

646.557.4804

[pli@jjay.cuny.edu](mailto:pli@jjay.cuny.edu)

<http://www.facebook.com/PreLawInstitute>

Established in 2005, the Pre Law Institute (PLI) advises students on appropriate undergraduate studies and assists students and alumni with all aspects of the law school application process. Each year, the Institute offers intensive academic skill-building programs, opportunities to network with legal practitioners, a comprehensive series of workshops, and a Law Day that focuses on the law school admissions process and diverse career opportunities for lawyers.

## PRISM: PROGRAMS FOR RESEARCH INITIATIVES FOR SCIENCE MAJORS

Room 5.61.00 New Building

212.237.8989

[PRISM@jjay.cuny.edu](mailto:PRISM@jjay.cuny.edu)

<http://www.prismatjjay.org>

<http://www.jjay.cuny.edu/undergraduateresearch>

The Program for Research Initiatives for Science Majors (PRISM) at John Jay College provides an opportunity for students in the natural, physical, and mathematical sciences to engage in the process of scientific research while completing their degree.

Early in the program, students attend seminars and training programs to better prepare them for research. Later, often in the sophomore year, students are matched with a faculty mentor whose research interests match their own. PRISM mentors work in a variety of areas. Students from biochemistry to environmental science, computer science, forensic science, mathematics, molecular biology, and toxicology; and students often spend multiple years working closely with their mentor to develop an independent research project.

In addition to direct research experience, PRISM students are eligible for monetary stipends for their work, travel grants for conferences, GRE preparatory help, and counseling on graduate and medical school applications and career planning. Students can also look forward to guest lectures and informal seminars with research faculty, scientists, and other professionals. The goal of PRISM is to provide support in students' development toward becoming professional scientists.

## RONALD E. MCNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM

Room 9.63.00 New Building  
212.237.8760

[elee@jjay.cuny.edu](mailto:elee@jjay.cuny.edu)

<http://www.jjay.cuny.edu/academics/1451.php>

The McNair Program is a federally funded program. It is designed to increase the participation of students who are first-generation college students, 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 GPA of 3.0 or better, junior or senior status, and who are either first-generation college students who meet federal income requirements and/or are members of a group underrepresented in graduate education, are eligible.

## RONALD H. BROWN LAW SCHOOL PREP PROGRAM

**Director: Professor Jodie Roure**

212.237.8672, [jroure@jjay.cuny.edu](mailto:jroure@jjay.cuny.edu)

**Assistant Director: Professor Francois Restrepo**

212.237.8710, [frestreposerrano@jjay.cuny.edu](mailto:frestreposerrano@jjay.cuny.edu)

This program is a collaboration between the Department of Latin American and Latina/o Studies at John Jay College of Criminal Justice and the Ronald H. Brown Law School Prep Program at St. John's University School of Law. It is designed to help increase underrepresented groups in legal education by providing eligible John Jay students with an intensive summer program in the study of law at St. John's University School of Law. This two-year program runs through the academic year and over the summer.

## SEEK PROGRAM (PERCY ELLIS SUTTON SEARCH FOR EDUCATION, ELEVATION AND KNOWLEDGE PROGRAM)

Room 3100, North Hall

212.237.8169

[ntorres@jjay.cuny.edu](mailto:ntorres@jjay.cuny.edu)

[http://www.jjay.cuny.edu/departments/seek\\_department/about.php](http://www.jjay.cuny.edu/departments/seek_department/about.php)

SEEK is the higher education opportunity program for CUNY's senior colleges. The SEEK mission is to increase the level of education, social mobility, and vocational capability in New York City and New York State by providing access to higher education to students who are educationally and economically disadvantaged.

A cornerstone of the SEEK program is the outstanding support services that it offers to students throughout their course of study. The program provides concentrated and specialized counseling, supplemental instruction, tutorial services and financial aid. Students who utilize such assistance can achieve a quality college education and expand their social and career capabilities.

Under the provisions of the New York State Education Law, students must meet certain residence, academic and financial criteria for admission to the program. Applicants must be United States citizens, or have permanent residence status, and must be New York State residents for at least one year.

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 service, applicants may not have previously attended a college or any other post-secondary educational institution. (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.)

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. However, SEEK-eligible students must have passed at least one of the skills tested through the CUNY Assessment Tests. Triple-remedial SEEK students are not accepted into the program. Students admitted through the SEEK program are required to pass their CUNY Assessment Tests within their freshman year. Moreover, in order to be admitted as a SEEK student, a candidate must attend SEEK's Freshman Summer Academy during the entire month of July. Students are eligible for admission to the SEEK Program at John Jay College only if they apply for a major offered at the College.



Financial eligibility is determined by two factors: a correlation between a household's annual income before taxes and the number of family members that income supports. For additional financial criteria, see the Pell, SEEK, and TAP entries in Chapter 2, Enrollment Management.

Applicants must complete the Special Programs (SEEK and College Discovery) section of the CUNY Freshman Admission Application online at <http://www.cuny.edu/apply>. The Financial Aid Student Application (FAFSA), must be completed electronically online at <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.

Students who were previously enrolled in another New York State higher education opportunity program such as 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 financial information, contact Ms. Chrissy Pacheco, Financial Aid (212.237.8153, [cpacheco@jjay.cuny.edu](mailto:cpacheco@jjay.cuny.edu)).

**Transfer Experience** programs targets first-semester transfer students with special transfer transition sections in the Justice Core of the general education program, peer mentoring and co-curricular events.

## UNDERGRADUATE RESEARCH

**Room 8.66.00 New Building**

**646.557-4718**

**[our@jjay.cuny.edu](mailto:our@jjay.cuny.edu)**

**<http://www.jjay.cuny.edu/academics/4305.php>**

The Office of Undergraduate Research (OUR) exists to facilitate, promote, and support undergraduate students doing research with faculty members. This office works with students and faculty in the social sciences, humanities and languages, and fine and performing arts. (Students that want to do research in the natural and physical sciences are served by the PRISM program.)

Whether students are just getting started or in the midst of a collaboration, the OUR can help. The office offers support in a variety of ways. Advisors meet with students to provide information, and help identify the best way to begin this process. They also offer financial support on a competitive basis, to ease the burden of extracurricular research activities. Advisors provide travel awards so students can attend scholarly conferences with their mentor and present their work. The OUR will even print research posters for students. Lastly, the office help get student-scholars the recognition and visibility they deserve for the great work that do with John Jay faculty by highlighting their successes in the college website, newsletter, and student research symposium.

## STUDENT ACADEMIC SUCCESS PROGRAMS

**Room 100, Westport Building**

**212.484.1130**

**[sasp@jjay.cuny.edu](mailto:sasp@jjay.cuny.edu)**

**<http://www.jjay.cuny.edu/sasp>**

Student Academic Success Programs (SASP) at John Jay provides a network of programs and services designed to give undergraduate students integrated learning experiences and continuity from one academic year to the next. As students advance through their academic career, they are presented with unique opportunities and challenges at each stage. In collaboration with different members of the College community, SASP creates programs and opportunities that support the academic success of first-year and second-year students at John Jay.

**First Year Experience (FYE)** offers a variety of programs and tools to ensure the success of first-year students at John Jay, including support for learning communities, first-year seminars in the Justice Core of the general education program, and peer mentoring. For more information, visit <http://www.jjay.cuny.edu/fye>.

**Sophomore Experience** includes Sophomore Signature courses, where faculty provide research and career mentoring to interested sophomores; and Sophomore Express workshops, a collaboration between faculty and staff to connect high achieving sophomores to opportunities on campus.



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# 4. Student Affairs

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### A Message from the Vice President for Student Affairs:

**Lynette Cook-Francis**

#### *Greetings from John Jay College!*

In the following section of this bulletin, you will learn more about our support services and co-curricular programs offered at John Jay College. The Office of the Vice President of Student Affairs oversees a network of departments, services, programs and activities that serve to enrich the out-of-classroom experience. There are over 40 student organizations to participate in and athletic games to cheer on with your fellow Bloodhounds.

Consider your journey here as one of the many stepping stones to your success. Your first achievement begins as a John Jay student. Not only do we educate the student mind, but we also nurture the whole student. The Division of Student Affairs is dedicated to assisting students, as well as providing support to their academic and co-curricular goals. Student Affairs supports the College's mission and goals by providing exceptional student-focused services beyond the classroom. Our mission is to put "Students First," and for students to develop lifelong skills that they can utilize after departing John Jay. Our team is dedicated to building a community of scholars, and providing a strong foundation of co-curricular learning, as well as promoting personal growth. The division strives to instill in students the drive for civic engagement, leadership and citizenship. There are various opportunities outside of the classroom which are available to students. As you move through on your journey at John Jay College, you will discover that co-curricular learning is a vital and meaningful complement to your academic experience.

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## ACCESSIBILITY SERVICES

**Room L.66.00 New Building**

**212.237.8031**

**[accessibilityservices@jjay.cuny.edu](mailto:accessibilityservices@jjay.cuny.edu)**

The Office of Accessibility Services (OAS), a department of the Division of Student Affairs ensures John Jay College's compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and other relevant state and federal legislation. OAS ensures that students with disabilities have equal access to all college programs, services and activities. Its objective is to guarantee that students with disabilities are provided with an empowering and stimulating learning environment and or experience.

OAS offers a wide range of services for students with disabilities including individual orientation and advisement, priority registration, separate testing accommodations, readers, math and English tutors, note takers, sign language interpreters, special adaptive equipment and other support services. OAS is an agency-based voter registration site. Students are offered the opportunity to register to vote. There is no obligation to register to vote and students' decisions will have no effect on accommodations offered. Please contact the OAS for additional information or assistance.

The Office of Accessibility Services 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 effect on accommodations offered. For additional information or assistance, please contact the office.

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## ATHLETICS, RECREATION AND INTRAMURALS

### Department of Athletics

**212.237.8371/6329**

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 men's volleyball, 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 (and in special circumstances graduate) students wishing to participate in intercollegiate athletics must be in good academic standing as defined by the College. For further information, please visit <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 boxing, 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, event schedules, and court reservations, or online at <http://www.johnjayathletics.com>.

## Cardiovascular Fitness Center

212.237.8367

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 <http://www.johnjayathletics.com>.

**NOTE:** 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.

## CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT

Room L.72 New Building

212.237.8754

[careers@jjay.cuny.edu](mailto:careers@jjay.cuny.edu)

<http://www.jjay.cuny.edu/careers>

The mission of the Center for Career and Professional Development is to assist students and all alumni in finding success in the career of their choosing through career exploration, skill development and practical experience attainment, and building a professional network.

Career advisement and graduate school planning will 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 opportunities allow students to gain hands-on experience while developing career-specific skills. We assist students in deciding when to do an internship, identifying potential sites, and developing on-site success strategies. Students may opt to enroll in a course to gain academic credit, 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. We assist students in building a network by introducing them to alumni and professionals in their chosen field at career fairs, panels, workshops, and networking receptions.

John Jay Careers Online is students' virtual portal to viewing and posting internships, full- and part-time jobs, and volunteer opportunities geared directly to John Jay College students and alumni, requesting a counseling appointment, and registering for events. All students are given an account during their first semester. Account usernames are students' John Jay email addresses. The password is NOT the John Jay email password.

The Career Center is also students' official liaison to the New York City Human Resources Administration. Students requiring documentation to receive certain public benefits should make an appointment with the HRA Liaison in the Career Center using the John Jay Careers Online scheduling system.

The Center for Career and Professional Development encourages all students to utilize our services early and frequently. Career planning and success begin with your decision to enroll at John Jay College!

## CHILDREN'S CENTER

Room L3.61 New Building

212.237.8311

[lreyes@jjay.cuny.edu](mailto:lreyes@jjay.cuny.edu)

The Children's Center of John Jay College provides care during weekday classes for up to 55 children from six months through five years old. The center is open during fall and spring semesters from 7:45 a.m. to 5:30 p.m. Monday through Thursday, when classes are in session. It is also open Fridays from 7:45 a.m. to 2:00 p.m. (Hours are subject to change.)

The center offers a nurturing and supportive educational program where children learn about themselves and how to interact with each other in a warm, caring and comfortable environment. Our highest goal is to consistently meet the social and emotional needs of the children in our care. 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 by visiting the Children's Center.

## COMMUNITY OUTREACH AND SERVICE-LEARNING

Room L.71.14 New Building

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 Oxfam Hunger Banquets, an Open Mic Against Domestic Violence, NY Cares orientations, and the annual "Treats for Troops" campaign, which enabled the office to send more than 110 boxes of donations to John Jay students and their loved ones 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.

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## COUNSELING

**Room L.65 New Building**

**212.237.8111**

**[http://www.jjay.cuny.edu/departments/counseling/about\\_us.php](http://www.jjay.cuny.edu/departments/counseling/about_us.php)**

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.

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## HEALTH SERVICES/STUDENT HEALTH CENTER

**Room L.67.00 New Building**

**212.237.8052**

**[healthoffice@jjay.cuny.edu](mailto:healthoffice@jjay.cuny.edu)**

The college's Health Services Center is designed to meet the health care needs of John Jay students as well as to ensure that the college complies with New York State Public Health Law with regard to students' immunizations against measles, mumps, and rubella. The center provides high-quality, accessible, and cost-effective health activities and services to facilitate the physical, emotional and social well-being of the John Jay community.

The center offers "mini" urgent care, primary women's health, nutrition and fitness education, preventive health care and health education services, and promotes wellness initiatives throughout the campus. Where necessary, the Health Services Center makes referrals to low-cost medical centers/clinics, dispenses over-the-counter medications, and provides on-site health screenings, physicals, and prescription services.

### Medical Emergencies

**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, notify the Department of Public Safety (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 Department of Public Safety (New Building, Room L2.61) and then to the College Health Services Center (New Building, Room L.67). The health director will direct students as to how to file the necessary accident insurance claim.

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## 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.

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## RESIDENCE LIFE

**212-393-6339**

**[RLHP@jjay.cuny.edu](mailto:RLHP@jjay.cuny.edu)**

The Office of Residence Life supports the educational mission of John Jay College by creating a safe, supportive, inclusive and engaged living-learning community that fosters the academic, social, cultural, and personal growth of our residents. The primary goal of John Jay's Residence at the New Yorker is to provide an academic learning community that fosters the development of well-rounded, productive and involved members of the community. Our office is committed to offering purposeful social and educational programming intended to challenge and support residents both personally and academically; and is committed to collaborating with other departments and faculty to develop student-centered services and programs for the residents. John Jay's Residence at the New Yorker will be a place where students can have fun, make lasting friendships, and feel at home. The Residence Life staff focus on developing communities where each student feels connected to their peers and has a strong connection to the John Jay community.

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## STUDENT LIFE

**Room L2.71.00 New Building**

**212.237.8698**

**<http://www.jjay.cuny.edu/5174.php>**

The Office of Student Life offers a wide array of cultural, educational, leadership and social activities to students, faculty and staff. Getting involved in John Jay's student life is the quickest way for students to become a part of the College community, and to create their personal experiences. The office organizes programs and events, lectures, cultural presentations, leadership programs and social activities. These programs aim to enrich students' experiences, encourage them to develop their leadership abilities and express their talents. They allow students to build strong connections with peers that have diverse backgrounds and interests. These programs are supported by the student activity fee and managed by the Student Activities Association Board of Directors, commonly referred to as the BOD.

### Programming

The Office of Student Life provides students with meaningful interactions outside of the classroom that connect students with their peers and with other members of the John Jay College community. These interactions help students unify their educational experiences with their lived experiences, provoking critical thought and motivating them to develop a sound system of values. The Office of Student Life assists student organizations in planning 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.

## Student Clubs and Organizations

The College has a number of student organizations which are supported by the Office of Student Life. John Jay's student organizations show the diversity of our students and their interests. More than 45 student clubs and organizations offer educational, cultural, philanthropic, social and recreational opportunities through a variety of meetings, films, concerts and lectures.

Eligibility criteria for clubs and their governance are set forth in Section 9 of the Charter of the Student Government, available at <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 and on the Student Life webpage.

## Student Council

The Student Council represents and supports the John Jay student community through holding events and seminars, disbursing student activity fee funds to student clubs, and supporting the essential services (Yearbook, John Jay Sentinel, Theatrical Players and Radio Club). The Council is composed of 24 members, including the president, vice president, secretary and treasurer, along with four representatives from each class of the College: graduate, senior, junior, sophomore, and freshman. The Student Council follows the *Charter of the Student Government* in fulfilling its responsibilities.

## 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.

## STUDENT RELATIONS

**Room L.65 New Building**

**212.237.8871**

**<http://www.jjay.cuny.edu/3538.php>**

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 students' rights and responsibilities.
- 3) Provide general guidance on where and to whom complaints and inquiries may be appropriately directed.

Students should contact the Director of Student Relations if:

- They have a concern about any aspect of student life at the College.
- They are unsure about the policies, rights, procedures, and responsibilities that apply to their situation.
- They need someone to listen and assist with decision making.
- They feel that their educational experience has been adversely affected by the conduct and behavior of another person.

## STUDENT TRANSITION PROGRAMS

**Room L.65.01 New Building**

**212.237.8139**

**[rsantos-elliott@jjay.cuny.edu](mailto:rsantos-elliott@jjay.cuny.edu)**

**[tonorato@jjay.cuny.edu](mailto:tonorato@jjay.cuny.edu)**

The Office of Student Transition Programs (STP) is responsible for new student orientation (freshman, transfer, graduate, international) and commencement, including the programming leading up to the celebration. In addition, STP is responsible for the management of the Peer Ambassador Leadership Program and accepted student programming. The primary mission of the department is to work with both incoming and outgoing students as they transition into or out of college. For the incoming new student, STP works to build community and increase engagement through orientation and the College's weeks of welcome programming. For graduating students, STP's goal is to assist in the celebration of their accomplishments through Senior Week events including an awards ceremony, graduate salute, and the new alumni celebration in order to encourage engagement as alumni.

## URBAN MALE INITIATIVE

**Room L.74.02 New Building**

**646.557.4557**

**[umi@jjay.cuny.edu](mailto:umi@jjay.cuny.edu)**

The mission of the Urban Male Initiative (UMI) is to provide personal, social, academic and professional support for underrepresented groups, specifically African-American and Latino males at John Jay College of Criminal Justice. UMI seeks to increase both retention and graduation rates of all students while fostering a meaningful college experience. All programs and activities of the Urban Male Initiative are open to all academically eligible students, faculty and staff, without regard to race, gender, national origin, or other characteristic. Students involved in Urban Male Initiative have several incentives which include academic advisement, early registration for courses, volunteer opportunities for special events, guidance into pipeline and fellowship programs for students interested in the legal and medical field, and leadership opportunities. UMI frequently collaborates with departments within the Division of Student Affairs and academic departments in order to produce events for student enrichment.

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## **VETERANS AFFAIRS**

**Veterans Student Lounge**  
**Room 3141 North Hall**  
**212.248.1329**

**Veterans Computer Lab**  
**Room 3143 North Hall**  
**646.557.4108**

The Office of Veterans Affairs (OVA) is here to assist our active duty military personnel, student veterans, and dependents in their pursuit of educational and their professional objectives. We collaborate with all departments to create a smooth and successful transition into the John Jay community. The OVA assists with College resources and obtaining VA, New York State, New York City, and federal benefits. Veteran students interested in academic advising can contact the Counseling Department at 212.237.8111 for assistance.

Advisement specific to majors and academic programs is provided by faculty advisors. Contact the major, minor or program coordinator regarding advisement. To find the name of the appropriate faculty member, consult chapter 5 of the Undergraduate Bulletin: Programs of Study.

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## **WOMEN'S CENTER**

**Room L.67.10 New Building**  
**212.237.8184**

**<http://www.jjay.cuny.edu/1974.php>**

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, training), 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 about gender equity and women's issues, and the opportunities and barriers students can face on campus and in society.



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# **5. Programs of Study**

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# BACCALAUREATE DEGREES

## Degree Requirements

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 major at the College

## General Education

In the fall 2013 semester, John Jay introduces new general education requirements, offering students greater flexibility in selecting courses that meet the broad goals of a liberal arts education. The 42-credit program consists of the Common Core (30 credits) and the College Option (6-12 credits). In the Common Core, students take required courses in English composition, mathematics, and science, and select additional courses from each of five thematic areas. The College Option consists of a 6-credit Justice Core encompassing issues of justice that are at the heart of the college's mission as well as courses in two additional thematic areas. See page 60 for detailed information about the general education program.

## 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/my\\_info.php](http://jstop.jjay.cuny.edu/my_info.php).

John Jay College permits double majors for students who have earned at least 12 college credits. No more than six-credits of courses may be shared by (credited to) both majors. Double majors are permitted when students elect majors that are 45 credits or less.

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) - Students are no longer being admitted to this program
- Criminal Justice (Institutional Theory and Practice) (BS)
- Criminal Justice Management (BS)
- Criminal Justice (Research and Policy Analysis) (BA)
- 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)
- Law and Society (BA)
- Philosophy (BA)
- Police Studies (BS)
- Political Science (BA)
- Public Administration (BS)
- Security Management (BS)

Students are urged to consult with an academic advisor or major coordinator to plan their courses of study. Students may also consult DegreeWorks, an online tool, available through the CUNY Portal at <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 advisor.

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

# BACCALAUREATE/MASTER'S DEGREE PROGRAMS

The Baccalaureate/Master's Degree Program (BA/MA) provides academically advanced students the opportunity to pursue, simultaneously, their 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 page accessed through the John Jay College website <http://www.jjay.cuny.edu>.

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.

Combined degree program requirements: Baccalaureate/Master's Programs	Credits
<b>MA in Criminal Justice</b>	<b>30-36</b>
BA in Criminal Justice	
BS in Criminal Justice	
BS in Criminal Justice Management	
BS in Police Studies	
<b>MA in Forensic Psychology</b>	<b>39</b>
BA in Forensic Psychology	
<b>MPA in Public Administration</b>	<b>42</b>
BS in Criminal Justice Management	
BS in Public Administration	

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.

## CUNY JUSTICE ACADEMY PROGRAMS

(Joint/2+2 Associate/Baccalaureate Degrees with CUNY Community Colleges)

### Criminal Justice Partnerships

These programs are for students who have an interest in the field of criminal justice. They are joint degree programs the community colleges of the City University of New York, in which students receive an associate degree and a Bachelor of Science degree in Criminal Justice (Institutional Theory and Practice) at John Jay College. Graduates of the associate programs are automatically accepted in John Jay's program provided that they meet the academic and grade requirements (2.0 or better GPA) to continue with a Bachelor of Science degree in Criminal Justice at John Jay College.

### Economics Partnerships

Hostos Community College and Queensborough Community College offer an Associate in Science degree in Accounting for Forensic Accounting as a jointly registered, dual admission program with the Bachelor of Science in Economics: Forensic Financial Analysis at John Jay College of Criminal Justice. After successful completion of the lower division at the community college, students will have a seamless transition to the upper division of the Baccalaureate program at John Jay. This program consists of courses that will allow students to pursue further education and careers in management, business, and financial operations, and the opportunity and encouragement to succeed in these fields.

Criminal Justice is a growing field of study that provides intellectual stimulation and practical experience for students with an interest in police science, law, security management, and other fields that incorporate supporting the infrastructure of the law, as well as working with people.

### Forensic Science Partnerships

The Science for Forensics (SFF) Associate in Science (A.S.) degree programs are part of a joint program between CUNY community colleges and John Jay College of Criminal Justice for students with a strong interest in science, law, and public service. Graduates of the Science for Forensics A.S. program will continue their studies at John Jay College where they will earn a Bachelor of Science in Forensic Science. To enter the Forensic Science program at John Jay, QCC graduates must have a 2.5 or better GPA in foundation coursework. Creation of this 2 + 2 partnership in forensic science opens up a new opportunity for New York City area students to receive an excellent education leading to exciting career paths. This joint degree program will provide future forensic scientists with the necessary scientific foundation and technical training in general chemistry, organic chemistry, physics, biology, mathematics, data collection and analysis, oral and written communication skills, teamwork, and hands-on experience for successful, productive and rewarding careers in local, regional and national forensic science and chemistry-based laboratories, major research centers, university facilities, government testing labs, and public utilities.

### 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 at least an overall 2.0 (C) grade point average in the courses used to earn the minor that were completed at John Jay College.

A student who wishes to pursue a minor should consult the minor advisor 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/my\\_info.php](http://jstop.jjay.cuny.edu/my_info.php)). 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 the entries that follow for the curricular requirements of each minor. 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.

**John Jay College of Criminal Justice offers the following minors:**

- Addiction Studies
- Africana Studies
- Africana Studies Honors
- Anthropology
- Art
- Chemistry
- Computer Science
- Corrections
- Counseling
- Criminology
- Dispute Resolution
- Economics
- English
- Film Studies
- Fire Science
- Gender Studies
- Health and Physical Education
- History
- Human Rights Studies
- Human Services
- Humanities and Justice
- Journalism
- Latin American and Latina/o Studies
- Latin American and Latina/o Studies Honors
- Latina/o Literature
- Law
- Mathematics
- Music
- Philosophy
- Police Studies
- Political Science
- Psychology
- Public Administration
- Security Management
- Sociology
- Spanish
- Speech and Media
- Theatre Arts
- Writing

**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.

**HEGIS**

Code	Degree	Title
0799	BS	Computer Information Systems in Criminal Justice and Public Administration
0799	MS	Digital Forensics and CyberSecurity (formerly Forensic Computing)
1502	BA	English
1509	BA	Philosophy
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 and Emergency Service
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 (Institutional Theory & Practice)
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 (not currently admitting students)
2105	MA	Criminal Justice (Research & Policy Analysis), BA/MA
2105	BS	Security Management
2105	BA	Criminal Justice (Research & Policy Analysis)
2105	MA	Criminal Justice
2105/2105	BA/MA	Criminal Justice (Research & Policy Analysis)/Criminal Justice
2105/2105	BS/MA	Criminal Justice (Research & Policy Analysis)/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 (no longer admitting students)
2204	BS	Economics
2205	BA	Global History
2207	BA	Political Science
2207	BA	Judicial Studies (no longer admitting students)
2209	BA	Criminology
2299	BA	Culture and Deviance Studies
2299	BA	Law and Society
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 Certificate in Crime Prevention & Analysis
0502	Cert	Advanced Certificate in Forensic Accounting
1999.20	Cert.	Advanced Certificate in Applied Digital Forensic Science

**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

### GENERAL EDUCATION

(For more information see John Jay's General Education webpage at: <http://www.jjay.cuny.edu/newgened>)

#### OVERVIEW

A new general education program will start in the fall 2013. All entering first-year and transfer students will participate in the new program. Students who enrolled at the College before fall 2013 may elect to opt-in to the new program or continue with the general education program that was in effect when they began at the College. Students who have been readmitted to start in the fall 2013 or after are required to follow the new program.

#### Purpose of General Education at John Jay College

The College's new General Education Program aims to ensure that every undergraduate acquires a set of knowledge and skills in common. Students learn fundamental knowledge and skills that are needed for success in college and after graduation. We urge students, except for those in the Forensic Science major who follow a specialized curriculum throughout their undergraduate careers, to complete their general education requirements early. The curriculum is designed to prepare students for more advanced study in majors and minors and helps bolster their academic success.

The General Education program specifies unique institutional learning goals for each student that have been carefully shaped by the College's mission. Directly related to our mission and at the center of the new program is a justice-based core curriculum. In these courses, students have an opportunity to learn about justice in their lives and in the lives of people across different historical time periods and locales. All students will fulfill requirements in Natural and Physical Sciences, English Composition, and Mathematics and Quantitative Reasoning. In addition, students will select six liberal arts and sciences courses from the following five categories: World Cultures and Global Issues, U.S. in its Diversity, Creative Expression, Individual and Society, and the Scientific World.

Students will acquire specific competencies in these areas as they develop skills in research, critical reasoning and oral and written communication across the program.

### LEARNING OUTCOMES FOR GENERAL EDUCATION

Each area of the General Education curriculum has very specific learning outcomes. As they progress through the curriculum, students are expected to demonstrate mastery of these specific skill and knowledge area. Knowing the purpose of learning, the expected learning outcome of a particular curricular areas, helps students focus on what is most important to learn. The learning outcomes for each area of John Jay's General Education Program are identified below.

#### I. REQUIRED CORE

##### A. English Composition

Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.

Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.

Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.

Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.

Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

##### B. Mathematical and Quantitative Reasoning

Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.

Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

Represent quantitative problems expressed in natural language in a suitable mathematical format.

Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.

Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.

Apply mathematical methods to problems in other fields of study.

## LEARNING OUTCOMES FOR GENERAL EDUCATION

### C. Life and Physical Sciences

Identify and apply the fundamental concepts and methods of a life or physical science

Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

Use the tools of a scientific discipline to carry out collaborative laboratory investigations.

Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.

Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

## II. FLEXIBLE CORE

All flexible core courses must include the following three learning outcomes and at least three others from the list in the category in which the course resides.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

### A. World Cultures and Global Issues

Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

Analyze the historical development of one or more non-U.S. societies.

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

Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

### B. U.S. Experience in its Diversity

Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.

Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

Explain and evaluate the role of the United States in international relations.

Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.

Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

### C. Creative Expression

Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.

Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.

Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

Demonstrate knowledge of the skills involved in the creative process.

Use appropriate technologies to conduct research and to communicate.

## LEARNING OUTCOMES FOR GENERAL EDUCATION

### D. Individual and Society

Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

Examine how an individual's place in society affects experiences, values, or choices.

Articulate and assess ethical views and their underlying premises.

Articulate ethical uses of data and other information resources to respond to problems and questions.

Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

### E. Scientific World

Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.

Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.

Articulate and evaluate the empirical evidence supporting a scientific or formal theory.

Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.

Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

## III. THE COLLEGE OPTION

### A. Justice and the Individual (100-level)

Describe your own relationship to significant issues of justice

Identify problems and propose solutions through evidence-based inquiry

Assess the effectiveness of your own role in collaborations with people of diverse background

### B. Struggles for Justice and Equality in the U.S. (300-level)

Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the United States

Analyze how struggles for justice have shaped U.S. society and culture

Differentiate multiple perspectives on the same subject

### C. Justice in Global Perspective (300-level)

Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world

Analyze how struggles for justice have shaped societies and cultures throughout the world

Differentiate multiple perspectives on the same subject

### D. Learning from the Past

Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences

Analyze the significance of major developments in U.S. and World History.

Differentiate multiple perspectives on the same subject

### E. Communications

Express yourself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic

Maintain self-awareness and critical distance

Work collaboratively

Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society



## DESCRIPTION OF GENERAL EDUCATION REQUIREMENTS

The new general education requirements are part of the University’s Pathway’s initiative. Please visit <http://www.cuny.edu/academics/initiatives/pathways/about.html> for more details about Pathways and for its implications for undergraduates, especially when considering transferring to another CUNY college.

The new General Education program comprises 42 required credits and is based on the learning outcomes listed previously. The curriculum includes a 30-credit liberal arts Common Core and a 12-credit College Option.

**The Common Core** is composed of two parts: a 12-credit Required Core and an 18-credit Flexible Core.

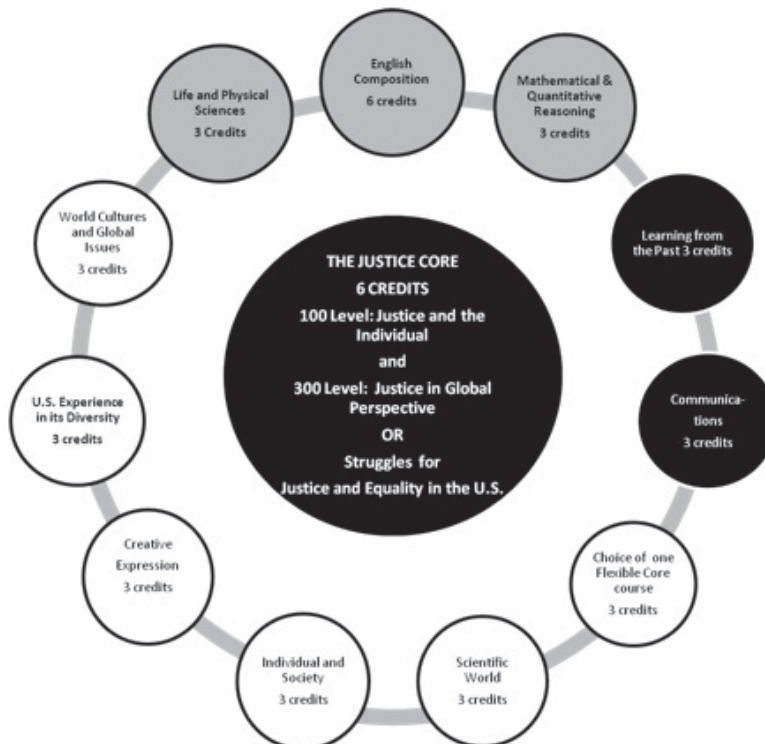
- The Required Core includes three credits of Natural and Physical Sciences, six credits of English Composition and three credits of Mathematics and Quantitative Reasoning.

- The Flexible Core is composed of six (6) three-credit liberal arts and sciences courses. Students take at least one course in each of the following five categories: A) World Cultures and Global Issues; B) U.S. Experience in its Diversity; C) Creative Expression; D) Individual and Society, and E) the Scientific World.

Students may not take more than two courses in any discipline or interdisciplinary field. If a student has to satisfy the foreign language requirement at the 101 level, the student will need to complete a 101 level foreign language course in the World Cultures category, and the student’s sixth Flexible Core course also will need to be selected from the World Cultures category. See the discussion of the foreign language requirement on the next page for more details.

**The College Option** includes a six-credit **Justice Core** and six credits across two additional categories: 1) Learning from the Past, and 2) Communications. In the Justice Core, students take a first year seminar on Justice and the Individual and a 300-level course on Justice in Global Perspective or Struggles for Justice and Equality in the United States.

This diagram depicts the Common Core and College Option of John Jay’s new general education curriculum. The white and gray circles indicate the course requirements for the Common Core, with white corresponding to the Flexible Core and the gray corresponding to the Required Core. The black circles denote the College Option possibilities.



**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 an accredited college will be deemed to have fulfilled the CUNY Common Core portion (Required Core and Flexible Core) of the general education requirements for the baccalaureate degree. Students will still be required to complete two additional courses of John Jay’s College Option. Students who have earned an Associate of Applied Science degree (AAS) will also have to complete two additional courses of John Jay’s College Option in addition to any areas of the CUNY Common Core not filled by transfer credit. Students must fulfill all prerequisite requirements for courses.

**Foreign Language Requirement** In the New General Education curriculum, all students who start John Jay as freshmen in fall 2013 or after are required to complete two semesters (101-102 or 111-112) of one foreign language (FL), unless they have College Now or AP credit, which may fulfill the requirement and be applied in the appropriate general education category. John Jay values education in languages, so transfer students are strongly encouraged to take these or higher-level foreign language courses.

In the College's general education model, FL 101 courses reside in the World Cultures and Global Issues category of the Flexible Core, while the FL 102 courses reside in the Communications category of the College Option. Freshmen who are not exempt from the foreign language sequence will also be required to take the sixth course of the Flexible Core in the World Cultures and Global Issues category. Students who start at the college as freshmen must take the FL sequence to fulfill these two general education categories and to graduate, unless exempt.

**Exemptions.** Students with prior knowledge of a foreign language can become exempt from the requirement by taking a placement examination and scoring high enough to place above the FL 102 (or 112) level. Those who place into the FL 102 (or 112) level will only need one semester of that language to fulfill the requirement.

Students who can provide documentation of a high school degree from a foreign country and whose primary language of instruction 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 4 or higher on the Advanced Placement examination will be awarded 6 credits, thereby fulfilling the foreign language requirement.

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 on CLEP, see Chapter 2, Enrollment Management.

Students who are exempt from the foreign language requirement may choose any course from the World Cultures and Global Issues category and from the Communications category. We encourage students who place above the FL 102 level to continue foreign language study, and depending on the placement, they may be able to fulfill World Cultures and Global Issues area and/or Communications with higher level foreign language courses.

**Note:** American Sign Language will be accepted on the same basis as all other languages in fulfillment of John Jay's foreign language requirement. For more details about how the foreign language requirement works, see <http://www.jjay.cuny.edu/FLgened>.

## TRANSFER STUDENTS AND GENERAL EDUCATION

If a student enters as a transfer student starting fall 2013 or after, the number of Common Core and College Option courses depends on multiple factors, including the transfer institution; whether or not the student earned a degree before transferring; the number of credits earned, and how our testing office evaluates the transfer credits. After the credits have been evaluated, the credits are posted on the student's John Jay record. Students should check with an academic advisor after their transfer credits have been posted so that the requirements can be clarified. For more information, see [http://www.jjay.cuny.edu/academics/Transfer\\_Scenarios\\_for\\_New\\_Gen\\_Ed.pdf](http://www.jjay.cuny.edu/academics/Transfer_Scenarios_for_New_Gen_Ed.pdf).

## General Education Requirements

CUNY COMMON CORE	30 credits
<b>I. Required Core</b>	<b>Subtotal: 12</b>
<b>A. English Composition<sup>1</sup></b>	<b>6</b>
<b>Required</b>	
ENG 101 Composition I (This course is a prerequisite for all 200-level courses.)	3
ENG 201 Composition II (This course is a prerequisite for all 300- and 400-level courses.)	3
<b>B. Mathematics and Quantitative Reasoning<sup>2</sup></b>	<b>3</b>
<b>Choose one</b>	
MAT 105 College Algebra	
MAT 106 Liberal Arts Math	
MAT 108 Social Science Mathematics	
MAT 141 Pre-Calculus	
MAT 241 Calculus I	
MAT 242 Calculus II	

<b>CUNY COMMON CORE</b>	<b>30 credits</b>
<b>C. Life and Physical Science</b>	<b>3</b>
<b>Choose one</b>	
SCI 110 Origins: From the Big Bang to Life on Earth	
SCI 112 Environmental Science: A Focus on Sustainability	
(STEM variant courses can be used to satisfy this area of the required core) <sup>3</sup>	
<b>II. Flexible Core</b> Six courses total	<b>Subtotal: 18</b>
<b>Category A. World Cultures and Global Issues</b>	
Select at least one course	
<b>Note:</b> If you are not exempt from the Foreign Language requirement, you must complete two courses in this area, and one course must be the foreign language 101 course. <sup>4</sup>	
<b>Category B. U.S. Experience in its Diversity</b>	
Select at least one course	
<b>Category C. Creative Expression</b>	
Select at least one course	
<b>Category D. Individual and Society</b>	
Select at least one course	
<b>Category E. Scientific World</b>	
Select at least one course	
(STEM variant courses can be used to satisfy this area of the Flexible Core) <sup>3</sup>	
<b>III. John Jay College Option</b>	<b>Credits 6-12</b>
<b>A. Justice Core I (100-level)</b>	<b>0-3</b>
<i>Justice and the Individual</i>	
<b>B. Justice Core II (300-level) Select one course from either category:</b>	<b>3</b>
<i>The Struggle for Justice and Equality in the U.S.</i>	
<i>Justice in Global Perspective</i>	
<b>C. Learning from the Past</b>	<b>0-3</b>
<b>D. Communications</b>	<b>0-3</b>
<b>Note:</b> students who are not exempt from the foreign language requirement will take their Foreign language 102 course in this area.	
	<b>TOTAL: 42</b>

<sup>1</sup> Students must enroll in ENG 101 in their first semester at the College. All students must pass ENG 101 before registering for ENG 201.

<sup>2</sup> Placement in mathematics course is determined with an academic advisor by the student's score on the CUNY Assessment Test in Mathematics in conjunction with the selected major and post-graduate plans. For information about the CUNY Assessment Tests, see Chapter 2, Enrollment Management.

<sup>3</sup> Courses from STEM fields (science, technology, engineering, mathematics, etc.) can be used to satisfy two areas of the general education program: the Life and Physical Science area of the Required Core and the Scientific World area of the Flexible Core. These are called 'STEM variants'. Any student can decide to take a stem variant course. Students in the computer information systems, fire science and forensic science major will use some of their major courses as stem variants to satisfy these areas of the general education program. These courses have been designated as stem variants by John Jay and can fulfill either of the specified areas: BIO 102, 103, 104, CHE 102, 103, 104, 201, 202, PHY 101, 203, 204. In addition, these courses can be used to satisfy the Scientific World area: CHE 220, MAT 271, PHY 102,

<sup>4</sup> The foreign language requirement is a one-year sequence at the 100-level. It is strongly suggested that students complete the sequence within a three-semester period. Students who can demonstrate competency by taking an exam and placing into the 200-level (or intermediate level) are exempt from the foreign language requirement. Students can choose and are encouraged to complete additional foreign language courses and consider a minor. Transfer students who can provide documentation showing they have successfully completed one year of a foreign language on the college level will have fulfilled the foreign language requirement. Students who take the placement test and place into the second half of the 100-level (102) can satisfy the general education requirement with one 3-credit course in the College Option: Communication area. 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.

## Addiction Studies

### Program and Minor

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 Miriam Ehrensaft, Department of Psychology (646.557.4683, mehrensaft@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 that verifies the completion of the education requirements for the CASAC. This certificate of completion 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://www.jjay.cuny.edu/academics/734.php>).

### COURSES

#### Required

ANT 110/SOC 110 Drug Use and Abuse

PSY 255 Group Dynamics in Chemical Dependency Counseling

PSY 266 The Psychology of Alcoholism and Substance Abuse

PSY 268 Therapeutic Interventions in Chemical Dependency

PSY 331/CSL 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling

PSY 350/CSL 350 Advanced Topics in Chemical Dependency Counseling

PSY 480 Ethical and Professional Issues in Chemical Dependency Counseling

SOC 161 Chemical Dependency and the Dysfunctional Family

Students may elect to fulfill some of the training requirements (fieldwork) for CASAC by completing the two courses below.

PSY 378 Fieldwork in Forensic Psychology\*

PSY 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.

**CREDITS REQUIRED FOR PROGRAM: 24**

## 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 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://www.jjay.cuny.edu/academics/734.php>.

**CREDITS REQUIRED FOR MINOR: 18**

## Africana Studies

### Minor

**Description.** The Minor in Africana Studies provides students with interdisciplinary approaches to the study of the historical and contemporary experiences of peoples of African heritage. Using themes such as culture, agency, struggle and justice, students will master multidisciplinary knowledge about Africa and the African diaspora, and will explore new ways of thinking about the cultures, philosophies, history and society of African peoples and their communities throughout the diaspora.

# Africana Studies

## Minor

Continued

### Learning Outcomes. Students will:

- Explain the core ideas (key concepts, theories and methodologies) of Africana Studies, especially as they relate to themes of justice
- Acquire and hone their critical thinking skills as applied to problems around justice themes within Africana Studies and among people of color
- Use high level written and oral communication skills to work effectively and collaboratively with others
- Have a better understanding of themselves, and of their relationship(s) to the broader society, as a result of exposure to Africana Studies

**Rationale.** The Africana Studies minor uses interdisciplinary studies to expose students to different ways of thinking about and communicating both the diversity and commonality of cultural, political, social, economic, and historical experiences. With a focus on African people throughout the diaspora (people of color) this minor increases students' familiarity with themes of inequality and justice, and provides tools students can use to study and address historical and contemporary racial inequality. Students will also learn more about the accomplishments, cultural richness and uniqueness, and contributions to the past and present world of Africana. Through community-based projects offered in several of the courses, students will be more attuned to real-life application of Africana perspectives and methodology. This in turn contributes to their ability to thrive in an increasingly diverse and globalizing world, and to adapt to changing work environments; as well as to their becoming well-rounded thinkers who will be attractive to employers and graduate schools.

**Credits required.** 18

**Program/minor coordinator.** Professor. Jessica Gordon-Nembhard, Department of Africana Studies (212.484.4658, [jnembhard@jjay.cuny.edu](mailto:jnembhard@jjay.cuny.edu)).

**Prerequisites.** The prerequisites for AFR 310 are 6 credits in AFR courses and junior standing, or permission of instructor. AFR 215 requires a prerequisite of AFR 110 or AFR 121.

## COURSES

### PART ONE. REQUIRED COURSES CREDITS: 6

AFR 140 Introduction to Africana Studies

AFR 310 Research Seminar in African American Studies\*

\*Note: Students who take AFR 390 McNair Research Methods, AFR 410 Independent Study or a 300 or 400-level "Experience Course" equivalent (such as one of the courses below indicated below with an asterisk) can use such a course in lieu of AFR 310, see Minor coordinator for more information).

### PART TWO. ELECTIVES CREDITS: 12

#### Select any four courses

Suggested groupings of courses are listed below depending on the interests of students.

#### For students interested in Justice:

AFR 123 Justice, the Individual, and Struggle in the African American Experience **or** AFR 125 Race and Ethnicity in America

AFR 215 The Police and the Ghetto

AFR 220 Law and Justice in Africa

AFR 227 Introduction to Community-based Approaches to Justice

AFR 229 Restorative Justice: Making Peace and Resolving Conflict

AFR 315 Practicing Community-based Justice in the Africana World

\*ICJ 381 Internship in International Criminal Justice (prerequisites: SOC 341 and POL 259/LAW 259)

\*SOC 381 Internship in Dispute Resolution (prerequisites: SOC 380)

#### For students interested in a focus on Humanities:

AFR 1XX Society and Hip Hop

AFR 223/LIT 223 African American Literature

AFR 230/DRA 230 African American Theatre

AFR 267/HIS 267/LLS 267 History of Caribbean Migrations to the United States

# Africana Studies

## Minor

Continued

AFR 270 History of African American Social and Intellectual Thought

AFR 2XX African American Film

AFR 340/LIT 340 The African American Experience in America: Comparative Racial Perspectives

AFR 354/PHI 354 Africana Philosophy

LIT 212 Literature of the African World

LIT 344 Caribbean Literature and Culture

MUS 103 American Popular Music from Jazz to Rock

MUS 110/LLS 110 Popular Musics of the Caribbean

MUS 310 Comparative History of African American Musics (prerequisites: one HIS course and any 100-level MUS course)

### For students interested in Inequality:

AFR 110 Race and the Urban Community

AFR 121 Africana Communities in the U.S.

AFR 125 Race and Ethnicity in America

AFR 227 Introduction to Community-based Approaches to Justice

AFR 237 Institutional Racism

AFR 322 Inequality and Wealth (prerequisites: STA 250, and AFR 123 or AFR 125 or ECO 101 or SOC 101 or GEN 101)

\*LLS 321 Puerto Rican/Latina/o Community Fieldwork (prerequisites: LLS 241)

### For students interested in a focus on Africa:

AFR 150 Origins of Contemporary Africa

AFR 220 Law and Justice in Africa

AFR 263/LLS 263/HIS 263 Blacks in Latin America

AFR 271 African Politics

### For students interested in Psychology and Identity:

AFR 129/PSY 129 Psychology of the African American Experience

AFR 245 Psychology of the African American Family

AFR 248 Men: Masculinities in the United States

AFR 347/PSY 347 Psychology of Oppression (prerequisites PSY 101 or AFR 129/PSY 129, and PSY 221 or any 200-level AFR course )

AFR 3XX Self, Identity, and Justice: Global Perspectives

**CREDITS REQUIRED FOR MINOR: 18**

# Africana Studies

## Honors Minor

**Description.** The Honors Minor in Africana Studies provides a scaffolded set of challenging courses that the Africana Studies Department considers essential as an introduction to the discipline and a basis for applying Africana Studies knowledge, concepts and methodologies to a student's major, profession, and/or graduate school studies. See Africana Studies Minor above for a fuller description.

**Program/minor coordinator.** Professor. Jessica Gordon-Nembhard, Department of Africana Studies (212.484.4658, [jnembhard@jjay.cuny.edu](mailto:jnembhard@jjay.cuny.edu)).

**Credits required.** 21

**Eligibility.** Overall GPA of 3.3 or higher

# Africana Studies

## Honors Minor

### Learning Outcomes for Honors. Students will:

- Explain how and why selected methodologies of the social sciences and humanities differ, and are utilized in Africana Studies
- Analyze the impacts of racial disparities as well as of Africana agency on the micro-, medial-, and macro-levels of society
- Design a research project using at least two different research tools
- Apply knowledge and academic resources using key concepts, theories and methodologies of Africana Studies, to themes of inequality, struggle, and justice.

## COURSES

### PART ONE. REQUIRED COURSES

**CREDITS: 15**

AFR 140 Introduction to Africana Studies

AFR 150 Origins of Contemporary Africa

AFR 270 History of African-American Social and Intellectual Thought

AFR 310 Research Seminar in African-American Studies

AFR 410 Independent Study

### PART TWO. ELECTIVES

**CREDITS: 6**

#### Select two

AFR 227 Introduction to Community-based Approaches to Justice

AFR 229 Restorative Justice: Making Peace and Resolving Conflict

AFR 237 Institutional Racism

AFR 248 Men: Masculinities in the United States

AFR 267/HIS 267/LLS 267 History of Caribbean Migrations to the United States

AFR 315 Practicing Community-based Justice in the Africana World

AFR 322 Inequality and Wealth (requires STA 250 and AFR 123 or AFR 125 or ECO 101 or SOC 101 or GEN 101)

AFR 340/LIT 340 The African American Experience in America: Comparative Racial Perspectives

AFR 347/PSY 347 Psychology of Oppression (requires PSY 101 or AFR 129/PSY 129; and PSY 221 or any 200-level AFR course)

AFR 354/PHI 354 Africana Philosophy

AFR 3XX Self, Identity, and Justice: Global Perspectives

HJS 310 Comparative Perspectives on Justice (requires HJS 250 and junior standing)

LIT 344 Caribbean Literature and Culture

**CREDITS REQUIRED FOR MINOR: 21**

# 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.

**Credits required.** 18

**Minor coordinator.** Professor Richard Curtis, Department of Anthropology (212.237.8962, rcurtis@jjay.cuny.edu).

**Requirements.** The minor consists of 18 credits (six courses) chosen from the courses listed below.

ANT 101 Introduction to Cultural Anthropology

# Anthropology

## Minor

Continued

ANT 110/SOC 110 Drug Use and Abuse

ANT 201 Culture Contact

ANT 208 Urban Anthropology

ANT 210/PSY 210/SOC 210 Sex and Culture

ANT 212 Applied Anthropology

ANT 224/PHI 224/PSY 224/SOC 224 Death, Dying and Society: A Life Crises Management Issue

ANT 230 Culture and Crime

ANT 264 Anthropology and Alcohol Use

ANT 310/PSY 310/SOC 310 Culture and Personality

ANT 315 Systems of Law

ANT 330 American Cultural Pluralism and the Law

ANT 340 Anthropology and the Abnormal

ANT 410 Independent Study

ANT 450/PSY 450/SOC 450 Major Works in Deviant Behavior and Social Control

**CREDITS REQUIRED FOR MINOR: 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 their applications to one's self and environment.

**Minor coordinator.** Professor Roberto Visani, Department of Art and Music (212.237.8348, [rvisani@jjay.cuny.edu](mailto:rvisani@jjay.cuny.edu)).

**Requirements.** Students are required to take at least 18 credits (six courses) distributed evenly between studio art and art history courses.

## COURSES

### STUDIO ART

**CREDITS: 9**

#### Select three

ART 110 Ceramics I

ART 111 Introduction to Drawing: The Language of Line

ART 112 Design Foundations

ART 113 Digital Photography I

ART 115 Introduction to Sculpture

ART 118 Introduction to Painting

ART 125 Graphic Arts

ART 190 Special Topics in Art (when topic is appropriate)

ART 212 Life Drawing

ART 213 Digital Photography II

ART 219 Museum and Curatorial Studies

ART 241 Forensic Drawing



# Art

## Minor

Continued

### ART HISTORY CREDITS: 9

**Select three**

ART 101 Introduction to Art

ART 102 American Art

ART 103 Art of the Italian Renaissance

ART 104 Non-Western Art and Visual Culture

ART 105 Modern Art

ART 106 Latin American 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 in New York

ART 222 Body Politics and Art in Global and Historical Perspective

ART 224/AFR 224 African-American Women in Art

ART 227 Haitian Art

ART 230 Issues in Art and Crime

ART 250 The Art of Sub-Saharan Africa

ART 301 Problems in Modern Art

**CREDITS REQUIRED FOR MINOR: 18**

# Chemistry

## Minor

**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 required.** 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).

**Note:** Students who earn the BS Degree in Forensic Science are not eligible to earn the Chemistry minor.

### COURSES

Please note: These courses all have a laboratory component

**CREDITS: 9**

CHE 103<sup>‡</sup> -104 General Chemistry I and II OR

CHE 101-102 and CHE 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.

**CREDITS: 8**

CHE 201-202 Organic Chemistry

**CREDITS: 4**

CHE 220 Quantitative Analysis

**CREDITS REQUIRED FOR MINOR: 21**

# 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, or 242. MAT 141, 241, or 242 fulfill the General Education requirement in Mathematics and Quantitative Reasoning.

\* 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.

**Coordinator.** Professor Shaobai Kan, Department of Mathematics and Computer Science (646.557.4866, skan@jjay.cuny.edu).

**Advisors.** 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)

Shaobai Kan (646-557-4866, skan@jjay.cuny.edu)

Jin Woo Kim (212.237.8927, jwkim@jjay.cuny.edu)

Bilal Khan (212.237.8843, bkhan@jjay.cuny.edu)

Douglas Salane (212.237.8836, dsalane@jjay.cuny.edu)

Peter Shenkin (212.237.8925, pshenkin@jjay.cuny.edu)

Department of Public Management 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.

## COURSES

<b>PART ONE. COMPUTER FOUNDATION COURSES</b>	<b>CREDITS: 18</b>
<b>Required</b>	
MAT 271 Introduction to Computing and Programming*	
MAT 272 Object-Oriented Computing	
MAT 373 Advanced Data Structures	
MAT 374 Programming Languages	
MAT 375 Operating Systems	
MAT 377 Computer Algorithms	
<b>PART TWO. OPERATIONS RESEARCH REQUIREMENT</b>	<b>CREDITS: 6</b>
<b>Required</b>	
MAT 323 Operations Research Models I	
MAT 324 Operations Research Models II	
<b>PART THREE. MATHEMATICS, STATISTICS AND COMPUTER ELECTIVES</b>	<b>CREDITS: 6</b>
<b>Select two.</b> Early consultation with a major coordinator is recommended.	
<b>Mathematics Electives</b>	
MAT 231 Linear Programming	
MAT 243 Calculus III	

# Computer Information Systems in Criminal Justice and Public Administration

Bachelor of Science

Continued

MAT 301 Probability and Mathematical Statistics I

MAT 302 Probability and Mathematical Statistics II

MAT 310 Linear Algebra

MAT 351 Introduction to Ordinary Differential Equations

MAT 352 Applied Differential Equations

MAT 371 Numerical Analysis

MAT 410 Abstract Algebra

## Computer Electives

ECO 275 Games, Decisions and Strategy

MAT 265 Data Processing Mastery

MAT 270/SEC 270 Security of Computers and their Data

MAT 273 Graphics and Interface Programming

MAT 276 Systems Analysis and Design

MAT 277 Computers for Administrative Decision Making

MAT 278 Software Applications for Office Management

MAT 376 Artificial Intelligence

MAT 379 Computer Networking

## PART FOUR. APPLIED SPECIALIZATION

CREDITS: 12

**Select one sequence:** Public Administration or Criminal Justice

### *Public Administration*

#### Required

PAD 140 Introduction to Public Administration (formerly PAD 240)

PAD 400 Quantitative Problems in Public Administration

PAD 404 Practicum in Public Administration\*\*

#### Select one

PAD 340 Planning and Policy Analysis

PAD 343 Administration of Financial Resources

### *Criminal Justice*

#### Required

MAT 400 Quantitative Problems in Criminal Justice

MAT 404 Internship in Management Information Systems\*\*

MAT 470 Database Systems in Criminal Justice

#### Select one

MAT 270/SEC 270 Security of Computers and their Data

MAT 279 Data Communications and the Internet

## CREDITS REQUIRED FOR THE MAJOR: 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.

# Computer Science

## Minor

**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 quickly 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)), Shaobai Kan (646.557.4866, [skan@jjay.cuny.edu](mailto:skan@jjay.cuny.edu)), Bilal Khan (212.237.8843, [bkhan@jjay.cuny.edu](mailto:bkhan@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 (Networking, Office Systems, Security and Computing Systems).

### COURSES

#### PART ONE. REQUIRED COURSES

**CREDITS: 6**

MAT 271 Introduction to Computing and Programming

MAT 272 Object-Oriented Programming

#### PART TWO. SPECIALIZATIONS

**CREDITS: 12**

**Select four** from one category

##### Networking

MAT 277 Computers for Administrative Decision Making

MAT 279 Data Communications and the Internet

MAT 375 Operating Systems

MAT 379 Computer Networking

##### Office Systems

MAT 260 Data Processing

MAT 277 Computers for Administrative Decision Making

MAT 278 Software Applications for Office Management

MAT 279 Data Communications and the Internet

##### Security

MAT 270/SEC 270 Security of Computers and their Data

MAT 279 Data Communications and the Internet

MAT 400 Quantitative Problems in Criminal Justice

MAT 470 Database Systems in Criminal Justice

##### Computing Systems

MAT 374 Programming Languages

MAT 375 Operating Systems

MAT 377 Computer Algorithms

MAT 400 Quantitative Problems in Criminal Justice

**CREDITS REQUIRED FOR MINOR: 18**

# Correctional Studies

## Bachelor of Science

**Please note:** Students are no longer being admitted to this program. Students who are currently in this major will have the opportunity to complete the program as described in the 2010-11 Undergraduate Bulletin, available on the John Jay College website. Students who are interested in studying corrections can consider the Criminal Justice (Institutional Theory and Practice) and/or Criminal Justice Management degree programs. The College will continue to offer a minor in Correctional Studies.

# Corrections

## Minor

**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.

**Credits required.** 18

**Minor coordinator.** Students who wish to pursue a minor in Corrections should consult with Professor Lior Gideon, Department of Law, Police Science and Criminal Justice Administration (212.237.8991, lgideon@jjay.cuny.edu) as early as possible to plan their course of study.

**Requirements.** 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 below in the order in which they are listed. Each course is 3 credits.

## COURSES

COR 101 Introduction to Corrections

COR 201 The Law and Institutional Treatment

COR 282 Principles of Correctional Operations

Any 300-level corrections course (e.g., COR 320 or 303)

COR 401 Evaluating Correctional Methods and Programs

Any elective Corrections course at the 300- or 400-level

**CREDITS REQUIRED FOR MINOR: 18**

# Counseling

## Minor

**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) in the fall of 2013, and Professor Robert DeLucia, Department of Counseling (212.237.8142, rdelucia@jjay.cuny.edu) in the spring of 2014.

# Criminal Justice (Institutional Theory and Practice)

Bachelor of Science

The major is intended for students who seek a career in criminal justice and would like to explore the field from a broad perspective. It is devoted to understanding criminal justice institutional theory and practice in the context of diverse multicultural societies. The major underscores the rule of law as the glue which holds together the arenas of police, courts, and corrections that along with other social institutions and the public, are the co-producers of justice.

**Credits required.** 36

**Prerequisites.** SOC 101, and POL 101 or GOV 101. Students are strongly urged to complete these courses during their first year in the College. SOC 101 can fulfill the Flexible Core: Individual and Society and POL 101 can fulfill the Flexible Core: U.S. Experience in its Diversity areas of the College's general education requirements. CJBS 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 III, COR 201 is a prerequisite for COR 401, 415 and 430.

**Coordinator.** Professor Serguei Cheloukhine, Department of Law, Police Science and Criminal Justice Administration (212.237.8391, scheloukhine@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, 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. Maureen Brady Coyle (212.484.1339, mcoyle@jjay.cuny.edu).

**Additional requirement.** As part of this major, at least two courses taken in PART THREE: Categories A-C must be at the 300-level or above.

**Additional information.** Students who enrolled for the first time at the College or changed to this major in September 2012 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.

## COURSES

### PART ONE. CORE REQUIREMENTS

**CREDITS: 24**

CJBS 101 Introduction to the American Criminal Justice System

CJBS 250 Research Methods and Statistics for Criminal Justice

CJBS 300 Criminal Justice: Theory to Practice

CJBS 415 Capstone Seminar

COR 101 Introduction to Corrections

LAW 203 Constitutional Law

PSC 101 Introduction to Police Studies

SOC 203 Criminology

### PART TWO. DIVERSITY

**CREDITS: 3**

**Select one**

COR 320 Race, Class and Gender in a Correctional Context

CRJ 420/SOC 420 Women and Crime

LAW 313/POL 313 The Law and Politics of Race Relations

LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization

PSC 202 Police and Community Relations

PSC 235 Women in Policing

### PART THREE. DISTRIBUTION AREAS

**CREDITS: 9**

**Select three courses**, one from each category A-C (at least 2 of the courses must be at the 300-level or above)

**Category A. Police**

**Select one**

# Criminal Justice (Institutional Theory and Practice)

Bachelor of Science

Continued

CRJ 255 Computer Applications in Criminal Justice

CRJ 321/PHI 321 Police Ethics

CRJ 425 Major Works in Criminal Justice

PSC 201 Police Organization and Administration

PSC 207 The Investigative Function

PSC 227 Police Training Programs: Goals, Content and Administration

PSC 390 Internship

PSC 3XX Police and the Media

PSC 405 Organized Crime in America

PSC 415 Seminar in Terrorism

## Category B. Law and Courts

### Select one

CRJ 322/PHI 322 Judicial and Correctional Ethics

LAW 202 Law and Evidence

LAW 206 The American Judiciary

LAW 209 Criminal Law

LAW 212 The Criminal Process and the Criminal Procedure Law

LAW 259/POL 259 Comparative Criminal Justice Systems

LAW 301 Jurisprudence

LAW 310/PHI 310 Ethics and Law

LAW 401 Problems in Constitutional Development

LAW 420/PAD 420 Contemporary Administration of Justice

## Category C. Corrections

### Select one

COR 201 The Law and Institutional Treatment

COR 202 Administration of Correctional Programs for Juveniles

COR 230/PSC 230 Sex Offenders in the Criminal Justice System

COR 282 Principles of Correctional Operations

COR 303 Comparative Correction Systems

COR 310 Fieldwork in Corrections

COR 320 Race, Class and Gender in a Correctional Context

COR 3XX Prisoner Re-entry and Reintegration

COR 3XX Violence in Prisons

COR 401 Evaluation Correctional Methods and Programs

COR 402 Administration of Community-Based Corrections Programs

COR 415 Major Works in Corrections

COR 430 Senior Seminar in Corrections

CRJ 322/PHI 322 Judicial and Correctional Ethics

**Note:** courses can only be used to satisfy one area in the major.

**CREDITS REQUIRED FOR THE MAJOR: 36**

# Criminal Justice (Research and Policy Analysis)

## Bachelor of Arts

The BA program in Criminal Justice views crime as a social problem and seeks to develop in its students the capacity to critically assess the normative structure of the existing criminal justice system with an aim to improving its condition and function. The emphasis of the major is on developing analytical skills, ethical reasoning, and a capacity for solving problems. It aspires to cultivate creative and original thinking about one of the most challenging social problems of our time.

**Credits required.** 42

**Coordinator.** Professor Evan Mandery, Department of Criminal Justice (212.237.8389, 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).

**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. Maureen Brady Coyle (212.484.1339, mcoyle@jjay.cuny.edu).

**Additional information.** Students who enrolled for the first time at the College or changed to this major in September 2012 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.

## COURSES

### PART ONE. CORE COURSES

**CREDITS: 21**

#### Required

CJBA 110 Introduction to Major Problems in Criminal Justice I

CJBA 111 Introduction to Major Problems in Criminal Justice II

CJBA 120 Dimensions of Justice

CJBA 210 Criminal Responsibility

CJBA 220 Race, Gender, Ethnicity, Crime and Justice

CJBA 250 Crime Prevention and Control

#### Select one

CJBA 230 Understanding Criminal Behavior

SOC 203 Criminology

### PART TWO. RESEARCH METHODS

**CREDITS: 6**

#### Select one

CJBA 240 Quantitative Inquiry of Problems in Criminal Justice

STA 250 Principles and Methods of Statistics

#### Required

CJBA 340 Research Methods in Criminal Justice

### PART THREE. RESEARCH FOCUS

**CREDITS: 9**

**Note:** Prior to the start of their junior year, criminal justice BA majors will be required to submit, subject to approval by their advisor or the department chairperson, a plan of study which culminates in either an internship experience or an original research and writing project. Students may substitute as many as six credits for Part Three with courses outside of the departmental offerings, provided these courses support their research agenda and are consistent with the requirements of the capstone experience.

#### Select **THREE** of the following

CJBA 361 Rights of the Accused

CJBA 362 Historical Perspectives on Violent Crime

CJBA 363 Space, Crime and Place

CJBA 364 Death Penalty: Law and Policy



# Criminal Justice (Research and Policy Analysis)

Bachelor of Arts

Continued

CJBA 365 Change and Innovation

CJBA 380 Special Topics in Criminal Justice Research

(required for students choosing Track B as their capstone option in Part Four)

## PART FOUR. CAPSTONE OPTIONS

CREDITS: 6

### Track A. Institutional Analysis

CJBA 400 Criminal Justice Internship Experience

CJBA 401 Agency Analysis: Connecting Practice to Research

OR

### Track B. Research and Writing

CJBA 410 Supervised Research and Writing I

CJBA 411 Supervised Research and Writing II

CREDITS REQUIRED FOR THE MAJOR: 42

# Criminal Justice Joint Degree with Borough of Manhattan Community College (CUNY Justice Academy)

Associate in Arts/Bachelor of Science

**Credits required.** 36

**Prerequisites.** POL 101, SOC 101

**Advisor.** Jennifer Hernandez, CUNY Justice Academy (646.557.4448, jenhernandez@jjay.cuny.edu).

**Additional information.** Students who enrolled for the first time in the joint degree program in fall of 2012 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 from David Barnet, Director of Academic Planning (212.484.1114, dbarnet@jjay.cuny.edu).

## COURSES

### PART ONE. CORE REQUIREMENTS

CREDITS: 24

CJBS 250 Research Methods and Statistics for Criminal Justice

CJBS 300 Criminal Justice: Theory to Practice

CJBS 415 Capstone Seminar

CRJ 101 Introduction to Criminal Justice (BMCC for CJBS 101)

CRJ 102 Criminology (BMCC for SOC 203)

CRJ 201 Policing (BMCC for PSC 101)

CRJ 202 Corrections (BMCC for COR 101)

LAW 203 Constitutional Law (BMCC as CRJ 203)

### PART TWO. DIVERSITY

CREDITS: 3

**Select one**

COR 320 Race, Class and Gender in a Correctional Context

CRJ 204 Criminal Justice and the Urban Community (Option at BMCC)

CRJ 420/SOC 420 Women and Crime

LAW 313/POL 313 The Law and Politics of Race Relations

LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization

# Criminal Justice Joint Degree with Borough of Manhattan Community College (CUNY Justice Academy)

Associate in Arts/Bachelor of Science

Continued

PSC 202 Police and Community Relations

PSC 235 Women in Policing

**PART THREE. DISTRIBUTION AREAS**

**CREDITS: 9**

**Select three courses**, one from each category A-C (at least two courses must be at the 300-level or above)

**Category A. Police**

**Select one**

CRJ 255 Computer Applications in Criminal Justice

CRJ 321/PHI 321 Police Ethics

CRJ 425 Major Works in Criminal Justice

PSC 201 Police Organization and Administration

PSC 207 The Investigative Function

PSC 227 Police Training Programs: Goals, Content and Administration

PSC 390 Internship

PSC 3XX Police and the Media

PSC 405 Organized Crime in America

PSC 415 Seminar in Terrorism

**Category B. Law and Courts**

**Select one**

CRJ 322/PHI 322 Judicial and Correctional Ethics

LAW 202 Law and Evidence

LAW 206 The American Judiciary

LAW 209 Criminal Law (Option at BMCC CRJ 203)

LAW 212 The Criminal Process and the Criminal Procedure Law

LAW 259/POL 259 Comparative Criminal Justice Systems

LAW 301 Jurisprudence

LAW 310/PHI 310 Ethics and Law

LAW 401 Problems in Constitutional Development

LAW 420/PAD 420 Contemporary Administration of Justice

**Category C. Corrections**

**Select one**

COR 201 The Law and Institutional Treatment

COR 202 Administration of Correctional Programs for Juveniles

COR 230/PSC 230 Sex Offenders in the Criminal Justice System

COR 282 Principles of Correctional Operations

COR 303 Comparative Correction Systems

COR 310 Fieldwork in Corrections

COR 320 Race, Class and Gender in a Correctional Context

COR 3XX Prisoner Re-entry and Reintegration

COR 3XX Violence in Prisons

COR 401 Evaluation Correctional Methods and Programs

# Criminal Justice Joint Degree with Borough of Manhattan Community College (CUNY Justice Academy)

Associate in Arts/Bachelor of Science

Continued

COR 402 Administration of Community-Based Corrections Programs

COR 415 Major Works in Corrections

COR 430 Senior Seminar in Corrections

CRJ 322/PHI 322 Judicial and Correctional Ethics

**Note:** courses can only be used to satisfy one area in the major.

**CREDITS REQUIRED FOR THE MAJOR: 36**

# Criminal Justice Joint Degree with Bronx Community College (CUNY Justice Academy)

Associate in Arts/Bachelor of Science

**Credits required.** 36

**Prerequisites.** POL 101, SOC 101

**Advisor.** Ray Bartholomew, CUNY Justice Academy (646.557.4448, rbartholomew@jjay.cuny.edu).

**Additional information.** Students who enrolled for the first time in the joint degree program in fall of 2012 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 from David Barnett, Director of Academic Planning (212.484.1114, dbarnet@jjay.cuny.edu).

## COURSES

### PART ONE. CORE REQUIREMENTS

**CREDITS: 24**

CJBS 250 Research Methods and Statistics for Criminal Justice

CJBS 300 Criminal Justice: Theory to Practice

CJBS 415 Capstone Seminar

COR 101 Introduction to Corrections

CRJ 11 Introduction to Criminal Justice (BCC for CJBS 101)

CRJ 21 Introduction to Criminology (BCC for SOC 203)

CRJ 22 Introduction to Policing (BCC for PSC 101)

LAW 203 Constitutional Law

### PART TWO. DIVERSITY

**CREDITS: 3**

**Select one**

COR 320 Race, Class and Gender in a Correctional Context

CRJ 420/SOC 420 Women and Crime

LAW 313/POL 313 The Law and Politics of Race Relations

LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization

PSC 202 Police and Community Relations

PSC 235 Women in Policing

### PART THREE. DISTRIBUTION AREAS

**CREDITS: 9**

**Select three courses**, one from each category A-C (at least 2 courses must be at the 300-level or above)

**Category A. Police**

**Select one**

CRJ 255 Computer Applications in Criminal Justice

## Criminal Justice Joint Degree with Bronx Community College (CUNY Justice Academy)

Associate in Arts/Bachelor of Science

Continued

CRJ 321/PHI 321 Police Ethics

CRJ 425 Major Works in Criminal Justice

PSC 201 Police Organization and Administration

PSC 207 The Investigative Function

PSC 227 Police Training Programs: Goals, Content and Administration

PSC 390 Internship

PSC 3XX Police and the Media

PSC 405 Organized Crime in America

PSC 415 Seminar in Terrorism

### Category B. Law and Courts

#### Required

LAW 65 Criminal Law and Procedures (BCC for LAW 209)

### Category C. Corrections

#### Select one

COR 201 The Law and Institutional Treatment

COR 202 Administration of Correctional Programs for Juveniles

COR 230/PSC 230 Sex Offenders in the Criminal Justice System

COR 282 Principles of Correctional Operations

COR 303 Comparative Correction Systems

COR 310 Fieldwork in Corrections

COR 320 Race, Class and Gender in a Correctional Context

COR 3XX Prisoner Re-entry and Reintegration

COR 3XX Violence in Prisons

COR 401 Evaluation Correctional Methods and Programs

COR 402 Administration of Community-Based Corrections Programs

COR 415 Major Works in Corrections

COR 430 Senior Seminar in Corrections

CRJ 322/PHI 322 Judicial and Correctional Ethics

**Note:** courses can only be used to satisfy one area in the major.

**CREDITS REQUIRED FOR THE MAJOR: 36**

## Criminal Justice Joint Degree with Hostos Community College (CUNY Justice Academy)

Associate in Arts/Bachelor of Science

**Credits required.** 36

**Prerequisites.** POL 101, SOC 101

**Advisor.** Ray Bartholomew, CUNY Justice Academy (646.557.4448, rbartholomew@jjay.cuny.edu).

# Criminal Justice Joint Degree with Hostos Community College (CUNY Justice Academy)

Associate in Arts/Bachelor of Science

**Additional information.** Students who enrolled for the first time in the joint degree program in fall of 2012 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 from David Barnet, Director of Academic Planning (212.484.1114, dbarnet@jjay.cuny.edu).

## COURSES

### PART ONE. CORE REQUIREMENTS CREDITS: 24

CJ 101 Introduction to Criminal Justice (HCC for CJBS 101)  
 CJ 150 Role of Police in the Community (HCC for PSC 101)  
 CJ 202 Corrections and Sentencing (HCC for COR 101)  
 CJBS 250 Research Methods and Statistics for Criminal Justice  
 CJBS 300 Criminal Justice: Theory to Practice  
 CJBS 415 Capstone Seminar  
 LAW 203 Constitutional Law  
 SOC 150 Criminology (HCC for SOC 203)

### PART TWO. DIVERSITY CREDITS: 3

**Select one**

COR 320 Race, Class and Gender in a Correctional Context  
 CRJ 420/SOC 420 Women and Crime  
 LAW 313/POL 313 The Law and Politics of Race Relations  
 LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization  
 PSC 202 Police and Community Relations  
 PSC 235 Women in Policing

### PART THREE. DISTRIBUTION AREAS CREDITS: 9

**Select three courses**, one from each category A-C (at least 2 courses must be at the 300-level or above)

**Category A. Police**

**Select one**

CRJ 255 Computer Applications in Criminal Justice  
 CRJ 321/PHI 321 Police Ethics  
 CRJ 425 Major Works in Criminal Justice  
 PSC 201 Police Organization and Administration  
 PSC 207 The Investigative Function  
 PSC 227 Police Training Programs: Goals, Content and Administration  
 PSC 390 Internship  
 PSC 3XX Police and the Media  
 PSC 405 Organized Crime in America  
 PSC 415 Seminar in Terrorism

**Category B. Law and Courts**

**Required**

LAW 150 Criminal Law (HCC for LAW 209)

**Category C. Corrections**

**Select one**

# Criminal Justice Joint Degree with Hostos Community College (CUNY Justice Academy)

Associate in Arts/Bachelor of Science

Continued

COR 201 The Law and Institutional Treatment

COR 202 Administration of Correctional Programs for Juveniles

COR 230/PSC 230 Sex Offenders in the Criminal Justice System

COR 282 Principles of Correctional Operations

COR 303 Comparative Correction Systems

COR 310 Fieldwork in Corrections

COR 320 Race, Class and Gender in a Correctional Context

COR 3XX Prisoner Re-entry and Reintegration

COR 3XX Violence in Prisons

COR 401 Evaluation Correctional Methods and Programs

COR 402 Administration of Community-Based Corrections Programs

COR 415 Major Works in Corrections

COR 430 Senior Seminar in Corrections

CRJ 322/PHI 322 Judicial and Correctional Ethics

**Note:** courses can only be used to satisfy one area in the major.

**CREDITS REQUIRED FOR THE MAJOR: 36**

# Criminal Justice Joint Degree with Kingsborough Community College (CUNY Justice Academy)

Associate in Arts/Bachelor of Science

**Credits required.** 36

**Prerequisites.** POL 101, SOC 101

**Advisor.** Jennifer Hernandez, CUNY Justice Academy (646.557.4448, jenhernandez@jjay.cuny.edu).

**Additional information.** Students who enrolled for the first time in the joint degree program in fall of 2012 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 from David Barnet, Director of Academic Planning (212.484.1114, dbarnet@jjay.cuny.edu).

## COURSES

### PART ONE. CORE REQUIREMENTS

**CREDITS: 24**

CJBS 250 Research Methods and Statistics for Criminal Justice

CJBS 300 Criminal Justice: Theory to Practice

CJBS 415 Capstone Seminar

POL 06300 Introduction to Criminal Justice (KCC for CJBS 101)

POL 06400 Crime and Punishment (KCC for SOC 203)

POL 06600 Constitutional Law (KCC for LAW 203)

POL 06900 Policing (Optional KCC for PSC 101)

POL 07000 Corrections and Sentencing (Optional at KCC for COR 101)

### PART TWO. DIVERSITY

**CREDITS: 3**

**Select one**

COR 320 Race, Class and Gender in a Correctional Context

# Criminal Justice Joint Degree with Kingsborough Community College (CUNY Justice Academy)

Associate in Arts/Bachelor of Science

Continued

CRJ 420/SOC 420 Women and Crime

LAW 313/POL 313 The Law and Politics of Race Relations

LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization

PSC 202 Police and Community Relations

PSC 235 Women in Policing

## PART THREE. DISTRIBUTION AREAS

**CREDITS: 9**

**Select three courses**, one from each category A-C, at least 2 courses must be at the 300-level or above

### Category A. Police

**Select one**

CRJ 255 Computer Applications in Criminal Justice

CRJ 321/PHI 321 Police Ethics

CRJ 425 Major Works in Criminal Justice

PSC 201 Police Organization and Administration

PSC 207 The Investigative Function

PSC 227 Police Training Programs: Goals, Content and Administration

PSC 390 Internship

PSC 3XX Police and the Media

PSC 405 Organized Crime in America

PSC 415 Seminar in Terrorism

## CATEGORY B. LAW AND COURTS

**Required**

POL 06700 The American Legal System: the Courts (KCC for LAW 206)

### Category C. Corrections

**Select one**

COR 201 The Law and Institutional Treatment

COR 202 Administration of Correctional Programs for Juveniles

COR 230/PSC 230 Sex Offenders in the Criminal Justice System

COR 282 Principles of Correctional Operations

COR 303 Comparative Correction Systems

COR 310 Fieldwork in Corrections

COR 320 Race, Class and Gender in a Correctional Context

COR 3XX Prisoner Re-entry and Reintegration

COR 3XX Violence in Prisons

COR 401 Evaluation Correctional Methods and Programs

COR 402 Administration of Community-Based Corrections Programs

COR 415 Major Works in Corrections

COR 430 Senior Seminar in Corrections

CRJ 322/PHI 322 Judicial and Correctional Ethics

**Note:** courses can only be used to satisfy one area in the major.

# Criminal Justice Joint Degree with Kingsborough Community College (CUNY Justice Academy)

Associate in Arts/Bachelor of Science

**CREDITS REQUIRED FOR THE MAJOR: 36**

# Criminal Justice Joint Degree with LaGuardia Community College (CUNY Justice Academy)

Associate in Science/Bachelor of Science

**Credits required.** 36

**Prerequisites.** POL 101, SOC 101

**Advisor.** Jennifer Hernandez, CUNY Justice Academy (646.557.4448, jenhernandez@jjay.cuny.edu).

**Additional information.** Students who enrolled for the first time in the joint degree program in fall of 2012 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 from David Barnet, Director of Academic Planning (212.484.1114, dbarnet@jjay.cuny.edu).

## COURSES

<b>PART ONE. CORE REQUIREMENTS</b>	<b>CREDITS: 24</b>
CJBS 250 Research Methods and Statistics for Criminal Justice	
CJBS 300 Criminal Justice: Theory to Practice	
CJBS 415 Capstone Seminar	
LAW 203 Constitutional Law	
SSJ 101 Introduction to Criminal Justice (LCC for CJBS 101)	
SSJ 102 Criminology (LCC for SOC 203)	
SSJ 202 Corrections and Sentencing (LCC for COR 101)	
SSJ 203 Policing (LCC for PSC 101)	
<b>PART TWO. DIVERSITY</b>	<b>CREDITS: 3</b>
<b>Required</b>	
SSN 204 Criminal Justice in Urban Society (LCC)	
<b>PART THREE. DISTRIBUTION AREAS</b>	<b>CREDITS: 9</b>
<b>Select three courses</b> , one from each category A-C (at least 2 courses must be at the 300-level or above)	
<b>Category A. Police</b>	
<b>Select one</b>	
CRJ 255 Computer Applications in Criminal Justice	
CRJ 321/PHI 321 Police Ethics	
CRJ 425 Major Works in Criminal Justice	
PSC 201 Police Organization and Administration	
PSC 207 The Investigative Function	
PSC 227 Police Training Programs: Goals, Content and Administration	
PSC 390 Internship	
PSC 3XX Police and the Media	
PSC 405 Organized Crime in America	
PSC 415 Seminar in Terrorism	



## Criminal Justice Joint Degree with LaGuardia Community College (CUNY Justice Academy)

Associate in Science/Bachelor of Science

Continued

### Category B. Law and Courts

#### Select one

CRJ 322/PHI 322 Judicial and Correctional Ethics

LAW 202 Law and Evidence

LAW 206 The American Judiciary

LAW 209 Criminal Law (Option at BMCC CRJ 203)

LAW 212 The Criminal Process and the Criminal Procedure Law

LAW 259/POL 259 Comparative Criminal Justice Systems

LAW 301 Jurisprudence

LAW 310/PHI 310 Ethics and Law

LAW 401 Problems in Constitutional Development

LAW 420/PAD 420 Contemporary Administration of Justice

### Category C. Corrections

#### Select one

COR 201 The Law and Institutional Treatment

COR 202 Administration of Correctional Programs for Juveniles

COR 230/PSC 230 Sex Offenders in the Criminal Justice System

COR 282 Principles of Correctional Operations

COR 303 Comparative Correction Systems

COR 310 Fieldwork in Corrections

COR 320 Race, Class and Gender in a Correctional Context

COR 3XX Prisoner Re-entry and Reintegration

COR 3XX Violence in Prisons

COR 401 Evaluation Correctional Methods and Programs

COR 402 Administration of Community-Based Corrections Programs

COR 415 Major Works in Corrections

COR 430 Senior Seminar in Corrections

CRJ 322/PHI 322 Judicial and Correctional Ethics

**Note:** courses can only be used to satisfy one area in the major.

**CREDITS REQUIRED FOR THE MAJOR: 36**

## Criminal Justice Joint Degree with Queensborough Community College (CUNY Justice Academy)

Associate in Science/Bachelor of Science

**Credits required.** 36

**Prerequisites.** POL 101, SOC 101

**Advisor.** Ray Bartholomew, CUNY Justice Academy (646.557.4448, rbartholomew@jjay.cuny.edu).

# Criminal Justice Joint Degree with Queensborough Community College (CUNY Justice Academy)

Associate in Science/Bachelor of Science

**Additional information.** Students who enrolled for the first time in the joint degree program in fall of 2012 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 from David Barnet, Director of Academic Planning (212.484.1114, dbarnet@jjay.cuny.edu).

## COURSES

### PART ONE. CORE REQUIREMENTS CREDITS: 24

CJ 101 Introduction to Criminal Justice (QCC for CJBS 101)

CJ 102 Criminology (QCC for SOC 203)

CJ 202 Corrections and Sentencing (QCC for COR 101)

CJ 201 Policing (Optional at QCC for PSC 101)

CJBS 250 Research Methods and Statistics for Criminal Justice

CJBS 300 Criminal Justice: Theory to Practice

CJBS 415 Capstone Seminar

LAW 203 Constitutional Law

### PART TWO. DIVERSITY CREDITS: 3

**Select one**

CJ 204 Criminal and Justice in the Urban Community (Optional at QCC)

COR 320 Race, Class and Gender in a Correctional Context

CRJ 420/SOC 420 Women and Crime

LAW 313/POL 313 The Law and Politics of Race Relations

LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization

PSC 202 Police and Community Relations

PSC 235 Women in Policing

### PART THREE. DISTRIBUTION AREAS CREDITS: 9

**Select three courses**, one from each category A-C (at least 2 courses must be at the 300-level or above)

**Category A. Police**

**Select one**

CRJ 255 Computer Applications in Criminal Justice

CRJ 321/PHI 321 Police Ethics

CRJ 425 Major Works in Criminal Justice

PSC 201 Police Organization and Administration

PSC 207 The Investigative Function

PSC 227 Police Training Programs: Goals, Content and Administration

PSC 390 Internship

PSC 3XX Police and the Media

PSC 405 Organized Crime in America

PSC 415 Seminar in Terrorism

**Category B. Law and Courts**

**Required**

CJ 203 Criminal Law (QCC for LAW 209)

# Criminal Justice Joint Degree with Queensborough Community College (CUNY Justice Academy)

Associate in Science/Bachelor of Science

Continued

## Category C. Corrections

### Select one

COR 201 The Law and Institutional Treatment

COR 202 Administration of Correctional Programs for Juveniles

COR 230/PSC 230 Sex Offenders in the Criminal Justice System

COR 282 Principles of Correctional Operations

COR 303 Comparative Correction Systems

COR 310 Fieldwork in Corrections

COR 320 Race, Class and Gender in a Correctional Context

COR 3XX Prisoner Re-entry and Reintegration

COR 3XX Violence in Prisons

COR 401 Evaluation Correctional Methods and Programs

COR 402 Administration of Community-Based Corrections Programs

COR 415 Major Works in Corrections

COR 430 Senior Seminar in Corrections

CRJ 322/PHI 322 Judicial and Correctional Ethics

**Note:** courses can only be used to satisfy one area in the major.

**CREDITS REQUIRED FOR THE MAJOR: 36**

## Criminal Justice Management

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.** POL 101 (or GOV 101). This course fulfills the Flexible Core: U.S. Experience in its Diversity area of the general education requirements.

**Coordinator.** Professor Salomon Guajardo, Department of Public Management (646.557.4783, sguajardo@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, bamadirector@jjay.cuny.edu).

**Additional information.** Students who enroll for the first time at the College or changed to this major in September 2012 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.

## COURSES

### PART ONE. FOUNDATION COURSES

**CREDITS: 9**

#### Required

CJBS 101 Introduction to the American Criminal Justice System

LAW 203 Constitutional Law

# Criminal Justice Management

Bachelor of Science

Continued

PAD 140 Introduction to Public Administration (formerly PAD 240)

**PART TWO. MANAGEMENT COURSES**

**CREDITS: 12**

**Required**

ENG 235 Writing for Management, Business and Public Administration

PAD 241 Information in Public Management

PAD 314 Leadership, Supervision and Performance

PAD 318 Decisions in Crises

**PART THREE. TECHNICAL COURSES**

**CREDITS: 12**

**Select one**

ACC 250 Introduction to Accounting

PAD 343 Administration of Financial Resources

**Select three**

COR 282 Principles of Correctional Operations

FIS 2XX Science Foundations of Emergency Management and Response

PAD 360 Court Administration

PSC 101 Introduction to Police Studies

PSC 201 Police Organization and Administration

SEC 310 Emergency Planning

SOC 203 Criminology

**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**

**CREDITS: 3**

**Required**

PAD 348 Justice Planning and Policy Analysis

**PART FIVE. CAPSTONE SEMINAR**

**CREDITS: 3-6**

**Select one**

PAD 402 Seminar and Internship in Public Administration

PAD 404 Practicum in Public Administration

PAD 445 Seminar in Justice Administration and Planning

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

**CREDITS REQUIRED FOR MAJOR: 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

**Coordinator.** Professor David Green, Department of Sociology (646.557.4641, dgreen@jjay.cuny.edu).

# Criminology

## Bachelor of Arts

**Advisor.** Professor Andy Karmen, Department of Sociology (212.237.8695, akarmen@jjay.cuny.edu).

**Prerequisites.** SOC 101 and PSY 101. These courses both fulfill the College's general education requirements for the Flexible Core: Individual and Society area. Other courses also have prerequisites beyond courses previously taken in the major:

- In Part Three, any ECO course can be a prerequisite for ECO 360/SOC 360 Corporate and White-Collar Crime
- In Part Five, CRJ 101 or CJBS 101 or ICJ 101 is a prerequisite for PSC 216 Crime Mapping; AFR 110 or AFR 121 is a prerequisite for AFR 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.

**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 or changed to this major 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.

### COURSES

#### PART ONE. DISCIPLINARY REQUIREMENTS CREDITS: 15

**Required**

SOC 203 Criminology

SOC 314 Theories of Social Order

SOC 440 Senior Seminar in Criminology

SSC 325 Research Methods in the Behavioral Sciences

STA 250 Principles and Methods of Statistics

#### PART TWO. MULTI-DISCIPLINARY FOUNDATIONS CREDITS: 3

**Select one**

ANT 230 Culture and Crime

ECO 170 Crime, Class and Capitalism: The Economics of Justice

LAW 310/PHI 310 Ethics and Law

PSY 242 Abnormal Psychology

#### PART THREE. APPLICATIONS OF CRIMINOLOGY CREDITS: 6

**Select two courses**

SOC 236/CRJ 236 Victimology

SOC 301 Penology

SOC 308 Sociology of Violence

SOC 309 Juvenile Delinquency

SOC 335 Migration and Crime

SOC 360/ECO 360 Corporate and White Collar Crime

SOC 3XX Special Topics in Criminology

SOC 420/CRJ 420 Women and Crime

#### PART FOUR. ADVANCED METHODS CREDITS: 3

**Select one course**

SOC 324 Advanced Social Statistics

SOC 327 Advanced Sociological Methodology

SOC 328 Qualitative Research Methods

SOC 329 Evaluation Research

# Criminology

Bachelor of Arts

Continued

**PART FIVE. ELECTIVES**

**CREDITS: 9**

**A. Multi-Disciplinary Electives**

**Select one**

- AFR 215 Police and the Ghetto
- ANT 330 American Cultural Pluralism and the Law
- ANT 340 Anthropology and the Abnormal
- ECO 315/PSC 315 An Economic Analysis of Crime
- LIT 327 Crime, Punishment and Justice in World Literatures
- LLS 325 The Latina/o Experience of Criminal Justice
- PSC 216 Crime Mapping
- PSY 332 The Psychology of Adolescence
- PSY 372 Psychology of Criminal Behavior

**B. Sociology Electives**

**Select two**

- SOC 201 Urban Sociology
- SOC 202/PSY 202 The Family: Changes, Challenges and Crisis Intervention
- SOC 206 Sociology of Conflict and Dispute Resolution
- SOC 222 Crime, Media and Public Opinion
- SOC 240 Social Deviance
- SOC 251 Sociology of Human Rights
- SOC 2XX Race, Racism and Crime
- SOC 302 Social Problems
- SOC 305 The Sociology of Law
- SOC 351 Crime and Delinquency in Asia
- SOC 405 Social Systems/Modern Organizations

**CREDITS REQUIRED FOR THE MAJOR: 36**

# Criminology

Minor

**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 David Green, Department of Sociology (646.557.4641, dgreen@jjay.cuny.edu).

**Requirements.** Students who minor in Criminology must complete 18 credits (six courses) at the 200-level or above from the approved list of courses below. No more than half of these credits may be used to satisfy credit requirements in the student's major.

**COURSES**

**Select six**

- SOC 203 Criminology
- SOC 216 Probation and Parole: Theoretical and Practical Approaches
- SOC 236 Victimology
- SOC 240 Social Deviance
- SOC 301 Penology

# Criminology

## Minor

Continued

SOC 308 Sociology of Violence

SOC 309 Juvenile Delinquency

SOC 335 Migration and Crime

SOC 341 International Criminology

SOC 351 Crime and Delinquency in Asia

SOC 360/ECO 360 Corporate and White-Collar Crime

SOC 420/CRJ 420 Women and Crime

SOC 430–431 Research Internship in Criminology

SOC 440 Senior Seminar

# Culture and Deviance Studies

## 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 Flexible Core: World Cultures and Global Issues and Flexible Core: Individual and Society areas respectively.

**Coordinator.** Professor Elizabeth Hegeman, Department of Anthropology (212.237.8289, ehegeman@jjay.cuny.edu).

**Additional information.** Students who enrolled for the first time at the College or changed to this major 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.

## COURSES

### PART ONE. ANTHROPOLOGY CORE

**CREDITS: 15**

#### Required

ANT 208 Urban Anthropology

ANT 210/PSY 210/SOC 210 Sex and Culture

ANT 330 American Cultural Pluralism and the Law

ANT 340 Anthropology and the Abnormal

ANT 450/PSY 450/SOC 450 Major Works in Deviance and Social Control

### PART TWO. INTERDISCIPLINARY CORE

**CREDITS: 6**

#### Required

STA 250 Principles and Methods of Statistics

#### Select one

PSY 221 Social Psychology

# Culture and Deviance Studies

Bachelor of Arts

Continued

SOC 314 Theories of Social Order

**PART THREE. THEMATIC CLUSTERS**

**CREDITS: 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, should students wish to pursue further study of a topic or subject. Students 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**

ANT 110/SOC 110 Drug Use and Abuse

ANT 224/PHI 224/PSY 224/SOC 224 Death, Dying and Society: A Life Crises Management Issue

LLS 265/HIS 265 Class, Race and Family in Latin American History

PSY 234 Psychology of Human Sexuality

PSY 255 Group Dynamics in Chemical Dependency Counseling

PSY 266 Psychology of Alcoholism and Substance Abuse

PSY 268 Therapeutic Interventions in Chemical Dependency

PSY 331/CSL 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling

PSY 332 Psychology of Adolescence

PSY 336 Group Dynamics

PSY 342/CSL 342 Introduction to Counseling Psychology

PSY 350/CSL 350 Advanced Topics in Chemical Dependency Counseling

PSY 375 Family Conflict and Family Court

PSY 480 Ethical and Professional Issues in Chemical Dependency Counseling

SOC 160 Social Aspects of Alcohol Abuse

SOC 161 Chemical Dependency and the Dysfunctional Family

SOC 380 Laboratory in Dispute Resolution Skill Building

SOC 435 Current Controversies in Alcoholism and Substance Abuse

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

AFR 210 Drugs and Crime in Africa

AFR 232/LLS 232 Comparative Perspectives on Crime in the Caribbean

ANT 230 Culture and Crime

ANT 315 Systems of Law

ANT 328/ENG 328 Forensic Linguistics: Language as Evidence in the Courts

ANT 345/PSY 345 Culture, Psychopathology and Healing

COR 101 Introduction to Corrections

COR 201 The Law and Institutional Treatment

COR 202 The Administration of Correctional Programs for Juveniles

COR 250 Rehabilitation of the Offender

ECO 170 Crime, Class, Capitalism: The Economics of Justice



# Culture and Deviance Studies

## Bachelor of Arts

Continued

ECO 215 Economics of Regulation and the Law

ECO 315/PSC 315 An Economic Analysis of Crime

HIS 224 History of Crime in New York City

HIS 320 Topics in the History of Crime and Punishment in the United States

POL 250 International Law and Justice

POL 375 Law, Order, Justice and Society

PSC 101 Introduction to Police Studies

PSC 201 Police Organization and Administration

PSC 235 Women in Policing

PSY 242 Abnormal Psychology

PSY 370/LAW 370 Psychology and the Law

PSY 372 Psychology of Criminal Behavior

PSY 373 Correctional Psychology

SOC 203 Criminology

SOC 216 Probation and Parole: Principles and Practices

SOC 240 Social Deviance

SOC 301 Penology

SOC 308 Sociology of Violence

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

AFR 220 Law and Justice in Africa

AFR 237 Institutional Racism

AFR 250 Political Economy of Racism

ANT 212 Applied Anthropology

HIS 214 Immigration and Ethnicity in the United States

LAW 313/POL 313 The Law and Politics of Race Relations

LLS 220 Human Rights and Law in Latin America

LLS 241 Latina/os and the City

LLS 250 Drugs, Crime and Law in Latin America

LLS 255 The Latin American Woman in Global Society

LLS 261/HIS 261 Revolution and Social Change in Contemporary Latin America

LLS 267/AFR 267/HIS 267 History of Caribbean Migrations to the United States

LLS 321 Puerto Rican/Latina/o Community Fieldwork

LLS 322 Latino/a Struggles for Civil Rights and Social Justice

LLS 325 The Latina/o Experience of Criminal Justice

POL 320 International Human Rights

PSY 333 Psychology of Gender

SOC 215 Social Control and Gender: Women in American Society

SOC 309 Juvenile Delinquency

SOC 351 Crime and Delinquency in Asia

SOC 420/CRJ 420 Women and Crime

**CREDITS REQUIRED FOR THE MAJOR: 33**

# Dispute Resolution

## Certificate Program and Minor

The Dispute Resolution Minor and Dispute Resolution Certificate provide 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 also gain knowledge and techniques necessary to negotiate, facilitate, and mediate a wide range of situations. The Dispute Resolution coursework will be invaluable for students 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.

**Learning Outcomes.** Upon completion of the Dispute Resolution Minor or Dispute Resolution Certificate, the students will:

- Recognize the causes of conflict
- Understand the dynamics and progression of conflict
- Think more critically about how to process conflict situation
- Utilize dispute resolution techniques and skills needed to negotiate, facilitate, and mediate in a variety of contexts

Additionally, upon completion of the Certificate, the students will have a deeper understanding about conflict and its resolution, and will be able to better apply the skills and knowledge practiced during their internship experience.

Matriculated students who complete this certificate program 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 upon successful completion of coursework and a practicum.

**Please note:** Students cannot earn both the minor and the certificate in Dispute Resolution.

**Rationale.** The Certificate Program and the Minor in Dispute Resolution enhance a student's undergraduate portfolio, regardless of major. Students will acquire a solid understanding of conflict, its causes, progression, complexity, and management. For students who cannot complete the 30-credit certificate program, the 18-credit minor will still allow them to deepen their critical understanding of conflict. In a global community, understanding and managing conflict should be a core area of study for all students. The Dispute Resolution Certificate Program and Minor at John Jay College offer undergraduate students a unique opportunity, unavailable at most colleges and universities.

**Credits required.** 30 credits for certificate, 18 credits for minor

**Prerequisite.** SOC 101. This course fulfills the Flexible Core: Individual and Society area of the College's general education requirements. 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, mvolpe@jjay.cuny.edu).

**Additional information.** Students who enrolled for the first time at the College in September 2012 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.

## COURSES

### PART ONE. REQUIRED COURSES

**CREDITS: 6-9**

- SOC 206 Sociology of Conflict and Dispute Resolution
- SOC 380 Sociology Laboratory in Dispute Resolution Skill Building
- SOC 381 Internship in Dispute Resolution (for certificate students only)

### PART TWO. ELECTIVES

**CREDITS: 12-21**

**Students earning certificate select seven, minors select four**

**Note:** students are encouraged to take courses from a variety of disciplines.

- AFR 110 Race and the Urban Community
- AFR 121 Africana Communities in the U.S.
- AFR 215 The Police and the Ghetto
- AFR 229 Restorative Justice: Making Peace and Resolving Conflict
- ANT 315 Systems of Law
- ANT 330 American Cultural Pluralism and the Law
- DRA 325 Drama Techniques in Crisis Intervention
- ECO 280 Economics of Labor

# Dispute Resolution

## Certificate Program and Minor

Continued

GEN 205 Gender and Justice

ISP Interdisciplinary Studies Program (if applicable, with permission of the Dispute Resolution Coordinator)

LAW 206 The American Judiciary

LLS 241 Latina/os and the City

PHI 105 Critical Thinking and Informal Logic

PHI 302 Philosophical Issues of Rights

PHI 310/LAW 310 Ethics and Law

POL 206 Urban Politics

POL 305 Constitutional Rights and Liberties

PSC 202 Police and Community Relations

PSC 245 Community Policing

PSY 243 Theories of Personality

PSY 336 Group Dynamics

PSY 375 Family Conflict and Family Court

SOC 160 Social Aspects of Alcohol Abuse

SOC 202/PSY 202 The Family: Change, Challenges and Crisis Intervention

SOC 213/PSY 213 Race and Ethnic Relations

SOC 236 Victimology

SOC 290 Selected Topics in Sociology

SOC 305 Sociology of Law

SOC 308 Sociology of Violence

**Various Departments:** Fieldwork Practicum

**CREDITS REQUIRED FOR MINOR: 18**

**CREDITS REQUIRED FOR CERTIFICATE: 30**

# 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. Transfer students who have completed 18 credits or more in economics and/or accounting are waived from the ECO 101 prerequisite.

**Note:** Students considering graduate programs in economics should consider additional mathematics and statistics courses as free electives. Students are strongly advised to discuss graduate school options early in their progression through the major.

**Coordinators.** Professor Catherine Mulder, Department of Economics (212.484.1309, cmulder@jjay.cuny.edu). For the Forensic Financial Analysis specialization, Professor Randall LaSalle, Department of Economics (212.484.1308, rlasalle@jjay.cuny.edu).

**Additional information.** Students who enrolled for the first time at the College or changed to this major in September 2013 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.

# Economics

Bachelor of Science

## COURSES

### PART ONE. ECONOMIC FOUNDATIONS

**CREDITS: 12**

**Required**

ECO 220 Intermediate Macroeconomics

ECO 225 Intermediate Microeconomics

**Required for Specialization A students**

ECO 1XX Understanding Economic Data

ECO 213 Political Economy

**Required for Specialization C students**

ACC 250 Introduction to Accounting

ACC 307 Forensic Accounting I

### PART TWO. STATISTICS

**CREDITS: 3**

**Required**

STA 250 Principles and Methods of Statistics

### PART THREE. CAPSTONE

**CREDITS: 3**

ACC 410 Seminar in Forensic Financial Analysis (required for Specialization C)

ECO 405 Seminar in Economics (required for Specialization A)

### PART FOUR. SPECIALIZATIONS

**CREDITS: 18**

**Select one specialization.**

**Specialization A. Economic Analysis**

**Required**

ECO 310 Economics in Historical Perspectives

**Electives—Select five courses**, at least one from each cluster, with no single course satisfying more than one cluster.

**Criminal Justice Cluster**

ECO 231 Global Economic Development and Crime

ECO 235 Finance for Forensic Economics

ECO 260 Environmental Economics Regulation and Policy

ECO 315/PSC 315 Economic Analysis of Crime

ECO 360/SOC 360 Corporate and White Collar Crime

**Public Sector Cluster**

ECO 125 Introduction to Microeconomics

ECO 260 Environmental Economics Regulation and Policy

ECO 265 Introduction to Public Sector Economics

ECO 270 Urban Economics

ECO 280 Economics of Labor

ECO 324 Money and Banking

ECO 360/SOC 360 Corporate and White Collar Crime

**Economic Justice Cluster**

AFR 250 Political Economy of Racism

AFR 322 Inequality and Wealth

ECO 280 Economics of Labor

ECO 327 Political Economy of Gender

# Economics

## Bachelor of Science

Continued

ECO 333 Sustainability: Preserving the Earth as Human Habitat

### International Cluster

AFR 250 Political Economy of Racism

ECO 120 Introduction to Macroeconomics

ECO 231 Global Economic Development and Crime

ECO 245 International Economics

ECO 327 Political Economy of Gender

ECO 333 Sustainability: Preserving the Earth as Human Habitat

### Specialization C. Forensic Financial Analysis

#### Required

ACC 308 Auditing

ACC 309 Forensic Accounting II

CJBS 101 Introduction to the American Criminal Justice System

LAW 202 Law and Evidence

#### Electives—Select two

ACC 264/LAW 264 Business Law

ACC 265 Digital Forensics for the Fraud Examiner

ECO 215 Economics of Regulation and the Law

ECO 235 Finance for Forensic Economics

ECO 330 Quantitative Methods for Decision Makers

ECO 360/SOC 360 Corporate and White-Collar Crime

**CREDITS REQUIRED FOR THE MAJOR: 36**

# Economics Joint Degree with Borough of Manhattan Community College (CUNY Justice Academy)

Associate in Science (Accounting for Forensic Accounting)/  
Bachelor of Science (Economics: Forensic Financial Analysis)

**Credits required.** 36

**Prerequisite.** ECO 101

**Advisor.** Jennifer Hernandez, CUNY Justice Academy (646.557.4448, jenhernandez@jjay.cuny.edu).

**Additional requirements for the Associate Degree.** ACC 222 Accounting Principles II, ACC 330 Intermediate Accounting, ACC 340 Federal Taxation, ACC 360 Government and Not-profit Accounting, FNB 100 Introduction to Finance

**Additional information.** Students who enrolled for the first time in the joint degree program in fall of 2013 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 from David Barnet, Director of Academic Planning (212.484.1114, dbarnet@jjay.cuny.edu).

## COURSES

### PART ONE. ACCOUNTING AND ECONOMIC FOUNDATIONS

**CREDITS: 12**

#### Required

ACC 122 Accounting Principles I (BMCC for ACC 250)

ACC 307 Forensic Accounting I

## Economics Joint Degree with Borough of Manhattan Community College (CUNY Justice Academy)

Associate in Science (Accounting for Forensic Accounting)/  
Bachelor of Science (Economics: Forensic Financial Analysis)

Continued

ECO 201 Macroeconomics (BMCC for ECO 220)

ECO 225 Microeconomics

### PART TWO. INTERDISCIPLINARY PERSPECTIVES

CREDITS: 9

#### Required

CJBS 101 Introduction to Criminal Justice

LAW 202 Law and Evidence

MAT 150 Introduction to Statistics (BMCC for STA 250)

### PART THREE. CAPSTONE

CREDITS: 3

#### Required

ACC 410 Seminar in Forensic Financial Analysis

### PART FOUR. SPECIALIZATION

CREDITS: 12

#### Specialization C. Forensic Financial Analysis

#### Required

ACC 308 Auditing

ACC 309 Forensic Accounting II

### ELECTIVES

BUS 110 Business Law (BMCC for ACC 264/LAW 264)

#### Select one additional

ACC 265 Digital Forensics for the Fraud Examiner

ECO 215 Economics of Regulation and the Law

ECO 235 Finance for Forensic Economics

ECO 330 Quantitative Methods for Decision Makers

ECO 360/SOC 360 Corporate and White-Collar Crime

**CREDITS REQUIRED FOR THE MAJOR: 36**

## Economics Joint Degree with Hostos Community College (CUNY Justice Academy)

Associate in Science (Accounting for Forensics)/  
Bachelor of Science (Economics: Forensic Financial Analysis)

**Credits required.** 36

**Prerequisite.** ECO 101

**Advisor.** Ray Bartholomew, CUNY Justice Academy (646.557.4448, rbartholomew@jjay.cuny.edu).

**Additional requirements for the Associate Degree.** ACC 111 College Accounting II, ACC 150 Computerized Accounting, ACC 201 Intermediate Accounting I, ACC 250 Personal Income Tax (HCC)

**Additional information.** Students who enrolled for the first time in the joint degree program in fall of 2013 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 from David Barnet, Director of Academic Planning (212.484.1114, dbarnet@jjay.cuny.edu).

# Economics Joint Degree with Hostos Community College (CUNY Justice Academy)

Associate in Science (Accounting for Forensics)/  
Bachelor of Science (Economics: Forensic Financial Analysis)

## COURSES

### PART ONE. ECONOMIC FOUNDATIONS CREDITS: 12

#### Required

ACC 110 College Accounting I (HCC for ACC 250)  
ACC 307 Forensic Accounting I  
ECO 220 Macroeconomics  
ECO 225 Microeconomics

### PART TWO. INTERDISCIPLINARY PERSPECTIVES CREDITS: 9

#### Required

CJ 101 Introduction to Criminal Justice (HCC for CJBS 101)  
LAW 202 Law and Evidence  
MAT 120 Introduction to Probability and Statistics (HCC for STA 250)

### PART THREE. CAPSTONE CREDITS: 3

#### Required

ACC 410 Seminar in Forensic Financial Analysis

### PART FOUR. SPECIALIZATION CREDITS: 12

#### Specialization C. Forensic Financial Analysis

#### Required

ACC 308 Auditing  
ACC 309 Forensic Accounting II

### ELECTIVES

#### Select two

ACC 264/LAW 264 Business Law **or** BUS 210 Business Law (Option at HCC)  
ACC 265 Digital Forensics for the Fraud Examiner  
ECO 215 Economics of Regulation and the Law  
ECO 235 Finance for Forensic Economics  
ECO 330 Quantitative Methods for Decision Makers  
ECO 360/SOC 360 Corporate and White-Collar Crime

**CREDITS REQUIRED FOR THE MAJOR: 36**

# Economics Joint Degree with Queensborough Community College (CUNY Justice Academy)

Associate in Science (Accounting for Forensic Accounting)/  
Bachelor of Science (Economics: Forensic Financial Analysis)

**Credits required.** 36

**Prerequisite.** ECO 101

**Advisor.** Ray Bartholomew, CUNY Justice Academy (646.557.4448, rbartholomew@jjay.cuny.edu).

**Additional requirements for the Associate Degree.** BU 102 Principles of Accounting II, BU 103 Intermediate Accounting, BU 108 Income Taxation or BU 111 Computer Applications in Accounting

# Economics Joint Degree with Queensborough Community College (CUNY Justice Academy)

Associate in Science (Accounting for Forensic Accounting)/  
Bachelor of Science (Economics: Forensic Financial Analysis)

Continued

**Additional information.** Students who enrolled for the first time in the joint degree program in fall of 2013 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 from David Barnet, Director of Academic Planning (212.484.1114, dbarnet@jjay.cuny.edu).

## COURSES

### PART ONE. ACCOUNTING AND ECONOMIC FOUNDATIONS CREDITS: 12

**Required**

- ACC 307 Forensic Accounting I
- BU 101 Principles of Accounting (QCC for ACC 250)
- SS 211 Macroeconomics (Option at QCC for ECO 220)
- SS 112 Microeconomics (Option at QCC for ECO 225)

### PART TWO. INTERDISCIPLINARY PERSPECTIVES CREDITS: 9

**Required**

- BU 203 Business Statistics (QCC for STA 250)
- CJ 101 Introduction to Criminal Justice (QCC for CJBS 101)
- LAW 202 Law and Evidence

### PART THREE. CAPSTONE CREDITS: 3

**Required**

- ACC 410 Seminar in Forensic Financial Analysis

### PART FOUR. SPECIALIZATION CREDITS: 12

**Specialization C. Forensic Financial Analysis**

**Required**

- ACC 308 Auditing
- ACC 309 Forensic Accounting II

### ELECTIVES

**Select two**

- ACC 264/LAW 264 Business Law **or** BUS 210 Business Law (Option at QCC)
- ACC 265 Digital Forensics for the Fraud Examiner
- ECO 215 Economics of Regulation and the Law
- ECO 235 Finance for Forensic Economics
- ECO 330 Quantitative Methods for Decision Makers
- ECO 360/SOC 360 Corporate and White-Collar Crime

**CREDITS REQUIRED FOR THE MAJOR: 36**

## 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.



# Economics

## Minor

**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. Data from the Law School Admission Council for 2011-12, identified economics as the second most common major for students accepted to law school. Graduate schools recognize that the study of economics develops the analytical and research skills that prepare students for the rigors of advanced education.

**Credits required.** 18

**Minor coordinator.** Professor Catherine Mulder, Department of Economics (212.484.1309, [cmulder@jjay.cuny.edu](mailto:cmulder@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.

## COURSES

### Select six

ACC 250 Introduction to Accounting

ACC 251 Introduction to Managerial Accounting

ECO 101 Principles of Economics

ECO 120 Introduction to Macroeconomics

ECO 125 Introduction to Microeconomics

ECO 170 Crime, Class, Capitalism: The Economics of Justice

ECO 215 Economics of Regulation and the Law

ECO 220 Intermediate Macroeconomics

ECO 225 Intermediate Microeconomics

ECO 231 Global Economic Development and Crime

ECO 245 International Economics

ECO 260 Environmental Economics, Regulation and Policy

ECO 265 Introduction to Public Sector Economics

ECO 270 Urban Economics

ECO 280 Economics of Labor

ECO 300 The Political Economy of Governmental Activity

ECO 310 Economics in Historical Perspectives

ECO 315/PSC 315 An Economic Analysis of Crime

ECO 324 Money and Banking

ECO 327 Political Economy of Gender

ECO 333 Sustainability: Preserving the Earth as Human Habitat

ECO 335 Economics of Finance

ECO 360/SOC 360 Corporate and White-Collar Crime

**CREDITS REQUIRED FOR MINOR: 18**

# 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 201, and one general education Literature course: LIT 230, LIT 231, LIT 232, LIT 233, LIT 236, LIT 237

# English

## Bachelor of Arts

**Coordinator.** Professor Caroline Reitz, Department of English (646-557-4755, creitz@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.

### COURSES

<b>PART ONE. CRITICAL SKILLS</b>	<b>CREDITS: 3</b>
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**Required**

LIT 260 Introduction to Literary Study

<b>PART TWO. HISTORICAL PERSPECTIVES</b>	<b>CREDITS: 12</b>
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**Choose four**

LIT 370 Topics in Ancient Literature

LIT 371 Topics in Medieval Literature

LIT 372 Topics in Early Modern Literature

LIT 373 Topics in Seventeenth- and Eighteenth-Century Literature

LIT 374 Topics in Nineteenth-Century Literature

LIT 375 Topics in Twentieth-Century Literature

<b>PART THREE. CRITICAL METHODS</b>	<b>CREDITS: 3</b>
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**Required**

LIT 300 Text and Context

<b>PART FOUR. LITERATURE AND THE LAW</b>	<b>CREDITS: 3</b>
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**Required**

LIT 305 Foundations of Literature and Law

<b>PART FIVE. ELECTIVES</b>	<b>CREDITS: 12</b>
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Choose any four literature courses in English (ENG) or Literature (LIT); if concentrating in “Literature and the Law,” choose at least two of the courses identified with asterisks.

ENG 215 Poetry Writing and Reading

ENG 216 Fiction Writing

ENG 218 The Writing Workshop

ENG 233 News Reporting and Writing

ENG 235 Writing for Management, Business, and Public Administration

ENG 245 Creative Nonfiction

\*ENG 250 Writing for Legal Studies

ENG 255 Argument Writing

ENG 316 Advanced Argument Writing and Response: Theory and Practice

ENG 334 Intermediate News Reporting and Writing

LIT 203 New York City in Literature

LIT 212 Literature of the African World

\*LIT 219 The Word as Weapon

LIT 223/AFR 223 African-American Literature

LIT 265 Foundations of U.S. Latino/a Literature

LIT 284 Film and Society

LIT 290 Special Topics

LIT 309 Contemporary Fiction

# English

## Bachelor of Arts

Continued

\*LIT 311 Literature and Ethics

LIT 313 Shakespeare

\*LIT 314 Shakespeare and Justice

\*LIT 315 American Literature and the Law

LIT 316 Gender and Identity in Literary Traditions

\*LIT 319 Law and Justice in European Medieval Literature

\*LIT 323 The Crime Film

\*LIT 327 Crime and Punishment in Literature

LIT 330 Alfred Hitchcock

LIT 332 Martin Scorsese and Spike Lee

LIT 340/AFR 340 The African-American Experience in America: Comparative Racial Perspectives

\*LIT 342 Perspectives on Literature and Human Rights

LIT 344 Caribbean Literature and Culture

LIT 346 Cultures in Conflict

LIT 353 Comic Books and Graphic Novels: Investigating a Literary Medium

LIT 357 Violence of Language: U.S. Latino/a Street Literature

LIT 360 Mythology in Literature

LIT 366 Writing Nature: Literature and Ecology

LIT 383 Gender and Sexuality in U.S. Latino/a Literature

LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature

LLS 363 Il-legal Subjects: U.S. Latina/o Literature and the Law\*

LLS 364 Ethical Strains in U.S. Latino/a Literature

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

CREDITS: 3

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

LIT 400 Senior Seminar in Literature

LIT 405 Senior Seminar in Literature and Law

**CREDITS REQUIRED FOR THE MAJOR: 36**

# 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.

# English

## Minor

**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, LIT 236, LIT 237) toward their 200-level course requirement. Every student must take LIT 260 Introduction to Literary Study to earn the minor in English.

## COURSES

### PART ONE. REQUIRED COURSES

**CREDITS: 3**

LIT 260 Introduction to Literary Study

### PART TWO. ELECTIVES

**CREDITS: 15**

**Select five.** At least one course must be at or above the 300-level.

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.

#### Literature

LIT 219 Word as Weapon

LIT 223/AFR 223 African-American Literature

LIT 236 Literary Perspectives on Culture and Globalization

LIT 237 Literature as Witness

LIT 284 Film and Society

LIT 286 The Horror Film

LIT 290 Special Topics

LIT 313 Shakespeare

LIT 315 American Literature and the Law

LIT 316 Gender and Identity in Literary Traditions

LIT 323 The Crime Film

LIT 325 Science Fiction Film

LIT 327 Crime, Punishment and Justice in World Literature

LIT 331 Steven Spielberg

LIT 342 Perspectives on Literature and Human Rights

LIT 344 Caribbean Literature and Culture

LIT 346 Cultures in Conflict

LIT 352 Comic Books and Graphic Novels: Investigating a Literary Medium

LIT 357 Violence of Language: U.S. Latino/a Street Literature

LIT 360 Mythology in Literature

LIT 366 Writing Nature: Literature and Ecology

LIT 370 Topics in Ancient Literature

LIT 371 Topics in Medieval Literature

LIT 372 Topics in Early Modern Literature

LIT 373 Topics in Seventeenth- and Eighteenth-Century Literature

LIT 374 Topics in Nineteenth-Century Literature

LIT 375 Topics in Twentieth-Century Literature

# English

## Minor

Continued

LIT 383 Gender and Sexuality in U.S. Latino/a Literature

LIT 3XX Banned Books

LIT 401 Special Topics

LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature

LLS 363 II—Legal Subjects: U.S. Latino/a Literature and the Law

LLS 364 Ethical Strains in U.S. Latino/a Literature

### Writing

ENG 215 Poetry Writing and Reading

ENG 216 Fiction Writing

ENG 218 The Writing Workshop

ENG 228/ANT 228 Introduction to Language

ENG 233 News Reporting and Writing

ENG 235 Writing for Management, Business, and Public Administration

ENG 245 Creative Nonfiction

ENG 250 Writing for Legal Studies

ENG 255 Argument Writing

ENG 313 Advanced Fiction Writing

ENG 316 Advanced Argument Writing and Response

ENG 328/ANT 328 Forensic Linguistics

ENG 334 Intermediate News Reporting and Writing

ENG 3XX Advanced Poetry

**CREDITS REQUIRED FOR MINOR: 18–19**

# Film Studies

## Minor

**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 Outcomes.** Upon completion of the minor, students will:

- 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.

# Film Studies

Minor

**Minor coordinator.** Professors Jay Walitalo, Department of English (212.484.1192, [jwalitalo@jjay.cuny.edu](mailto:jwalitalo@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

**CREDITS: 6**

DRA 106 Introduction to Film **or** LIT 275 The Language of Film

DRA 305 Film Criticism

## PART TWO. ELECTIVES

**CREDITS: 12-13**

**Choose four** (at least one course must be at the 300-level or above)

ANT 227 Anthropology of Film

DRA 243 Black Female Sexuality in Film

DRA 261 Video Production Basics

DRA 346 Documentary Film and Media

LIT 283 New York City in Film

LIT 284 Film and Society

LIT 285 The Rebel in Film

LIT 286 The Horror Film

LIT 323 The Crime Film

LIT 324 The Road Movie

LIT 325 Science Fiction Film

LIT 330 Alfred Hitchcock

LIT 331 Steven Spielberg

LIT 332 Martin Scorsese and Spike Lee

**CREDITS REQUIRED FOR MINOR: 18-19**

# 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 Glenn Corbett, Department of Security, Fire and Emergency Management (212.237.8092, [gcorbett@jjay.cuny.edu](mailto:gcorbett@jjay.cuny.edu)).

## COURSES

### PART ONE. CORE COURSES

**CREDITS: 24**

#### Required

FIS 101 Introduction to Fire Science

FIS 104 Risk Management

FIS 350 Management Applications in Fire Protection

FIS 401 Seminar in Fire Protection Problems

PAD 140 Introduction to Public Administration (formerly PAD 240)

PAD 241 Information in Public Management

# Fire and Emergency Service

Bachelor of Arts

Continued

PAD 343 Administration of Financial Resources

PAD 346 Human Resource Administration

## PART TWO. SPECIALIZATION REQUIREMENTS

CREDITS: 9

Select one specialization and complete 3 courses

### Fire Service

FIS 209 Analysis of Urban Hazardous Materials, Tactics and Strategy

FIS 210 Fire Safety Administration

FIS 230 Building Construction and Life Safety Systems I

### Emergency Medical Services

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.

### Emergency Management

FIS 209 Analysis of Urban Hazardous Materials, Tactics and Strategy

FIS 319 Hazard Identification and Mitigation

SEC 101 Introduction to Security

CREDITS REQUIRED FOR THE MAJOR: 33

# 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

**Coordinator.** Professor Glenn Corbett, Department of Security, Fire and Emergency Management (212.237.8092, gcorbett@jjay.cuny.edu).

**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 Required Core: Mathematics and Quantitative Reasoning area of the College's general education requirements.

The prerequisite for CHE 103 is placement into MAT 141 or higher; or placement into 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.

**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 Life and Physical Sciences and the Scientific World.

Students who enrolled at the College for the first time or changed to this major 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.

## COURSES

### PART ONE. SCIENCE REQUIREMENTS

CREDITS: 9

#### Required

CHE 101-102 General Chemistry I-A and I-B **or** CHE 103 General Chemistry I

PHY 101 College Physics I **or** PHY 203 General Physics I

## Fire Science

Bachelor of Science

Continued

### PART TWO. CORE REQUIREMENTS

CREDITS: 21

#### Required

FIS 101 Introduction to Fire Science

FIS 210 Fire Safety Administration

FIS 230 Building Construction and Life Safety Systems I

FIS 257 Fire Dynamics

FIS 2XX Science Foundations of Emergency Management and Response

FIS 330 Building Construction and Life Safety Systems II

FIS 401 Seminar in Fire Protection Problems

### PART THREE. ELECTIVES

CREDITS: 12

#### Select four

FIS 106 Safety Engineering

FIS 202 Fire Protection Systems

FIS 205 Fire Service Hydraulics

FIS 207 Water-Based Fire Suppression Systems

FIS 220/MAT 220/PSC 220 Survey of the Concepts of Operations Research

FIS 303 Fire Investigation

CREDITS REQUIRED FOR THE MAJOR: 42

## Fire Science

Minor

**Minor coordinator.** Professor Glenn Corbett, Department of Security, Fire and Emergency Management (212.237.8092, gcorbett@jjay.cuny.edu).

**Credits.** 18

### REQUIRED COURSES

CREDITS: 18

FIS 101 Introduction to Fire Science

FIS 106 Safety Engineering

FIS 202 Fire Protection Systems

FIS 230 Building Construction and Life Safety Systems I

FIS 2XX Science Foundations of Emergency Management Response

FIS 330 Building Construction and Life Safety Systems II

CREDITS REQUIRED FOR MINOR: 18

## 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.



# Forensic Psychology

Bachelor of Arts

Continued

**Credits required.** 40-46

**Coordinator.** Professor Daryl Wout, Psychology Department, Deputy Chair for Advising (646.557.4652, dwout@jjay.cuny.edu).

**Prerequisite.** PSY 101, which does not count toward the 40 credits required in the major. This course fulfills the College's general education requirements in the Flexible Core: Individual and Society area.

**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, bamadirector@jjay.cuny.edu).

**Additional information.** Students who enrolled for the first time at the College or changed to this major 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.

## COURSES

### PART ONE. CORE COURSES

**CREDITS: 22**

#### Required

PSY 200 Cognitive Psychology

PSY 221 Social Psychology

PSY 231 Developmental Psychology

PSY 242 Abnormal Psychology

PSY 311 Research Methods in Psychology

PSY 370/LAW 370 Psychology and the Law

STA 250 Principles and Methods of Statistics

### PART TWO. CORE ELECTIVES

**CREDITS: 6**

#### Select two

PSY 243 Theories of Personality

PSY 320 Brain and Behavior

PSY 324 Perception

PSY 327 Learning and Memory

PSY 329 History of Psychology

PSY 352 Multicultural Psychology

### PART THREE. GENERAL ELECTIVES

**CREDITS: 6**

#### Select two

PSY 266 Psychology of Alcoholism and Drug Abuse

PSY 332 Psychology of Adolescence

PSY 333 Psychology of Gender

PSY 336 Group Dynamics

PSY 339 Key Concepts in Psychotherapy

PSY 342/CSL 342 Introduction to Counseling Psychology

PSY 345/ANT 345 Culture, Psychopathology and Healing

PSY 347/AFR 347 Psychology of Oppression

# Forensic Psychology

Bachelor of Arts

Continued

PSY 372 Psychology of Criminal Behavior

PSY 373 Correctional Psychology

PSY 375 Family Conflict and Family Court

PSY 378 Fieldwork in Forensic Psychology I

PSY 385 Supervised Research Experience in Psychology

PSY 3XX Tests and Measurements

**PART FOUR. CAPSTONE REQUIREMENTS**

**CREDITS: 6**

**Select two**

PSY 421 Forensic, Social and Experimental Psychology

PSY 425 Seminar in Forensic Psychology

PSY 430 Clinical Topics in Forensic Psychology

PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System

PSY 485 Advanced Research Experience in Psychology

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

**CREDITS: 0-6**

PSY 4XX-4YY Honors Thesis I and II

**CREDITS REQUIRED FOR THE MAJOR: 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).

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

**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 is 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. MAT 241 and MAT 242 fulfill the Required Core: Mathematics and Quantitative Reasoning area of the College's general education requirements.

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

**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.

# Forensic Science

## Bachelor of Science

Students who enrolled for the first time at the College or changed to this major 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.

## COURSES

### Science Requirements: First Three Years

#### FRESHMAN YEAR

**CREDITS: 18**

##### Required

BIO 103–104 Modern Biology I and II, **or** BIO 101–102 Paced Modern Biology I–A and I–B

BIO 104 Modern Biology II

CHE 103–104 General Chemistry I and II, **or** CHE 101–102 General Chemistry I–A and I–B

CHE 104 General Chemistry II

#### SOPHOMORE YEAR

**CREDITS: 23**

##### Required

CHE 201–202 Organic Chemistry I and II

CHE 220 Quantitative Analysis

LAW 202 Law and Evidence

PHY 203–204 General Physics I and II

#### JUNIOR YEAR

**CREDITS: 18**

CHE 302 Physical Chemistry II

CHE 315 Biochemistry

CHE 320–321 Instrumental Analysis I and II

MAT 301 Probability and Mathematical Statistics I

#### CRIMINALISTICS TRACK

**CREDITS: 14**

##### Junior year

FOS 313 An Introduction to Criminalistics for Forensic Science Majors

##### Senior year

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship

FOS 415–416 Forensic Science Laboratory I and II

#### TOXICOLOGY TRACK

**CREDITS: 14**

##### Junior year

TOX 313 Toxicology of Environmental and Industrial Agents

# Forensic Science

Bachelor of Science

Continued

**Senior year**

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship

TOX 415 Forensic Pharmacology

TOX 416 Analytical Toxicology

**MOLECULAR BIOLOGY TRACK**

**CREDITS: 14**

**Junior year**

BIO 315 Genetics

**Senior year**

BIO 412–413 Molecular Biology I and II

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship

**CREDITS REQUIRED FOR THE MAJOR: 73**

## Forensic Science Joint Degree with with Borough of Manhattan Community College (CUNY Justice Academy)

Associate in Science (Science for Forensics)/

Bachelor of Science (Forensic Science)

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

**Advisor.** Jennifer Hernandez, CUNY Justice Academy (646.557.4448, jenhernandez@jjay.cuny.edu).

**Mathematics requirement.** Two semesters of calculus (MAT 301 and MAT 302 at BMCC) are required as well as one semester of probability and statistics (MAT 301).

**COURSES**

**Science Requirements: First Three Years**

**FRESHMAN YEAR**

**CREDITS: 18**

**Required**

BIO 210–211 Biology I and II (BMCC for BIO 103–104)

CHE 201–202 College Chemistry I and II (BMCC for CHE 103–104)

**SOPHOMORE YEAR**

**CREDITS: 23**

**Required**

CHE 205 Quantitative Analysis (BMCC for CHE 220)

CHE 230–240 Organic Chemistry I and II (BMCC for CHE 201–202)

LAW 202 Law and Evidence

PHY 215–225 University Physics I and II (BMCC for PHY 203–204)

**JUNIOR YEAR**

**CREDITS: 18**

CHE 302 Physical Chemistry II

CHE 315 Biochemistry

CHE 320–321 Instrumental Analysis I and II

MAT 301 Probability and Mathematical Statistics I

**CRIMINALISTICS TRACK CREDITS: 14**

## Forensic Science Joint Degree with with Borough of Manhattan Community College (CUNY Justice Academy)

Associate in Science (Science for Forensics)/  
Bachelor of Science (Forensic Science)

Continued

### Junior year

FOS 313 An Introduction to Criminalistics for Forensic Science Majors

### Senior year

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship

FOS 415–416 Forensic Science Laboratory I and II

### TOXICOLOGY TRACK CREDITS: 14

#### Junior year

TOX 313 Toxicology of Environmental and Industrial Agents

#### Senior year

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship

TOX 415 Forensic Pharmacology

TOX 416 Analytical Toxicology

### MOLECULAR BIOLOGY TRACK

CREDITS: 14

#### Junior year

BIO 315 Genetics

#### Senior year

BIO 412–413 Molecular Biology I and II

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship

**CREDITS REQUIRED FOR THE MAJOR: 73**

## Forensic Science Joint Degree with Bronx Community College (CUNY Justice Academy)

Associate in Science (Science for Forensics)/  
Bachelor of Science (Forensic Science)

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

**Advisor.** Ray Bartholomew, CUNY Justice Academy (646.557.4448, rbartholomew@jjay.cuny.edu).

**Mathematics requirement.** Two semesters of calculus (MTH 31 and MTH 32 at BCC) are required as well as one semester of probability and statistics (MAT 301).

### COURSES

#### Science Requirements: First Three Years

### FRESHMAN YEAR

CREDITS: 18

#### Required

BIO 11–12 General Biology I and II (BCC for BIO 103–104)

CHM 11–12 General Chemistry I (BCC for CHE 103)

CHM 22 General Chemistry II or CHM 22 General Chemistry with Qualitative Analysis (BCC for CHE 104)

### SOPHOMORE YEAR

CREDITS: 23

#### Required

## Forensic Science Joint Degree with Bronx Community College (CUNY Justice Academy)

Associate in Science (Science for Forensics)/  
Bachelor of Science (Forensic Science)

Continued

CHM 31–32 Organic Chemistry I and II (BCC for CHE 201–202)

CHM 33 Quantitative Analysis (BCC for CHE 220)

LAW 202 Law and Evidence

PHY 31–32 Physics I and II (BCC for PHY 203–204)

### JUNIOR YEAR

CREDITS: 18

CHE 302 Physical Chemistry II

CHE 315 Biochemistry

CHE 320–321 Instrumental Analysis I and II

MAT 301 Probability and Mathematical Statistics I

### CRIMINALISTICS TRACK

CREDITS: 14

#### Junior year

FOS 313 An Introduction to Criminalistics for Forensic Science Majors

#### Senior year

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship

FOS 415–416 Forensic Science Laboratory I and II

### TOXICOLOGY TRACK

CREDITS: 14

#### Junior year

TOX 313 Toxicology of Environmental and Industrial Agents

#### Senior year

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship

TOX 415 Forensic Pharmacology

TOX 416 Analytical Toxicology

### MOLECULAR BIOLOGY TRACK

CREDITS: 14

#### Junior year

BIO 315 Genetics

#### Senior year

BIO 412–413 Molecular Biology I and II

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship

**CREDITS REQUIRED FOR THE MAJOR: 73**

## Forensic Science Joint Degree with Hostos Community College (CUNY Justice Academy)

Associate in Science (Science for Forensics)/Bachelor of Science (Forensic Science)

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

**Advisor.** Ray Bartholomew, CUNY Justice Academy (646.557.4448, rbartholomew@jjay.cuny.edu).

**Mathematics requirement.** Two semesters of calculus (MAT 210 and MAT 220 at HCC) are required as well as one semester of probability and statistics (MAT 301).

# Forensic Science Joint Degree with Hostos Community College (CUNY Justice Academy)

Associate in Science (Science for Forensics)/Bachelor of Science (Forensic Science)

## COURSES

### Science Requirements: First Three Years

#### FRESHMAN YEAR

CREDITS: 18

##### Required

BIO 210–220 General Biology I and II (HCC for BIO 103–104)

CHE 210–220 General Chemistry I and II (HCC for CHE 103)

#### SOPHOMORE YEAR

CREDITS: 23

##### Required

CHE 230 Quantitative Analysis (HCC for CHE 220)

CHE 310–312 Organic Chemistry I and Lab (HCC for CHE 201)

CHE 320–322 Organic Chemistry II and Lab (HCC for CHE 202)

LAW 202 Law and Evidence

PHY 210–220 Physics I and II (HCC for PHY 203–204)

#### JUNIOR YEAR

CREDITS: 18

CHE 302 Physical Chemistry II

CHE 315 Biochemistry

CHE 320–321 Instrumental Analysis I and II

MAT 301 Probability and Mathematical Statistics I

#### CRIMINALISTICS TRACK

CREDITS: 14

##### Junior year

FOS 313 An Introduction to Criminalistics for Forensic Science Majors

##### Senior year

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship

FOS 415–416 Forensic Science Laboratory I and II

#### TOXICOLOGY TRACK

CREDITS: 14

##### Junior year

TOX 313 Toxicology of Environmental and Industrial Agents

##### Senior year

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship

TOX 415 Forensic Pharmacology

TOX 416 Analytical Toxicology

#### MOLECULAR BIOLOGY TRACK

CREDITS: 14

##### Junior year

BIO 315 Genetics

##### Senior year

BIO 412–413 Molecular Biology I and II

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship

**TOTAL: 73**

# Forensic Science Joint Degree with Queensborough Community College (CUNY Justice Academy)

Associate in Science (Science for Forensics)/Bachelor of Science (Forensic Science)

Continued

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

**Advisor.** Ray Bartholomew, CUNY Justice Academy (646.557.4448, rbartholomew@jjay.cuny.edu).

**Mathematics requirement.** Two semesters of calculus (MA 441 and MA 442 at QCC) are required as well as one semester of probability and statistics (MAT 301).

## COURSES

### Science Requirements: First Three Years

#### FRESHMAN YEAR CREDITS: 18

**Required**

BI 201–202 General Biology I and II (QCC for BIO 103–104)

CH 151–152 General Chemistry I and II (QCC for CHE 103–104)

#### SOPHOMORE YEAR CREDITS: 23

**Required**

CH 251–252 Organic Chemistry I and II (QCC for CHE 201–202)

CHE 220 Quantitative Analysis

LAW 202 Law and Evidence

PH 411–412 Calculus Physics I and II (QCC for PHY 203–204)

#### JUNIOR YEAR CREDITS: 18

CHE 302 Physical Chemistry II

CHE 315 Biochemistry

CHE 320–321 Instrumental Analysis I and II

MAT 301 Probability and Mathematical Statistics I

#### CRIMINALISTICS TRACK CREDITS: 14

**Junior year**

FOS 313 An Introduction to Criminalistics for Forensic Science Majors

**Senior year**

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship

FOS 415–416 Forensic Science Laboratory I and II

#### TOXICOLOGY TRACK CREDITS: 14

**Junior year**

TOX 313 Toxicology of Environmental and Industrial Agents

**Senior year**

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship

TOX 415 Forensic Pharmacology

TOX 416 Analytical Toxicology

#### MOLECULAR BIOLOGY TRACK CREDITS: 14

**Junior year**

BIO 315 Genetics

**Senior year**

BIO 412–413 Molecular Biology I and II

FOS 401 Forensic Science Laboratory Internship **or** FOS 402 Undergraduate Research Internship



# Forensic Science Joint Degree with Queensborough Community College (CUNY Justice Academy)

Associate in Science (Science for Forensics)/Bachelor of Science (Forensic Science)

**CREDITS REQUIRED FOR THE MAJOR: 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)).

### COURSES

#### PART ONE. HISTORICAL AND THEORETICAL FOUNDATIONS CREDITS: 12

##### Required

GEN 101 Introduction to Gender Studies **or** ISP 145 Why Gender Matters

GEN 205 Gender and Justice

GEN 255/BIO 255 The Biology of Gender and Sexuality

GEN 364/HIS 364 History of Gender and Sexuality: Prehistory to 1650

#### PART TWO. CRITICAL METHODS CREDITS: 3

##### Required

GEN 333/PHI 333 Theories of Gender and Sexuality

#### PART THREE. RESEARCH METHODS CREDITS: 3

##### Choose one

HJS 315 Research Methods in Humanities and Justice Studies

SSC 325 Research Methods in the Behavioral Sciences

#### PART FOUR. SENIOR SEMINAR CREDITS: 3

##### Required

GEN 401 Senior Seminar

#### PART FIVE. GENDER STUDIES AREA ELECTIVES CREDITS: 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.

AFR 245 Psychology of the African-American Family

ART 222 Body Politics and Art in Global and Historical Perspectives

ART 224/AFR 224 African-American Women in Art

# Gender Studies

## Bachelor of Arts

Continued

COR 320 Race, Class and Gender in a Correctional Context

DRA 243 Black Female Sexuality in Film

GEN 356/HIS 356 Sexuality, Gender and Culture in Muslim Societies

HIS 270 Marriage in Medieval Europe

HIS 375 Female Felons in the Premodern World

LLS 255 The Latin American Woman in Global Society

LLS 265/HIS 265 Class, Race, and Family in Latin American History

SOC 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/AFR 224 African American Women in Art

DRA 243 Black Female Sexuality in Film

DRA 245 Women in Theatre

LIT 316 Gender and Identity in Literary Traditions

### Category C. Socio-Political and Economic Systems and Gender and 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.

AFR 245 Psychology of the African-American Family

AFR 248 Men: Masculinities in the United States

ANT 210/PSY 210/SOC 210 Sex and Culture

COR 230/PSC 230 Sex Offenders in the Criminal Justice System

COR 320 Race, Class and Gender in a Correctional Context

CRJ 420/SOC 420 Women and Crime

CSL 260 Gender and Work Life

ECO 327 Political Economy of Gender

HIS 270 Marriage in Medieval Europe

HIS 375 Female Felons in the Premodern World

LLS 265/HIS 265 Class, Race, and Family in Latin American History

POL 237 Women and Politics

POL 318 The Law and Politics of Sexual Orientation

POL 319 Gender and the Law

PSC 235 Women in Policing

PSY 234 Psychology of Human Sexuality

PSY 333 Psychology of Gender

SOC 215 Social Control and Gender: Women in American Society

SOC 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.

# Gender Studies

## Bachelor of Arts

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.

**CREDITS REQUIRED FOR THE MAJOR: 36**

# Gender Studies

## Minor

**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 shaped by assumptions about gender and sexuality. 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.

### Learning Outcomes. Students will:

- Demonstrate a working knowledge of key concepts in gender studies
- Demonstrate the ability to think reflexively about one's subject position within the literature of Gender Studies courses
- Identify assumptions about gender and sexuality, including an awareness of how gender, race, class, ethnicity, and sexual orientation intersect, and how these intersections influence constructions of human identity in historical, cultural, and geographic contexts
- Demonstrate the ability to connect scholarly inquiry about gender and sexuality to theories and institutions of justice, criminality and human rights, as per John Jay's mission

**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, [kgentile@jjay.cuny.edu](mailto:kgentile@jjay.cuny.edu)).

**Additional information.** Students who enrolled for the first time at the College in September 2012 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.** The Gender Studies minor allows students to focus on the meanings and implications of gender by taking two required courses and four courses (18 credits) from the rich variety of gender studies courses offered in the social sciences and humanities. 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>.

At least one course must be at the 300-level or above. Students minoring in Gender Studies can receive 3 credits toward the minor if they do an internship in a gender-related field. See the Minor Coordinator listed above for permission.

# Gender Studies

Minor

## COURSES

### PART ONE. REQUIRED COURSES

CREDITS: 6

GEN 101 Introduction to Gender Studies **or** ISP 145 Why Gender Matters

GEN 205 Gender and Justice

### PART TWO. ELECTIVES

CREDITS: 12

Choose at least one course from EACH of the following areas. At least one must be at the 300-level or above

#### Category A: U.S. and/or Global Ethnic/Racial Gender and Sexual Diversity

##### Select at least one

ANT/PSY/SOC 210 Sex and Culture

COR 320 Race, Class and Gender in a Correctional Context

GEN 255/BIO 255 The Biology of Gender and Sexuality

GEN 356/HIS 356 Sexuality, Gender and Culture in Muslim Societies

HIS 270 Marriage in Medieval Europe

HIS 375 Female Felons in the Premodern World

LLS 255 The Latin American Woman in Global Society

LLS 265/HIS 265 Class, Race, and Family in Latin American History

PSY 333 Psychology of Gender (formerly PSY 228 Psychology and Women)

#### Category B: Art, Media, Literary and Cultural Representations of Gender and Sexuality

##### Select at least one

ART 222 Body Politics and Art in Global and Historical Perspectives

ART 224/AFR 224 African American Women in Art

DRA 243 Black Female Sexuality in Film

DRA 245 Women in Theatre

GEN 364/HIS 364 The History of Gender and Sexuality: Prehistory to 1650

LIT 316 Gender and Identity in Literature

#### Category C: Socio-Political and Economic Systems and Gender and Sexuality

##### Select at least one

AFR 248 Men: Masculinities in the United States

CRJ 420/SOC 420 Women and Crime

CSL 260 Gender and Work Life

ECO 327 Political Economy of Gender

HIS 270 Marriage in Medieval Europe

POL 237 Women and Politics

POL 318 The Law and Politics of Sexual Orientation

POL 319 Gender and the Law

PSC 235 Women in Policing

SOC 215 Social Control and Gender: Women in American Society

SOC 333 Gender Issues in International Criminal Justice

**CREDITS REQUIRED FOR MINOR: 18**

# 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 Matthew Perry, Department of History, (212.237.8814, mperry@jjay.cuny.edu).

**Advisor.** Professor James De Lorenzi, Department of History (646.557.4653, jdelorenzi@jjay.cuny.edu).

### COURSES

#### PART ONE. INTRODUCTORY

**CREDITS: 9**

**Required**

HIS 203 The Ancient World

HIS 204 The Medieval World

HIS 205 The Modern World

#### PART TWO. RESEARCH AND METHODOLOGY

**CREDITS: 6**

**Required**

HIS 240 Historiography

HIS 300 Research Methods in History

#### PART THREE. CHRONOLOGICAL TRACKS

**CREDITS: 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 and Historical Perspectives

HIS 127 Microhistories: A Lens Into the Past (if topic meets appropriate time period)

HIS 208 Exploring Global History (if topic meets appropriate time period)

HIS 252 Warfare in the Ancient Near East and Egypt

HIS 254 History of Ancient Greece and Rome

HIS 264 China to 1650

HIS 269 History of World Slavery to 1650 C.E.

HIS 270 Marriage in Medieval Europe

HIS 354 Law and Society in Ancient Athens and Rome

HIS 362 History of Science and Medicine: Prehistory to 1650

HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650

HIS 366 Religions of the Ancient World

HIS 370 Ancient Egypt

HIS 374 Premodern Punishment: Crime and Punishment before 1700

HIS 375 Female Felons in the Premodern World

**Category B. 500 – 1650**

ART 222 Body Politics and Art in Global and Historical Perspectives

HIS 127 Microhistories: A Lens Into the Past (if topic meets appropriate time period)

# Global History

## Bachelor of Arts

HIS 131 Topics in the History of Science, Technology, and Medicine

HIS 201 American Civilization – From Colonial Times Through the Civil War

HIS 208 Exploring Global History (if topic meets appropriate time period)

HIS 217 History of New York City

HIS 256 The History of Muslim Societies and Communities

HIS 264 China to 1650

HIS 269 History of World Slavery to 1650 C.E.

HIS 270 Marriage in Medieval Europe

HIS 323 History of Lynching and Collective Violence

HIS 352 History of Justice in the Wider World

HIS 356/GEN 356 Sexuality, Gender, and Culture in Muslim Societies

HIS 359 History of Islamic Law

HIS 362 History of Science and Medicine: Prehistory to 1650

HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650

HIS 374 Premodern Punishment: Crime and Punishment before 1700

HIS 375 Female Felons in the Premodern World

HIS 381 The Social History of Catholicism:1500 to the Present

HIS 383 The History of Terrorism

HIS 3XX African Diaspora History I: To 1808

MUS 310 Comparative History of African American Musics

### Category C. 1650 to the Present

ART 222 Body Politics and Art in Global and Historical Perspectives

HIS 127 Microhistories: A Lens Into the Past (if topic meets appropriate time period)

HIS 131 Topics in the History of Science, Technology, and Medicine

HIS 201 American Civilization - From Colonial Times through the Civil War

HIS 202 American Civilization - From 1865 to the Present

HIS 206/MUS 206 Orchestral Music and the World Wars

HIS 208 Exploring Global History (if topic meets appropriate time period)

HIS 217 History of New York City

HIS 219 Violence and Social Change in America

HIS 225 American Problems of Peace, War, and Imperialism, 1840 to the Present

HIS 242/LLS 242/POL 242 U.S. Foreign Policy in Latin America

HIS 256 The History of Muslim Societies and Communities

HIS 260/LLS 260 History of Contemporary Cuba

HIS 265/LLS 265 Class, Race, and Family in Latin American History

HIS 274 China: 1650 to Present

HIS 277 American Legal History

HIS 281 Imperialism in Africa, South Asia, and the Middle East

# Global History

## Bachelor of Arts

Continued

HIS 320 Topics in the History of Crime and Punishment in the United States

HIS 323 History of Lynching and Collective Violence

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

HIS 340 Modern Military History from Eighteenth Century to the Present

HIS 352 History of Justice in the Wider World

HIS 356/GEN 356 Sexuality, Gender, and Culture in Muslim Societies

HIS 359 History of Islamic Law

HIS 381 The Social History of Catholicism in the Modern World

HIS 383 The History of Terrorism

HIS 3XX African Diaspora History I: To 1808

HIS 3XX African Diaspora History II: Since 1808

MUS 310 Comparative History of African American Musics

### PART FOUR. CAPSTONE SEMINAR

**CREDITS: 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

**CREDITS REQUIRED FOR THE MAJOR: 36**

# 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 Vincent Maiorino, Department of Health and Physical Education (212.237.8323, vmaiorino@jjay.cuny.edu).

## COURSES

### PART ONE. REQUIRED COURSES

**CREDITS: 9**

PED 103 Personal Physical Fitness and Dynamic Health

PED 110 Personal and Public Health: Social Contexts, Private Choices

PED 300 Community Programs for Health, Wellness, and Physical Activity

### PART TWO. ACTIVITY COURSES

**CREDITS: 3**

#### Select three

Students are limited to one aquatics and one defensive tactics course toward fulfilling requirements for the minor.

PED 104 Cardiovascular Fitness

PED 109 Water Aerobics and Basic Survival Skills

PED 111 Aquatics I: Beginner Swimming

# Health and Physical Education

## Minor

Continued

PED 112 Aquatics II: Intermediate Swimming

PED 114 Aquatics III: Advanced Swimming

PED 120–129 Intercollegiate Athletics Participation

PED 133 Introduction to Boxing

PED 143 Karate I

PED 144 Karate II

PED 145 Self Defense

PED 150 Tennis I

PED 155 Golf I

PED 166 Yoga I

PED 168 Weight Training and Body Development

PED 177 Physical Fitness for Law Enforcement

### PART THREE. ELECTIVES

CREDITS: 6–7

Select two

ANT 110/SOC 110 Drug Use and Abuse

PED 180/PSY 180 Stress Management

ENV 108 Principles of Environmental Science **or** SCI 112 Environmental Science: A Focus on Sustainability

PED 185 Health Issues in Uniformed Services

ANT 224/PHI 224/PSY 224/SOC 224 Death, Dying and Society: A Life Crises Management Issue

CREDITS REQUIRED FOR MINOR: 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 Andrea Balis, Department of History (212.237.8312, abalis@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.

### COURSES

#### PART ONE. SURVEY COURSES

CREDITS 6

Select two

HIS 203 The Ancient World



# History

## Minor

Continued

HIS 204 The Medieval World

\*HIS 205 The Modern World

**\*Please note:** Students who have completed HIS 231 must take HIS 205.

### **PART TWO. ELECTIVES (SELECT ANY FOUR HISTORY COURSES)**

**CREDITS: 12**

#### **Electives with appeal for students interested in attending law school**

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

HIS 202 American Civilization: 1865 to the Present

HIS 277 American Legal History

HIS 320 Topics in the History of Crime and Punishment in the United States

HIS 323 The History of Lynching and Collective Violence

HIS 352 History and Justice in the Wider World

HIS 354 Law and Society in Ancient Athens and Rome

HIS 359 History of Islamic Law

#### **Electives with appeal for students interested in government and political science**

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

HIS 202 American Civilization: 1865 to the Present

HIS 219 Violence and Social Change in America

HIS 252 Warfare in the Ancient Near East and Egypt

HIS 254 History of Ancient Greece and Rome

HIS 256 The History of Muslim Societies and Communities

HIS 264 China to 1650

HIS 274 China: 1650 - Present

HIS 340 Modern Military History from Eighteenth Century to the Present

HIS 356/GEN 356 Sexuality, Gender and Culture in Muslim Societies

HIS 370 Ancient Egypt

#### **Electives with appeal for students interested in criminal justice**

HIS 219 Violence and Social Change in America

HIS 224 History of Crime in New York City

HIS 277 American Legal History

HIS 320 Topics in the History of Crime and Punishment in the United States

HIS 323 The History of Lynching and Collective Violence

HIS 325 Criminal Justice in European Society, 1750 - Present

HIS 352 History and Justice in the Wider World

HIS 354 Law and Society in Ancient Athens and Rome

HIS 359 History of Islamic Law

#### **Electives with appeal for students interested in social and cultural history**

HIS 131 Topics in the History of Science, Technology, and Medicine

HIS 214 Immigration and Ethnicity in the United States

HIS 219 Violence and Social Change in America

HIS 265/LLS 265 Class, Race and Family in Latin American History

HIS 270 Marriage in Medieval Europe

HIS 352 History and Justice in the Wider World

# History

## Minor

Continued

HIS 359 History of Islamic Law

HIS 364/GEN 364 History of Gender and Sexuality: Prehistory - 1650

HIS 381 Social History of Catholicism in the Modern World

**Electives with appeal for students interested in global history**

HIS 208 Exploring Global History

HIS 252 Warfare in the Ancient Near East and Egypt

HIS 254 History of Ancient Greece and Rome

HIS 260/LLS 260 History of Contemporary Cuba

HIS 264 China to 1650

HIS 265/LLS 265 Class, Race and Family in Latin American History

HIS 270 Marriage in Medieval Europe

HIS 274 China: 1650 - Present

HIS 325 Criminal Justice in European Society, 1750 - Present

HIS 352 History and Justice in the Wider World

HIS 354 Law and Society in Ancient Athens and Rome

HIS 356/GEN 356 Sexuality, Gender and Culture in Muslim Societies

HIS 359 History of Islamic Law

HIS 362 History of Science and Medicine: Prehistory - 1650

HIS 364/GEN 364 History of Gender and Sexuality: Prehistory - 1650

HIS 366 Religions of the Ancient World

HIS 370 Ancient Egypt

HIS 381 Social History of Catholicism in the Modern World

HIS 383 History of Terrorism

HIS 3XX History of the African Diaspora I: To 1808

HIS 3XX African Diaspora History II : Since 1808

**Electives with appeal for students interested in New York City history**

HIS 214 Immigration and Ethnicity in the United States

HIS 217 History of New York City

HIS 224 A History of Crime in New York City

\*See the current course schedule for a full listing of History courses.

**CREDITS REQUIRED FOR MINOR: 18**

# Human Rights Studies

## Minor

**Description.** The Human Rights Studies minor will introduce students to some of the key conceptual, ethical and methodological approaches to the study and practice of human rights. In particular, it will address key concepts, principles and norms, such as human dignity, non-discrimination, equality, due process, empowerment, human security, human development, and accountability; it will expose students to diverse disciplinary and methodological approaches to the study and practice of human rights from a domestic as well as an international perspective; it will familiarize students with the evolution of international human rights norms both in theory and in practice, the latter through the study of pivotal events in the history of human rights, such as the anti-slavery and anti-slave trade campaign, the Civil Rights Movement, the Campaign Against Apartheid, the transnational movement spawned by the Helsinki Final Act, and, more recently, the campaign to establish the International Criminal Court and the launching of the Millennium Development Goals; it will train students how to use the human rights framework in order to analyze and assess critical developments in key issue areas of global concern; and it will provide students with internship opportunities so as to hone their advocacy skills in addressing the challenges of an increasingly complex and interconnected world. This minor can be paired with several majors, including Gender Studies, Global History, Humanities and Justice, International Criminal Justice, and Political Science.

**Learning outcomes. Students will:**

- Acquire a solid understanding of basic theories, concepts, principles and norms in human rights
- Become familiar with the contribution of different disciplines to our understanding of key human rights concepts, principles and norms, such as human dignity, equality, empowerment, non-discrimination, universality, human development, non-refoulement, prohibition of torture and universal jurisdiction
- Become familiar with the key instruments (treaties, declarations, resolutions) in international human rights law
- Use this framework in order to critically discuss developments in key issue areas such as peace and security, economic and social development, human protection and justice
- Acquire some basic skills in human rights advocacy (once the internship component is developed)

**Rationale.** The minor in Human Rights Studies will promote a dynamic and intellectually stimulating approach to the study of human rights (and criminal justice as a whole) from an international, cross-cultural, and comparative perspective. It will provide opportunities for students to apply critical theoretical concepts on and a thorough interdisciplinary understanding of pressing human rights issues, related processes and challenges, as well as enable students to relate pressing legal, ethnic, race-related, religious, sexual, cultural, and ethical matters to a human rights framework. Moreover, courses in this minor can facilitate a more thorough understanding of the interconnections among international human rights law and international humanitarian law, as well as relevant prevention and control strategies pertaining to international and transnational crime.

**Credits.** 18

**Minor coordinator.** Professor George Andreopoulos, Department of Political Science (212.237.8190, gandreopoulos@jjay.cuny.edu).

**Prerequisites.** POL 101 or GOV 101 is a prerequisite for POL 320, International Human Rights, which is required in the minor. POL 101 fulfills the Flexible Core: U.S. Experience in it's Diversity area of the College's general education requirements.

**Requirements.** The minor has one required course and 15 credits of electives clustered under the themes below. All students enrolled in the minor will have to take the required course and at least one course from each thematic area.

## COURSES

<b>PART ONE. REQUIRED COURSES</b>	<b>CREDITS: 3</b>
POL 320 International Human Rights	
<b>PART TWO. ELECTIVES</b>	<b>CREDITS: 15</b>
<b>Select five, at least one in each theme</b>	
<b>Theme I. Theories and Concepts</b>	
<b>Select at least one</b>	
HJS 250 Justice in the Western Traditions	
HJS 310 Justice in the Non-Western Tradition	
PHI 302 Philosophical Issues of Rights	
POL 316 The Politics of Rights	
SOC 251 Sociology of Human Rights	
<b>Theme II. Non-Discrimination/Empowerment</b>	

# Human Rights Studies

## Minor

Continued

**Select at least one**

- ART 224/AFR 224 African American Women in Art
- LIT 315 American Literature and the Law
- LLS 322 Latino/a Struggles for Civil Rights and Social Justice
- POL 313/LAW 313 The Law and Politics of Race Relations
- POL 318 The Law and Politics of Sexual Orientation
- SOC 333 Gender Issues in International Criminal Justice

**Theme III. Human Security/Access to Justice**

**Select at least one**

- LIT 342 Perspectives on Literature and Human Rights
- LLS 220 Human Rights and Law in Latin America
- LLS 343 Race and Citizenship in the Americas
- SOC 275 Political Imprisonment

**CREDITS REQUIRED FOR MINOR: 18**

# Human Services

## Minor

**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, [mimelendez@jjay.cuny.edu](mailto:mimelendez@jjay.cuny.edu)) in the fall of 2013, and Professor Robert DeLucia, Department of Counseling (212.237.8142, [rdelucia@jjay.cuny.edu](mailto:rdelucia@jjay.cuny.edu)) in the spring of 2014.

**Prerequisites.** ENG 201, PSY 101

## COURSES

**PART ONE. REQUIRED COURSES**

**CREDITS: 9**

- CSL 150 Foundations of Human Service Counseling
- CSL 233 Multicultural Issues in Human Services
- CSL 235 Theories and Interventions in Human Services

# Human Services

Minor

## PART TWO. ELECTIVES

CREDITS: 9

\*\*At least one course must be taken at the 300 level.

CSL 210 Peer Counseling Training

CSL 211 Peer Counseling Practicum

CSL 220 Leadership Skills

CSL 230 Case Management in Human Service

CSL 260 Gender and Work Life

CSL 2XX Family and Community Systems in Human Service

CSL 342/PSY 342 Introduction to Counseling Psychology

CSL 363 Vocational Development and Social Justice in Human Services

CSL 381/382 Fieldwork in Human Service

CSL 389 Independent Study

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 6.65.00 NB) for details about courses, and consult with the Human Service minor coordinator before registering.

**CREDITS REQUIRED FOR MINOR: 18**

# 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

**Coordinator.** Professor David Munns, Department of History (646.557.5596, dmunns@jjay.cuny.edu). Students must review their course of study with major faculty.

**Prerequisites.** ENG 201; one of the general education courses in literature, history, or philosophy; one of the general education courses in the social sciences, and upper-sophomore class standing.

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

**Additional information.** Students who enrolled for the first time at the College or changed to this major 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.

## COURSES

### PART ONE. FOUNDATIONS

CREDITS: 9

#### Required

HJS 250 Justice in the Western Traditions

HJS 310 Comparative Perspectives on Justice

# Humanities and Justice

Bachelor of Arts

Continued

HJS 315 Research Methods in Humanities and Justice Studies

**PART TWO. THE DISCIPLINARY COMPONENT: HISTORY AND/OR LITERATURE AND/OR PHILOSOPHY (SIX COURSES) CREDITS: 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**

- HIS 217 History of New York City
- HIS 219 Violence and Social Change in America
- HIS 224 A History of Crime in New York City
- HIS 252 Warfare in the Ancient Near East and Egypt
- HIS 254 History of Ancient Greece and Rome
- HIS 260/LLS 260 History of Contemporary Cuba
- HIS 265/LLS 265 Class, Race, and Family in Latin American History
- HIS 277 American Legal History
- HIS 290 Selected Topics in History
- HIS 320 The History of Crime and Punishment in the United States
- HIS 325 Criminal Justice in European Society, 1750 to the Present
- HIS 354 Law and Society in Ancient Athens and Rome
- HIS 374 Premodern Punishment: Crime and Punishment before 1700
- HIS 381 Social History of Catholicism in the Modern World
- HIS 383 History of Terrorism

**Category B. Literature Courses**

- LIT 219 The Word as Weapon
- LIT 223/AFR 223 African-American Literature
- \*LIT 290 Special Topics
- LIT 305 Foundations of Literature and Law
- LIT 311 Literature and Ethics
- LIT 313 Shakespeare
- LIT 314 Shakespeare and Justice
- LIT 315 American Literature and the Law
- LIT 316 Gender and Identity in Western Literary Traditions
- LIT 327 Crime and Punishment in Literature
- LIT 340/AFR 340 African-American Experience in America: Comparative Racial Perspectives
- LIT 342 Perspectives on Literature and Human Rights
- LIT 346 Cultures in Conflict
- SPA 208 The Theme of Justice in 20th-Century Spanish Literature

**Category C. Philosophy Courses**

- PHI 203 Political Philosophy
- PHI 205 Philosophy of Religion

# Humanities and Justice

## Bachelor of Arts

Continued

PHI 210 Ethical Theory

PHI 302 Philosophical Issues of Rights

PHI 304 Philosophy of the Mind

PHI 310/LAW 310 Ethics and Law

PHI 315 Philosophy of the Rule of Law

PHI 322/CRJ 322 Judicial and Correctional Ethics

PHI 326 Topics in the History of Modern Thought

PHI 340 Utopian Thought

PHI 423/POL 423 Selected Topics in Justice

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

CREDITS: 3

Select one

LAW 301 Jurisprudence

POL 375 Law, Order, Justice and Society

### PART FOUR. PROBLEMS AND RESEARCH

CREDITS: 6

Both are required

HJS 410 Problems and Theory: Thesis Prospectus

HJS 415 Thesis in Humanities and Justice Studies

### CREDITS REQUIRED FOR THE MAJOR: 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.

# Humanities and Justice

## Minor

**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 David Munns, Department of History (646.557.5596, dmunns@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.

## COURSES

### PART ONE. REQUIRED COURSES

CREDITS: 6

HJS 250 Justice in the Western Traditions

HJS 310 Comparative Perspectives on Justice

# Humanities and Justice

## Minor

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; and 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.

### PART TWO. ELECTIVES

CREDITS: 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

- HIS 217 History of New York City
- HIS 219 Violence and Social Change in America
- HIS 224 A History of Crime in New York City
- HIS 252 Warfare in the Ancient Near East and Egypt
- HIS 254 History of Ancient Greece and Rome
- HIS 260/LLS 260 History of Contemporary Cuba
- HIS 265/LLS 265 Class, Race and Family in Latin American History
- HIS 277 American Legal History
- HIS 290 Selected Topics in History (if appropriate)
- HIS 320 Topics in the History of Crime and Punishment in the United States
- HIS 325 Criminal Justice in European Society, 1750 to the Present
- HIS 354 Law and Society in Ancient Athens and Rome
- HIS 381 Social History of Catholicism in the Modern World
- HIS 383 History of Terrorism

#### Literature Courses

- LIT 219 The Word as Weapon
- LIT 223/AFR 223 African-American Literature
- LIT 290 Selected Topics
- LIT 305 Foundations of Literature and Law
- LIT 311 Literature and Ethics
- LIT 313 Shakespeare
- LIT 314 Shakespeare and Justice
- LIT 315 American Literature and the Law
- LIT 316 Gender and Identity in Literary Traditions
- LIT 327 Crime, Punishment and Justice in World Literatures
- LIT 340/AFR 340 African-American Experience in America: Comparative Racial Perspectives
- LIT 342 Perspectives on Literature and Human Rights



# Humanities and Justice

## Minor

Continued

LIT 346 Cultures in Conflict

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

### Philosophy Courses

PHI 203 Political Philosophy

PHI 205 Philosophy of Religion

PHI 210 Ethical Theory

PHI 302 Philosophical Issues of Rights

PHI 304 Philosophy of Mind

PHI 310/LAW 310 Ethics and Law

PHI 315 Philosophy of the Rule of Law

PHI 322 Judicial and Correctional Ethics

PHI 326 Topics in the History of Modern Thought

PHI 340 Utopian Thought

PHI 423/POL 423 Selected Topics in Justice

**CREDITS REQUIRED FOR MINOR: 18**

# 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 POL 101 (or GOV 101). SOC 101 fulfills the general education requirements in the Flexible Core: Individual and Society area and POL 101 fulfills the Flexible Core: U.S Experience in its Diversity area.

**Coordinator.** Professor Maria Haberfeld, Department of Law, Police Science and Criminal Justice Administration (212.237.8381, mhaberfeld@jjay.cuny.edu) in fall 2013, and Professor Klaus Von Lampe, Department of Law, Police Science and Criminal Justice Administration (212.237.8249, kvlampe@jjay.cuny.edu) in spring 2014. in the fall of 2013, and Professor Klaus Von Lampe, Department of Law, Police Science and Criminal Justice Administration (212.237.8249, kvlampe@jjay.cuny.edu) in the spring of 2014.

**Additional information:** Students who enrolled for the first time at the College or changed to this major 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.

## COURSES

### PART ONE. CORE COURSES

**CREDITS: 9**

#### Required

ICJ 101 Introduction to International Criminal Justice

ECO 231 Global Economic Development and Crime

POL 259/LAW 259 Comparative Criminal Justice Systems

### PART TWO. FOUNDATION COURSES

**CREDITS: 9**

#### Select one in each category

#### Category A (Select one)

# International Criminal Justice

Bachelor of Arts

Continued

ANT 230 Culture and Crime

POL 250 International Law and Justice

**Category B (Select one)**

ECO 245 International Economics

PAD 260 International Public Administration

POL 257 Comparative Politics

POL 260 International Relations

**Category C**

**Required**

SOC 341 International Criminology

**PART THREE. SKILLS COURSES**

**CREDITS: 9**

**Category A. Language Skills**

**Required**

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

**Please note:** SPA 207, SPA 308 and SPA 335 do NOT fulfill this language requirement. They are taught in English.

**Category B. Research Methods**

**Required**

STA 250 Principles and Methods of Statistics

ICJ 310 Foundations of Scholarship in International Criminal Justice

**PART FOUR. SPECIALIZED AREAS**

**CREDITS: 9**

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

**Category A. Global Perspectives on Crime**

**Select at least one**

COR 303 Comparative Correction Systems

ECO 260 Environmental Economics, Regulation and Policy

ECO 327 Political Economy of Gender

ECO 333 Sustainability: Preserving the Earth as Human Habitat

HIS 383 History of Terrorism

POL 210 Comparative Urban Political Systems

POL 246 Politics of Globalization and Inequality

POL 320 International Human Rights

POL 325 The Politics of Transnational Crime

POL 328 Politics of International Security

POL 362 Terrorism and International Relations

PSC 309 Comparative Police Systems

PSC 415 Seminar on Terrorism

SOC 251 Sociology of Human Rights

SOC 275 Political Imprisonment

SOC 333 Gender Issues in International Criminal Justice

SOC 335 Migration and Crime

# International Criminal Justice

Bachelor of Arts

Continued

## Category B. Area/Regional Studies

### Select at least one

AFR 210 Drugs and Crime in Africa

AFR 220 Law and Justice in Africa

AFR 229 Restorative Justice: Making Peace and Resolving Conflict

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

HIS 380 The Secret Police in Western Society

LLS 220 Human Rights and Law in Latin America

LLS 230/AFR 230 Comparative Perspectives on Crime in the Caribbean

LLS 242/POL 242/HIS 242 U.S. Foreign Policy in Latin America

LLS 250 Drugs, Crime and Law in Latin America

LLS 356 Terror and Transitional Justice in Latin America

LLS 401 Seminar in Latina/o Issues: Gender, Race, Ethnicity and the Legal System

POL 331 Government and Politics in the Middle East

PSC 250 Criminal Justice in Eastern Europe

SOC 351 Crime and Delinquency in Asia

## PART FIVE. INTERNSHIP

CREDITS: 0-3

A highly recommended elective

ICJ 381 Internship in International Criminal Justice

## PART SIX. CAPSTONE COURSE

CREDITS: 3

### Required

ICJ 401 Capstone Seminar in International Criminal Justice

**CREDITS REQUIRED FOR THE MAJOR: 39-42**

# Journalism

Minor

**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 21st 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.

### Learning Outcomes. 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 copyediting
- 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

# Journalism

## Minor

**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, 646.557.4604) and Alexa Capeloto (acapeloto@jjay.cuny.edu, 646.557.4546), Department of English.

## COURSES

### PART ONE. REQUIRED COURSES

**CREDITS: 15**

ENG 230 Journalism in the 21st Century

ENG 233 News Reporting and Writing

ENG 334 Intermediate News Reporting and Writing

ENG 336 Digital Journalism

### PART TWO. ELECTIVES

**CREDITS: 3**

#### Option One. General Elective

##### Select one

LAW 213/SPE 213 The Impact of the Mass Media on the Administration of Justice

LIT 284 Film and Society (when offered as documentary film)

SOC 201 Urban Sociology: The Study of City Life

SOC 222 Crime, Media and Public Opinion

SPE 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.

ENG 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.

**CREDITS REQUIRED FOR MINOR: 18**

# Latin American and Latina/o Studies

## Minor

The multi-disciplinary Department of Latin American and Latina/o Studies offers a minor 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.

**Minor coordinator.** Professor Lisandro Perez, Department of Latin American and Latina/o Studies (212.237.8708, loperez@jjay.cuny.edu).

**Requirements.** Students must complete 18 credits (six courses) of which 6 are required and 12 are elective.

## COURSES

### PART ONE. REQUIRED COURSES

**CREDITS: 6**

LLS 215 Socio-Political Developments in Contemporary Puerto Rico

# Latin American and Latina/o Studies

Minor

Continued

LLS 242/POL 242/HIS 242 U.S. Foreign Policy in Latin America

## PART TWO. DISTRIBUTION REQUIREMENTS

CREDITS: 12

Select two in each category

### Category A: Latin America/Caribbean

LLS 101 Poetry and Drama from the Mid-19th Century to Date

LLS 102 Puerto Rican Narrative from the 1940s to the Present

LLS 104/HIS 104 History of Puerto Rico

LLS 110/MUS 110 Popular Musics of the Caribbean

LLS 145 Puerto Rican Culture and Folklore

LLS 166/AFR 166/HIS 166 History of the Caribbean Islands

LLS 220 Human Rights and the Law in Latin America

LLS 230/AFR 230 Comparative Perspectives on Crime in the Caribbean

LLS 245 Dominican Society and Identity

LLS 250 Drugs, Crime and Law in Latin America

LLS 255 The Latin American Woman in Global Society

LLS 260/HIS 260 History of Contemporary Cuba

LLS 261/HIS 261 Revolution and Social Change in Contemporary Latin America

LLS 263/AFR 263/HIS 263 Blacks in Latin America

LLS 265/HIS 265 Class, Race and Family in Latin American History

LLS 267/AFR 267/HIS 267 History of Caribbean Migrations to the United States

LLS 343 Race and Citizenship in the Americas

LLS 356 Terror and Transitional Justice in Latin America

### Category B: Latinas/os in the United States

LIT 265 Foundations of U.S. Latino/a Literature

LIT 357 Violence of Language: U.S. Latino/a Street Literature

LIT 383 Gender and Sexuality in U.S. Latino/a Literature

LLS 100 Latina/os and Justice in New York: Freshman Year Seminar

LLS 107 Puerto Rican Literature: Criminal Justice Themes in Poetry and Drama

LLS 108 Puerto Rican Literature: Criminal Justice Themes in the Essay, Short Story and Novel

LLS 201 Latinas/os in the Correctional System

LLS 217/DRA 217/SPA 217 Theater of the Americas since 1960

LLS 241 Latina/os and the City

LLS 247 Growing Up Latina/Latino

LLS 321 Puerto Rican Latina/o Community Fieldwork

LLS 322 Latino/a Struggles for Civil Rights and Social Justice

LLS 325 The Latina/o Experience of Criminal Justice

LLS 341 Immigrant Rights in the Americas

LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature

## Latin American and Latina/o Studies

Minor

LLS 363 Il-legal Subjects: U.S. Latina/o Literature and the Law

LLS 364 Ethical Strains in U.S. Latino/a Literature

**CREDITS REQUIRED FOR MINOR: 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 students 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).

### 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

## Latina/o Literature

Minor

**Description.** This minor examines U.S. Latino/a authors writing in English and focuses on the four major U.S. Latino/a groups – Mexican, Puerto Rican, Cuban, Dominican – as well as other significant U.S. Latino/a populations – Colombian, Peruvian, Ecuadorian, Salvadoran, and Guatemalan. While applying literary criticism and taking an interdisciplinary approach, which may also include the study of music, religion, politics, film, and the visual arts, this minor provides a well-rounded understanding of the cultural elements that contribute to U.S. Latino/a Literature. In addition, this minor will enable students to develop the critical reading and writing skills essential for graduate study and careers in the law, education, public policy, writing, and government. Among the broad issues this minor will address include the following: diaspora; bilingual aesthetics; street literature; criminal and social justice; border narratives, citizenship, and the law; experiences of exile; Afro-Latinidad; Latina feminisms; queer identities; orality; and ethnicity.

### Learning Outcomes. Students will:

- Know U.S. Latino/a literature and its role in expanding the American literary canon;
- Synthesize and incorporate dominant theoretical and historical perspectives on U.S. Latino/a Literature;
- Evaluate principal concepts in U.S. Latino/a Literature including identity, race, nationalism, diaspora, bilingualism, class, and gender;
- Analyze multiple ways U.S. Latino/a literature addresses issues related to immigration, national borders, citizenship, crime, incarceration, law enforcement, and the justice system;
- Gain an overview of U.S. Latino/a cultural production, with an emphasis on literature, and an interdisciplinary awareness of film, music, and visual art;
- Through written work and oral presentations, students will read a text closely and critically, demonstrating analysis at both the verbal and thematic level and acquire writing competence and specific skills in literary argumentation using textual evidence and critical sources.

**Rationale:** The minor will expose students to a dynamic body of literature that, for the past fifty years, has gained national prominence and international acclaim. Latina and Latino writers, poets, essayists, journalists, and playwrights have won major literary awards including the Pulitzer Prize in literature, drama, and poetry.<sup>[1]</sup> U.S. Latino/a writers come from varying racial, cultural, and geographic locations. These diverse backgrounds give birth to a rich literature whose expressive range and sensibilities significantly enlarge the field of American literature. As with all literature classes, Latino literature classes will help develop student mastery of analytical reading, interpretation, and effective rhetorical skills. As one part of John Jay's overall rigorous curriculum, the Latino/a Literature minor will help students develop effective written communication skills as well as formulate nuanced perspectives on cultural diversity that are necessary for success in personal and professional endeavors.

**Credits Required.** 18

**Minor coordinators.** Professor Richard Perez, English Department, (646.557.4408, rperez@jjay.cuny.edu) and Professor Belinda Rincon, Latin American and Latina/o Studies and English Departments, (212.237.8750, brincon@jjay.cuny.edu).

**COURSES**

**PART ONE. 200-LEVEL FOUNDATION COURSE** **CREDITS: 3**

**Required**

LIT 265 Foundations of U.S. Latino/a Literature

**PART TWO. 300-LEVEL COURSE REQUIREMENTS** **CREDITS: 12**

**Select four courses**

LIT 357 Violence of Language: U.S. Latino/a Street Literature

LIT 383 Gender and Sexuality in U.S. Latino/a Literature

LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature

LLS 363 Il-Legal Subjects: U.S. Latino/a Literature and the Law

LLS 364 Ethical Strains in U.S. Latino/a Literature

**PART THREE. 400-LEVEL COURSE** **CREDITS: 3**

**Required**

LIT 409 Seminar in U.S. Latino/a Literature

**CREDITS REQUIRED FOR MINOR: 18**

## Law

### Minor

**Requirements.** To receive a minor in Law, students must complete 18 credits of law courses.

**Minor coordinator.** For more information, see Professor Eugene O'Donnell, Department of Law, Police Science and Criminal Justice Administration (212.237.8388, eodonnell@jjay.cuny.edu).

## Law and Society

### Bachelor of Arts

The Law and Society major offers an interdisciplinary approach to the study of law and legal institutions, their impact on society, and society's impact on them. The major is organized around the central theme of understanding law as an instrument of political and social change and examines questions concerning how law matters in people's lives; how law and law-like systems of rules empower and constrain individuals, groups, organizations and communities; and how the structures and values in social institutions shape and are shaped by law.

**Credits Required.** 36

**Prerequisites.** POL 101 and SOC 101. Students are strongly urged to complete these two courses during their first year in the College. These courses will fulfill the College's general education requirement in the Flexible Core: U.S. Experience in its Diversity and the Flexible Core: Individual and Society areas respectively. Prerequisites for individual courses include ANT 315 which requires at least one course in either ANT or LAW, and ECO 215 which requires ECO 101.

**Coordinators.** Professor Monica Varsanyi, Department of Political Science (212.237.8232, mvarsanyi@jjay.cuny.edu) and Professor Maxwell Mak, Department of Political Science (646.557.4662, mmak@jjay.cuny.edu).

**PART ONE: INTRODUCTORY COURSE** **CREDITS: 3**

**Required**

LWS 200 Introduction to Law and Society

**PART TWO: SKILLS** **CREDITS: 3**

**Required**

SSC 325 Research Methods in the Behavioral Sciences

**PART THREE: FOUNDATIONS** **CREDITS: 12**

(Two courses in this area must be at the 300-level or above)

**Category A: American Legal Foundations**

**Select two (one course must be at 300-level or above)**

HIS 277 American Legal History

LAW 206 The American Judiciary

POL 235 Judicial Processes and Politics

POL 301 Constitutional Powers

POL 308 State Courts and State Constitutional Law

**Category B: International Legal Foundations**

**Select one**

ANT 315 Systems of Law

POL 250 International Law and Justice

POL 320 International Human Rights

**Category C: Sociological Foundations**

**Select one**

SOC 206 The Sociology of Conflict and Dispute Resolution

SOC 232 Social Stratification

SOC 302 Social Problems

**PART FOUR: PHILOSOPHY/JURISPRUDENCE/ETHICS**

**CREDITS: 3**

**Select one**

LAW 301 Jurisprudence

LAW 310/PHI 310 Ethics and Law

PHI 302 Philosophical Issues of Rights

POL 270 Political Philosophy

POL 371 American Political Philosophy

POL 375 Law, Order, Justice and Society

**PART FIVE: SOCIETAL AND POLITICAL CHANGE**

**CREDITS: 12**

Select **four courses or two courses plus an internship**; all students must take at least one of the courses marked with an asterisk(\*) on race, gender, sexual orientation or ethnicity

ANT 330 American Cultural Pluralism and the Law

ECO 215 Economics of Regulation and the Law

\*LLS 322 Latino/a Struggles for Civil Rights and Social Justice

\*POL 313/LAW 313 The Law and Politics of Race Relations

\*POL 318 The Law and Politics of Sexual Orientation

\*POL 319 Gender and the Law

POL 244 The Law and Politics of Immigration

POL 305 Constitutional Rights and Liberties

POL 316 The Politics of Rights

POL 435 Seminar in Judicial Processes and Politics

SOC 305 The Sociology of Law

**Internship Options** (each internship is at least 6 credits and requires permission of the instructor)

POL 406 Seminar and Internship in NYC Government and Politics



POL 407 New York State Assembly/Senate Session Program  
 POL 408 CUNY Washington, D.C. Summer Internship Program

**PART SIX: SENIOR CAPSTONE CREDITS: 3**

**Required**

LWS 425 Colloquium for Research in Law and Society

**CREDITS REQUIRED FOR THE MAJOR: 36**

## Legal Studies

Bachelor of Science

**Please note:** Students are no longer being admitted to this major. Students currently in the major can see the coordinator for information.

**Coordinator:** Professor Jack Jacobs, Department of Political Science (212.237.8191, jjacobs@jjay.cuny.edu) in the fall of 2013 and Professor Daniel Pinello, Department of Political Science (212.237.8762, dpinello@jjay.cuny.edu) in the spring of 2014.

## Mathematics

Minor

**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 Mathematics 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 Hunter Johnson, Department of Mathematics and Computer Science (212.237.8846, hujohnson@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.

### COURSES

**PART ONE. REQUIRED COURSES**

**CREDITS: 9**

MAT 241 Calculus I

MAT 242 Calculus II

MAT 243 Calculus III

**PART TWO. SPECIALIZATIONS**

**CREDITS: 9**

**Select three from one category**

**Operations Research**

MAT 310 Linear Algebra

MAT 323 Operations Research Models I

MAT 324 Operations Research Models II

**Differential Equations**

MAT 351 Introduction to Ordinary Differential Equations

MAT 352 Applied Differential Equations

MAT 371 Numerical Analysis

**Pure Mathematics**

MAT 330 Modern Geometry

MAT 361 Introduction to the Functions of a Complex Variable

MAT 410 Abstract Algebra

**CREDITS REQUIRED FOR MINOR: 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 Peter Manuel, Department of Art and Music (212.237.8344, pmanuel@jjay.cuny.edu).

## COURSES

### PART ONE

**CREDITS: 9**

#### Required

MUS 102 The Language of Music\*

\*Students who possess prior knowledge or experience may consult with the minor coordinator or instructor for a possible exemption from this course.

#### Choose two

MUS 101 Introduction to Music

MUS 103 American Popular Music from Jazz to Rock

MUS 104 Music in World Culture

MUS 110/LLS 110 Popular Musics of the Caribbean

MUS 115 The Art of Singing: Vocal Technique

MUS 120 Piano

MUS 130 John Jay Chorus

MUS 131 John Jay Chorus II

MUS 140 Introduction to Guitar

MUS 220 Choral Music in Performance

### PART TWO. TRACKS

**CREDITS: 9**

#### Select three from one track

#### Track I: Music History/Comparative Music

##### 200-level, Choose two

MUS 201 Musical Masterworks

MUS 203 American Musical Theatre

MUS 205 Beethoven, Verdi, Stravinsky

MUS 206/HIS 206 Orchestral Music and World Wars

##### 300-level Required

MUS 310 Comparative History of African American Musics

#### Track II: Music Composition/Theory/Technology

##### 200-level, Choose two

# Music

## Minor

MUS 202 Songwriting

MUS 220 Choral Music in Performance

MUS 236 Music Technology

MUS 2XX Music Theory

MUS 2XX Guitar and Chamber Ensemble

### 300-level Required

MUS 336 Composition/Technology

**CREDITS REQUIRED FOR MINOR: 18**

# Philosophy

## Bachelor of Arts

Philosophy involves a critical examination of our most fundamental beliefs about truth and reality, right and wrong. In this major, students study the traditional answers to the basic questions in Western philosophy and also the important critiques of that dominant tradition. They will explore ethical and justice issues which are crucial to contemporary legal, political, and public policy debates. Philosophy majors learn sophisticated forms of reasoning and textual analysis, and deepen their understanding of basic human problems and possibilities.

**Credits required.** 39

**Coordinator.** Professor Catherine Kemp, Department of Philosophy (212.237.8908, ckemp@jjay.cuny.edu).

### PART ONE: CORE COURSES

**CREDITS: 21**

#### Required

PHI 105 Critical Thinking and Informal Logic

PHI 210 Ethical Theory

PHI 231 The Big Questions: An Introduction to Philosophy

PHI 310/LAW 310 Ethics and Law

PHI 330 Philosophical Modernity

#### Critiques of Philosophical Modernity

#### Select One

PHI 343 Existentialism

PHI 351 Classical Chinese Philosophy

PHI 354/AFR 354 Africana Philosophy

PHI 3XX Latin American Philosophy

#### Capstone Courses

#### Select one

PHI 400 Senior Seminar in Ethics

PHI 401 Senior Seminar in the History of Philosophy

PHI 402 Senior Seminar in Metaphysics and Epistemology

### PART TWO: ETHICS AND VALUE THEORY

**CREDITS: 3**

#### Select one

PHI 201 Philosophy of Art

PHI 203 Political Philosophy

PHI 224/ANT 224/PSY 224/SOC 224 Death, Dying, and Society: A Life Crises Management Issue

PHI 302 Philosophical Issues of Rights

PHI 315 Philosophy of the Rule of Law: Theory and Practice

# Philosophy

## Bachelor of Arts

Continued

PHI 321/CRJ 321 Police Ethics

PHI 322/CRJ 322 Judicial and Correctional Ethics

PHI 333/GEN 333 Theories of Gender and Sexuality

PHI 340 Utopian Thought

PHI 423/POL 423 Special Topics in Justice

### PART THREE: HISTORY OF PHILOSOPHY

CREDITS: 3

#### Select one

PHI 202 Philosophical Visions of American Pluralism

PHI 326 Topics in the History of Modern Thought

PHI 327 19th Century European and American Philosophy

PHI 343 Existentialism

PHI 351 Classical Chinese Philosophy

PHI 354/AFR 354 Africana Philosophy

PHI 3XX Latin American Philosophy

### PART FOUR: METAPHYSICS AND EPISTEMOLOGY

CREDITS: 3

#### Select one

PHI 104 Philosophy of Human Nature

PHI 204 Logic

PHI 205 Philosophy of Religion

PHI 304 Philosophy of the Mind

PHI 374 Epistemology

PHI 377 Reality, Truth and Being: Metaphysics

### PART FIVE: ELECTIVES

CREDITS: 9

All students select three additional philosophy courses at the 300-level or above in consultation with an advisor.

**Please note:** No course may fill multiple requirements in the major

**CREDITS REQUIRED FOR THE MAJOR: 39**

# 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 Outcomes. Students will:

- 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

# Philosophy

## Minor

**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.

**Credits.** 18

**Minor coordinator.** Professor Catherine Kemp, Department of Philosophy (212.237.8908, ckemp@jjay.cuny.edu).

### Requirements.

- A student must complete 18 credits (six courses) in philosophy.
- PHI 231 is required (also fulfills the College's general education requirement for the Flexible Core: Individual and Society).
- 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 page 22.

### PART ONE: REQUIRED COURSES

PHI 231 The Big Questions: An Introduction into Philosophy

#### Philosophy courses satisfying the requirements of the minor include the following:

PHI 102 Ethical Foundations of the Just Society

PHI 105 Critical Thinking and Informal Logic

PHI 201 Philosophy of Art

PHI 202 Philosophical Issues in American Pluralism

PHI 203 Political Philosophy

PHI 204 Logic

PHI 205 Philosophy of Religion

PHI 210 Ethical Theory

PHI 224/ANT 224/PSY 224/SOC 224 Death, Dying and Society: A Life Crises Management Issue

PHI 302 Philosophical Issues of Rights

PHI 304 Philosophy of the Mind

PHI 310/LAW 310 Ethics and the Law

PHI 315 Philosophy of the Rule of Law

PHI 321/CRJ 321 Police Ethics

PHI 322/CRJ 322 Judicial and Correctional Ethics

PHI 326 Topics in the History of Modern Thought

PHI 327 Nineteenth-Century European and American Philosophy

PHI 333/GEN 333 Theories of Gender and Sexuality

PHI 340 Utopian Thought

PHI 343 Existentialism

PHI 351 Classical Chinese Philosophy

PHI 354/AFR 354 Africana Philosophy

PHI 374 Epistemology

PHI 377 Reality, Truth and Being: Metaphysics

PHI 423/POL 423 Selected Topics in Justice

#### The following courses may also be applied toward the minor:

HJS 250 Justice in the Western Traditions

# Philosophy

## Minor

**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 advisor.

**CREDITS REQUIRED FOR THE MINOR: 18**

# 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 Flexible Core: Individual and Society and Flexible Core: U.S. Experience in its Diversity areas. 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, [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)).

## COURSES

### PART ONE. CORE COURSES

**CREDITS: 12**

#### Required

Students with law enforcement experience may obtain an exemption for PSC 101

LAW 203 Constitutional Law

PHI 321/CRJ 321 Police Ethics

PSC 101 Introduction to Police Studies

PSC 201 Police Organization and Administration

### PART TWO. COMPUTER SKILLS

**CREDITS: 3**

#### Select one

CRJ 255 Computer Applications in Criminal Justice

PSC 216 Crime Mapping

PSC 220/MAT 220/FIS 220 Survey of the Concepts of Operations Research

SEC 270/MAT 270 Security of Computers and Their Data

### PART THREE. POLICE SCIENCE

**CREDITS: 12**

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

PSC 202 Police and Community Relations

PSC 204 The Patrol Function

PSC 205 The Traffic Control Function

PSC 207 The Investigative Function

PSC 210 Colloquium on Criminal Justice Literature

PSC 213/FOS 213 Survey of Criminalistics

PSC 223 Personnel Administration and Supervision

PSC 227 Police Training Programs

# Police Studies

## Bachelor of Science

Continued

PSC 230/COR 230 Sex Offenders in the Criminal Justice System

PSC 235 Women in Policing

PSC 245 Community Policing

PSC 250 Criminal Justice in Eastern Europe

PSC 271/PSY 271 Psychological Foundations of Police Work

PSC 301 The Police Manager

PSC 306 Police Work with Juveniles

PSC 309 Comparative Police Systems

PSC 315/ECO 315 Economic Analysis of Crime

PSC 340 Planning for Police Operations and Management

PSC 350 Police Labor Relations

PSC 355 Money and the Police Manager

### PART FOUR. LAW

**CREDITS: 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/POL 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

**CREDITS: 3**

#### Select one

AFR 215 Police and the Ghetto

ANT 208 Urban Anthropology

ECO 170 Crime, Class, Capitalism: The Economics of Justice

ENG 235 Writing for Management, Business and Public Administration

LLS 241 Latina/os and the City

PED 230 Stress Management in Law Enforcement

PSY 213/SOC 213 Race and Ethnic Relations

SEC 310 Emergency Planning

SOC 203 Criminology

SOC 206 The Sociology of Conflict and Dispute Resolution

SPE 204 Group Discussion and Conference Techniques

SPE 218 Managerial Communication

SSC 325 Research Methods in the Behavioral Sciences

STA 250 Principles and Methods of Statistics

### PART SIX. SENIOR REQUIREMENT

**CREDITS: 3**

#### Select one

PSC 401 Seminar on Police Problems

## Police Studies

Bachelor of Science

Continued

PSC 405 Organized Crime in America

PSC 415 Seminar on Terrorism

**CREDITS REQUIRED FOR THE MAJOR: 39**

## Police Studies

Minor

**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).

**Requirements.** To receive a minor in Police Studies students must complete 18 credits in police science courses (courses with the PSC prefix).

## 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, Courts and Politics which explores the intersection of the legal system and the broader political system; Justice and Politics, which examines the political philosophy and various societal values that underlie contemporary views of justice; American and Urban Politics and Policy, 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.

**Learning outcomes. Students will:**

- Initiate, develop, and present independent research
- Write effectively, engage in intellectually grounded debate, and form and express cogent arguments
- Develop skills in critical thinking in order to become knowledgeable citizens capable of reasoned judgments on contemporary political issues
- Demonstrate knowledge of the major subfields of political science

**Credits required.** 36-42

**Coordinator.** Professor Andrew Sidman, Department of Political Science (646.557.4613, asidman@jjay.cuny.edu).

**Advisors.** Professor Monica Varsanyi, Department of Political Science (212.237.8232, mvarsanyi@jjay.cuny.edu).

**Prerequisite.** POL 101 or GOV 101. This course partially fulfills the general education requirement in the Flexible Core: U.S. Experience in its Diversity area.

**Additional information.** Students who enrolled for the first time at the College or changed to this major in September 2012 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.

### COURSES

**PART ONE. FOUNDATION COURSES**

**CREDITS: 15**

Select five courses, only one per category

**Category A. Law, Courts and Politics**

POL 235 Judicial Process and Politics

**Category B. Political Theory**

POL 270 Political Philosophy

POL 273 Western Political Thought



# Political Science

Bachelor of Arts

Continued

**Category C. Urban Politics and Public Policy**

POL 206 Urban Politics

POL 234 Introduction to Public Policy

**Category D. International/Comparative**

POL 257 Comparative Politics

POL 260 International Relations

**Category E. American Politics**

POL 214 Political Parties, Interest Groups and Social Movements

POL 215 U.S. Congress

POL 220 The American Presidency

**PART TWO. RESEARCH METHODS**

**CREDITS: 3**

**Required**

POL 225 Introduction to Research in Politics

**PART THREE. SUPERVISED RESEARCH EXPERIENCE IN POLITICAL SCIENCE (OPTIONAL)**

**CREDITS: 0-6**

POL 385 Supervised Research Experience in Political Science

**PART FOUR. CONCENTRATION-OF-CHOICE**

**CREDITS: 15**

**Select one concentration.** Students selecting Concentrations **A**, Concentration **B** or Concentration **D**, must take **five** 3-credit courses within their concentration. At least one 400-level and two 300-level political science courses must be completed.

Students selecting Concentration **C**, may **either** take five 3-credit courses, including one 400-level and two 300-level political science courses **OR** may take any of the Public Affairs Internships (POL 406, 407, or 408) and one 300-level course. Students selecting any of the Public Affairs internships must obtain the permission of the instructor before registering.

**Concentration A. Law, Courts and Politics**

POL 244 The Law and Politics of Immigration

POL 290 Special Topics

POL 301 Constitutional Powers

POL 305 Constitutional Rights and Liberties

POL 308 State Courts and State Constitutional Law

POL 313/LAW 313 The Law and Politics of Race Relations

POL 316 The Politics of Rights

POL 318 Law and Politics of Sexual Orientation

POL 319 Gender and Law

POL 420 Senior Seminar in Law, Courts and Politics

**Concentration B. Justice and Politics**

AFR 270 History of African-American Social and Intellectual Thought

LAW 310/PHI 310 Ethics and Law

POL 270 Political Philosophy

POL 273 Western Political Thought

POL 278/SOC 278 Political Sociology

POL 290 Special Topics

POL 316 The Politics of Rights

POL 371 American Political Philosophy

POL 375 Law, Order, Justice and Society

# Political Science

## Bachelor of Arts

Continued

POL 423/PHI 423 Selected Topics in Justice

**Concentration C. American and Urban Politics and Policy**

POL 203 Municipal and State Government

POL 206 Urban Politics

POL 210 Comparative Urban Political Systems

POL 214 Political Parties, Interest Groups and Social Movements

POL 215 U.S. Congress

POL 220 The American Presidency

POL 232 Media and Politics

POL 234 Introduction to Public Policy

POL 237 Women and Politics

POL 244 The Law and Politics of Immigration

POL 290 Special Topics

POL 302 Voting and Public Opinion

POL 405 Seminar in New York City Politics

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

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

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

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

LLS 220 Human Rights and Law in Latin America

POL 210 Comparative Urban Political Systems

POL 242/HIS 242 /LLS 242 U.S. Foreign Policy in Latin America

POL 246 Politics of Globalization and Inequality

POL 250 International Law and Justice

POL 257 Comparative Politics

POL 259/LAW 259 Comparative Criminal Justice Systems

POL 260 International Relations

POL 290 Special Topics

POL 320 International Human Rights

POL 325 Politics of Transnational Crime

POL 328 Politics of International Security

POL 331 Government and Politics in the Middle East

POL 362 Terrorism and International Relations

POL 450 Senior Seminar in International Relations and Comparative Politics

**PART FIVE. SENIOR REQUIREMENT**

**CREDITS: 3**

POL 409 Colloquium for Research in Government and Politics

**CREDITS REQUIRED FOR THE MAJOR: 36-42**

# Political Science

## Minor

**Description.** The Political Science minor provides students with the opportunity to enhance their knowledge of the political processes, institutions, and ideas that serve as foundations for the quest for justice. The minor also provides additional preparation for careers in a variety of fields, including public service, law, community affairs, international relations and politics.

**Learning Outcomes. Students will:**

- Write effectively, engage in intellectually grounded debate, and form and express cogent arguments.
- Become knowledgeable members of the community capable of reasoned judgments on political issues and ideas.
- Demonstrate knowledge of at least one of the major subfields of political science.

**Minor advisor.** Professor Monica Varsanyi, Department of Political Science (212.237.8232, mvarsanyi@jjay.cuny.edu).

**Minor coordinator.** Professor Andrew Sidman, Department of Political Science (646.557.4613, asidman@jjay.cuny.edu).

## COURSES

### PART ONE. REQUIRED:

**CREDITS: 6**

POL/GOV 101 American Government and Politics

**Select one “Foundation” course**

**Law, Courts and Politics**

POL 235 Judicial Process and Politics

**Political Theory**

POL 270 Political Philosophy

POL 273 Western Political Thought

**Urban Politics and Public Policy**

POL 206 Urban Politics

POL 234 Introduction to Public Policy

**International/Comparative**

POL 257 Comparative Politics

POL 260 International Relations

**American Politics**

POL 214 Political Parties, Interest Groups

POL 215 U.S. Congress

POL 220 The American Presidency

### PART TWO. ELECTIVES

**CREDITS: 12**

Select any four POL (or GOV) courses (one course must be at the 300-level or higher).

**Please note:** only 6 credits of the Public Affairs Internships (POL 406, 407, and POL 408) may be used towards the Political Science Minor.

**CREDITS REQUIRED FOR MINOR: 18**

# 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.

# Psychology

Minor

**Credits required.** 18

**Minor coordinator.** Professor Daryl Wout, Department of Psychology (646.557.4652, 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.

## COURSES

**Select six**

PSY 101 Introduction to Psychology

PSY 200 Cognitive Psychology

PSY 221 Social Psychology

PSY 231 Developmental Psychology

PSY 242 Abnormal Psychology

PSY 243 Theories of Personality

PSY 266 Psychology of Alcoholism and Substance Abuse

PSY 336 Group Dynamics

PSY 370/LAW 370 Psychology and the Law **or** PSY 372 Psychology of Criminal Behavior

PSY 375 Family Conflict and the Family Court

STA 250 Principles and Methods of Statistics

**CREDITS REQUIRED FOR THE MINOR: 18**

# 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

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

**Prerequisites.** In Part One, MAT 108 or 141 is a prerequisite for STA 250; in Part Two, PSY 221 is a prerequisite for PSY 336

**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, bamadirector@jjay.cuny.edu).

**Additional information.** Students who enroll for the first time at the College or changed to this major 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.

## COURSES

### PART ONE. CORE COURSES

**CREDITS:  
30–33**

**Required**

PAD 140 Introduction to Public Administration (formerly PAD 240)

PAD 260 International Public Administration

# Public Administration

## Bachelor of Science

Continued

PAD 314 Leadership, Supervision and Performance

PAD 318 Decisions in Crises

PAD 340 Planning and Policy Analysis

PAD 343 Administration of Financial Resources

PAD 346 Human Resource Administration

### Methods and Skills

#### Required

PAD 241 Information in Public Management

#### Select one

ENG 235 Writing for Management, Business and Public Administration

STA 250 Principles and Methods of Statistics

#### Capstone Course

#### Select one

PAD 402 Seminar and Internship in Public Administration

PAD 404 Practicum in Public Administration

PAD 440 Problems in Public Administration

PAD 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

**CREDITS: 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:

PAD 402 Seminar and Internship in Public Administration

PAD 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.

ECO 280 Economics of Labor

PAD 366 Workplace Investigations: Tools, Techniques and Issues

PSY 336 Group Dynamics

### 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.

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

PAD 366 Workplace Investigations: Tools, Techniques and Issues

PSC 207 The Investigative Function

### Category C. International Public Administration

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

ECO 245 International Economics

PAD 358 Comparative Public Administration

# Public Administration

Bachelor of Science

Continued

PAD 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.

ECO 333 Sustainability: Preserving the Earth as Human Habitat

PAD 355 Public Policy Analysis

PAD 348 Justice Planning and Policy Analysis

PAD 400 Quantitative Problems in Public Administration

POL/SOC 278 Political Sociology

## Category E. Financial Management

This concentration prepares students for professional careers as budget analysts and auditors in governmental and nonprofit organizations.

ACC 250 Introduction to Accounting

ACC 251 Introduction to Managerial Accounting

ECO 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.

MAT 277 Computers for Administrative Decision Making

MAT 279 Data Communications and the Internet

PAD 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.

**CREDITS REQUIRED FOR THE MAJOR: 39–42**

# Public Administration

Minor

**Description and rationale.** The minor in Public Administration examines decision-making, leadership and management in public agencies and non-profit organizations. It introduces students to the field of Public Administration, including its scope, content, literature and relationship to other disciplines. 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.

### Learning Outcomes. Students will:

- Identify the core mechanisms of public administration, including the organization and management of human and financial resources.
- Discuss the political, economic, legal, and social environments of public policy and administration.
- Explain the unique challenges and opportunities of providing public goods and services in a diverse society.

**Minor coordinators.** Professors Warren Benton (212.237.8089, [wbenton@jjay.cuny.edu](mailto:wbenton@jjay.cuny.edu)) and Maria D'Agostino (212.237.8068, [mdagostino@jjay.cuny.edu](mailto:mdagostino@jjay.cuny.edu)), Department of Public Management.

# Public Administration

## Minor

**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.

### COURSES

#### PART ONE. REQUIRED COURSE

**CREDITS: 6**

PAD 140 Introduction to Public Administration (formerly PAD 240)

PAD 241 Information in Public Management

#### PART TWO. ELECTIVES

**CREDITS: 12**

##### Select four\*

PAD 260 International Public Administration

PAD 314 Leadership, Supervision and Performance

PAD 318 Decisions in Crises

PAD 340 Planning and Policy Analysis

PAD 343 Administration of Financial Resources

PAD 346 Human Resource Administration

PAD 400 Quantitative Problems in Public Administration

\*PAD 402 Seminar and Internship in Public Administration

\*Students completing PAD 402 (6 credits) only need to take three courses

**CREDITS REQUIRED FOR MINOR: 18**

# 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.

### Learning Outcomes. Students will:

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

### Credits required. 39

**Prerequisites.** ECO 101 and SOC 101. SOC 101 can fulfill the College’s general education requirements in the Flexible Core: Individual and Society area.

**Coordinator.** Professor Robert McCrie, Department of Security, Fire and Emergency Management (212.237.8386, rmcctie@jjay.cuny.edu).

**Additional information.** Students enrolled for the first time at the College in September 2013 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.

# Security Management

Bachelor of Science

## COURSES

### PART ONE. CORE COURSES

CREDITS: 18

**Required**

- SEC 101 Introduction to Security
- SEC 210 Methods of Security
- SEC 211 Security Management
- SEC 270/MAT 270 Security of Computers and Their Data
- SEC 315 Private Security and the Law
- SEC 320 Private Security: Trends and Movements

### PART TWO. SECURITY APPLICATIONS

CREDITS: 15

**Select three courses.**

**Category A. Security and Risk Management**

- FIS 106 Safety Engineering
- FIS 104 Risk Management
- SEC 310 Emergency Planning
- SEC 323 Private Security and Homeland Defense
- SEC 327 Risk and Vulnerability Analysis
- SEC 3XX Security Risk and Technology

**Select two courses**

**Category B. Industrial, Commercial, Retail**

- ENG 235 Writing for Management, Business and Public Administration
- SEC 342 Energy Industry Security
- SEC 344 Executive and Event Protection
- SEC 346 Retail and Commercial Security
- SEC 348 Security and Safety for Financial Institutions
- SEC 350 Security in Art Museums and Cultural Institutions
- SEC 352 Security Investigations and Consulting

### PART THREE. INTERNSHIP

CREDITS: 3

**Required**

- SEC 3ZZ Internship in Security Management

**Note:** Students who are currently employed in law enforcement or security may be exempt from this requirement, contact the major coordinator for evaluation.

### PART FOUR. SENIOR SEMINAR

CREDITS: 3

**Required**

- SEC 405 Seminar in Security Problems

**CREDITS REQUIRED FOR THE MAJOR: 39**



# Security Management

## Minor

**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 Security, Fire and Emergency Management (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., SEC/MAT.
- 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 Security, Fire and Emergency 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 also covered.

**Minor coordinator.** Professor David Brotherton, Department of Sociology (212.237.8694, [dbrotherton@jjay.cuny.edu](mailto:dbrotherton@jjay.cuny.edu))

**Requirements.** Students wishing to minor in Sociology must complete 18 credits (six courses) of 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.

### Suggested courses can include but are not limited to:

SOC 201 Urban Sociology

SOC 202/PSY 202 The Family: Change, Challenges and Crisis Intervention

SOC 206 The Sociology of Conflict and Dispute Resolution

SOC 209 Sociology of Work and Jobs

SOC/ANT/PSY 210 Sex and Culture

SOC 213/PSY 213 Race and Ethnic Relations

SOC 215 Social Control and Gender: Women in American Society

SOC 222 Crime, Media and Public Opinion

SOC 232 Social Stratification

SOC 240 Social Deviance

SOC 251 Sociology of Human Rights

SOC 253 Sociology of Global Migration

SOC 275 Political Imprisonment

SOC 278 Political Sociology

SOC 290 Selected Topics in Sociology

SOC 302 Social Problems

# Sociology

## Minor

Continued

SOC 305 Sociology of Law

SOC 310/ANT 310/PSY 310 Culture and Personality

SOC 314 Theories of Social Order

SOC 346 Sport in Global Perspective

SOC 354 Gangs and Transnationalism

SOC 401 Problems of Minority Groups

SSC 325 Research Methods in the Behavioral Sciences

# Spanish

## Minor

**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 SPA 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, US Customs Service, and the Immigration and Naturalization Service give preference and a higher salary to those who can communicate in a foreign language. Minorning 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, 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, SPA 320 can be substituted for SPA 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.

## COURSES

### PART ONE. REQUIRED COURSES

CREDITS: 9

#### Required Courses for Non-Heritage Speakers

SPA 201-202 Intermediate Spanish I and II

SPA 401 Contemporary Issues in Hispanic Literature

#### Required Courses for Heritage Speakers

SPA 211-212 Intermediate Spanish I and II for Heritage Students

SPA 401 Contemporary Issues in Hispanic Literature

### PART TWO. ELECTIVES

CREDITS: 9

#### Select three

#### Literature

SPA 320 Latin American Theatre: Taller de Teatro/Theatre Workshop

# Spanish

## Minor

Continued

SPA 321 Introduction to Spanish Literature I

SPA 322 Introduction to Spanish Literature II

SPA 331 Introduction to Latin-American Literature I

SPA 332 Introduction to Latin-American Literature II

### Legal and Translation/Interpretation

SPA 230 Translating I

SPA 231 Interpreting I

SPA 250 Spanish for Criminal Investigation

SPA 330 Translating II

SPA 333 Interpretation II

SPA 340 Legal Interpreting I

**CREDITS REQUIRED FOR MINOR: 18**

# Spanish Legal Interpretation

## Certificate

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

### Learning Outcomes. Students will be able to:

- To analyze source texts, both technical and non-technical, from the perspective of an interpreter;
- To perform liaison, consecutive or simultaneous interpretation or sight translation as needed by the situation;
- To convey oral communications from a source into a target language according to specific standards of accuracy;
- To enter the interpreting market or, if already in it, to advance with a high degree of professionalism, skills and knowledge
- Gain a valuable broader understanding of the cultures implied, in addition to technical and professional knowledge.

**Rationale.** The U.S. Department of Labor foresees a 42% employment growth rate for translators and interpreters between 2010 and 2020 (vs. a 14% average rate for other professions). Every multinational company and organization uses interpreter services, and many companies now have interpreters on staff. The ability to interpret between languages is seen today as an asset by companies, institutions and government agencies. Legal interpreting skills will make students more marketable and competitive. It will complement any major in criminal justice fields. Furthermore, this program is going to provide heritage learners at John Jay with the tools to use and think about two languages in a professional context.

### Credits Required. 18

**Program Coordinator.** Professor Aida Martinez-Gomez Gomez, Department of Foreign Languages and Literatures (646.621.3755, amartinez-gomez@jjay.cuny.edu).

**Prerequisite.** Fluency in English and Spanish, as determined by the department is required for enrollment.

**Please Note: Completion of all six required courses with a cumulative GPA of 3.0 or greater is required for successful completion of the certificate program.**

### REQUIRED COURSES.

**CREDITS: 18**

SPA 230 Translating I

SPA 231 Interpreting I

SPA 250 Spanish for Criminal Investigation

## Spanish Legal Interpretation

Certificate

Continued

SPA 333 Interpreting II

SPA 340 Legal Interpreting I

SPA 440 Legal Interpreting II

**CREDITS REQUIRED FOR CERTIFICATE: 18**

## Spanish Legal Translation

Certificate

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

**Learning Outcomes. Students will be able to:**

- To analyze source texts, both technical and non-technical, from the perspective of a translator;
- To perform advanced linguistic, terminological, and subject matter research as needed by the target text;
- To convey written texts from a source into a target language according to specific standards of accuracy;
- To enter the translation market or, if already in it, to advance with a high degree of professionalism, skills and knowledge;
- Gain a valuable broader understanding of the cultures implied, in addition to technical and professional knowledge.

**Rationale.** The U.S. Department of Labor foresees a 42% employment growth rate for translators and interpreters between 2010 and 2020 (vs. a 14% average rate for other professions). Every multinational company and organization uses interpreter services, and many companies now have interpreters on staff. The ability to translate between languages is seen today as an asset by companies, institutions and government agencies. Legal translating skills will make students more marketable and competitive. It will complement any major in criminal justice fields. Furthermore, this program is going to provide heritage learners at John Jay with the tools to use and think about two languages in a professional context.

**Credits Required.** 18

**Prerequisite.** Fluency in English and Spanish, as determined by the department, required for enrollment.

**Program Coordinator.** Professor Aida Martinez-Gomez Gomez, Department of Foreign Languages and Literatures (646.621.3755, [amartinez-gomez@jjay.cuny.edu](mailto:amartinez-gomez@jjay.cuny.edu)).

**Please Note: Completion of all six required courses with a cumulative GPA of 3.0 or greater is required for successful completion of the certificate program.**

**REQUIRED COURSES.**

**CREDITS: 18**

SPA 230 Translating I

SPA 231 Interpreting I

SPA 250 Spanish for Criminal Investigation

SPA 330 Translating II

SPA 333 Interpreting II

SPA 435 Legal Translating

**CREDITS REQUIRED FOR CERTIFICATE: 18**

# Spanish Legal Translation and Legal Interpretation

## Certificate

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

### Learning Outcomes. Students will be able to:

- Analyze source texts, both technical and non-technical, from the perspective of an interpreter/translator.
- Perform advanced linguistic, terminological, and subject matter research as needed by the target communication or text.
- Convey oral and written communications or texts from a source into a target language according to specific standards of accuracy.
- Enter the interpretation/translation market or, if already in it, to advance with a high degree of professionalism, skills and knowledge.
- Perform liaison, consecutive or simultaneous interpretation or sight translation as needed by the situation.
- Gain a valuable broader understanding of the cultures implied, in addition to technical and professional knowledge.

**Rationale.** The U.S. Department of Labor foresees a 42% employment growth rate for translators and interpreters between 2010 and 2020 (vs. a 14% average rate for other professions). Every multinational company and organization uses interpreter/translation services, and many companies now have interpreters/translators on staff. The ability to translate or interpret between languages is seen today as an asset by companies, institutions and government agencies. Legal translating and interpreting skills will make students more marketable and competitive. It will complement any major in criminal justice fields. Furthermore, this program is going to provide heritage learners at John Jay with the tools to use and think about two languages in a professional context.

### Credits required. 24

**Prerequisite.** Fluency in English and Spanish, as determined by the department, required for enrollment.

**Program Coordinator.** Professor Aida Martinez-Gomez Gomez, Department of Foreign Languages and Literatures (646.621.3755, [amartinez-gomez@jjay.cuny.edu](mailto:amartinez-gomez@jjay.cuny.edu)).

**Please Note: Completion of all eight required courses with a cumulative GPA of 3.0 or greater is required for successful completion of the certificate program.**

### REQUIRED COURSES

SPA 230 Translating I

SPA 231 Interpreting I

SPA 250 Spanish for Criminal Investigation

SPA 330 Translating II

SPA 333 Interpreting II

SPA 340 Legal Interpreting I

SPA 435 Legal Translating

SPA 440 Legal Interpreting II

**CREDITS REQUIRED FOR CERTIFICATE: 24**

# Speech and Media

## Minor

**Description and rationale.** The Department of Communication and Theatre Arts offers minors in Speech, Media, and a combined minor in Speech and Media. The minors in Speech and Media are designed to help students gain confidence and power through enhancing the effectiveness of their communication performance and analysis. 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, or learning video production techniques to create movies.

# Speech and Media

## Minor

**Minor coordinator.** Professor Martin Wallenstein, Department of Communication and Theatre Arts (212.237.8364, 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.

**Credits:** 18

**Requirements.** Students must complete 18 credits in speech, including COM 113. Up to 6 credits can be earned by taking the department's video production classes. For these courses, see the drama (DRA) course listings.

**Note:** No more than 6 credits toward these minors may be transfer credits.

**CREDITS REQUIRED FOR MINOR: 18**

# Theatre Arts

## Minor

**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 on stage 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 access to 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 has 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 Seth Baumrin, Department of Communication and Theatre Arts (sbaumrin@jjay.cuny.edu 212.237.8130).

## COURSES

<b>PART ONE. FOUNDATIONS</b>	<b>CREDITS: 3</b>
<b>Required</b>	
DRA 110 Introduction to Theatre	
<b>PART TWO. THEORY AND PRACTICE</b>	<b>CREDITS: 6</b>
<b>Select two</b>	
DRA 115 Improvisational Theatre	
DRA 185 Drama in Production	
DRA 201 Introduction to Playwriting	
DRA 207-208 Stagecraft	

# Theatre Arts

## Minor

Continued

DRA 213 Acting I

DRA 214 Acting II

DRA 233 Sociodrama I

DRA 2XX Drama in Production II

SPE 209 Voice and Diction for the Professional

### PART THREE. THEATRE LITERATURE, HISTORY AND CRITICISM

CREDITS: 6

#### Select two

DRA 205 Contemporary Theatre

DRA 212 History of the Theater from Ancient Greece to the Restoration

DRA 217/LLS 217/SPA 217 Theater of the Americas since 1960

DRA 222 History of the Drama II

DRA 225 Criminal Justice in the Theatre

DRA 230/AFR 230 African-American Theatre

DRA 245 Women in Theatre

DRA 247 Gender on Stage and Screen

### PART FOUR. UPPER-LEVEL REQUIREMENT

CREDITS: 3

#### Select one

DRA 301 Directing

DRA 309-310 Topics in Theatre

DRA 325 Drama Techniques in Crisis Intervention

**CREDITS REQUIRED FOR MINOR 18**

# Writing

## Minor

**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).

**Admission to the minor.** Completion of ENG 201 with a minimum grade of C+, or permission of the Writing Minor Coordinator.

**Requirements.** Students must complete 18 credits (6 courses) in writing. Students may apply one 3-credit literature elective in satisfying the 18 credits.

### PART ONE. REQUIRED COURSES

CREDITS: 6

ENG 218 The Writing Workshop

#### Choose one 300-level seminar course

ENG 313 Advanced Fiction Writing

# Writing

## Minor

Continued

ENG 316 Advanced Writing and Response: Theory and Practice (Prerequisite: ENG 255)

ENG 3XX Advanced Poetry Writing

**PART TWO. WRITING ELECTIVES**

**CREDITS: 12**

The following list is illustrative and not exhaustive. Students should consult the current course schedule for offerings in English [ENG]

ENG 215 Poetry Writing and Reading

ENG 216 Fiction Writing

ENG 233 News Reporting and Writing

ENG 235 Writing for Management, Business and Public Administration

ENG 245 Creative Nonfiction

ENG 250 Writing for Legal Studies

ENG 255 Argument Writing (Note: Students must have received at least a B+ or higher in ENG 101 and 201 to take this course)

ENG 313 Advanced Fiction Writing

ENG 316 Advanced Argument Writing and Response: Theory and Practice (Prerequisite: ENG 255)

ENG 334 Intermediate News Reporting and Writing

ENG 3XX Advanced Poetry Writing



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# **6. Courses Offered**

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## **COURSES OFFERED**

### **2013–2014**

The following courses are expected to be offered during the 2013–2014 academic year. However, students should note that course offerings are dependent upon sufficient student registration, availability of faculty, and financial constraints.

This course listing is arranged alphabetically by subject prefix. Each course is designated by a prefix and a number (e.g., ACC 101). Course subjects are listed below with their corresponding prefixes and departments/programs:

**Accounting ACC**

Department of Public Management

**Africana Studies AFR**

Department of Africana Studies

**Anthropology ANT**

Department of Anthropology

**Arabic ARA**

Department of Foreign Languages and Literatures

**Art History and Studio Art ART**

Department of Art and Music

**Biology BIO**

Department of Sciences

**Chemistry CHE**

Department of Sciences

**Chinese CHI**

Department of Foreign Languages and Literatures

**Communication COM**

Department of Communication and Theatre Arts

**Computer Literacy CLT**

Department of Mathematics and Computer Science

**Cooperative Education CEP**

Office of Internships and Cooperative Education

**Corrections COR**

Department of Law, Police Science and Criminal Justice Administration

**Counseling CSL**

Department of Counseling

**Criminal Justice CRJ**

Department of Law, Police Science and Criminal Justice Administration

**Criminal Justice BA CJBA**

Department of Criminal Justice

**Criminal Justice BS CJBS**

Department of Law, Police Science and Criminal Justice Administration

**Drama DRA**

Department of Communication and Theatre Arts

**Economics ECO**

Department of Economics

**English ENG**

Department of English

**English for Academic Purposes EAP**

Department of English

**Environmental Science ENV**

Department of Sciences

**Fire Science FIS**

Department of Security, Fire and Emergency Management

**Forensic Science FOS**

Department of Sciences

**French FRE**

Department of Foreign Languages and Literatures

**Gender Studies GEN**

see Gender Studies major coordinator

**German GER**

Department of Foreign Languages and Literatures

**History HIS**

Department of History

**Honors HON**

Honors Program

**Humanities and Justice HJS**

see Humanities and Justice major coordinator

**Immersion Basic Skills ISM, ISR, ISW**

Student Academic Success Programs

**Interdisciplinary Studies ISP**

Department of Interdisciplinary Studies

**International Criminal Justice ICJ**

see International Criminal Justice major coordinator

**Italian ITA**

Department of Foreign Languages and Literatures

**Japanese JPN**

Department of Foreign Languages and Literatures

**Latin American and Latina/o Studies LLS**

Department of Latin American and Latina/o Studies

**Law LAW**

Department of Political Science

**Law and Society LWS**

Department of Political Science

**Legal Studies LGS**

see Major description for contact information

**Literature LIT**

Department of English

**Macaulay Honors College at John Jay MHC**

**Mathematics and Computer Science MAT, MATH**

Department of Mathematics and Computer Science

**Music MUS**

Department of Art and Music

**Natural Science NSC**

Department of Sciences

**Philosophy PHI**

Department of Philosophy

**Physical Education PED**

Department of Health and Physical Education

**Physics PHY**

Department of Sciences

**Police Science PSC**

Department of Law, Police Science and Criminal Justice Administration

**Political Science POL**

Department of Political Science

**Portuguese POR**

Department of Foreign Languages and Literatures

**Psychology PSY**

Department of Psychology

**Public Administration PAD**

Department of Public Management

**Religion REL**

Department of Philosophy

**Sciences SCI**

Department of Sciences

**Security SEC**

Department of Security, Fire and Emergency Management

**Social Science Research SSC**

Department of Sociology

**Social Science Research SSC**

SEEK Department

**Sociology SOC**

Department of Sociology

**Spanish SPA**

Department of Foreign Languages and Literatures

**Speech SPE**

Department of Communication and Theatre Arts

**Statistics STA**

Department of Mathematics and Computer Science

**Toxicology TOX**

Department of Sciences

**ACC 251 Introduction to Managerial Accounting**

3 hours, 3 credits

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

**Prerequisite:** ENG 101

**ACC 264 Business Law**

(Same course as LAW 264)

3 hours, 3 credits

This course covers the role of law in business with a focus on contractual and other civil law. Topics include the legal environment, agency, the Uniform Commercial Code, debtor-creditor relationships, government regulation of business, and business structure. The course requires case analysis, problem solving, and oral and written communication.

**Prerequisite:** ENG 101

**ACC 265 Digital Forensics for the Fraud Examiner**

3 hours, 3 credits

This course provides an overview of processes and techniques used by digital forensic examiners. Best practices for securing, obtaining, and analyzing digital evidence pertaining to fraud investigations are studied. Basic knowledge of computer hardware, equipment and specialized forensic software applications is also covered. This course is designed for students who want to work more effectively with computer forensic specialists and students who want to prepare for more advanced and specialized study in digital forensics.

**Prerequisite:** ENG 101

**ACC 307 Forensic Accounting I**

3 hours, 3 credits

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

**Prerequisites:** ENG 201 and ACC 250

**ACC Accounting (Department of Public Management)**

**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 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 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 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 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 his/her learning experiences.

**Prerequisites:** ENG 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 his/her learning experiences.

**Prerequisites:** ENG 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 201, ACC 308, and ACC 309

## AFR Africana Studies (Department of Africana Studies)

### AFR 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.

### AFR 121 Africana Communities in the U.S.

3 hours, 3 credits

This course provides an introduction to the origins and development of Africana communities in the U.S. The course provides an exploration of the historical effects of racial isolation on community building and an examination of selected contemporary socioeconomic issues with respect to such areas of concern as health, housing, education, immigration, the family, crime and the criminal justice system.

**Note:** This course satisfies the Flexible Core: US Experience area of the Gen Ed Program.

### AFR 123 Justice, the Individual, and Struggle in the African-American Experience

3 hours, 3 credits

This course provides first-year students with an overview of the ongoing struggle for justice for African-Americans from colonial times to the present. By exploring the African origins of African-Americans and the legacies of slavery, segregation, black urbanization, and the civil rights movement, the course connects ideas of personal freedom and justice to the lives of students today. While studying these issues, students will also develop key college skills including effective essay writing, critical inquiry, peer collaboration, and academic planning and goal-setting.

**Note:** This course satisfies the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program.

### AFR 125 Race and Ethnicity in America

3 hours, 3 credits

This course examines racial and ethnic issues in American society from the perspective of justice. Among the key concepts that will be discussed are race and ethnicity as social constructions and the causes and effects of constructing individual racial/ethnic identities. Using demographic information, the course investigates how well various ethnic and racial groups are doing in areas such as income, human rights, education and employment.

**Note:** This course satisfies the Flexible Core: US Experience area of the Gen Ed Program.

### AFR 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.

**AFR 140 Introduction to Africana Studies**

3 hours, 3 credits

This course introduces students to Africana Studies as a field of inquiry, and to the contributions of Africana people to world history, culture, and society. Students will examine the historic and contemporary experiences of people of African heritage both in Africa and in the African diaspora. Students will develop an awareness of the many factors that shape how Africana people construct their lives, how they are perceived by others, as well as the commonalities across racial experiences and contexts.

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

**AFR 150 Origins of Contemporary Africa**

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.

**Note:** This course satisfies the John Jay College Option: Learning from the Past area of the Gen Ed Program.

**AFR 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.

**AFR 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

**AFR 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 AFR 110 or AFR 121

**AFR 220 Law and Justice in Africa**

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

**AFR 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 201

**AFR 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

**Note:** This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

**AFR 225 Police and Law in Africa**

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 includes: (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

### **AFR 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, and AFR 123 or AFR 125

### **AFR 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

### **AFR 230 African-American Theatre**

(Same course as DRA 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

### **AFR 232 Comparative Perspectives on Crime in the Caribbean**

(Same course as LLS 232)

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

### **AFR 237 Institutional Racism**

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: AFR 123, AFR 110, AFR 121 or SOC 101

### **AFR 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 AFR 123 or AFR 125

### **AFR 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 201

### **AFR 250 Political Economy of Racism**

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

**AFR 263 Blacks in Latin America**

(Same course as LLS 263 and HIS 263)

3 hours, 3 credits

An examination of the legacies of slavery and the Haitian Revolution in shaping the Black experience in Latin American societies, including the Dominican Republic, Cuba, Puerto Rico, Ecuador, Peru, Colombia, Brazil, Argentina, Mexico and Honduras. This course focuses on Afro-Latin Americans' construction of identity, race relations, sociocultural and political activities in different societies; and the contributions of people of African descent to Latin American societies and national identities. Readings are drawn from a variety of disciplines in the social sciences and humanities.

**Prerequisite:** ENG 101**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.**AFR 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**AFR 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 AFR 123**AFR 271 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**AFR 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 AFR 123, AFR 125, HIS 201, or HIS 202**AFR 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 201, 6 credits in African-American Studies, and junior standing or above, or permission of the section instructor**AFR 315 Practicing Community-based Justice in the African World**

3 hours, 3 credits

The purpose of the course is to engage students in the analysis of various community and alternative justice practices around the world, particularly among people of African heritage or of relevance to Africana peoples. This course examines the assumptions behind community justice and restorative justice theories and their applicability to the Africana world. The course focuses on relationships between struggles for justice and experimentation with alternative community-based justice strategies, particularly among people of color. Students will compare and analyze strategies and practices that have been used to establish meaningful justice and community wellbeing for groups who experience discrimination. Such practices include but are not limited to: mediation, youth courts, circle sentencing, truth and reconciliation panels, victim-offender reconciliation, and community conferences.

**Prerequisite:** ENG 201**Note:** This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program.**AFR 322 Inequality and Wealth**

3 hours, 3 credits

This course analyzes racial wealth gaps and wealth inequality in the African diaspora, with a focus on the United States. From an interdisciplinary approach, the course will explore the growing and persistent wealth gap between various racial and ethnic groups and genders to better understand inequality (historically and currently), and will assess the causes and consequences of racial, ethnic, and gender differences in wealth and asset building. Students will examine challenges with wealth data and recent trends, as well as the consequences of asset poverty, particularly for people of African descent. Solutions and potential policy responses to the persistent racial, ethnic and gender wealth disparities and asset poverty will be evaluated.

**Prerequisites:** ENG 201, and SSC 325 or STA 250, and any one of the following: SOC 101, ECO 101, AFR 123, AFR 125, or GEN 101

### **AFR 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

### **AFR 347 Psychology of Oppression**

(Same course as PSY 347)

3 hours, 3 credits

This course analyzes the socio-cultural and psychological factors that contribute to a sense of being oppressed. It also examines strategies that facilitate progress on the road to healthy functioning and contribute to progressive system changes. Special attention is paid to the interaction between these two sets of factors.

**Prerequisites:** ENG 201; PSY 101 or AFR 129/PSY 129; and PSY 221 or a 200-level Africana Studies course

### **AFR 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 201 and PHI 231

### **AFR 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 201, 6 credits in African-American Studies, and senior status or permission of the section instructor

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## **ANT Anthropology (Department of Anthropology)**

### **ANT 100 The Ethnography of Youth and Justice in New York City**

3 hours, 3 credits

The class will examine the tensions around justice that exist between young people who live in New York City and the wider society in which they live. By introducing students to social science research methods and techniques, the class will systematically examine the problems and prospects of growing up in a complex urban environment, and how young people try to achieve justice for themselves and others.

**Note:** This course satisfies the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program.

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

3 hours, 3 credits

This course is an introduction to cultural anthropology, the study of human societies and cultures. Students will examine the concept of culture in historical and global perspective, and learn tools for cross-cultural comparative analysis with an emphasis on critical thinking in relation to cultural values and practices, variation in human behavior, the organization of social life, and the making of cultural identity. Cross-cultural topics include subsistence, power and law, gender, family and kinship, language and intercultural communication, and the impact of globalization on human societies. Students will also learn fundamental concepts in anthropology to better understand the causes and conditions of our contemporary world.

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### **ANT 110 Drug Use and Abuse**

(Same course as SOC 110)

3 hours, 3 credits

This class explores the controversies surrounding the causes and consequences of substance abuse as well as treatment modalities and prevention strategies. The course examines the methods used by social scientists to estimate the numbers of people who defy the law by using controlled substances; whether drug use is growing or diminishing; the impact of drug-taking on individuals and groups; and the effects of drug use on health problems and crime rates. A wide variety of works, including ethnographic, sociological and clinical studies, first-hand accounts by drug users, anti-drug polemics, reports from criminal justice sources engaged in the "War on Drugs," and media accounts will encourage critical thinking about this entrenched individual and social problem.

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

### **ANT 208 Urban Anthropology**

3 hours, 3 credits

Current topics and problems in urban studies will be addressed from an anthropological perspective. The course examines cities as places where members of different groups come together in both cooperation and conflict. Students will examine the way global processes and local politics and culture have shaped and continue to transform the modern city. Students will engage with case studies from a variety of urban environments, including some in the United States, and will focus on various topics such as class, power, ritual, migration, lifestyle, ethnic tensions and alliances, social movements, and the meanings of space and place.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### **ANT 210 Sex and Culture**

(Same course as PSY 210 and SOC 210)

3 hours, 3 credits

Sex and Culture explores the cultural construction of human sexuality from the framework of the individual in society. Students will examine the social learning of sexual behaviors, beliefs and practices. Analytic focus will include how culturally



prescribed gender roles for men and women inform notions of right and wrong. Specific topics may include institutionalized gender inequality, marriage and the family, homophobia and other issues involved in the relationship between sex and culture. All topics will be considered from a historical and cross-cultural perspective.

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

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

### **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 201 and ANT 101, PSY 101, SOC 101, CRJ 101, CJBS 101

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

3 hours, 3 credits

This course examines crime, criminality and responses to crime from an anthropological and cross-cultural perspective. Students will analyze the concept of crime as a cultural construct and as a social phenomenon and consider its causes, factors and complexities in a global context. Norms and transgressions will be explored through ethnographic case studies of and cross-cultural research on a variety of world cultures and how power, economics, identity, gender, religion, and other meaning systems are integrated with these transgressions on local, national and global scales. Students will study cases critically and learn qualitative anthropological methods such as interviews and observation to consider and compare examples of and attitudes toward crime in their own society.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### **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 201, junior standing or above, and one of the following: ANT 101, PSY 101, 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 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 201 and one of the following: ANT 101, CRJ 101, CJBS 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 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 201, and ANT 101 or PSY 101, and junior standing or above

### **ANT 345 Culture, Psychopathology and Healing**

(Same course as PSY 345)

3 hours, 3 credits

This course will study and compare models of mental illness, distress, treatment and healing across cultures. Cultural relevance of Western models of psychopathology, psychiatry and psychotherapy across cultures will be considered. The role of Western psychology within the context of globalization of health care systems will be addressed. Topics will include: self and culture; emotions and culture; culture-bound syndromes; help-seeking and culture; therapists, traditional and folk healers; and the politics of psychology in world health.

**Prerequisites:** ENG 201, PSY 242, 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 201 and 12 credits in anthropology, or permission of the chairperson of the department or the section instructor

### **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 201, senior standing, and majoring in Culture and Deviance Studies (formerly Deviant Behavior and Social Control).

## **ARA Arabic (Department of Foreign Languages and Literatures)**

### **ARA 101 Elementary Modern Standard Arabic I**

3 hours, 3 credits

The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills in Arabic. The course stresses communication using both formal and informal Arabic, and developing students' understanding of Arab culture. The course will be conducted primarily in Arabic.

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### **ARA 102 Elementary Modern Standard Arabic II**

3 hours, 3 credits

This course is continuation of Elementary Modern Standard Arabic I (ARA 101). Second in a series of courses that develops reading, speaking, listening, writing, and cultural skills in Arabic. Emphasis is placed on reading authentic materials from Arabic media, expanding students' vocabulary and grammar skills, listening to and watching audio and video materials, and developing students' understanding of Arab culture and communicative competence. The course will be conducted primarily in Arabic.

**Prerequisite:** ARA 101 or equivalent

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

### **ARA 201 Intermediate Arabic I**

3 hours, 3 credits

Arabic 201 is the first course of the intermediate sequence of Arabic, a continuation of Arabic 101 and 102. The course enables students to further develop the five language skills: reading, writing, listening, speaking, and culture. Students will be introduced to varied and complex topics, to language structures, and to written and aural texts of the modern standard Arabic. Special attention will be given to developing conversational skills and exploring the Arab-speaking world and its culture(s).

**Prerequisites:** ARA 102 or placement exam; ENG 101

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

## **ART Art History and Studio Art (Department of Art and Music)**

### **ART 101 Introduction to Art**

3 hours, 3 credits

This course presents an overview of the history of art in painting, sculpture, and architecture from prehistoric times through the twentieth century. It emphasizes significant stylistic movements and highlights the relationship between visual art and its historical and social context, with a view to understanding the artworks both as unique objects and as creative expressions of various civilizations at particular moments in history.

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

**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 the 15th century, concluding with high Renaissance artists such as Leonardo, Michelangelo, and Titian.

**ART 104 Non-Western Art and Visual Culture**

3 hours, 3 credits

This course analyzes art beyond the European tradition from the ancient to modern times with a focus on cognitive analysis, art theory and methodologies. The objective of the course is to expose students to the breadth and diversity of the visual arts globally and to provide a sense of historical context. The art and design of the Americas, Asia, Africa, Oceania, and Islam are woven into discussions of aesthetics and theory. Students will gain a solid knowledge of world art and art historical discourse. Classes are enhanced by oral, reading, writing and art assignments, and museums visits.

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

**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.

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

**ART 106 Latin American Art**

3 hours, 3 credits

This survey explores Latin American art from a historical point of view, from the Aztec civilization to contemporary art. It analyzes the reception of Latin American art in the United States and its representation in cultural institutions as well as the growing presence of Latinos in the U.S. Topics include: The Aztec empire, Casta painting, 19th-century academic art, 20th-century modernism, the search for identity, Frida Kahlo and Surrealism, geometric abstraction, the Mexican Muralists, the diaspora and exile, political art under military dictatorships; and art and violence in Latin American art today.

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

**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 14th 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 worldviews.

**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 14th to the 20th 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 worldviews.

**ART 110 Ceramics I**

3 hours, 3 credits

This course is an introduction to ceramics as an art form and mode of communication incorporating concepts from the history and theory of ceramic art. Special attention will be paid to the varying possibilities of clay from the liquid through the solid, the interplay of three dimensional form and surface and the transformation of clay into ceramic through the firing process. Using this knowledge, students will create artworks that both respond to their research and articulate original ideas. Class time will consist of demonstrations, lectures, field trips, critiques and individual work time.

**Note:** This course has a \$15.00 material fee. This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

**ART 111 Introduction to Drawing: The Language of Line**

3 hours, 3 credits

This course develops students' ability to draw while fostering their understanding of drawing as a significant form of communication with its own history and theoretical foundation. Students will study different drawing media and styles and develop a vocabulary of drawing techniques through direct observation, imaginative reflection, imitation, and experimentation. Class time will be divided between drawing exercises and projects, critiques, and demonstrations, and discussions of the historical and theoretical contexts in which drawing can be understood and analyzed.

**Note:** This course has a \$15.00 material fee. This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

**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 Digital Photography I**

3 hours, 3 credits

This course is an introduction to digital photography as an art medium and form of communication. Topics include basic DSLR camera operation and use of imaging software, and an introduction to concepts from the history and theory of photography, including the development of the medium from its inception to current day (i.e. from the daguerreotype to digital). Students are encouraged to create artwork that responds to research and to philosophical inquiry, and which articulates original ideas, keeping in mind the complex ethical issues associated with representation.

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

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

3 hours, 3 credits

This course is an introduction to sculpture as an art form and mode of communication incorporating concepts from the history and theory of sculpture as an expressive medium. Special attention will be paid to the concept, process, and formal elements of three-dimensional design. Using this knowledge, students will create artworks that both respond to their research and articulate original ideas. Class time will consist of demonstrations, lectures, field trips, critiques and individual work time.

**Note:** This course has a \$30.00 material fee. This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

### **ART 118 Introduction to Painting**

3 hours, 3 credits

This course develops students' ability to paint while fostering their understanding of painting as a significant form of communication with its own history and theoretical foundation. Students will explore color, structure, space, form, narrative and concept. Class time will be divided between painting exercises and projects, critiques, demonstrations, and discussions of the historical and theoretical contexts in which painting can be understood and analyzed.

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

### **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 in New York**

3 hours, 3 credits

New York is a vibrant center of the international art world, where art is produced, collected, displayed, and discussed in both private and public places. This course will focus on the social, political, cultural, and economic factors that have contributed to New York's development as a city of major importance in the art world. Special attention will be given to the history of local art institutions, to New York's cultural geography, and to the emergence of popular urban culture and public art. Classroom and gallery lectures will be complemented with field trips.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

### **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.

**Note:** This course has a \$15.00 material fee

**Prerequisites:** ENG 101 and ART 111

### **ART 213 Digital Photography 2**

3 hours, 3 credits

In Digital Photography 2, students create a body of work that shows artistic and conceptual cohesion on a theme of their choice. The work must show conceptual thinking that goes beyond the mere illustration of a subject. There will be discussions on the nature of photography as a medium and as a cultural channel, and on the implications of its use in everyday life, particularly in terms of ethics and justice. Concurrently, students will learn practical skills such as lighting techniques and setups. By the end of the course they should have a body of work that is visually and conceptually sophisticated and an artist's statement—essentially an introduction to professional practice.

**Prerequisites:** ENG 101 and ART 113

### **ART 219 Museum and Curatorial Studies**

3 hours, 3 credits

This course examines the visual and verbal strategies used by museums and art galleries to communicate with the public. The course explores the numerous behind-the-scene decisions and activities that go into the creation of a successful exhibition, including the theoretical conception and practical design of the installation; the preparation of educational materials and programs; and the complex ethical, aesthetic, and economic choices that must be made. Students will gain hands-on curatorial experience through activities connected with John Jay's President's Gallery and the College's new state-of-the-art Shiva Art Gallery.

**Prerequisite:** ENG 101

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

**ART 222 Body Politics and Art in Global and 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**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.**ART 224 African-American Women in Art**

(Same course as AFR 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 art- work discussed. Whenever possible, gallery or museum visits will be incorporated into the course.

**Prerequisite:** ENG 101 or permission of the instructor**Note:** This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.**ART 227 Haitian Art**

3 hours, 3 credits

This course examines the rich and complex religious, social, and political art and culture of Haiti in its global and historical context, with an eye toward exploring social controversies and misperceptions surrounding a people and their culture. The course begins with the sculptures of the indigenous Americans who were annihilated by the Spanish shortly after the arrival of Columbus in the 15th century, and culminates in the 20th century with the burst of creativity that placed Haitian artists on the world stage.

**Prerequisite:** ENG 101**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.**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.

**Prerequisite:** ENG 101**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. (Note: This course has a \$15.00 material fee)

**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 201, any 100-level art history course.**BIO 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.

**Prerequisite:** BIO 101 is available to students who do not place into BIO 103 and are majoring in Forensic Science**Note:** The entire 101/102 series must be completed in order to receive credit as a general education science equivalent.**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.

**Prerequisites:** BIO 101 and majoring in Forensic Science**Note:** The entire 101/102 series must be completed in order to receive credit as a general education science equivalent.

**Note:** This course satisfies the Required Core: Life and Natural Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

### **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.

**Note:** This course has a \$25.00 material fee. This course satisfies the Required Core: Life and Natural Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

### **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

**Note:** This course has a \$25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences or the Flexible Core: Scientific World areas of the Gen Ed Program.

### **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, and one of the following: SCI 110, NSC 107, BIO 103, or both BIO 101 and BIO 102

**Note:** This course satisfies the Flexible Core: Scientific World area of the Gen Ed Program.

### **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 201, MAT 301, and either BIO 103–104, or BIO 101–102 and BIO 104

### **BIO 355 Human Physiology**

3 hours, 3 credits

This lecture course will explore the molecular physiological function of the cells, tissues, organs, and organ systems of the human body. Special attention will be paid to homeostasis and the integrated coordination of these diverse organ systems, the pathophysiology of common diseases, and pharmacological strategies to treat the underlying pathology. In addition to in-class examinations, students will research and deliver class presentations on diseases throughout the semester.

**Prerequisites:** ENG 201, BIO 104, and CHE 102 or 103

### **BIO 356 Human Anatomy and Physiology Laboratory**

3 hours, 2 credits

The course will provide students with a hands-on exploration of the structure and physiology of the human body by using various dissecting models, sheep organs, microscope slides, and preserved rats. There will also be exploration of human physiology and physiological experiments on, and dissection of, live frogs. The course will begin with a discussion on the ethics of live dissections and the use of animals in scientific and medical research. The course will then continue with an introduction to anatomy and its various branches. The course will connect anatomical structure to physiological function and then to pathophysiology of special topics including pregnancy, injury, aging, and disease states.

**Prerequisite:** ENG 201

**Prerequisite or Co-requisite:** BIO 355

### **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 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 201 and BIO 412

**Note:** This course has a \$40.00 material fee

## CEP 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 201 and admission to the Cooperative Education Program

## CHE 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.

**Note:** This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

### 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.

**Note:** This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program. This course has a \$25.00 material fee.

### 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 the equivalent, and completion of MAT 104 or MAT 105 or equivalent

**Note:** This course has a \$25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

### CHE 126 Chemistry of Cooking

3 hours, 3 credits

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

**Note:** This course satisfies the Flexible Core: Scientific World area of the Gen Ed Program.

### CHE 201-202 Organic Chemistry

7 <sup>1/2</sup> hours each: 3 hours lecture, 1 <sup>1/2</sup> 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, and CHE 104, which is a prerequisite for CHE 201. CHE 201 is a prerequisite for CHE 202.

**Note:** This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

### 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

**Note:** This course has a \$30.00 material fee. This course satisfies the Flexible Core: Scientific World area of the Gen Ed Program.

### 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 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. Schrödinger equation; molecular orbital and valence bond theory; electrical and magnetic properties of matter; theoretical and applied spectroscopy; introductory ligand field theory.

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

**Note:** This course has a \$35.00 material fee

### CHE 320-321 Instrumental Analysis

9 <sup>1/2</sup> hours: 1 <sup>1/2</sup> 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 201, CHE 104, CHE 201-202, CHE 220, PHY 204, MAT 242.

**Prerequisite or co-requisite:** CHE 302

**Note:** This course has a \$40.00 material fee

### 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.

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## CHI 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.

**Note:** No credit will be given for CHI 101 if taken after the completion of CHI 102. This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### 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.

**Prerequisite:** CHI 101 or equivalent

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

### CHI 201 Intermediate Chinese I

3 hours, 3 credits

Chinese 201 is an intermediate course in Chinese language and culture. It continues the sequence begun by Chinese 101 and 102. After a review of grammar and vocabulary, students will augment their knowledge of Chinese by practicing the four language skills: speaking, reading, writing, and listening. In addition, students will be exposed to primary sources including news media, film, and short stories. Special attention will be given to developing conversational skills and exploring the culture of China.

**Prerequisites:** ENG 101; CHI 102 or placement exam

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

## CJBA Criminal Justice BA (Department of Criminal Justice)

### CJBA 110 Introduction to Major Problems in Criminal Justice I

3 hours, 3 credits

This is the first semester of a year-long introductory sequence on major problems in criminal justice. The focus of the first semester is on the definition of crime and major crime strategies. The overarching aim of this course is to familiarize students with the sorts of questions researchers ask and how they go about answering them. Students will be asked to read original research and data, and to use these materials to construct hypotheses and original research questions.

### CJBA 111 Introduction to Major Problems in Criminal Justice II

3 hours, 3 credits

This is the second semester of a year-long introductory sequence of major problems in criminal justice. The focus of the spring semester is on the operation of the legal system and major dilemmas in policing. The overarching aim of this course is to familiarize students with the sorts of questions researchers ask and how they go about answering them. Students will be asked to read original research and data, and to use these materials to construct hypotheses and original research questions.

**Prerequisite:** CJBA 110

### 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

### CJBA 210 Criminal Responsibility

3 hours, 3 credits

This course focuses on the concept of criminal responsibility, a concept fundamental to the purpose and functioning of the criminal justice system. It examines the policy choices central to the allocation of criminal responsibility, and the ethical dilemma between the need to control deviant behavior and the value of individual freedom. With the aid of significant court cases, students will analyze complex legal issues, such as responsibility for unintended consequences, considered but unfulfilled criminal goals, and the action of others. During this process, they will learn to understand and critique legal arguments. Emphasis will be given, through both classroom discussion and written assignments, on developing analytical, ethical and critical reasoning skills. Students will also begin to develop their own research agenda in the field of criminal law and the operation of courts.

**Prerequisites:** ENG 201 and CJBA 111

### CJBA 220 Race, Gender, Ethnicity, Crime and Justice

3 hours, 3 credits

The course combines the perspectives on formal and informal social divisions with theories of crime, punishment and justice. It examines and critically analyzes the reflexive relationship between social constructions of race, ethnicity, gender, crime and justice.

**Prerequisites:** ENG 101 and CJBA 111

### CJBA 230 Understanding Criminal Behavior

3 hours, 3 credits

This interdisciplinary course focuses on the scientific study of criminal situations and criminal behavior in four parts. First, it will discuss the importance of measuring crime and review the major sources that collect information about crime including the FBI's Uniform Crime Reports (UCR) and the National Crime Victimization Survey (NCVS). Second, it will examine punishment philosophy and review retributive, deterrence, rehabilitation and incapacitation models. Third, it will examine the historical, political, and empirical trends leading to theory development. Finally it will examine the major criminological theories from biology, economics, psychology, and sociology and focus especially on neo-classical approaches that seek to manipulate environments to reduce and/or prevent criminal behavior.

**Prerequisites:** ENG 101 and CJBA 111

### **CJBA 240 Quantitative Inquiry of Problems in Criminal Justice**

3 hours, 3 credits

This course provides a foundation to quantitative inquiry and problem solving in criminal justice. Specific attention is paid to analyzing administrative and observational data about crime, punishment, and justice. The basics of statistical analysis, data production, data manipulation, procedures for displaying data for quantitative inquiry, problem solving, and analysis are covered. The course will include the use of software applications for data manipulation.

**Prerequisites:** ENG 101, CJBA 111, and MAT 108 or MAT 141

### **CJBA 250 Crime Prevention and Control**

3 hours, 3 credits

This course will introduce students to the theory and practice of various approaches to crime prevention and control. It will explore innovative, practical, and powerful ways to address crime including situational crime prevention; problem-oriented policing; hot spot policing; "broken windows" policing and focused deterrence. It will offer clear examples of effective crime prevention and control strategies and explore related policy issues concerning race, class, gender, and social justice.

**Prerequisites:** ENG 101 and CJBA 111

### **CJBA 340 Research Methods in Criminal Justice**

3 hours, 3 credits

This course applies statistical and theoretical knowledge acquired in previous courses to the design and implementation of original empirical research in criminal justice. Special attention is paid to data collection, levels of measurement, sampling, threats to validity and reliability, and ethical issues and challenges faced by researchers in the field of criminal justice. Students in this course will select a research question in criminal justice and subsequently proceed through the various steps required to design empirical research to answer that question.

**Prerequisites:** ENG 201, CJBA 111, and CJBA 240 or STA 250

### **CJBA 361 Rights of the Accused**

3 hours, 3 credits

This course explores the evolution and interpretation of the legal rights of the accused, as embodied in the Bill of Rights and the Due Process Clause of the Fourteenth Amendment. Focusing on controversial court decisions, students will be introduced to major theories of rights and constitutional analysis. They will also evaluate the policy choices implicit in judicial efforts to balance society's desire for security against the individual's need for protection from governmental abuse. Students will learn to identify, summarize and critique constitutional theories and arguments.

**Prerequisites:** ENG 201; CRJ 101, CJBS 101, or CJBA 111; CJBA 120, and CJBA 210, or permission of instructor

### **CJBA 362 Historical Perspectives on Violent Crime in the United States**

3 hours, 3 credits

This course examines the changing nature of crime in American history from the middle of the 19th century to the end of the 20th century. It focuses on crime by the different racial and ethnic groups that have played a significant role in America's crime history. Crime by these groups will be studied in the context of westward migration, slavery, racial segregation,

urbanization, immigration, industrialization, Prohibition, the Great Depression, the World Wars, the black migrations, the Civil Rights movement, the social turmoil of the 1960s, and the "new" immigration of the post-1960s era.

**Prerequisites:** ENG 201, and CJBA 230 or SOC 203 or HIS 202

### **CJBA 363 Space, Crime and Place: Methods, Applications and Theory**

3 hours, 3 credits

Spatial regression analysis is a collection of statistical methods specifically designed to address problems of spatial dependence in cross-sectional and panel data. They are often used to analyze the relationship of human action and the physical environment. Descriptive spatial statistics, spatial weights, and spatial autocorrelation, as well as theoretical approaches to the use of spatial data are explored. Spatial statistics will be used to analyze the influence of space on crime and justice.

**Prerequisites:** ENG 201, and STA 250 or CJBA 240

### **CJBA 364 Death Penalty: Law and Policy**

(formerly LAW 319)

3 hours, 3 credits

This is an exploration of the major legal and policy issues relating to the practice of the death penalty in the United States. Among other issues, the course examines the morality of capital punishment, current research on deterrence, cost, risk of error, and necessity of incapacitation, constitutional limits on the types of crimes and criminals for which the death penalty is permitted, and procedural restrictions on capital sentencing. This is a writing-intensive course, with an emphasis on developing written and spoken critical reasoning skills. The course relies extensively on the case study method, using major Supreme Court decisions and original research to highlight the major policy issues.

**Prerequisites:** ENG 201, and CJBA 210 or LAW 203 or POL 301

### **CJBA 365 Change and Innovation in Criminal Justice**

3 hours, 3 credits

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

**Prerequisites:** ENG 201, CJBA 110, CJBA 111, and CJBA 240

### **CJBA 380-381 Special Topics in Criminal Justice Research**

3 hours, 3 credits

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

and crime, gun and gun control, therapeutic courts in America, and comparative analysis of religion and justice, among others.

**Prerequisites:** ENG 201, and CJBA 340 or permission of the instructor

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

#### **CJBA 400 Criminal Justice Internship Experience**

3 hours, 3 credits

This course is designed to provide the student with on-site field experience and a weekly seminar to integrate his/her academic studies with the realities of working in a criminal justice setting. The benefit of experiential learning is that it allows the student to gain firsthand knowledge of all of the aspects involved in the operation and administration of a criminal justice agency and its client population. The student will learn and apply principles of organizational development, participant observation, and evaluative research methods. The student must attend a seminar class once a week (15 class hours) and complete a minimum of 90 hours of experiential learning for three credit hours.

**Prerequisites:** ENG 201, CJBA 340 and CJBA 380

#### **CJBA 401 Agency Analysis: Connecting Practice to Research**

3 hours, 3 credits

This course provides students with sufficient knowledge and skills to conduct an agency analysis of their internship site in CJBA 400: Criminal Justice Internship Experience I, and to inspire the students to improve the quality of criminal justice programs, policies, initiatives, and activities. The course covers the fundamentals of evaluation research and the range of available evaluation approaches. It also assesses how sound evaluations results can be used to inform policy and program design.

**Prerequisites:** ENG 201, CJBA 400

#### **CJBA 410 Senior Thesis I**

3 credits, 3 hours

This first Senior Thesis course will provide structured guidance to thesis-track senior students in the Criminal Justice BA program in the craft of proposing a research study. Students will select a topic and develop a research proposal under a faculty mentor. They will review scientific literature, formulate relevant hypothesis, plan analytical strategies, and report to the faculty mentor in regular meetings. Ethical issues in research involving human subjects and vulnerable populations, including the role of IRB oversight, will be examined. Pilot testing of instruments and collection of preliminary data may also be required. Students will produce a formal research proposal at the end of the semester.

**Prerequisites:** ENG 201, CJBA 340, CJBA 380, senior standing and permission of instructor

#### **CJBA 411 Senior Thesis II**

3 credits, 3 hours

This second Senior Thesis course provides structured guidance to thesis-track senior students in the Criminal Justice BA program in the execution of a previously approved research proposal and the production of an academic report. Students will engage in data collection and analysis, evidence-based logical reasoning and argument formation, elaboration of data-informed policy recommendations, and identification of design limitations under a faculty mentor. Academic writing, related documentation processes, and protection of human subjects will

also be emphasized. Students will produce the bachelor's thesis at the end of the semester.

**Prerequisites:** ENG 201, CJBA 410, senior standing and permission of instructor

## **CJBS Criminal Justice BS (Department of Law, Police Science and Criminal Justice Administration)**

### **CJBS 101 Introduction to the American Criminal Justice System**

3 hours, 3 credits

This course is an introductory survey of the American criminal justice system with a view to its social and institutional context, and its structure and functioning. The course provides an overview of the foundations and components of the criminal justice system, including (substantive and procedural) criminal law, police, courts and corrections. The main emphasis will be placed on the criminal justice process, and how the various institutions of criminal justice interact. Key issues will be addressed as they arise at different stages of the process, such as the conflict between crime control and due process, and conflicts related to, for example, gender, class and ethnicity.

### **CJBS 250 Research Methods and Statistics for Criminal Justice**

3 hours, 3 credits

This course will present the research process, types of studies, appropriate descriptive statistical techniques and guidelines for formulating research questions and testable hypotheses. It will also review how to decide on an appropriate population for study, how variables are constructed, and how data are collected and organized, and discuss sampling methods and sample size. A variety of research methods will be covered, including experimental, quasi-experimental and survey methods, as well as other forms of data collection and the use of existing databases. Students will also be exposed to qualitative methodologies including ethnography, observation, content-analysis, and interviewing techniques.

**Prerequisites:** ENG 101; CJBS 101 or CRJ 101; and MAT 108 or MAT 141 or STA 250

### **CJBS 300 Criminal Justice: Theory in Practice**

3 hours, 3 credits

This course builds upon knowledge acquired in previous courses and connects theoretical approaches with practical applications. Students will study a broad array of assessments and evaluations of the policies and programs that have evolved in the field of criminal justice. Students will review and analyze experiments such as D.A.R.E., Minneapolis Domestic Violence and Kansas City Preventive Patrol in the light of relevant criminal justice theories. The ultimate goal of the course is to provide students with essential skills for critically evaluating and assessing programs, based on findings from empirical studies and the scholarly literature.

**Prerequisites:** ENG 201; CJBS 101 or CRJ 101; and CJBS 250

### **CJBS 415 Capstone Seminar for BS in Criminal Justice**

3 hours, 3 credits

This capstone seminar is required of all Bachelor of Science in Criminal Justice majors. It affords students the opportunity to reexamine and integrate the practical and theoretical knowledge and critical thinking skills acquired over the course of their studies within the major into a meaningful culminating experience. Students will participate in debates central to the understanding of the American criminal justice system. Focusing on reexamination of some prominent criminal justice texts, the course will require students to critically examine in depth an original work relative to its social and political context and to the theoretical and empirical literature. Students will also apply and advance theoretical arguments in oral and written form through an in-depth examination of a current or controversial issue of their choosing such as: the use of force by police, plea bargaining, or mass incarceration.

**Prerequisites:** ENG 201 and CJBS 300

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## **CLT 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.

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## **COM Communication (Department of Communication and Theatre Arts)**

### **COM 101 Communication Skills 101**

3 hours, no 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 113 Oral Communication**

(formerly SPE 113)

3 hours, 3 credits

The goal of this introductory oral communication course is to improve students' communication skills and to develop their understanding and appreciation of the importance of oral communication in their personal and professional lives. Students learn practical models for presenting their ideas and influencing audiences. Learning to research, organize ideas and to argue or defend positions is essential for one's preparation for public service.

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

### **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.

### **COM 155 Justice and Communication in Civic Life**

3 hours, 3 credits

This course provides freshmen with the opportunity to learn how engaged citizens have used public speaking to influence the outcomes of a range of political and social issues. Students in this class will also learn to use traditional and contemporary methods when presenting their ideas or influencing decisions. Learning to organize ideas and to argue or defend positions is crucial to the relationship between democracy, justice, and public service. Students will do a number of oral presentations as well as written work.

**Note:** This course satisfies the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program.

### **COM 201 Argumentation and Debate**

3 hours, 3 credits

This course explores the role of argumentation and debate as a form of communication in a free society. The course explores the origins, purposes, ethics, techniques and theoretical foundations of disputation. Students will be afforded the opportunity to sharpen their skills in both debates and written arguments.

**Prerequisite:** ENG 101

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

## COR 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, CJBS 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; and 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, CJBS 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, CJBS 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, CJBS 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, CJBS 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 201, junior standing or above, and one of the following: CRJ 101, CJBS 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 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 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 201

### COR 402 Administration of Community-based Corrections Programs

3 hours, 3 credits

Problems of work-release and school-release programs for institutional inmates; administration of halfway houses; nonresidential programs for probationers, parolees, and

drug abusers; community residences for juvenile offenders; supervision of foster care programs.

**Prerequisites:** COR 201, COR 202 and senior standing, or permission of the instructor

### **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 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 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 201, COR 101, COR 201, senior standing

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## **CRJ 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.

### **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, CJBS 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 201, and CRJ 101, CJBS 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 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 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 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 201, senior standing, SOC 101, and one of the following: CRJ 101, CJBS 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 201, and CRJ 101, CJBS 101 or ICJ 101, and senior standing

## CSL 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 and 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 230 Case Management in Human Services**

3 hours, 3 credits

The course introduces students to the practice of case management. Topics include the roles and functions of a case manager, organizational context, current models of case management, ethical and legal issues, professional development of the case manager, and approaches to assessment and service delivery. Students will have the opportunity to construct a client case file, which includes the development, implementation, and evaluation of a social-service treatment plan for a particular client or population.

**Prerequisites:** ENG 101, CSL 150 and CSL 235

### **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, and 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 260 Gender and Work Life**

3 hours, 3 credits

In this interdisciplinary course, articles from a variety of disciplines including counseling, history, psychology, economics, sociology, gender studies, and organizational studies will be read to understand the changing roles and expectations of people at work in the U.S. Students will explore the meanings of gender, race, ethnicity, class, accessibility issues, and sexual orientation in human development. The course will address how formal and informal types of social control associated with these categories operate in career options and choice, and experiences in the workplace. Students will also explore what activities constitute work. For instance, can parenting or other forms of unpaid labor be considered a job?

**Prerequisite:** ENG 201

**Note:** This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

### **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 201, 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 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 201, PSY 266, PSY 268 and CSL/PSY 331

### **CSL 363 Vocational Development and Social Justice in Human Services**

3 hours, 3 credits

The course introduces students to the field of career development within a human services context. Topics include the roles and functions of a career counselor; the role of work in society currently and historically; the impact of recession and unemployment on individuals, families and communities; current models of career choice and development; ethical and legal issues; professional development; and career assessment and program implementation. Students will create vocational genograms and take career assessments in order to explore their own career development, allowing for the integration of vocational theory with their own personal life experiences.

**Prerequisites:** ENG 201 and CSL 150



**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 201, CSL 235, minimum GPA of 2.5, and permission of the instructor

## DRA Drama (Department of Communication and Theatre Arts)

**DRA 106 Introduction to Film**

3 hours, 3 credits

In this course students will study the art of film from its invention in the 1890s to the present day, and examine how the cinema has impacted American and world cultures. Students will use film studies, communication, and cultural studies methods to examine film clips and key films, and explore the significance of these works of art in the cultures that created them. Students will develop the necessary analytical and evaluative abilities to understand and articulate how the language of film conveys messages and meaning to audiences.

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

**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.

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

**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 131 Self, Media, and Society**

3 hours, 3 credits

In this course we will study social media, movies, television, citizen journalism, digital video games and other media forms, to become literate of how the media influences our knowledge, work, social lives, and connect the self to society. Using a variety of cultural studies and media analysis methods, students will explore how media literacy impacts personal empowerment and participation in social and political life while engaging in individual and group media research and communication assignments.

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program

**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 and 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 Theater from Ancient Greece to the Restoration**

3 hours, 3 credits

This course surveys drama and theatre history from ancient Greece through the Restoration. The course provides an in-depth study of theatre practices, conventions, developments, movements, dramatic criticism, dramatic literature, script and production analysis, audience, acting, directing, scene and costume design, and theatre history. We will examine theatre as an art that both reflects and participates in the social, political, religious, and theatrical aspects of the various periods to better acquaint the student with these areas and their place in the development of modern drama.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

### **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 COM 113 or DRA 115, or permission of the 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 Theatre of the Americas since 1960**

(Same course as LLS 217 and SPA 217)

3 hours, 3 credits

This course is an introduction to theatre, performance art, and cultural politics in the Americas since 1960. The course focuses on U.S. Latina/o, Chicana/o and Latin American Theatre as aesthetic and sociocultural practices. We will discuss how identity is performed in the everyday sense and how historical identities, selves, and others have been performed. Topics may include political theatre, relations to European theatre traditions, experimentation and absurdist theatre, revolution, dictatorship, terror and violence, censorship and self-censorship, trauma and memory, queerness and gender, borders and latinidad.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

### **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

The course will investigate 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. The course will also explore how theatrical techniques can be used in conflict intervention, criminal justice rehabilitation, and law enforcement training. Students will read plays, observe theatre productions and film, and may engage in playwriting and role-play as part of their course work. Students will participate in class discussions on the historical and contemporary issues focusing on the performing arts and criminal justice.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

### **DRA 230 African-American Theatre**

(Same course as AFR 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 theatre-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 or COM 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, and SPE 113 or COM 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.

**Prerequisite:** ENG 201

**DRA 305 Film Criticism**

3 hours, 3 credits

In this course students will master a range of approaches to the study of the cinema. They will watch and study individual films, including thrillers, comedies, musicals and horror movies, and study film movements and national cinemas, such as Asian action films, Bollywood dramas, European art cinema, feminist filmmaking, and cinema from developing nations. Students will apply a range of critical and theoretical approaches to these films and cinema movements, such as historical criticism, auteur theory, genre study, rhetoric, feminist and Marxist criticism, queer theory, postcolonial, and aesthetic theory. Students will generate written and verbal studies of film and deepen their critical, argumentation, and reasoning skills through participation in classroom debates and discussions. The topics explored will vary from semester to semester depending on the instructor's area of specialization.

**Prerequisites:** ENG 201, and DRA 106 or LIT 275, or permission of the instructor

**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 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 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 non-fiction media plays in establishing truths and shaping social realities. This course will explore how forms of documentary media 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 201 and DRA 106

## EAP English for Academic Purposes (Department of English)

**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

## ECO Economics (Department of 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 120 Introduction to Macroeconomics

3 hours, 3 credits

This course introduces the vocabulary, concepts and models of analysis of macroeconomics. Specifically, the course covers economic growth, inflation, unemployment, the role of the government and international trade. Students will learn how these concepts are measured, analyzed and critiqued from various economic points of view.

### ECO 125 Introduction to Microeconomics

3 credits, 3 hours

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

### ECO 170 Crime, Class, Capitalism: The Economics of Justice

3 hours, 3 credits

This course examines the connections between capitalism and the criminal justice system in the United States. It investigates the relationships among economic injustice, poverty, wealth, anti-social behavior, crime and the criminal justice system. The course studies how the criminal justice system shapes the lives of individuals from a variety of socioeconomic classes.

**Note:** This course satisfies the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program.

### ECO 213 Political Economy

3 hours, 3 credits

This course critically evaluates the capitalist economic system from contrasting theoretical perspectives. The successes and failures of capitalism will be critiqued and analyzed with emphasis on capitalism's effects on class, gender, race and the environment. The course explores topics such as economic crises, unemployment, poverty, exploitation, alienation, and economic democracy. Particular attention will be given to the works of Adam Smith, Karl Marx, Thorstein Veblen, and modern political economists.

**Prerequisites:** ENG 101 and ECO 101

### 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 Intermediate Macroeconomics

3 hours, 3 credits

This course builds on basic economic principles to examine the economy as a whole. Students will learn and critique economic models from differing theoretical perspectives. Issues such as income/wealth, employment/unemployment, general price levels, the U.S.'s relationship to the global economy, and current events are analyzed and discussed. Students will learn about sustainable economic growth, recessions/depressions, fiscal and monetary policies, capital and labor markets, and international trade/finance.

**Prerequisites:** ENG 101, and ECO 101 or ECO 120

### ECO 225 Intermediate Microeconomics

3 hours, 3 credits

This course builds on basic economic principles to examine how individuals, households, groups, and businesses make decisions to allocate scarce resources. Topics often addressed are: consumer/producer decisions; competition; monopolies and the concentration of capital; income distribution; labor markets; discrimination; social and criminal theft; profit distribution; the environment; and public goods. These topics are studied from a variety of theoretical perspectives including study of their associated policy prescriptions.

**Prerequisites:** ENG 101, and ECO 101 or ECO 125

### 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 multi-national 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 310 Economics in Historical Perspectives**

3 hours, 3 credits

This course studies the evolution of global capitalism. Beginning with precapitalist modes of production, it follows capitalism's progression throughout time by studying the works of the most influential thinkers in economics. This comprehensive analysis of economics examines structural changes, the institutions that support them, government policies, and other economic agents. The course pays special attention to how capitalism affects people's lives, their work, and the environment.

**Prerequisites:** ENG 201, and ECO 101 and junior standing, or permission of 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 201, and ECO 101 or ECO 170, and junior standing or above**ECO 324 Money and 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 and acquisitions, 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 201 and ECO 220

### **ECO 327 The Political Economy of Gender**

3 hours, 3 credits

This course analyzes the relationships between gender and the global economy. Using various perspectives, this course examines how a person's gender affects, and is affected by, economic activities such as production and consumption both inside and outside the marketplace. Special attention is paid to policies such as discrimination laws, equal rights, environmental regulation and budgeting. The course covers such topics as the feminization of poverty, wage inequality, the reinforcement of economic stereotypes by pop culture, the sexual division of labor, sexual harassment, and sex trafficking.

**Prerequisites:** ENG 201, and ECO 101 or permission of the instructor

### **ECO 333 Sustainability: Preserving the Earth as Human Habitat**

3 hours, 3 credits

A sustainable society meets the needs of the present without diminishing the ability of future generations to enjoy the present standard of living. In this course students study how the interactions of economic, political, social and environmental forces challenge the sustainability of global society. Students learn to analyze and critique diverse theoretical perspectives on sustainability. Topics include access to resources, climate change, biodiversity, environmental justice, the illegal economy and the transboundary nature of sustainability issues.

**Prerequisites:** ENG 201, ECO 101, and junior standing or above or permission of the instructor

### **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 201, SOC 203, junior standing or above, and one course in economics

### **ECO 405 Seminar in Economics**

3 hours, 3 credits

This seminar is a culmination of the economics major. In this course students will synthesize the various topics and techniques acquired in previous economics courses into the production of a significant research project. The project will include substantial analysis, policy recommendations and oral and written presentations. Students will engage in extensive peer review.

**Prerequisites:** ENG 201, senior standing, and at least one 300-level course in economics

## **ENG English (Department of 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.

**Prerequisite:** 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. This course satisfies the Required Core: English Composition area of the Gen Ed Program.

### **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.

**Prerequisite:** ENG 101 or a transferable course from another institution.

**Note:** ENG 201 is a prerequisite for all courses at the 300-level or above. This course satisfies the Required Core: English Composition area of the Gen Ed Program.

### **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 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 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 201**ENG 221 Screenwriting for Film, Television, and Internet**

3 hours, 3 credits

This course will introduce students to the methods and practices of contemporary screenwriting as they apply to film, television and internet productions that involve moving images. Students will explore screenwriting's history, evolution, and relationship to other forms of creative writing and consider the implications and consequences of screenwriting's relationship to justice issues. They will develop their own screenwriting voices as they master the skills of synopsising, writing, analyzing, critiquing, editing, revising and rewriting. Successful students will develop an understanding of and appreciation for the key elements of writing for the screen—setting, narrative structure, dialogue, screen direction, and characterization—and will produce written works that are original, well-developed, and production-ready.

**Prerequisites:** ENG 201, and ENG 218 or DRA 110 or LIT 275 or permission of the instructor**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 201, and ANT 101 or PSY 101 or SOC 101 or CRJ 101 or CJBS 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.

**Prerequisite:** ENG 201**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 resumes. Practice in proofreading, revising, editing. Development of reading comprehension through close study of business-related writings.

**Note:** 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 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 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 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.

**Prerequisite:** Grade of B+ or higher in the ENG 101-201 sequence

### ENG 313 Advanced Fiction Writing

3 hours, 3 credits

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

**Prerequisites:** ENG 201 and ENG 216

### 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.

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

**Note:** This course is especially helpful for Forensic Psychology majors.

### 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 201 and ENG 233

### ENG 336 Digital Journalism

4 hours, 4 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 201 and 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

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## ENV 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)

**Note:** This course has a \$25.00 material fee

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## ETH Ethnic Studies

The ETH prefix is no longer being used. Please see the AFR or LLS prefixes for similar courses. For descriptions of prior courses with an ETH prefix, see the 2012-2013 *Undergraduate Bulletin*.



## FIS Fire Science (Department of Security, Fire and Emergency 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 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 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 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 201, and PAD 140 or 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 201, senior standing, and majoring in Fire Science, Fire and Emergency Service or Public Administration

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## **FOS 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)

**Note:** This course has a \$25.00 material fee

### **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 201 and CHE 201-202

**Note:** This course has a \$30.00 material fee. This course may not be taken after FOS 415-516.

### **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 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 201, 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 201, CHE 104, CHE 201-202, CHE 315, CHE 320-321, PHY 203-204, and FOS 313

**Note:** This course has a \$40.00 material fee

## FRE 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.

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program. 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.

**Prerequisite:** FRE 101 or placement examination

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

### FRE 201 Intermediate French I

3 hours, 3 credits

An intermediate-level course in the French language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.

**Prerequisites:** ENG 101, and FRE 102 or placement exam

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### FRE 202 Intermediate French II

3 hours, 3 credits

The second part of an intermediate-level course in the French language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.

**Prerequisites:** ENG 101, and FRE 201 or placement exam

## GEN Gender Studies (see Gender Studies major coordinator)

### 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.

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

### GEN 140 Gender, Activism, and Social Change

3 hours, 3 credits

This course introduces students to general topics in activism, gender studies, and justice. The course will draw connections between gender, race, sexuality and grassroots, community and organizational activism and social justice and change. Students will be expected to apply the knowledge gained in the classroom to observational and documentation projects focusing on the activism occurring on the college campus and in the larger community. The course will introduce key terms in the interdisciplinary fields of gender and activist studies, and some of the important debates in these fields. It will then focus on a specific form of activism toward social justice and change—for instance food justice or animal rights—and the role of gender in that movement.

**Note:** This course satisfies the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program.

### 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 201, and GEN 101 or ANT/PSY/SOC 210

### 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, and NSC 107 or BIO 103, or BIO 101 and BIO 102

**Note:** This course satisfies the Flexible Core: Scientific World area of the Gen Ed Program.

### 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 rage, bodies, gender performance, family, consumerism, and political rights.

**Prerequisites:** ENG 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 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 201, and GEN 101 or HIS 203 or HIS 204 or HIS 231

### **GEN 401 Senior Seminar in Gender Studies**

3 hours, 3 credits

The senior seminar is an intensive study of a key issue, trend, or idea in the field of Gender Studies. Individual seminars will engage contemporary research in Gender Studies as related to the expertise of the instructor. Students will apply different dimensions of Gender Studies—history, theory, and practice—through study of the conceptual frameworks underpinning the semester's topic. Seminars are discussion based and include independent research and writing of a 25-page senior thesis as well as oral presentations.

**Prerequisites:** ENG 201; SSC 325 or HJS 315; GEN/PHI 333 and GEN/HIS 364

## **GER German (Department of Foreign Languages and Literatures)**

### **GER 101 Introductory German I**

3 hours, 3 credits

This first semester German course is designed mainly for students who have not previously studied German. This course introduces students to the language and culture of the modern German-speaking world. Students use fundamental vocabulary and grammar structures to talk about daily life and gain insights into aspects of the cultures of German-speaking countries. This course stresses the development of the five language skills (listening, speaking, reading, writing, and culture).

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### **GER 102 Introductory German II**

3 credits, 3 hours

German 102 builds on the student's proficiency in language and knowledge of culture acquired in German 101. It broadens linguistic and cultural abilities for basic communication in a German-speaking environment. Emphasis is on the progressive development of the five language skills—listening, reading, writing, speaking and culture. Students expand their communication skills to include travel, storytelling, personal well-being, and recent historical events.

**Prerequisites:** GER 101 or placement exam

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

### **GER 201 Intermediate German I**

3 hours, 3 credits

German 201 is an intermediate course in German language and cultures. It continues the sequence begun by German 101 and German 102. After a review of grammar and vocabulary, students will augment their knowledge of German by practicing the four language skills: speaking, reading, writing, and listening. In addition, students will be exposed to primary sources including news media, film, and short stories. Special attention will be given to developing conversational skills and exploring the culture of German-speaking countries.

**Prerequisites:** ENG 101, and GER 102 or placement exam

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

## **HIS History (Department of History)**

### **HIS 100 Criminal Justice and Popular Culture**

3 hours, 3 credits

This course surveys the relationship between criminal justice and popular culture in America since 1900. The course addresses the ways in which mass media both influence and are shaped by public policy and practice, public understandings of crime and law enforcement, and public faith in institutions of justice. We will also examine the social, historical, and cultural contexts in which particular ways of thinking about crime developed. In doing so, students will develop a deeper understanding of their own relationships to significant issues of justice as potential future criminal justice professionals.

**Note:** This course satisfies the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program.

**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 106 Historical Perspectives on Justice and Inequality**

3 hours, 3 credits

This course explores the history of justice and inequality through examination of select questions and themes. Each section will focus on a different topic or case study from global history including, for example, disparities of wealth between Western and non-Western countries, justice and identity in Latin America from pre-Columbian times to the 18th-century, and a comparative study of the status of minorities in Asian countries. Each section will situate the topic in global context and also encourage students to examine their own relationships to the topic.

**Note:** This course satisfies the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program.

**HIS 127 Microhistories: A Lens into the Past**

3 hours, 3 credits

This course will introduce students to the study of history by exploring a particular event, individual, or issue, and its legacy. Each section will focus on a different topic; examples range from Hannibal to Cesar Chavez, to the Silk Road and the War in Vietnam. Students will read both primary source documents and modern texts to examine how the topic under consideration was shaped by, and in turn shaped contemporary culture.

**Note:** This course satisfies the John Jay College Option: Learning from the Past area of the Gen Ed Program.

**HIS 131 Topics in the History of Science, Technology, and Medicine**

3 hours, 3 credits

This course will introduce students to the scientific world. Each section will focus on a different topic in the history of science, technology, and medicine to introduce students to the development of scientific methods, theories, and thinking. Each section will use a variety of historical case studies covering several scientific, technological, and medical disciplines to illustrate the creation of scientific ideas, inventions and cures. Students will engage both primary documents and modern texts to gain the ability to speak coherently about the basis of scientific, technological, and medical claims and, moreover, their social issues in the modern world.

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

**HIS 144 Reacting to the Past**

3 hours, 3 credits

This course employs a historical “role playing” format to help students build communication skills and gain a better understanding of the complexities and significance of historical events. Each section will explore different historical scenarios, in which students will make speeches, engage in debates, and write position papers, both individually and collaboratively.

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

**HIS 166 History of the Caribbean Islands**

(Same course as AFR 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

The course offers an introduction to the forces that shaped American political, social, and cultural institutions from the origins of the American colonies through the American Civil War. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade and war.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: U.S. Experience and its Diversity area of the Gen Ed Program.

**HIS 202 American Civilization – From 1865 to the Present**

3 hours, 3 credits

The course offers an introduction to the forces that shaped American political, social, and cultural institutions from the American Civil War through the present. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade, and war.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: US Experience area of the Gen Ed Program.

**HIS 203 The Ancient World**

3 hours, 3 credits

This course introduces students to critical themes and events in global history that occurred before 500 C.E. 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.

**Prerequisite or co-requisite:** ENG 101

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### **HIS 204 The Medieval World**

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.

**Prerequisite or co-requisite:** ENG 101

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### **HIS 205 The Modern World**

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.

**Prerequisite or co-requisite:** ENG 101

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### **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 201, and HIS 205 or any 100-level music course, or permission of the instructor

### **HIS 208 Exploring Global History**

3 hours, 3 credits

This course will introduce students to global history by exploring a particular theme or issue in its historical context. Sections will address a given topic in detail and consider its global legacy. Individual sections will consider themes such as revolutions in Eurasia; regional trade networks in Asia and Africa; sexuality in Early Modern Asia, Africa, Europe,

and the Americas; and the role of technology in the growth of kingdoms and empires throughout the world. Students will read both primary source documents and modern texts to examine the political, social, and cultural factors influencing these developments in diverse civilizations. Students will leave with a firm understanding of the different ways people understood and experienced this issue, and its consequences.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: World Culture and Global Issues area of the Gen Ed Program.

### **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 History of New York City**

3 hours, 3 credits

As early as 1640, 18 different languages were spoken in New Amsterdam; today, Jamaica Hospital provides interpreters in 180 languages. This course tracks the ways peoples from around the planet settled in New York and how they constructed a city of spectacular diversity. New York's different nationalities, races, religions, and classes didn't always agree, but their clashing and fusing generated a cosmopolitanism that made the city a site of dramatic cultural production and political innovation. Gotham's economic arrangements became equally complex over the centuries, adding functions to its original seaport base and ultimately producing today's diverse mix of finance, media, marketing, manufacturing, entertainment and tourism, among many others. New York City is arguably the most complex human construction ever created, and students in this course will learn how it got to be that way.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

### **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 that led to war and the expansion of America's empire, and on those ideas and movements that were anti-imperialist and anti-militarist.

**Prerequisite:** ENG 101**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, and 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 201, and 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 4th century 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, and 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, and 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 Blacks in Latin America**

(Same course as LLS 263 and AFR 263)

3 hours, 3 credits

An examination of the legacies of slavery and the Haitian Revolution in shaping the Black experience in Latin American societies, including the Dominican Republic, Cuba, Puerto Rico, Ecuador, Peru, Colombia, Brazil, Argentina, Mexico and Honduras. This course focuses on Afro-Latin Americans' construction of identity, race relations, sociocultural and political activities in different societies; and the contributions of people of African descent to Latin American societies and

national identities. Readings are drawn from a variety of disciplines in the social sciences and humanities.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### **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 one of the following HIS courses: 203, 204, 205, 231, or 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 AFR 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 269 History of World Slavery (to 1650 CE)**

3 hours, 3 credits

This course will introduce students to the history of slavery from the ancient Greco-Roman world to the emergence of "New World" slavery and the trans-Atlantic slave trade. Students will examine the economic, social, and political structures allowing for the practice and growth of slavery, and the implications of such transformations. Students will gain a firm understanding of the different ways people understood and practiced slavery (and other forms of unfreedom) in the premodern world, and the global legacy of these institutions.

**Prerequisites:** ENG 101, and HIS 203 or HIS 204

### **HIS 270 Marriage in Medieval Europe**

3 hours, 3 credits

This course offers an introduction to the ideas and practices of marriage as they emerged in Western Europe from antiquity to 1500. Drawing upon primary and secondary sources, the course will examine how early European societies conceived of, practiced, and regulated marriage. Topics will include

monogamy and polygyny, the role of sex and gender in marriage, adultery, incest rules, divorce, spousal homicide, and remarriage. Marriage customs at all levels of society will be considered.

**Prerequisite:** ENG 101

**Note:** This course satisfies the College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program

### **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 201, and 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 281 Imperialism in Africa, South Asia, and the Middle East**

3 hours, 3 credits

This course examines the construction, operation, and dissolution of the European imperial order in the 19th and 20th centuries, with particular emphasis on its impact on Africa, South Asia, and the Middle East. Topics will include the causes and dynamics of expansion, formal vs. informal empires, ideologies of rule, the nature of domination and resistance, the emergence of anti-colonial nationalism and other critiques of empire, decolonization, neo-colonialism, and the links between imperialism and contemporary globalization.

**Prerequisite:** ENG 101

### **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 201 and HIS 240**HIS 320 Topics in The History of Crime and Punishment in the United States**

3 hours, 3 credits

This course will explore crucial themes and events in the struggle for justice in America. Each section will focus on a different historical topic or event; examples include shifting notions of criminal punishment in the United States, the Attica prison riots, or changing notions of police brutality. Students will read both primary source documents and modern texts to examine how the topic under consideration was shaped by, and in turn shaped, contemporary culture.

**Prerequisite:** ENG 201

**Note:** This course satisfies the John Jay College Option: Struggle for Justice and Equality in the U.S. (300-level) area of the Gen Ed Program.

**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 201, HIS 204 and 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 201, and HIS 232 or HIS 205, and junior standing or above or permission of the section instructor**HIS 340 Modern Military History from the Eighteenth Century to the Present**

3 hours, 3 credits

Emphasis on the United States, Asia, and Europe in modern times including the war in Vietnam, Korea, Cuba, and the Second World War.

**Prerequisites:** ENG 201 and HIS 205**HIS 352 History and Justice in the Wider World**

3 hours, 3 credits

This course explores the history and meaning of justice outside the United States. Each section of the course will examine different case studies from Africa, Asia, Europe, and Latin America, as well as global and/or transnational movements, ideologies and institutions. Possible topics include concepts and practices of justice in the Muslim world, colonial justice (Africa, South Asia, and the Middle East), justice in the East Asian world (China, Japan, Korea), and the global history of human rights. Special attention will be paid to the interplay between Western and non-Western conceptions of justice.

**Prerequisite:** ENG 201

**Note:** This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program.

**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 201, and 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 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 201, and HIS 204 and HIS 205, or HIS 232

### **HIS 359 History of Islamic Law**

3 hours, 3 credits

This course surveys the history and practice of law in the Islamic World. In doing so, it explores the history and development of Islamic legal theory, particularly the complex and shifting relationship between political and religious authority in the theory and practice of Islamic law. We will conclude by looking at the current diversity of legal systems that claim affiliation with the classical Islamic tradition.

**Prerequisite:** ENG 201

**Note:** This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program.

### **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 201, and 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 at 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 201, and 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 201, and 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 201, and HIS 203 or HIS 231, and HIS 204 or HIS 205 or HIS 232

### **HIS 374 Premodern Punishment: Crime and Punishment Before 1700**

3 hours, 3 credits

This course will examine ideas and practices of crime and punishment found in global justice from antiquity to 1700. The relationship of crime and punishment to politics, gender, religion, and culture will be considered. The course begins by examining different theoretical approaches to the history of punishment and then considers primary and secondary work on crime and punishment in the premodern world. The analysis of ancient law will include Mesopotamia and Ancient Israel, Egypt, and Rome. This will be followed by study of Christian and Islamic countries. The course will conclude with a final section that will examine comparisons of different laws and practices found in Africa, the Middle East and Europe.

**Prerequisite:** ENG 201

**Note:** This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program.

### **HIS 375 Female Felons in the Premodern World**

3 hours, 3 credits

This course, one of the General Education "Justice in Global Culture" offerings, examines the complex position of women accused of crimes in the premodern world. Drawing on a mix of primary and secondary sources, with a focus on trial records, students will analyze primary legal documents using the theories and methodologies of gender studies and history. This course will help students understand the role of gender in premodern global justice, as well as the early history of criminal justice.

**Prerequisite:** ENG 201

**Note:** This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program.

**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 16th-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 201; HIS 204 or 231; and HIS 203, 205 or 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 20th century; and the linkages between acts of terrorism and terrorist states.

**Prerequisites:** ENG 201; HIS 205 or 232; and HIS 203, 204 or 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 201, HIS 300, senior standing

**HJS Humanities and Justice (see the Humanities and Justice major coordinator)****HJS 250 Justice in the Western Traditions**

3 hours, 3 credits

This course is the first of five 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 101–201; 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 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:** ENG 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 201, HJS 315, and 9 credits completed in Part Two: The Disciplinary Component of the Humanities and Justice 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 201 and HJS 410

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## **HON Honors (Honors Program)**

### **HON 201 Intellectual Foundations I: What is the Common Good?**

3 hours, 3 credits

This course emphasizes how different disciplines frame seminal questions about the historical, religious, scientific, and philosophical contexts that have shaped and continue to shape questions of the common good. The course addresses themes such as global-local relations; power and hegemony; culture and diversity; individualism and collectivism; and ethics. The course will emphasize writing, research and community experiences consistent with the other offerings in the Honors Core.

**Prerequisites:** ENG 201 and restricted to students in the John Jay Honors Program

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

### **HON 202 Intellectual Foundations II: Leadership and the Common Good.**

3 hours, 3 credits

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

**Prerequisites:** ENG 201 and restricted to students in the John Jay Honors Program

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### **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 201 and senior standing

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## **ICJ International Criminal Justice (see the International Criminal Justice major coordinator)**

### **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 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 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 201, ICJ 101, senior status, and matriculation in the International Criminal Justice major

## ISM Immersion: Mathematics (Student Academic Success Programs)

**ISM 010 Basic Skills Immersion: Mathematics**

3 hours, no credit

Intensive review of arithmetic and elementary algebra. Preparation for the CUNY Elementary Algebra Final Exam. Classes supplemented by tutoring in the Math and Science Resource Center. Authorized grades: P, R, and W.

## ISP Interdisciplinary Studies (Department of Interdisciplinary Studies)

**ISP 100 Justice: “Who’s In, Who’s Out”**

3 hours, 3 credits

Drawing on texts from the humanities and the social sciences, this course will explore how justice—as a word, an ever-changing concept, and a shifting reality—affects and controls individual lives. It will consider such crucial issues as the scope of justice, the definition(s) of what is just, and the problem of how individuals respond to injustice, and it will do so from an interdisciplinary perspective.

**Note:** This course satisfies the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program.

**ISP 110 When Nature Roars: Global Catastrophe and Human Responsibility**

3 hours, 3 credits

As much as we like to think of ourselves as masters of the universe, human civilizations exist under threats from the great destructive powers of nature as well as our own capacity for large-scale destruction. This course explores the causes, effects, and consequences of natural and man made catastrophes within and across national, regional, and global boundaries, and the moral, ethical, and legal dimensions of preventing and responding to such crises. In addition to factual accounts and studies, the course will consider the ways cataclysmic events are reflected in art, music and literature.

**Prerequisite or co-requisite:** ENG 101

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

**ISP 122 “Those People”: Stereotypes in the USA**

3 hours, 3 credits

This course examines the origins, history and psychosocial effects of stereotypes as they are represented in our national culture. Through analysis of representations of group difference in literature, art, drama and film, students will explore the nature of American stereotypes and the many ways they reflect and shape the political, social, and cultural landscape in the U.S. **Note:** This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

**ISP 134 Alternate Worlds: Imagined, Created Broken**

3 hours, 3 credits

This course explores the ways that creative writers have envisioned parallel universes and alternate worlds: utopias, dystopias, microscopic universes, worlds of the future, and invisible inner worlds. Drawing on a fascinating array of narratives about imaginary worlds beyond the physical world around us, the course examines the manifold nature of such worlds and the purposes for which artists and dreamers create them.

**Prerequisite or co-requisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

**ISP 145 Why Gender Matters?**

3 hours, 3 credits

Gender has a profound impact on the social, psychological, and economic status of the individual and, to a large extent, determines how one knows oneself and interacts with others. Through the lenses of literature, medicine, anthropology, philosophy, biology and contemporary feminist thought, this introductory course will examine gender as it stands at the crossroads of race, class, politics, sexual orientation and personal identity.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

**ISP 147 Life Stories**

3 hours, 3 credits

Our individual life stories are shaped by myriad forces: biological needs; family dynamics; the political, geographical, and socio-economic circumstances in which we find ourselves; historical events; and our own unique quirks, strengths, and failings. By reading memoirs and biographies and writing autobiographical essays of their own, students in this General Education course in the “Individual and Society” area will explore the ways that these forces interact in human lives.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

**ISP 160 The Twentieth Century: A Decade in Depth**

3 hours, 3 credits

Many current events, challenges, and innovations have their roots in the tumultuous political, social, scientific, and cultural upheavals of the 20th century. This course focuses in depth and across disciplines on the significance of a single decade of that century, such as the “Roaring Twenties;” the 1930s and the Great Depression; the 1940s and World War II; the 1950s and the Cold War; or the “Revolutionary” Sixties.

**Prerequisite or co-requisite:** ENG 101

**Note:** This course satisfies the John Jay College Option: Learning from the Past area of the Gen Ed Program.

### **ISP 171 Ripped From the Headlines: Making Art from Current Events**

3 hours, 3 credits

This course explores various ways of responding artistically to current events. Students in the course will follow the news; discuss their reactions to events both close to home and around the globe, and experiment with means of communicating their thoughts and feelings through artistic forms such as essays, music, video, graffiti, murals, photography and performance.

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

### **ISP 211 Revolutions**

3 hours, 3 credits

There are moments in history when the world seems to get turned on its head. Individually or in groups people rise up against the status quo for a variety of reasons and in a variety of ways. Some revolutions are political; others are social, religious, artistic, or scientific. This course examines revolutions and revolutionaries in both the past and the present day through primary and secondary historical accounts, studies from the social sciences, and depictions in drama, film, literature and the fine arts.

**Prerequisite or co-requisite:** ENG 101

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### **ISP 224 Constructions of Difference in the USA**

3 hours, 3 credits

The population of the United States is perhaps the most diverse in the world, incorporating peoples from every corner of the earth with a wide range of beliefs, histories, lifestyles, and goals. Sometimes this diversity has been tolerated, but at other times it has created tension, conflict, and even violence. Drawing on texts from the humanities and the social sciences, this interdisciplinary course will explore the various ways that difference—racial, ethnic, economic, educational, sexual orientation, gender, disability, religious, linguistic, and regional—has been constructed in the USA.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

### **ISP 236 Truth and Creativity: How We Create Meaning**

3 hours, 3 credits

The course introduces students to a wide variety of texts in the humanities and social sciences, all of which demonstrate and/or analyze the creative process. It invites students to analyze how creative expression is produced and interpreted in different cultures, and to gain practical knowledge of creative expression. Through their own class projects, students will see for themselves the kinds of choices creative people make and how meaning is made through their creations.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

### **ISP 248 Getting Even: Forgiveness and Revenge for Individuals and Society**

3 hours, 3 credits

In the playground, bedroom, and battlefield, the values of forgiveness and revenge are fundamental to formal and informal resolutions of conflict in different times and places. This interdisciplinary General Education course in the “Individual and Society” area will draw on a variety of texts in the humanities and social sciences to explore the ethical imperatives, social and cultural effects, and practical costs and benefits of seeking justice through forgiveness, revenge, or a combination of the two.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

### **ISP 264 Remembering and Forgetting in Public and Private**

3 hours, 3 credits

This course examines the ways in which painful or difficult histories in the U.S. have been represented in national discourse and public memorials; how and why such histories have sometimes been erased, “forgotten,” or silenced; and the means by which these histories may then be recalled to public memory. The course also explores the social and cultural effects of both forgetting and remembering.

**Prerequisite:** ENG 101

**Note:** This course satisfies the John Jay College Option: Learning from the Past area of the Gen Ed Program.

### **ISP 273 The Stories We Tell**

3 hours, 3 credits

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

**Prerequisite:** ENG 101

**Note:** This course satisfies the John Jay College Option: Communication area of the Gen Ed Program.

### **ISP 321 Moral, Legal, and Ethical Dilemmas that Shape the USA**

3 hours, 3 credits

This course examines the merits of different arguments about the bases of morality and ethics, the sources of our ideas about right and wrong, and the impact of these beliefs on the administration of justice in the U.S. We will use art, social science, legal, historical, and religious texts to explore struggles for animal rights; civil rights; reproductive rights; patient rights; the rights of suspects, defendants, and prisoners; and economic justice in the U.S.

**Prerequisite or co-requisite:** ENG 201

**Note:** This course satisfies the John Jay College Option: Struggle for Justice and Equality in the U.S. (300-level) area of the Gen Ed Program.

**ISP 322 Making Waves: Troublemakers, Gadflies and Whistleblowers**

3 hours, 3 credits

This general education course in the Justice Core: Struggles for Justice and Equality in the USA area examines historical and contemporary examples of people who make waves—often at great personal risk—to achieve social, political, economic, and moral justice in America. Readings, films, and other depictions consider the motives, methods, and consequences to those who live in the United States, such as labor leaders, corporate whistleblowers, and political agitators, who stand up to powerful people and institutions to expose what they perceive as dangerous secrets and gross injustice.

**Prerequisite:** ENG 201**Note:** This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program.**ISP 335 Violence in the Pursuit of Justice**

3 hours, 3 credits

This interdisciplinary course investigates the complex relationship of violence to justice. Focusing on primarily on forms of organized violence such as war, genocide, revolution, colonialism, and slavery, the course examines the origins of violence and the socio-political and moral arguments used to justify it.

**Prerequisite:** ENG 201**Note:** This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program.**ISP 336 Just Intentions: Global Humanitarianism**

3 hours, 3 credits

This course examines and evaluates the relationship between international humanitarian efforts and justice. The course focuses on the moral dilemmas and unpredictable outcomes that may occur when well-intentioned people set out to improve the lives of the less fortunate. The context will be both global and interdisciplinary, stressing connections between history, social science, philosophy and literature.

**Prerequisite:** ENG 201**Note:** This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program.**ISR Immersion: Reading (Student Academic Success Programs)****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. Authorized grades: P, R, and W.

**ISW Immersion: Writing (Student Academic Success Programs)****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.

**ITA 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.

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.**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.

**Prerequisite:** ITA 101 or placement examination**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.**ITA 201 Intermediate Italian I**

3 hours, 3 credits

An intermediate-level course in the Italian language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.

**Prerequisites:** ENG 101, and ITA 102 or placement exam**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.**ITA 202 Intermediate Italian II**

3 hours, 3 credits

The second part of an intermediate-level course in the Italian language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.

**Prerequisites:** ENG 101, and ITA 201 or placement exam

## JPN Japanese (Department of Foreign Languages and Literatures)

### JPN 101 Elementary Japanese Level I

3 hours, 3 credits

This course provides pronunciation, grammar, vocabulary, reading, and character writing (hiragana, katakana and elementary kanji) exercises in spoken Japanese. Emphasis is placed primarily on developing speaking and listening skills at the novice low level. The study of Japanese culture and its history are also emphasized.

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### JPN 102 Elementary Japanese Level II

3 hours, 3 credits

This course builds upon the basis of Japanese 101 and aims to develop the linguistic, communicative and cultural competence in order to interact with native speakers of Japanese in a culturally coherent and appropriate manner. Emphasis is placed on the development of oral communication skills and cultural aspects.

**Prerequisite:** JPN 101 or placement exam

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

### JPN 201 Intermediate Japanese I

3 hours, 3 credits

This course is designed for students who have prior knowledge of the Japanese language, mainly through Basic Japanese I and II, or equivalent courses. The objectives of the course are to advance students' fluency as well as accuracy in speech and listening comprehension, to develop students' reading and writing skills, and to increase their understanding of modern Japanese culture through authentic materials.

**Prerequisites:** JPN 102 or placement exam, and ENG 101

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

## LAW 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.

**Note:** Not open to students who have taken LAW 201

**Prerequisites:** ENG 101, and 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 or COM 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 LAW 206; and PAD 140 or 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 264 Business Law**

(Same course as ACC 264)

3 hours, 3 credits

This course covers the role of law in business with a focus on contractual and other civil law. Topics include the legal environment, agency, the Uniform Commercial Code, debtor-creditor relationships, government regulation of business, and business structure. The course requires case analysis, problem solving, and oral and written communication.

**Prerequisite:** ENG 101

**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 201, and LAW 203 or GOV 230 or POL 301, 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 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 201, and GOV 101 or POL 101, and junior standing or above, or permission of the section instructor

**LAW 319 The Death Penalty**

see CJBA 364

**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 that 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 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 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 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 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 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 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:** ENG 201, PAD 360

## **LGS Legal Studies (Department of Political Science)**

### **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 201 and LAW 350

## **LIT 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 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 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 201 and one of the following: LIT 230, LIT 231, LIT 232, or LIT 233

**LIT 223 African-American Literature**

(Same course as AFR 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 201**LIT 230 Expressions of the Living Past: Reading Ancient Worlds**

3 hours, 3 credits

Studying poetry, drama, visual arts and artifacts from ancient cultures in such places as Egypt, Greece, Rome, India, China and Mesopotamia, students will examine the significance of these works of art in the societies that created them and the relationship of these ancient works to political, social, and cultural life today. They will also explore the reception of these ancient works by later artists who have re-imagined antiquity in film, theater, painting, music, fiction and poetry. Students will experience the enduring traditions and appeal of ancient artistic expression and its ability to provoke debate and provide perspective on contemporary concerns. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

**Prerequisite:** ENG 101**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.**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 201**LIT 232 Breaking with Tradition: Reading the Modern World**

3 hours, 3 credits

Modern literature is dominated by the tension between individuals and the societies in which they live. This course examines changing relations between individuals and societies with reference to post-1700 concerns with reason, freedom, idealism, materialism and alienation. Through a variety of literary texts and genres, students will gain perspective on modern responses to issues of gender, race, class, identity, and personal and cultural history. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

**Prerequisite:** ENG 101**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.**LIT 233 American Stories**

3 hours, 3 credits

This course addresses how U.S. literatures shape evolving notions of what it means to be American. Through a variety of literary texts and genres, students will make connections between form, content and meaning while exploring how American literature delineates the capacious and often contested sense of American identity. Topics may include immigration and migration; performance; race, class, and gender; notions of liberty and oppression; place and space. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

**Prerequisite:** ENG 101**Note:** This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.**LIT 236 Literary Perspectives on Culture and Globalization**

3 hours, 3 credits

In this course students read the literature of several world cultures to explore cultural values in relation to local, national, and global issues. Individual courses may reflect on events such as exploration and trade, migrations and invasions, conquests and crusades, spirituality and governance. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

**Prerequisite:** ENG 101**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.**LIT 237 Literature as Witness**

3 hours, 3 credits

This course investigates how literature represents, engages and reflects upon issues and events in their historical moment. Students will explore literary genre, form, and styles while learning how literature narrates and shapes present and past events. Course topics may include wars and religion, family models, social resistance, reformations and renaissances. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

**Prerequisite:** ENG 101**Note:** This course satisfies the John Jay College Option: Learning from the Past area of the Gen Ed Program.**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:** ENG 201, and LIT 230 or LIT 231 or LIT 232 or LIT 233

### **LIT 265 Foundations of U.S. Latino/a Literature**

3 hours, 3 credits

For over a hundred years U.S. Latino/a writers have produced a wide array of fiction. This course tracks that literature from its foundations to contemporary works. Starting with a 19th-century author such as Maria Amparo Ruiz de Burton and culminating with contemporary writers like Pulitzer Prize winner Junot Diaz, this course examines the different literary themes, styles, and social concerns Latino/a writers explore in their fiction. Thus, this course presents a comparative portrait of the various roots, beginnings, and trajectories of U.S. Latino/a literature. Overarching issues include gender, race, class, diaspora, bilingualism, violence and community.

**Prerequisite:** ENG 201

**Note:** This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

### **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 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 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 201

### **LIT 286 The Horror Film**

3 hours, 3 credits

This course provides students an in-depth study of the horror film, including its defining characteristics, its critical reputation, its status as a genre, its relationship to folklore and religious traditions, its representations of gender, and its narrative traditions, particularly those relating to criminal or social justice themes. As students watch, contemplate, discuss, read and write about horror films, they will move toward a more complete understanding of the horror film's place and importance in both film and cultural history.

**Prerequisites:** ENG 201, and DRA 106 or LIT 275

### **LIT 290 Special Topics**

3 hours, 3 credits

A single-semester course dealing with an announced topic, theme or author.

**Prerequisite:** 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 201 and 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 201 and 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 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 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 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, Punishment, and Justice in World Literatures**

3 hours, 3 credits

This course examines literary texts about crime, punishment, and justice from around the world in order to explore how questions of right, wrong, and fairness have been and are understood in various cultures and historical periods. Students will read literary texts that question the psychological and social causes of crime, philosophies of law, the varieties and purposes of punishment, and what justice might mean in any given context. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

**Prerequisite:** ENG 201 and junior standing or above

**Note:** This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program.

### **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 201, and LIT 230, LIT 231, LIT 232 or LIT 233

### **LIT 340 The African-American Experience in America: Comparative Racial Perspectives**

(Same course as AFR 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 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 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 that 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 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 353 Comic Books and Graphic Novels: Investigating a Literary Medium

3 hours, 3 credits

This course interrogates comic books and graphic novel as a literary medium. The class investigates the dominant genres in graphic narrative: super-hero tales, historical reportage, autobiography, and postmodern narratives. Students will become acquainted with the specific vocabulary of graphic narratives—a linguistic and visual mode of storytelling related to, but distinct from, the language of cinema, the editorial and the novel.

**Prerequisites:** ENG 201 and one of the following: LIT 230, 231, 232, 233, 236, 237, 260

### LIT 357 Violence of Language: U.S. Latino/a Street Literature

3 hours, 3 credits

This course will explore the ways in which “street life” creates avenues for self, social, and historical knowledge through literary expression. The narrative challenge for U.S. Latino/a writers is to take a language of the everyday and reshape it into a literary form. Several questions will impel and inform our readings: How does street language translate into poetics? What constitutes knowledge in and of the street? Where does street literature fit within canonical American aesthetics?

**Prerequisite:** ENG 201

### 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 366 Writing Nature: Literature and Ecology

3 hours, 3 credits

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

**Prerequisites:** ENG 201 and at least one 200-level LIT course

### 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; and (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 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 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 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 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 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 201

**Prerequisite or co-requisite:** LIT 260 or permission of the instructor

### LIT 383 Gender and Sexuality in U.S. Latino/a Literature

3 hours, 3 credits

This course will study the representations of gender and sexuality in Latina/o literature, poetry, drama, and essays. Students will examine the social construction of gender and sexuality, their variations within different Latina/o communities, and their relationship to race and class. We will also examine Latina feminism as a critical approach to the study of power and justice in American society. Authors may include Sandra Cisneros, Manuel Muñoz, Esmeralda Santiago, Junot Diaz, Julia Alvarez, Silvio Sirias, Cristina Garcia and Reinaldo Arenas, among others.

**Prerequisite:** ENG 201

### 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.

**Prerequisite:** 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 201, LIT 260, and 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:** ENG 201 and any 300-level literature course



**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 201, LIT 305, senior standing

**LIT 409 Seminar in U.S. Latino/a Literature**

3 hours, 3 credits

The U.S. Latino/a seminar is the final course of the U.S. Latino/a Literature minor and requires students to synthesize the literary knowledge and critical skills they acquired. The course offers an in-depth study of a particular topic, author or intellectual theme. The topic will be chosen by the individual professor to reflect the interdisciplinary emphasis of the minor. Drawing on skills acquired in the concentration, students will participate in contemporary debates on street literature, bilingual aesthetics, ethics, gender and sexuality, literature and law, to produce a final paper that includes original research.

**Prerequisites:** ENG 201, LIT 265, and at least two of the following: LIT 357, LIT 383, LLS 362, LLS 363, LLS 364

## LLS Latin American and Latina/o Studies (Department of Latin American and Latina/o Studies)

**LLS 100 Latina/os and Justice in New York: Freshman Year Seminar**

3 hours, 3 credits

This course is an interdisciplinary and comparative study of Latina/os and their experiences of justice and injustice in New York City. The course will focus on the relationships between Latina/os in New York City (Puerto Ricans, Mexicans, Cubans, Dominicans, and other groups from Central and South America) and concepts that impact justice such as assimilation, discrimination, integration, pluralism, racism and segregation. Students will take field trips to various sites in which Latina/os experience in/justice, such as the courtroom, food banks, etc. Students will also develop an understanding of the college experience, academic processes and expectations.

**Note:** This course satisfies the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program.

**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.

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

**LLS 124 Latina/os in the United States**

3 hours, 3 credits

This course is an interdisciplinary introduction to the field of Latin American and Latina/o studies focusing on the establishment and development of the diverse Latina/o communities in the United States through the processes of migration, colonization, racialization, and integration. Students will explore the intersections of race, class, ethnicity, gender, and sexuality through such topics as identity formation, language rights, economic and political participation, transnationalism, law and civil rights and social justice movements.

**Note:** This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

### **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 AFR 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, and sophomore standing or above or permission of the instructor

### **LLS 217 Theater of the Americas Since 1960**

(Same course as SPA 217 and DRA 217)

3 hours, 3 credits

This course is an introduction to theatre, performance art, and cultural politics in the Americas since 1960. The course focuses on U.S. Latina/o, Chicana/o and Latin American theatre as aesthetic and sociocultural practices. We will discuss how identity is performed in the everyday sense and how historical identities, selves, and others have been performed. Topics may include political theatre relations to European theatre traditions, experimentation and absurdist theatre, revolution, dictatorship, terror and violence, censorship and self-censorship, trauma and memory, queerness and gender, borders and latinidad.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

### **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 223 Revolution and Social Change in Latin American Literature and Arts**

3 hours, 3 credits

This course focuses on the themes of revolution and social change in the literature and arts of Latin America during the "national" and "post-national" eras. Through examining the

visual arts, contemporary films, music, testimonial essays and literary narratives, the course assesses the role and contributions of literature and the arts to our understanding of revolution and social change in Latin America since the early 20th century. Using literature and the arts, the course aims to introduce students to such issues as indigenous rights, the mass media, the environment, political power, poverty, human rights and social justice, and the meanings of race, class, gender and sexuality in Latin America.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

### **LLS 232 Comparative Perspectives on Crime in the Caribbean**

(Same course as AFR 232)

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 Latina/os and the City**

3 hours, 3 credits

This course seeks to analyze the sociological, economic, and political experiences of Latina/os in U.S. cities. Its emphasis is the study of legislation, policies and practice with regard to Latina/o immigration/migration, settlement and integration. 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 instructor

**Note:** This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

### **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**

3 hours, 3 credits

To what extent does the individual participate in shaping his/her respective era, and the era, in turn, help to shape the individual's sense of self and social identities? This interdisciplinary course uses Latino/a novels, memoirs, essays, poetry and autobiographies to focus on the experience of growing up Latino/Latina. The course explores the continuous creation and recreation of a "Latino/a identity" from the 1940s until the present. We examine the ways that generational expectations have shaped new racial, gendered and class-based identities and experiences of Latinos and Latinas in different historical periods in U.S. society.

**Prerequisites:** ENG 201, and sophomore standing or permission of the instructor

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

**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 in Global Society**

3 hours, 3 credits

This course is a sociohistorical study of women of Latin American descent and their struggles for equality in both global and local contexts. Their roles in current Latin American and U.S. societies and elsewhere are studied in relationship to the family, education, employment, political parties, social movements and the legal system.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

**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 Blacks in Latin America**

(Same course as AFR 263 and HIS 263)

3 hours, 3 credits

An examination of the legacies of slavery and the Haitian Revolution in shaping the Black experience in Latin American societies, including the Dominican Republic, Cuba, Puerto Rico, Ecuador, Peru, Colombia, Brazil, Argentina, Mexico and Honduras. This course focuses on Afro-Latin Americans' construction of identity, race relations, sociocultural and political activities in different societies; and the contributions of people of African descent to Latin American societies and national identities. Readings are drawn from a variety of disciplines in the social sciences and humanities.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

**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 AFR 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 201 and LLS 241

### **LLS 322 Latino/a Struggles for Civil Rights and Social Justice**

3 hours, 3 credits

This course provides an interdisciplinary overview of the experiences of Mexican Americans, Puerto Ricans and other Latino/as during the Civil Rights period. It focuses on the Latino/a social movements during the 1960s and their consequences today for the struggles for civil rights and social justice of Latino/as and other racial minorities in the U.S. Topics include access to education and employment; immigrant rights; detention and deportation; race and crime; Latino/a and African American alliance building; Latino/a citizenship and the military, and gender values and sexuality.

**Prerequisite:** ENG 201

**Note:** This course satisfies the John Jay College Option: Struggle for Justice and Equality in the U.S. (300-level) area of the Gen Ed Program.

### **LLS 325 The Latina/o Experience of Criminal Justice**

3 hours, 3 credits

This course analyzes the criminal justice system and its impact on the lives and communities of Latino/as and other groups in the United States. Particular emphasis is placed on Latino/as human and civil rights and the role that race, ethnicity, gender and class play in the criminal justice system. Interdisciplinary readings and class discussions center on issues such as the over-representation of Latino/as and racial minorities in the criminal justice system; law and police-community relations; racial profiling; stop and frisk policies; immigration status; detentions and deportations; Latino/a youth; media representations; gangs; and access to education and employment and the school-to-prison-pipeline.

**Prerequisite:** ENG 201

**Note:** This course satisfies the John Jay College Option: Struggle for Justice and Equality in the U.S. (300-level) area of the Gen Ed Program.

### **LLS 341 Immigrant Rights in the Americas**

3 hours, 3 credits

Globalization has increased the fear of foreigners, leading to debates on immigrant rights in all parts of the world and raising the question of who gets to belong to a given society. We begin by exploring the reception of foreigners in different nations, including immigrants in the Americas. We then assess the factors that lead Latin Americans to leave their homelands, and examine the ways that immigrants' national origins, race, class, and gender shape and differentiate their experiences in U.S. society. Finally, we focus on the changing relationship between legal status and access to rights in the United States. This course aims to provide students with the conceptual and empirical arguments necessary to assess and debate the issue of immigrant rights in the Americas today.

**Prerequisite:** ENG 201

**Note:** This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program.

### **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 201, and AFR 123 or LLS 124 or AFR 125, and 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 201, and junior standing or permission of the instructor

### **LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature**

3 hours, 3 credits

This course will examine the ways in which U.S. Latino/a writers use bilingualism or Spanglish to render, via fiction, Latino/a experiences. In combining two languages, U.S. Latino/a writers capture the rhythms of daily vernacular, and draw attention to an irresolvable split in identity. Spanglish, then, represents a thriving language practice that forms the basis for U.S. Latino/a expressive life. In this course, students will closely read U.S. Latino/a texts particularly preoccupied with bilingual expression. Students will also read critical essays on language, aesthetics and poetics.

**Prerequisite:** ENG 201

### **LLS 363 Il-legal Subjects: U.S. Latina/o Literature and the Law**

3 hours, 3 credits

This course examines how the law shapes contemporary Latina/o life in the United States. Students will examine the relationships between legal texts and literature. Latina/o literature not only responds to the law, but also to its inequitable enforcement. We will read court cases, law reviews, and literary analysis in order to study the way Latina/o literature exposes contradictions in the legal system. Topics covered may include the legal construction of race, the criminalization of youth, law and U.S. colonialism, violence against women, and challenges to individual civil liberties.

**Prerequisite:** ENG 201

**Note:** This course satisfies the John Jay College Option: Struggle for Justice and Equality in the U.S. (300-level) area of the Gen Ed Program.

**LLS 364 Ethical Strains in U.S. Latina/o Literature**

3 hours, 3 credits

This course will use Latina/o literature to examine the beliefs that instruct individuals' moral judgments and actions. Through a range of literary texts students will discuss the social and political issues that confront Latina/o communities: the psychological consequences of colonialism; the moral dilemmas surrounding immigration; the epistemological violence of racism and sexism; and the cultural norms that inform or constrain personal conduct. Specific topics will vary based on the instructor's specialization and will cover a range of theoretical approaches to the study of moral inquiry in Latina/o literature.

**Prerequisite:** ENG 201**Note:** This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program.**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; criminal justice themes in literature; and analysis and evaluation of aspects most relevant to Latina/o communities.

**Prerequisites:** 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 201, and senior standing or permission of the section instructor**LWS Law and Society (Department of Political Science)****LWS 200 Introduction to Law and Society**

3 hours, 3 credits

This course introduces students to the ways that people attempt to use law for social and political change, as well as how social and political forces affect the content of law and access to it. Using a variety of approaches, the course covers issues such as how people understand law and how law both limits and empowers people politically. The course also serves as the introductory course for the Law and Society major.

**Prerequisites:** ENG 101, POL 101 and SOC 101**LWS 425 Colloquium for Research in Law and Society**

3 hours, 3 credits

This course is a research colloquium in which students initiate, develop, and present independent research in the field of Law and Society. The projects that students undertake in this course relate to the Law and Society major's theme of law and social change. Students design research projects in conjunction with the faculty instructor and regularly report on progress to the seminar. The final research paper will demonstrate familiarity with relevant literature in the subfield, competence in research,

research methods, writing and analysis, and the mastery of basic concepts in the discipline.

**Prerequisites:** ENG 201, LWS 200, SSC 325, and senior standing**MAT Mathematics and Computer Science (Department of 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 College Algebra**

3 hours, 3 credits

This course prepares students for the study of pre-calculus and develops their mathematical maturity. The topics to be covered include review of the fundamentals of algebra, relations, functions, solutions of first- and second-degree equations and inequalities, systems of equations, matrices and determinants, binomial theorem, mathematical induction, polynomial functions, exponential and logarithmic functions, analytic geometry and conic sections, geometric and arithmetic sequences and series, and miscellaneous topics.

**Prerequisite:** placement examination or skills certified**Note:** This course satisfies the Required Core: Math and Quantitative Reasoning area of the Gen Ed Program.**MAT 106 Liberal Arts Mathematics**

3 hours, 3 credits

This course examines the importance of mathematics in contemporary society. Students will examine the mathematics behind everyday activities such as scheduling deliveries in an urban area, sampling methods for decision making, selection of a good voting system for elections with three or more candidates and growth and decline in consumer finance. Students will develop an understanding and appreciation of the elementary mathematical principles that surround us.

**Note:** This course satisfies the Required Core: Math and Quantitative Reasoning area of the Gen Ed Program.**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**Note:** This course satisfies the Required Core: Math and Quantitative Reasoning area of the Gen Ed Program.

### **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

**Note:** This course satisfies the Required Core: Math and Quantitative Reasoning area of the Gen Ed Program.

### **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, and 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

**Note:** This course satisfies the Required Core: Math and Quantitative Reasoning area of the Gen Ed Program.

### **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

**Note:** This course satisfies the Required Core: Math and Quantitative Reasoning area of the Gen Ed Program.

### **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

**Note:** This course satisfies the Flexible Core: Scientific World area of the Gen Ed Program.

### **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 274 Computer Architecture**

3 hours, 3 credits

This course will discuss the relationship between software and the hardware on which it operates, dealing with fundamental issues in computer architecture and design. The material covered will range from the primitive operations of modern computing machines to important security issues relating to the design of computer architectures. Along the way, we will study binary arithmetic, instructional sequencing, the management of computer memory, and the fundamentals of input and output.

**Prerequisite:** ENG 101

**Prerequisite or co-requisite:** MAT 271

### **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 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 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 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 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 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 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 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 201 and 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 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 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 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 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 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 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

## MHC Macaulay Honors College at John Jay

**MHC 125 Macaulay Honors Seminar 1: The Arts in NYC**

3 hours, 3 credits

This course introduces you to performances and exhibitions in the arts, using New York City's cultural institutions as resources for aesthetic experiences and opportunities for research, interpretation, and creative work. This course examines intersections among cultural events in the city and academic readings and writings. We will look at the nature of narrative as it is expressed in literature as well as in various other media: opera, popular music, dance, theater, and pictorial art; high as well as folk art, classical as well as contemporary forms. This class is the first of the interdisciplinary New York City-based seminars that make up the curriculum of the Macaulay Honors College.

**Note:** This course is restricted to students in the Macaulay Honors Program at John Jay College. This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

**MHC 126 Macaulay Honors Seminar 2: The Peopling of NYC**

3 hours, 3 credits

In this seminar students investigate the role of immigration and migration in shaping the New York City's identity, past, present, and future. Seminar topics include: the factors that have driven and drawn people to New York since the 17th century; the different ways that religion, race, gender, and ethnicity have shaped immigrant encounters with and within the city; the formation and social organization of immigrant communities in such neighborhoods as the Lower East Side, Harlem, Little Italy, Chinatown, Astoria, Flushing, and Stapleton; the impact of successive waves of newcomers on urban culture and politics; and the continuing debates over assimilation and Americanization. Extensive reading and writing assignments are enriched by visits to the Lower East Side Tenement Museum, Ellis Island, and other important sites. The culminating project of this seminar is the collaborative construction of websites that deal with immigrant communities, exhibited at a final common event.

**Note:** This course is restricted to students of the Macaulay Honors Program at John Jay College.

This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

## MUS 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.

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

**MUS 102 The Language of Music**

3 hours, 3 credits

This course introduces students to the nonverbal language used by musicians around the world to read, write and listen. Students will learn to express themselves musically using music notation and applying the basic principles of music theory. The course includes exercises in reading and composing vocal and instrumental music and practice in ear training. Previous musical training is not required.

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

**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.

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

**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.

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

### **MUS 115 The Art of Singing: Vocal Technique**

3 hours, 3 credits

This course introduces the beginning student to singing as a form of artistic expression and communication. Students learn and perform a variety of vocal genres representing a variety of periods and cultures, including classical, pop, musical theatre, jazz, and other contemporary vocal styles. The course also explains, analyzes and critiques vocal technique as a means of enhancing the communicative power of singing.

**Prerequisite:** Ability to sing a simple song with correct rhythm and pitch and a pleasant tonal quality

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

### **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.

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

### **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.

**Note:** This course satisfies the John Jay College Option: Communication area of the Gen Ed Program.

### **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 140 Introduction to Guitar**

3 hours, 3 credits

This course will enable a beginning student to learn how to play the guitar and read music. Basic musical concepts to be covered include treble and bass clef, scales, chords, melody, and harmony. The student will learn the fundamentals of guitar technique including hand positions and finger exercises. The construction and technology of the instrument will be explored and discussed in conjunction with the study of technique in a variety of musical cultures and contexts from around the world.

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

### **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, and 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, and 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, and 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 201, and 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 236 Music Technology**

3 hours, 3 credits

Through a series of audio projects, this course explores the rapidly expanding field of music technology. In these projects students will combine beginning musicianship and compositional skills with digital technologies such as digital audio workstations, digital recorders, samples, loops, MIDI, synthesizers, and sound libraries. All projects will include basic recording and mixing techniques, as well as multiple methods for manipulating digital audio.

**Prerequisites:** ENG 101, and MUS 102 or MUS 120 or MUS 202, or permission of the instructor**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 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**MUS 336 Composition Through Technology**

3 hours, 3 credits

This course builds upon MUS 236 Music Technology as it explores music composition through the use of digital music technology. Intermediate techniques for recording, editing, and mixing will be explored, as well as advanced technologies such as sound synthesis, audio for video, and sampling. Using their instrumental skills as well as loops and samples, students will create their own compositions in a variety of genres of their choosing, including hip hop, rock, R&B, pop, electronica, and experimental styles.

**Prerequisites:** ENG 201, MUS 236 or permission of the instructor**NSC 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.**Note:** This course has a \$25.00 material fee**PAD Public Administration (Department of Public Management)****PAD 140 Introduction to Public Administration (formerly PAD 240)**

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.

**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**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 PAD 140 or PAD 240

### **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 201, and PAD 140 or 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 201 and PAD 140

### **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 201, and PAD 140 or 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 201, and PAD 140 or 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 201, and PAD 140 or 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 201, and PAD 140 or 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 201, and CRJ 101 or CJBS 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 201, and PAD 140 or 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 201, and PAD 140 or 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 201, and PAD 140 or PAD 240

**PAD 366 Workplace Investigations: Tools, Techniques and Issues**

3 hours, 3 credits

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

**Prerequisites:** ENG 201 and PAD 346**PAD 390 Selected Topics in Public Administration**

3 hours, 3 credits

Intensive study of a topic to be announced.

**Prerequisites:** ENG 201, PAD 140 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.

**Prerequisites:** ENG 201, MAT 220, and any 300-level public administration course**Note:** This course is offered only as a distance learning 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 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 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 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 201, senior standing, and PAD 140 or 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 201 and PAD 348

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**PED 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 Personal and Public Health: Social Contexts, Private Choices**

3 hours, 3 credits

This course examines individual health in the context of social, political, and cultural behaviors and beliefs. Focusing primarily on "preventable" diseases, the course draws on a variety of public-health theories to analyze disparities in disease and longevity among diverse populations while also encouraging students to understand their own health-related choices in both personal and socio-cultural terms.

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

### **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.

#### **PED 300 Community Programs for Health, Wellness and Physical Activity**

3 hours, 3 credits

This course engages students in the assessment, evaluation and planning of community-based health, wellness and physical activity programs. Students will review and critique regional and national guidelines for health and fitness programs for children, adolescents, adults and seniors. Class discussions will include the sociological, psychological and physical factors that influence the development and maintenance of health and fitness. Existing community programs will be visited, their program offerings will be reviewed, their effectiveness will be analyzed, and the availability and extent of community services and support partnerships will be identified. The ultimate goal is to design a model health, wellness, and physical activity program for a particular population within the community.

**Prerequisites:** ENG 201, PED 103, PED 110 and junior standing or above

## PHI Philosophy (Department of Philosophy)

### PHI 102 Ethical Foundations of the Just Society

3 hours, 3 credits

Ethics is the discipline that asks the questions: “what is the right thing to do?” and “how do we know it is right?” The course looks at some of the most influential theories of rightness and goodness, and then applies these theories to questions of relevance to the creation and maintenance of a modern, just society, such as: How do we educate people to be good; Is goodness something all humans hold in common, or is it merely the name we give to whatever our individual cultures judge to be good; and how do our individual differences, such as race, sex, gender, wealth, and time and place of birth, affect our ethical interactions.

**Note:** This course satisfies the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program.

### 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, and sophomore standing or above or permission of the section instructor

### PHI 202 Philosophical Visions of American Pluralism

3 hours, 3 credits

This course explores various philosophical visions of American pluralism as both the idea and the ideal of diversity in all its many forms. Pluralism as an idea is considered in relation to democracy, race, gender and immigration. Pluralism as an ideal is examined as a goal of liberal democratic society.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

### 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, and 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 and 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 The Big Questions: An Intro to Philosophy**

3 hours, 3 credits

This course introduces some of the big philosophical questions surrounding individual and society: What can I know for certain? Who am I? Is morality relative to culture? Does God exist? What is justice? Why be good? By way of answering these questions, students examine arguments about knowledge and belief, the nature of reality, freedom, ethics, aesthetics, personal identity and social justice.

**Prerequisite:** ENG 101**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.**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 201, and any 200-level PHI course**Note:** This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed program.**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 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 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 201, and 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 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 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 201, and PHI 231 or permission of the instructor**PHI 327 19th-century European and American Philosophy**

3 hours, 3 credits

This course looks at major trends in 19th-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 18th-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 201, and 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 201, PHI 105, PHI 210, and 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 rage, bodies, gender performance, family, consumerism and political rights.

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

### **PHI 343 Existentialism**

3 hours, 3 credits

This course surveys 19th- and 20th-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 18th-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, Césaire, Sartre, de Beauvoir, Camus, Fanon, Wright, and contemporary commentators.

**Prerequisites:** ENG 201 and 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 B.C.E.), 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 201 and PHI 231

### **PHI 354 Africana Philosophy**

(Same course as AFR 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 201 and 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 201, and 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 201 and 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 201, PHI 210, and PHI 330

### **PHI 401 Senior Seminar in the History of Philosophy**

3 hours, 3 credits

This course is an advanced seminar in the history of philosophy. While focusing on a particular historical period, tradition,

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

**Prerequisites:** ENG 201 and PHI 231

#### **PHI 402 Senior Seminar in Metaphysics and Epistemology**

3 hours, 3 credits

Drawing on advanced-level classical and contemporary resources, this course will inquire into the nature of being and knowing. To that end, we will attempt to delineate the distinction between mind-independent and mind-dependent entities in order to ask if and how knowledge is possible, and we will look at persons as the special class of beings that ponders such questions. With some understanding of these beings, we will ask if, with their mix of subjective and objective characteristics, they can ever speak truly about reality itself.

**Prerequisites:** ENG 201, PHI 105, PHI 231, and 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 201, PHI 231, and one 300-level philosophy or political theory course, or permission of the section instructor

## **PHY 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

**Note:** This course has a \$25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

#### **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

**Note:** This course has a \$25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

#### **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

**Note:** This course has a \$25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

#### **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

**Note:** This course has a \$25.00 material fee

This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

## **POL Political Science (Department of Political Science)**

#### **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.

**Note:** This course satisfies the Flexible Core: U.S. Experience in its Diversity area of the Gen Ed Program.

#### **POL 105 Struggles for Justice in the Workplace**

3 hours, 3 credits

This course examines the ways that workers in the U.S. have fought for their rights both collectively and as individuals. Drawing on examples of workers' struggles in a variety of jobs and industries, the course explores topics such as the

meaning of workplace justice, the role of unions, the plight of undocumented workers, and the pursuit of racial and gender equality in employment.

**Note:** This course satisfies the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program.

### **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, Interest Groups, and Social Movements**

3 hours, 3 credits

This course will analyze the institutions citizens use to influence politics and policy, assessing the formation and organization of political parties, interest groups, and social movements. In addition, the course addresses the ways that parties, interest groups, and social movements affect political decision making, and the obstacles to that influence. We also closely examine how recent developments and contemporary events challenge each of these three institutions.

**Prerequisites:** ENG 101, and GOV 101 or POL 101

### **POL 215 U.S. Congress**

3 hours, 3 credits

This course examines the U.S. Congress as part of the American political system. This course addresses issues relating to elections to Congress, including incumbency and the role of money in elections. Attention is paid to the issue of executive encroachment on legislative powers, internal organization, leadership, the question of legislative reform, and the relationship between representation, apportionment, and democratic theory.

**Prerequisites:** ENG 101, and GOV 101 or POL 101 or permission of the instructor

### **POL 220 The American Presidency**

3 hours, 3 credits

This course examines the American presidency covering topics including the evolution of the Executive Branch, the relationships the President has with the media and the public, and how the President interacts with the other branches of the federal government. A central theme of the course is presidential power. Students will learn how the actions of presidents throughout U.S. history have both expanded and contracted the power vested in the office.

**Prerequisites:** ENG 101, and GOV 101 or POL 101 or permission of the section instructor

### **POL 225 Introduction to Research in Politics**

3 hours, 3 credits

This course is an introduction to how political scientists conduct qualitative and quantitative research. Students will learn the research process with emphases on developing research questions, evaluating information, and planning research projects. Students will evaluate scholarly research in political science, learn how to apply ethical considerations when conducting research, and learn how different research projects relate to one another through writing a literature review.

**Prerequisites:** ENG 201, and GOV 101 or POL 101

### **POL 232 Media and Politics**

3 hours, 3 credits

An understanding of the media is important to assess the vitality and vibrancy of democratic political systems. The study of media is a study of how citizens learn about their government and how elected officials and candidates present themselves and their actions to citizens. The course considers the actions and interplay of the goals of producers of media content (reporters, producers, bloggers, editors and owners—both private and public) and elected officials, candidates, and parties and their relationship with citizens. The course considers how this relationship is different across different countries and across time, and how the development of internet and social media are changing these relationships. The course also examines how well or poorly contemporary media systems serve democracy, asking whether they provide the information citizens need to make informed choices about their government. The study of media and politics helps students to examine the media they consume and to think critically about the messages and potential effects of that media.

**Prerequisites:** ENG 101, and POL 101 or GOV 101

### **POL 234 Introduction to Public Policy**

3 hours, 3 credits

This course examines the major policy issues confronting contemporary society through the lens of the political scientist. In this course we will explore the central actors, institutions, processes and issues associated with the formation of public policy and then examine specific policy areas such as health care, the environment, anti-poverty initiatives, immigration and education. Public policies at the local, intermediate/state, national, and international level affect our everyday lives in profound ways, and this course provides an opportunity for students to understand and analyze those effects.

**Prerequisites:** ENG 101 and POL 101

**POL 235 Judicial Processes and Politics**

3 hours, 3 credits

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

**Prerequisites:** ENG 101, and GOV 101 or POL 101 or permission of the 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.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

**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 Law and Politics of Immigration**

3 hours, 3 credits

Debates over immigration in the United States are often heated and contentious. Students will learn the full range of positions in these debates, and will be able to develop and clearly articulate their own position on contemporary immigration politics. Students will trace the development and impact of immigration law and policy in the U.S., explore historical political debates over immigration, and analyze the contemporary politics of immigration in the United States, including debates over border militarization, unauthorized ("illegal") immigration, refugees and asylum seekers, immigration enforcement, amnesty, and the shifting balance of power between federal, state, and local governments. Students will read a variety of scholarly and popular texts, as well as key Supreme Court decisions.

**Prerequisites:** ENG 101, and GOV 101 or POL 101 or permission of the instructor

**POL 246 Politics of Globalization and Inequality**

3 hours, 3 credits

This class explores the politics of globalization its relation to the political, social, and economic inequality of the contemporary global economy. This course surveys the major theories, key institutions, and contemporary issues that relate to "international political economy": the intersection between global politics and the global economy. Topics include the history

of global inequality, challenges of development, politics of international trade, the changing role of the state in economics, finance, challenges of economic development, social movements responding to globalization, and key intergovernmental and international economic institutions.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

**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, and 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 273 Western Political Thought**

3 hours, 3 credits

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

**Prerequisites:** ENG 101, and GOV 101 or POL 101

### **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, and GOV 101 or POL 101, and permission of the section instructor

### **POL 301 Constitutional Powers**

3 hours, 3 credits

This course examines the constitutional powers of the three branches of the national government and the evolution of federal-state relationships. Readings will consist of leading and recent Supreme Court decisions, which may be supplemented by political, philosophic and legal literature.

**Prerequisites:** ENG 201, and GOV 101 or POL 101, and junior standing or above, or permission of the instructor

### **POL 302 Voting and Public Opinion**

3 hours, 3 credits

This course centers around two questions key to democracy: how people form opinions about issues and why people vote the way they do. Topics include partisanship and ideology as ways to organize opinions, the roles of political knowledge, family, and demographics in the formation of opinions, and the relationship between individual opinions and public opinion. Further emphasis will be placed on the impact of these factors on voting and other forms of political participation.

**Prerequisites:** ENG 201, and POL 101 or GOV 101, and junior standing or above

### **POL 305 Constitutional Rights and Liberties**

3 hours, 3 credits

This course examines civil liberties and civil rights in the United States. Topics include the First Amendment rights of speech, press, assembly, and religion; the right to privacy; and equal protection. Readings will consist of leading and recent Supreme Court decisions, which may be supplemented by political, philosophic and legal literature.

**Prerequisites:** ENG 201, and POL 101 or GOV 101, junior standing or above, or permission of the 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 201, and 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 201, and 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 201, and GOV 101 or POL 101, and 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 201, and GOV 101 or POL 101, and junior standing or above

**Note:** This course satisfies the John Jay College Option: Struggle for Justice and Equality in the U.S. (300-level) area of the Gen Ed Program.

**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 201, and 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 201, and GOV 101 or POL 101, and junior standing or above. Additional recommended courses: POL 259/GOV 259/LAW 259 or POL 260/GOV 260

**Note:** This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program.

**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 201, and GOV 101 or POL 101

**POL 328 Politics of International Security**

3 hours, 3 credits

How are terrorist attacks and a failure to stop climate change linked? Both of these political problems are understood as important security threats. This course explores both traditional and contemporary challenges of security, to advance students' understanding of the sources of conflict and peace in world politics. States must deal with many new threats both external (international) and internal (domestic) that reflect emerging political, technological, and social developments. Topics of study include "traditional" security concerns, such as wars, peacekeeping, insurgency, child soldiers, nuclear proliferation, and new human security concerns.

**Prerequisites:** ENG 201, and POL 257 or POL 260 or permission of the instructor.

**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 201, and GOV 101 or POL 101, and POL 257 or GOV 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 201, and GOV 101 or POL 101. In addition, GOV 260 or POL 260 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 201, and GOV 101 or POL 101, and 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 201, and GOV 101 or POL 101, and junior standing or above

**POL 385 Supervised Research Experience in Political Science**

3 hours, 3 credits

This course will provide juniors and seniors with hands-on research experience with a faculty member. Topics can involve any ongoing, approved research project led by a full-time faculty member. Students will be introduced to basic and advanced qualitative and quantitative research skills, including (but not limited to) literature searching, data collection, data entry, data analysis and presentation of research results.

**Prerequisites:** ENG 201, any research methods course (such as HJS 315, ICJ 310, POL 225, PSY 311, SSC 325), junior standing and/or permission of the instructor.

### **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 201, and 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 201, and GOV 101 or POL 101, and senior standing, or permission of the instructor

### **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 201, and 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 201, and 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 201, and 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 201, a 300-level government course, enrolled in the Government or Political Science majors, and senior standing

### **POL 420 Senior Seminar in Law, Courts and Politics**

3 hours, 3 credits

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

**Prerequisites:** ENG 201, and POL 101 or GOV 101, POL 225, and senior standing or permission of the instructor



**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 201, PHI 231, and one 300-level philosophy or political theory course, or permission of the 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 201, and 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 201, and GOV 101 or POL 101, and senior standing

**POR Portuguese (Department of Foreign Languages and Literatures)****POR 101 Elementary Portuguese I**

3 hours, 3 credits

Portuguese 101 is a beginning-level integrated skills language course. This course helps students develop a basic ability to communicate in Portuguese. Class time is dedicated to interactive activities that allow students to acquire skills in speaking, listening, reading and writing at the novice low level. Through music, videos, and readings of authentic materials, students are also introduced to many aspects of Brazilian culture as well as of other countries where Portuguese is spoken. Class is conducted in Portuguese in order to maximize exposure to the language. Lab activities are also incorporated in order to develop students' listening, reading, and writing skills and pronunciation.

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

**POR 102 Elementary Portuguese II**

3 hours, 3 credits

Portuguese 102 is the second half of a one-year course in Portuguese. This course will enable the student to speak, comprehend, read and write Portuguese at the novice mid-proficiency level. Emphasis is placed on some aspects of Luso and Brazilian cultures.

**Prerequisites:** POR 101 or placement exam

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

**POR 201 Intermediate Portuguese I**

3 hours, 3 credits

This is an intermediate course in German language and cultures. It continues the sequence begun by Portuguese 101 and Portuguese 201. After a review of grammar and vocabulary, students will augment their knowledge of Portuguese by practicing the four language skills: speaking, reading, writing, and listening. In addition, students will be exposed to primary sources including news media, film, and short stories. Special attention will be given to developing conversational skills and exploring the culture of Portuguese-speaking countries.

**Prerequisites:** ENG 101, and POR 102 or placement exam

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

**PSC 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, CJBS 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, CJBS 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 201, and CRJ 101, CJBS 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, CJBS 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, CJBS 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, CJBS 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, CJBS 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, CJBS 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 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 201

**PSC 309 Comparative Police Systems**

3 hours, 3 credits

A study of selected police systems in other nations.

**Prerequisites:** 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 201, and 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 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 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 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 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 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 201, senior standing, and majoring in Police Studies or Criminal Justice

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## **PSY Psychology (Department of 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.

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

### **PSY 129 The Psychology of the African-American Experience**

(Same course as AFR 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

Sex and Culture explores the cultural construction of human sexuality from the framework of the individual in society. Students will examine the social learning of sexual behaviors, beliefs and practices. Analytic focus will include how culturally prescribed gender roles for men and women inform notions of right and wrong. Specific topics may include institutionalized gender inequality, marriage and the family, homophobia and other issues involved in the relationship between sex and culture. All topics will be considered from a historical and cross-cultural perspective.

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

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

### **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 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 and 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 and PSY 101

### **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 282 Introductory Undergraduate Research Experience in Psychology**

2 hours, 2 credits

This course is designed to provide “hands-on” exposure to the research culture within a psychology lab at John Jay College. Under the close supervision of a faculty member, students will learn how to engage in appropriate professional behavior within a research environment. The course will help students to understand ethical considerations in psychology research, and will focus on the acquisition of basic skills needed to conduct empirical research. These might include how to work with raw data; manipulate a statistical database; collect data, read, interpret and critique research studies; and discuss and evaluate research ideas.

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

### **PSY 283 Introductory Undergraduate Research Experience in Psychology**

3 hours, 3 credits

This course is designed to provide “hands-on” exposure to the research culture within a psychology lab at John Jay College. Under the close supervision of a faculty member, students will learn how to engage in appropriate professional behavior within a research environment. The course will help students to understand ethical considerations in psychology research, and will focus on the acquisition of basic skills needed to conduct empirical research. These might include how to work with raw data, manipulate a statistical database, collect data, read, interpret and critique research studies, and discuss and evaluate research ideas.

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

### **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 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 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 201, PSY 101, PSY 200 and 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 201, PSY 200 and STA 250

### **PSY 327 Learning and Memory**

3 hours, 3 credits

This course explores the fundamental concepts and current issues in human learning and memory. Topics may include: memory systems for words, images, and personal facts; memory encoding and retrieval; principles of forgetting; the role of attention in memory; implicit memory; memory distortion; and individual differences (e.g., age, gender, ethnicity) in memory.

**Prerequisites:** ENG 201, PSY 200 and STA 250

### **PSY 329 History of Psychology**

3 hours, 3 credits

In this course students will develop, integrate, and critique historical knowledge in the major psychological sub-fields. Material covered will include the social and cultural contexts, disciplinary movements, prominent figures, and events in fields like experimental, clinical, social, developmental, behavioral, biological, and cognitive psychology. The primary goals of this historical training are to help students build coherent frameworks for organizing and expressing their knowledge of the discipline, and to provide students with the tools to analyze and critique the discipline in transformative ways.

**Prerequisites:** ENG 201, PSY 101 and PSY 311

**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 201, PSY 266 and PSY 268**PSY 332 Psychology of Adolescence**

3 hours, 3 credits

The course deals with various aspects of typical and atypical development in adolescence, from the transition out of childhood to the transition into adulthood. Such topics as hormonal and physical changes, cognitive development (Piagetian, information-processing and psychometric views), the peer group, friendships, parent-adolescent interactions, sex roles and identity formation, sexuality, delinquency, drug abuse, suicide, and psychological disorders in adolescents may be discussed. Whenever possible, developmental issues in adolescence are considered from a cross-cultural as well as historical perspective. Readings will focus on both basic developmental theory and applied research.

**Prerequisites:** ENG 201, PSY 101 and PSY 231**PSY 333 Psychology of Gender**

3 hours, 3 credits

This course analyzes psychological theories on the development of gender, gender identification and gender-typed behavior; research evidence for the presence or absence of gender differences; gender-influenced social development across the life span; psychological aspects of gender roles in the family and in the workplace; gender-related mental health; and the relevancy of gender in everyday life.

**Prerequisites:** ENG 201, and PSY 101 or instructor permission.**Pre or co-requisites:** PSY 311 or SSC 325**PSY 336 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 and PSY 221**PSY 339 Key Concepts in Psychotherapy**

3 hours, 3 credits

This course will examine the major theories of psychotherapy, with emphasis on the relationship between the theorist's view of personality, psychopathology, and therapeutic procedures. A survey of theoretical approaches will be presented. Case illustrations and multicultural considerations will be introduced, so that students can learn how to apply various theoretical orientations to various clinical populations and racial/cultural groups.

**Prerequisites:** ENG 201, PSY 242, PSY 243, and at least junior standing or permission of the instructor**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 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 201, and PSY 242 or PSY 243**PSY 345 Culture, Psychopathology and Healing**

(Same course as ANT 345)

3 hours, 3 credits

This course will study and compare models of mental illness, distress, treatment and healing across cultures. Cultural relevance of Western models of psychopathology, psychiatry and psychotherapy across cultures will be considered. The role of Western psychology within the context of globalization of health care systems will be addressed. Topics will include: self and culture; emotions and culture; culture-bound syndromes; help-seeking and culture; therapists, traditional and folk healers; and the politics of psychology in world health.

**Prerequisites:** ENG 201, PSY 242, and junior standing or above**PSY 347 Psychology of Oppression**

(Same course as AFR 347)

3 hours, 3 credits

This course analyzes the socio-cultural and psychological factors that contribute to a sense of being oppressed. It also examines strategies that facilitate progress on the road to healthy functioning and contributes to progressive system changes. Special attention is paid to the interaction between these two sets of factors..

**Prerequisites:** ENG 201, and PSY 101 or PSY129/AFR 129, and PSY 221 or any 200-level Africana Studies course

### **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 201, PSY 266, PSY 268 and PSY 331/CSL 331

### **PSY 352 Multicultural Psychology**

3 hours, 3 credits

This course will investigate the influence of sociocultural factors, such as race, ethnicity, gender and class, on human thought and behavior. Students will explore different theoretical ways in which psychology addresses the tensions between cultural differences and universals, with a focus on how cultures construct human thought, behavior and identity. Building on this theoretical foundation, the course examines varying perspectives on psychological constructs, such as gender, sexuality, parenting and identity, as crucial components of self-hood. Students will be challenged to think critically about universal assumptions in psychology and to become aware of cultural influences on individuals. The application of multicultural principles to psychological practice and research will be integrated throughout the course.

**Prerequisites:** ENG 201, PSY 101 and STA 250

### **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 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 201, and PSY 242 or permission of the section instructor

### **PSY 373 Correctional Psychology**

3 hours, 3 credits

This course explores the major psychological themes and problems in assisting the re-entry and reintegration of the offender into society. Issues investigated will include the ethics and 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 201 and PSY 242

### **PSY 375 Family Conflict and the Family Court**

3 hours, 3 credits

The focus of the course is on the interface between psychology and the legal system as apparent in conflicts heard in family court. Coverage will include the following topics: psychological and legal terms and concepts relevant to family court and psychology; the history and development of the family and juvenile court system; child abuse and neglect; domestic violence; juvenile delinquency; juvenile transfer to adult court; juvenile interrogation; child custody and child placement relevant to divorce, foster care, and parental rights termination. Biological, social and cultural factors that might influence family court decisions will be examined.

**Prerequisites:** ENG 201, PSY 101 and PSY 231

### **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 201, PSY 242 and majoring in Forensic Psychology

### **PSY 385 Supervised Undergraduate Research Experience in Psychology**

3 hours, 3 credits

This course will provide a hands-on opportunity to conduct original research with a faculty member. Students will attend meetings with the faculty member's research team and will be expected to perform literature searches and to engage in hypothesis generation. Data collection, data entry, statistical analysis, and research report writing may also be required. This course is primarily intended for students interested in graduate study in psychology. Students will produce a literature review or research proposal at the end of the semester.

**Prerequisites:** ENG 201, STA 250, PSY 311, junior standing, and permission of the instructor

### **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 201, PSY 221, PSY 311 and PSY/LAW 370

**PSY 425 Seminar in Forensic Psychology**

3 hours, 3 credits

This course will provide students with the opportunity to undertake an in-depth course of study in a topical area of social/experimental forensic psychology. Individual instructors will develop their syllabi according to their areas of specialization. As a capstone experience, students will be expected to integrate the skills, concepts, methods, and theories learned over the course of their studies within the Psychology major, into a meaningful culminating experience.

**Prerequisites:** ENG 201, PSY 370, PSY 311 and senior standing

**PSY 430 Clinical Topics in Forensic Psychology**

3 hours, 3 credits

This course will provide students with the opportunity to undertake an in-depth course of study in a topical area of clinical forensic psychology. Individual instructors will develop their syllabi according to their areas of specialization but possible topics include: child emotional disorders; forensic implications; treatment and rehabilitation of the offender; evaluation and counseling of sexual offenders; addictions in the legal system; and psychopathy. As a capstone experience, students will be expected to integrate the skills, concepts, methods and theories learned over the course of their studies within the Psychology major, into a meaningful culminating experience.

**Prerequisites:** ENG 201, PSY 242, PSY 311, PSY 370/LAW 370, and senior standing

**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 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 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 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.

**Prerequisite:** ENG 201

**Prerequisite or co-requisite:** PSY 350/CSL 350

**PSY 485 Advanced Undergraduate Research Experience in Psychology**

3 hours, 3 credits

This course is a capstone experience marking the end of a student's undergraduate studies. Students will have the opportunity to complete an original research project, in collaboration with a faculty mentor, on a topic in psychology. Students will produce and present a final research report at the conclusion of their project.

**Prerequisites:** ENG 201, STA 250, PSY 311, PSY 385 with a grade of B or higher, and permission of the instructor

**REL 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.

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## SCI Science (Department of Sciences)

### SCI 110 Origins: From the Big Bang to Life on Earth

3 hours, 3 credits

This course is an overview of some of the most significant scientific discoveries affecting our understanding of the natural world, and the data and evidence that support these ideas. This spectrum of understanding ranges from how we have come to understand the age of our universe to understanding the molecular basis of all living things. Students will examine the scientific processes and evidence behind phenomena and will be challenged to think critically about important discoveries in science.

**Note:** This course satisfies the Required Core: Life and Physical Sciences area of the Gen Ed Program.

### SCI 112 Environmental Science: A Focus on Sustainability

3 hours, 3 credits

This course examines the core topics in environmental science and how environmental science informs sustainability, environmental policies, economics, and personal choices. Students will learn principles from the sciences of ecology and toxicology to study the relationships between living organisms, including humans, and their physical environment. The course will also consider environmental risks due to economic, political and cultural factors. Discussion will focus on how the Earth's resources are limited, and how these resources can best be used to benefit ecosystems and leave the environment healthy for future generations.

**Note:** This course satisfies the Required Core: Life and Physical Sciences area of the Gen Ed Program.

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## SEC Security (Department of Security, Fire and Emergency Management)

### 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, SEC 101 and sophomore standing or above

### 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 201

### SEC 315 Private Security and the Law

3 hours, 3 credits

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

**Prerequisites:** ENG 201, SEC 101, SEC 210

**SEC 320 Private Security: Trends and Movements**

3 hours, 3 credits

This course analyzes cutting-edge activities, trends and movements in private sector justice. New practices, innovations and programs are evaluated for their effectiveness. The course will emphasize the evolution of the private security industry and anticipates its future direction. Special emphasis will be given the increased role private security plays in the policing function, including community-based policing models. The role of private security in federal and state contracts will be considered. Entrepreneurship opportunities will be explored. Focused attention will also be given to the legal implications and potential civil liability that emerge from privatized services.

**Prerequisites:** ENG 201, SEC 101, SEC 210**SEC 323 Private Security and Homeland Defense**

3 hours, 3 credits

How the idea of homeland defense connects with private security and private sector justice is the chief aim of this course. In a more particular sense, the course reviews and analyzes threats to private infrastructure and interests, as well as planning for and responding to emergencies that affect both the private and public sectors. Topics covered include the impact of terrorism on the private sector, intelligence gathering and sharing between private and public security, and identification of various threats common to private security. Special emphasis is given to vulnerability analysis and risk management as well as suggestions on how public entities can partner with private sector justice in the defense of the homeland.

**Prerequisites:** ENG 201, SEC 101, SEC 210**SEC 327 Risk and Vulnerability Analysis**

3 hours, 3 credits

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

**Prerequisites:** ENG 201, SEC 101, SEC 210**SEC 342 Energy Industry Security**

3 hours, 3 credits

The primary purpose of this course is to explore energy and infrastructure security. The synergy between homeland defense and energy security will be fully examined. The course will review and analyze threats to the critical infrastructure that is vital to energy distribution, as well as planning for and responding to emergencies that impact the energy sector. Other topics include internal sabotage, cyber-terrorism, nuclear industry security, and terrorism counter-measures. The goal of the course is to provide students with the knowledge necessary to critically evaluate and mitigate vulnerabilities and risks in the energy sector and its critical infrastructure.

**Prerequisites:** ENG 201, SEC 210, SEC 211**SEC 344 Introduction to Executive and Event Protection**

3 hours, 3 credits

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

**Prerequisites:** ENG 201, SEC 101, SEC 210**SEC 346 Retail and Commercial Security**

3 hours, 3 credits

This course encompasses the breadth and depth of considerations involved in implementing general loss prevention concepts and security programs within a retail or commercial establishment. Strategies to prevent and reduce incidents of loss due to theft and other crimes, fire, harm from employees, as well as the ramifications of corporate mismanagement will be covered. Topics covered also include: mitigation strategies to reduce loss and pilferage, physical security systems, background investigations of employees, protection of sensitive information, internal dishonesty, and sensitivity to human rights of employees and the public.

**Prerequisites:** ENG 201, SEC 101, SEC 210**SEC 348 Security and Safety for Financial Institutions**

3 hours, 3 credits

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

**Prerequisites:** ENG 201, SEC 101, SEC 210**SEC 350 Security in Art Museums and Cultural Institutions**

3 hours, 3 credits

This course covers security and safety protocols for museums and cultural institutions. How do cultural institutions begin to secure and protect valuable art, documents, employees and visitors? Course coverage is expansive and includes internal theft, external concerns such as vandalism or irate patrons, as well as specific perimeter controls for the protection of valuable collections. The course will also delve into the possibility of violent acts or other deeds against art, landmarks and other cultural venues including natural disasters, fire and

environmental hazards. Other topics include conducting a business impact analysis specifically for museums and cultural institutions, the design of security systems, security staffing, and standard operating procedures unique to museum and cultural institutions, as well as fire safety and business continuity issues and public accessibility management.

**Prerequisites:** ENG 201, SEC 210, SEC 211

### **SEC 352 Security Investigations and Consulting**

3 hours, 3 credits

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

**Prerequisites:** ENG 201, SEC 101, SEC 210

### **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 201, senior standing, and majoring in Security Management, or permission of the section instructor

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## **SOC Sociology (Department of Sociology)**

### **SOC 101 Introduction to Sociology**

3 hours, 3 credits

This course provides an overview of the theoretical frameworks and data-collection methods that sociologists use to analyze political trends, economic developments, and cultural changes in society. It investigates the many ways that a society may influence the attitudes and actions of individuals and entire groups. In particular, this course examines social institutions like families and school systems; social stratification in the form of racial and ethnic groups, privileged groups, and social classes; cultural norms such as gender roles; organizations like bureaucracies and corporations; and social processes such as discrimination, de-industrialization, globalization and militarization. Divisive issues and social problems (such as poverty and crime) that spark social conflicts, generate movements, and raise questions of social justice will be explored.

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

### **SOC 110 Drug Use and Abuse**

(Same course as ANT 110)

3 hours, 3 credits

This class explores the controversies surrounding the causes and consequences of substance abuse as well as treatment modalities and prevention strategies. The course examines

the methods used by social scientists to estimate the numbers of people who defy the law by using controlled substances, whether drug use is growing or diminishing, the impact of drug-taking on individuals and groups, and the effects of drug use on health problems and crime rates. A wide variety of works, including ethnographic, sociological and clinical studies; first-hand accounts by drug users; anti-drug polemics; reports from criminal justice sources engaged in the "War on Drugs," and media accounts will encourage critical thinking about this entrenched individual and social problem.

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

### **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, PSY 101

**SOC 203 Criminology**

3 hours, 3 credits

This course introduces students to the subject of criminology by discussing the main theoretical perspectives and issues. It focuses on the problems of definition and measurement and the main ways in which crime can be explained and controlled. In addition, the course considers how crime is represented, for example, by the mass media, the unequal distribution of crime within society; the relationship between victims and offenders, and the social and political context of debates on crime and social control.

**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

Sex and Culture explores the cultural construction of human sexuality from the framework of the individual in society. Students will examine the social learning of sexual behaviors, beliefs and practices. Analytic focus will include how culturally prescribed gender roles for men and women inform notions of right and wrong. Specific topics may include institutionalized gender inequality, marriage and the family, homophobia and other issues involved in the relationship between sex and culture. All topics will be considered from a historical and cross-cultural perspective.

**Prerequisites:** ENG 101 and sophomore standing or above**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.**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: Theoretical and Practical Approaches**

3 hours, 3 credits

This course explores the history, evolution, and functions of probation departments and parole agencies as components of the criminal justice system. It examines the practice of "risk assessment," which relies on social science as a basis for predicting the behavior of convicted persons while on probation (as an alternative to incarceration) as well as individuals released from imprisonment on parole. The course also focuses on the problems of high rates of revocations due to violations of the conditions imposed on probationers and parolees, and the high rates of recidivism. By studying intermediate sanctions and parole, the course will grapple with questions about the social reaction to crime as well as the challenges associated with reentry into mainstream society after years of confinement in penal institutions.

**Prerequisites:** ENG 101 and SOC 101**SOC 222 Crime, Media and Public Opinion**

3 hours, 3 credits

The course explores the nature of public understandings of social problems and solutions, particularly related to crime and justice, and the media's role in facilitating those understandings. The media provide audiences a distorted view of crime and punishment as well as the cognitive tools to think about crime and what should be done about it. The first aim of the course is to examine international, interdisciplinary scholarship from a range of empirical and theoretical perspectives that address the relationship between crime, media and public opinion in an evolving media landscape. The second aim is to challenge students to think critically, both about the course materials and about the messages they encounter through the media, and to consider innovative ways to improve the interplay between crime, media and criminal justice policy.

**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 lifestyles; 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, CJBS 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 253 Sociology of Global Migration**

3 hours, 3 credits

This course will explore theories and dynamics of global migration, in order to provide students with a deeper awareness of the profound global interconnections on which we all depend. Students will become familiar with: conceptual and theoretical issues involved with defining and theorizing immigration, assimilation, integration and transnationalism; the history and contemporary trends in global migration; and the difficulties faced by specific immigrant groups.

**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 201, and 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

This course examines how criminal punishment has changed over time. It reviews the various justifications for punishment including deterrence, retribution, rehabilitation, incapacitation, and restoration, - and examines how these affect punishment in practice. It considers the social, political, and economic functions that punishment serves. It explores how and why incarceration has dramatically expanded in recent decades in the United States

and elsewhere, and considers current and future changes in the use of criminal punishment.

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

### **SOC 309 Juvenile Delinquency**

3 hours, 3 credits

This course focuses on the illegal conduct of youth whose cases are handled by the juvenile justice system. It examines the ways that adults have reacted to transgressive behavior by youth over the centuries, and how treatment approaches and prevention efforts by social welfare and social control agencies have changed. The course explores how the teenage offenders' race, class, and gender might influence the social and legal response to their delinquent activities. This course also evaluates the many sociological, psychological and even biological theories that attempt to identify the root causes of gang fighting, drug-taking, stealing, vandalism (graffiti), status offenses (such as truancy), and other varieties of adolescent misbehavior.

**Prerequisites:** 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 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 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 201 and SOC 314

### **SOC 324 Advanced Social Statistics**

3 hours, 3 credits

This course highlights fundamentals of sampling and data analysis, as well as various bivariate and multivariate methods of detecting statistical relationships between two or more variables. It is a follow-up course to STA 250 and other research courses, building upon what has been learned in the prerequisite courses. The main objectives of this course are to provide fundamental hands-on knowledge that will allow students to apply basic statistical methods to analyze quantitative data sets, to work with a statistical software package (i.e., SPSS), and to develop a research paper. Through practical instruction, this course teaches students advanced statistical techniques and prepares them for research positions as well as work in data analysis.

**Prerequisites:** ENG 201, and STA 250 or CJBA 240

### **SOC 327 Advanced Sociological Methodology**

3 hours, 3 credits

Organizational and institutional analysis, area analysis, development of indices, introduction to mathematical models, simulation models, and data processing.

**Prerequisites:** ENG 201 and SSC 325

### **SOC 328 Qualitative Research Methods in Criminology**

3 hours, 3 credits

This course is an introduction to the qualitative research methods of criminology. This includes the ethnographic method of participant observation, unobtrusive observation, visual analysis, and interviewing. Particular attention will be paid to conducting research on and among vulnerable and hidden populations as well as people associated with the criminal justice system. The course features in-depth reading of criminological and sociological studies that use and discuss these methods. Students will learn about the specific challenges of applying qualitative research methods in the field of criminology, including their ethical and legal implications as well as potential risks for researchers and research subjects. Students will also use methodological skills in the "field" through their own research projects.

**Prerequisites:** ENG 201, and SOC 101 or ANT 101, and SOC 203

### **SOC 329 Evaluation Research**

3 hours, 3 credits

This course is an introduction to evaluation research. Program evaluation uses social science theory and research methods to study, appraise, and help improve programs in nonprofit organizations, educational systems, governmental departments, and businesses. In this class, students will become familiar with the various types of program evaluations and will gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, and the development of an evaluation plan.

**Prerequisites:** ENG 201, SOC 203, STA 250 and SSC 325

### **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 201, junior standing or above, and one of the following: SOC 101, CRJ 101, CJBS 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 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 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 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 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 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 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 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 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 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 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 201, SOC 101, senior standing, CRJ 101, CJBS 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 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 201, SOC 110/ANT 110, and SOC 260, or permission of the instructor. For Criminal Justice majors: 6–9 credits in the alcohol and substance abuse concentration.

**SOC 440 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 or an in-depth essay that is a critical reflection on criminological issues, theories or research.

**Prerequisites:** ENG 201, senior standing and all disciplinary requirements for the Criminology major: SOC 203, SOC 314, STA 250 and SSC 325

**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 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 201, senior standing, majoring in Forensic Psychology or Criminology, and SOC 309 or PSY 232, or permission of the section instructor

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## SPA 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.

**Prerequisite:** Placement exam

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### 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.

**Prerequisite:** SPA 101 or placement examination

**Note:** This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

### SPA 111 Introductory Spanish I for Heritage Students

3 hours, 3 credits

This is a basic course in the Spanish language with an emphasis on oral and written communication, reading, listening, and the culture of Spanish-speaking countries.

**Note:** Open only to heritage students. Students who take SPA 101 cannot fulfill the foreign language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112

**Prerequisite:** Placement exam

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### SPA 112 Introductory Spanish II for Heritage Students

3 hours, 3 credits

The second half of introductory Spanish continues emphasis on the four language skills (listening, reading, speaking, and writing) essential to communicative language learning with a focus on the cultural diversity of the Spanish-speaking world.

**Prerequisite:** SPA 111 or placement examination

**Note:** Open only to heritage students. This course satisfies the John Jay College Option: Communications area of the Gen Ed Program.

### 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.

### 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 Intermediate Spanish I

3 hours, 3 credits

An intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing and culture) essential to communicative language learning.

**Prerequisites:** ENG 101, and SPA 102 or placement exam

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### SPA 202 Intermediate Spanish II

3 hours, 3 credits

The second part of an intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture) essential to communicative language learning.

**Prerequisites:** ENG 101, and SPA 201 or placement exam

### SPA 207 Latin America Through the Lens of Literature

3 hours, 3 credits

This course explores the diverse cultures of Latin America through the lens of literature. Students examine political, economic, and social issues through textual analysis of literary and non-literary works representing diverse voices of the cultures of the Spanish-speaking world (e.g., indigenous people, women, Afro-Hispanic groups, and the various national cultures). This course is taught in English.

**Prerequisites:** ENG 101, and ENG 201, or permission of the section instructor

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### SPA 208 The Theme of Justice in 20th-century Spanish Literature

3 hours, 3 credits

This course traces the theme of justice in 20th century Spanish literature in English translation. 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 201 or permission of the instructor

### SPA 211 Intermediate Spanish I for Heritage Students

3 hours, 3 credits

An intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing and culture) essential to communicative language learning. Open only to heritage students.

**Prerequisites:** ENG 101, and SPA 112 or placement exam

**Note:** This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

### SPA 212 Intermediate Spanish II for Heritage Students

3 hours, 3 credits

This is the second half of the Intermediate Spanish sequence for Heritage Students. This course aims to increase proficiency in the language skills (listening, reading, speaking, writing and culture) essential to communicative language learning.

**Prerequisites:** ENG 101, and SPA 211 or placement Exam

### SPA 217 Theater of the Americas since 1960

(Same course as LLS 217 and DRA 217)

3 hours, 3 credits

This course is an introduction to theatre, performance art, and cultural politics in the Americas since 1960. The course focuses on U.S. Latina/o, Chicana/o and Latin American theatre as aesthetic and sociocultural practices. We will discuss how identity is performed in the everyday sense and how historical identities, selves, and others have been performed. Topics may include political theatre, relations to European theatre traditions,

experimentation and absurdist theater, revolution, dictatorship, terror and violence, censorship and self-censorship, trauma and memory, queerness and gender, borders and latinidad.

**Prerequisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

**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.

**Prerequisites:** ENG 101, and SPA 202 or SPA 212 or department approval

**SPA 231 Interpreting I**

3 hours, 3 credits

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

**Prerequisites:** ENG 101, and SPA 202 or SPA 212 or departmental approval

**Note:** This course satisfies the College Option: Communication area of the Gen Ed program.

**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 320 Latin-American Theatre Taller de Teatro/Theatre Workshop**

3 hours, 3 credits

The theory and practice of dramatic production in Latin American and of the Spanish-speaking groups within the U.S., with special emphasis on popular and socially-committed theatre. Reading and interpretation of dramatic texts.

**Prerequisites:** ENG 201, and SPA 202 or 212 or placement exam or permission of the department

**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 201 and one of the following: SPA 230 or SPA 250 or higher

**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 201, and one of the following: SPA 230 or SPA 250 or higher

**SPA 330 Translating II**

3 hours, 3 credits

This course reviews and reinforces translation techniques and problem-solving strategies acquired in previous courses, which will be applied to specialized texts in the legal, medical, business and technical fields. Different types or genres of specialized texts will be covered, and special emphasis will be made on their linguistic, textual and discursive conventions. The main resources for translators in each specific field will also be reviewed and assessed.

**Prerequisites:** ENG 201, SPA 230, SPA 231, and SPA 250

**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 201 and one of the following: SPA 230 or SPA 250 or higher

**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 201 and one of the following: SPA 230 or SPA 250 or higher

**SPA 333 Interpreting II**

3 hours, 3 credits

This is an intermediate course designed to develop interpreting proficiency for education, medical, and legal settings. Topics covered include consecutive interpreting and sight translation skills, glossary building, code of ethics, analysis and assessment of interpreting performance. This course has a lecture component but the majority of the time is used in developing accurate interpreting skills through practice and analysis.

**Prerequisites:** ENG 201, SPA 231, SPA 230 and SPA 250

**SPA 335 Themes of Justice in Latin-American Literature and Film**

3 hours, 3 credits

How do post-authoritarian and post-dictatorial regimes deal with legacies of violence and human rights abuses? How do they address the demands for justice that arise after systematic mass atrocities? Should we remember or forget past atrocities? This course seeks to answer these questions as they apply to Latin-American societies by exploring these themes in literature, film, various other texts, and elements of popular culture such as the construction of memorials and public spaces. Although the course is taught in English, students with a reading knowledge of Spanish are encouraged to read all materials in the original.

**Prerequisite:** ENG 201

**Note:** This course satisfies the John Jay College Option: Justice in Global Perspective (300-level) area of the Gen Ed Program.

### **SPA 340 Legal Interpreting I**

3 hours, 3 credits

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

**Prerequisites:** ENG 201, SPA 230, SPA 231 and SPA 250

### **SPA 435 Legal Translating**

3 hours, 3 credits

The aim of this course is to provide its students with the knowledge and skills they need to translate legal texts. Students are introduced to the terminology, syntax, and stylistics of legal texts. This course provides also an introduction to the principles of comparative law. Particular attention is given to translations in business law (contracts), family law (marriage certificates, divorce decrees), and inheritance law (wills).

**Prerequisites:** ENG 201, SPA 330 and SPA 333

### **SPA 440 Legal Interpreting II**

3 hours, 3 credits

Legal Interpreting II is a course designed to further improve interpretation skills, accuracy and speed in all modes of interpretation. Modules of terminology related to court proceedings and criminology will be reviewed and expanded and new advanced terminology related to computer forensics will be introduced. The pace of interpreting will be faster and the exercises and assignments in this course contain more complex legal terminology. The training is hands-on with actual court documents, transcripts and sample recordings for practice.

**Prerequisites:** ENG 201, SPA 333 and SPA 340

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## **SPE 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**

SEE COM 113 Oral Communication

### **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 or COM 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 or COM 113, and 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 or COM 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, and SPE 113 or COM 113, 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, and SPE 113 or COM 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 or COM 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 COM 113 or permission of the section instructor. Recommended: LAW 202

**SSC Social Science Research (SEEK Department)****SSC 100 Education and Justice**

3 hours, 3 credits

This course examines the relationship of education to questions of justice as fairness in the U.S. It explores the historical, social, political, economic, and cultural contexts in which young people receive their schooling and analyzes the nature, causes, and effects of educational inequality. In the process of studying these issues, students will reflect on their own educational experiences and gain an understanding of the processes and expectations of college.

**Note:** This course is restricted to SEEK students only.

This course satisfies the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program.

**SSC 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 201, and PSY 101 or SOC 101, and junior standing or above

**STA Statistics (Department of Mathematics and Computer Science)****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

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

**TOX 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 201 and 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 201, CHE 315, CHE 320-321, and TOX 313

**Note:** This course has a \$40.00 material fee

**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 201, CHE 315, CHE 320-321, and TOX 415

**Note:** This course has a \$40.00 material fee



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# 7. Campus Resources

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# COMPUTERS AND EDUCATIONAL TECHNOLOGY

## Classroom Lab Support Services (CLSS)

L2.72.00 NB  
212.237.8047  
clss@jjay.cuny.edu

Classroom Lab Support Services (CLSS) (formerly known as Instructional Technology Support Services), a division of the Department of Information Technology (DoIT), leads the development and deployment of new educational technology and to provide the training required to effectively integrate technology into the instructional program.

CLSS provides a multitude of outstanding services to assist John Jay College faculty, staff, and students to achieve their instructional technology development and productivity. Listed below is a brief description of each type of services.

### Professional Development and Training Services

CLSS offers a variety of training sessions and events designed for different needs and users. Every semester, CLSS presents series of training sessions from hour long demonstrations to extensive, multiple day, classroom-based hands-on courses on a variety of computing topics for the faculty, staff, and students. To help you find the right type of training, these training sessions are listed under appropriately named categories such as *25 minute Tech Shot*, *Tech Bites*, *Workshops*, *Demonstrations*, *Announced Walk-In*, *Training Courses* and others. To help you find training topics of interest regardless of categories, use our new *All-In-One* schedule.

### Computer Lab Services

CLSS provides John Jay College students with access and support to well-maintained computers in our facilities (e.g. *Student Computer Lab Center*), as well as all *Student Technology Fee funded Departmental Computer Labs*, *Cyber Cafe and Lounge areas*, *Mobile Computer Labs*, *the Laptop Loan Center and the new EZ Print Center and Stations*.

### Classroom Technology Services (CTS)

CLSS provides and maintains all the instructional technology within classrooms. Our excellent CTS staff is always ready to support the faculty and staff in achieving the optimal use of classroom technology for teaching or presentation.

### Consultation and Other Services

CLSS offers personalized, one-on-one consultations to our faculty and staff scheduled at a mutually convenient time. Other services include *Software Site Licensing and Distribution*, *Podcasting support*, *Website Development Support*, *iTunes U Support*, *Blackboard Student Support* and much more.

### Online Training Resources and FAQs

CLSS produces multiple documents and training materials to facilitate professional development for online access at your own pace and time. Committed to providing a supplemental enhanced learning experience, CLSS has chosen an acclaimed professional web-based training site, *MySkillSource*. In addition to the above primary services, CLSS administers and

coordinates the *Student Technology Fee* at John Jay College which entails the acquisition of proposed hardware and software to achieve successful approved project implementation. Information about upcoming events, services and workshops sponsored by CLSS is posted on the CLSS website and also on the College Calendar.

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## EMERGENCY CLOSING OF THE COLLEGE

212.237.8000  
<http://www.jjay.cuny.edu>

Notice of college closings due to serious snowstorms or other emergencies are posted on the John Jay College website.

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## PUBLIC SAFETY

Emergency Services Hotline 212.237.8888

The Office of Public Safety responds to emergencies, and security and safety problems. With the exception of the BMW Building and the 54th Street Academic Annex, the security desks are staffed at all times. The telephone numbers for the security desks are:

- Command Center: 212.237.8524
- New Building (59th Street): 212.621.4174
- New Building (11th Avenue): 212.621.4175
- Haaren Hall (899 Tenth Avenue): 212.237.8266
- North Hall (445 W. 59th Street): 212.237.8740
- BMW Building (555 W. 57th Street, 6th Floor): 212.237.8700
- Westport Building (500 W. 56th Street): 212.484.1120
- 54th Street Academic Annex (619 W. 54th Street): 646.557.4772

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## 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, including: *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 the 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 talents. 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, and 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.



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## **8. Policies, Rules and Regulations**

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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, and 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 s/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, 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 or her 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.

### 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; 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 to 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. Admonition, warning, censure, and disciplinary probation shall be in addition to any other penalty provided by law or The City University.

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.

For more information please see: [http://policy.cuny.edu/manual\\_of\\_general\\_policy/article\\_vi/policy\\_6.6/text/#Navigation\\_Location](http://policy.cuny.edu/manual_of_general_policy/article_vi/policy_6.6/text/#Navigation_Location)

**New York State Education Law Article 5 Section 224a**

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.

6a. 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.

**Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act of 1974 (also called FERPA or the Buckley Amendment), as amended, grants students certain rights, privileges, and protections relative to individually identifiable student education records maintained by John Jay College. Education records are defined as those records containing information directly related to a student, maintained by the college, or by a party acting on behalf of the college. These rights pertain to any present or former student, but not to candidates for admission. For purposes of this right, a person becomes a student when both of the following are true:

- he or she is registered for one or more classes and
- the current date is on or after the first day of the student's first enrolled term.

For purposes of FERPA, John Jay College considers all students to be independent. Therefore, education records will not be provided to parents without the written consent of the student. However, students may authorize the release of education records to parents or others; visit [http://jstop.jjay.cuny.edu/forms/Academic\\_Financial\\_Information.pdf](http://jstop.jjay.cuny.edu/forms/Academic_Financial_Information.pdf).

Students have the right to inspect and review their education records within 45 days of the day the College receives a request for access.

Students wishing to review their record should submit to the appropriate official a written request that identifies the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Students have the right to request the amendment of such records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

Students who believe their record is inaccurate or misleading may request that the College amend the record by writing to the College official responsible for the record. The request should clearly identify the part of the record to be changed and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Students have the right to consent to disclosure of personally identifiable information contained in their education records, except that information for which FERPA authorizes disclosure without consent (a representative list of exceptions appears below).

Students have the right to file with the U.S. Department of Education a complaint concerning alleged failure by the College to comply with FERPA to:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202-5920  
 Phone: 1-800-USA-LEARN (1-800-872-5327)

The College may deny access to certain records. The following records are not considered education records under FERPA, and students do not have the right to access them:

- Private records of instructors, counselors, or administrators kept for their own use, including faculty notes, data compilation, and administrative records kept exclusively by the maker of the records that are not accessible or revealed to anyone else (sole possession records)
- Law enforcement records
- Medical, psychiatric, psychological, or similar records, including those maintained and used only in connection of treatment by physicians, psychiatrists and psychologists.
- Employment records (except where the employment status is contingent upon the employee being a student, such as college federal work-study or teaching assistants)
- Records collected about an individual after that person is no longer a student at John Jay College, e.g., alumni records

- Grades or peer-graded papers before they are collected and recorded by an instructor
- Statistical data compilations that contain no mention of personally identifiable information about any specific student

In addition, the College does not permit a student to review education records that are:

- Financial records of the parents of a student.
- Confidential letters and statements of recommendation placed in the education records of a student (a) prior to January 1, 1975, as long as they are used only for the purposes for which they were specifically intended; and (b) after January 1, 1975, if the student has waived access to such letters and recommendations and if such letters and recommendations relate to the student's admission to an educational institution (including admission to John Jay College), application for employment, or receipt of an honor or honorary recognition.

The College may disclose educational records without written consent of students:

- To personnel within the College who maintain educational records and those with a legitimate educational interest, including faculty or staff who deal with the student and carry out education duties, and employees designated by them to assist in these tasks. John Jay College defines "legitimate educational interest" as "needs the record(s) to carry out employment responsibilities." Therefore, any College employee (or person acting on behalf of the College) may have access to student records without the student's written consent if that person needs the access to carry out his or her employment responsibilities, when such records are needed in furtherance of the educational or business purposes of the student or college.
- To officials at schools, colleges, or universities participating in cross-enrollment programs for the purposes stated in the bullet above. John Jay College currently exchanges academic information with all other campuses within the City University of New York (CUNY); if other institutions are added, this arrangement will be automatically extended to include them.
- To officials of other colleges or universities in which the student seeks to enroll.
- To accrediting organizations approved by the College carrying out their accrediting functions.
- To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities in connection with certain state or federally supported education programs.
- In connection with a student's request for or receipt of financial aid, as necessary to determine eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid as well as to organizations conducting studies approved by the College having educational value or concerning financial aid.
- If required by a state law requiring disclosure that was adopted before November 19, 1974.
- To persons in compliance with a judicial order or a lawfully issued subpoena, with a notice of the disclosure being sent to the last known address of the student.
- To persons in an emergency if, in the judgment of an official in charge of the records, knowledge of the information is necessary to protect the health and safety of the student or another person.

Students' names and John Jay College e-mail address(es) will be available to faculty, staff, and other students on the College's computer network, including the e-mail server and the Blackboard course management system.

Certain state and federal laws modify some or all rights granted by FERPA. Such laws include SEVIS and INS compliance (Department of Homeland Security), Megan's Law, the Solomon Amendment, and NCES/IPEDS/Student Right-to-Know compliance. John Jay College releases education records as these laws require.

Student Directory information may be released without the student's prior consent. John Jay College defines the following as Directory information:

- Name
- Address and telephone number
- Age (or date of birth) and place of birth

- Major and minor fields of study
- Level (undergraduate/graduate) and class year
- Year or date of expected graduation
- Participation in officially recognized clubs, sports, or student activities
- Height and weight of members of athletic teams
- Photographs
- Dates of attendance
- Degrees, honors, and awards received (including dates)
- Previous educational agency (or agencies) or institution(s) attended
- Enrollment load(s) (full-time/part-time), and dates of attendance
- Matriculation status and date

Students have the right to withhold directory information. If students choose to withhold directory information, this will give them greater privacy, but could also have unintended consequences. For example, as long as a non-disclosure order is in effect, the student's name will not appear on the Dean's list or in the commencement program and all requests to verify degrees must be submitted in writing. John Jay College assumes no liability for honoring the student's instructions to withhold information. To withhold information, students must complete a form, available on the Office of Registrar compendium at <http://inside.jjay.cuny.edu/compendium/assets/PDF/>.

### 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. Students 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 at <http://www.cuny.edu/about/administration/offices/la/Procedures-for-Public-Access-to-Records.pdf>

### The City University of New York Policies and Procedures on Equal Opportunity, Non-Discrimination and Against Sexual Harassment

#### Policy on Equal Opportunity and Non-Discrimination

The City University of New York ("University" or "CUNY"), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University.

It is the policy of the University 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, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, or status as a victim of domestic violence/stalking/sex offenses, or any other legally prohibited basis in accordance with federal, state and city laws. As a public university system, CUNY adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action. Should any federal, state or city law or regulation be adopted that prohibits discrimination based on grounds or characteristics not included in this Policy, discrimination on those additional bases will also be prohibited by this Policy.

It is also the University's Policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, or employees who are victims of domestic violence/stalking/sex offenses.

This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

**Prohibited Conduct Defined**

Discrimination is treating an individual differently or less favorably because of his or her protected characteristics—such as race, color, religion, gender, national origin, or any of the other bases prohibited by this Policy.

Harassment is unwelcome conduct based on a protected characteristic that has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile or abusive work or academic environment. Such conduct can be verbal, written, visual, or physical.

Retaliation is adverse treatment of an individual because he or she made a discrimination complaint, opposed discrimination, or cooperated with an investigation of a discrimination complaint.

**Policy Against Sexual Harassment**

Sexual harassment, a form of sex discrimination, is illegal under federal, state, and city laws, and will not be tolerated within the University. Members of the University community who believe they have been sexually harassed are strongly encouraged to report the allegations as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult to investigate the allegations.

**Sexual Harassment Defined**

Sexual harassment consists of unwelcome sexual advances or requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic standing;
- submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (such as a student sexually harassing a faculty member).

**Examples of Sexual Harassment**

Sexual harassment may take different forms. Using a person’s response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment include, but are not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, favorable grades, or recommendations);
- submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target finds, and a reasonable person would find, that an intimidating, hostile or abusive work or academic environment has been created. Examples of this kind of sexual harassment include, but are not limited to, the following:

- sexual comments, teasing, or jokes;
- sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse of a sexual nature;
- graphic or sexually suggestive comments about an individual’s attire or body;
- graphic or sexually suggestive gestures;
- inquiries or discussions about sexual activities;

- pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- sexual touching, brushing up against another in a sexual manner, cornering, pinching, grabbing, kissing, or fondling;
- coerced sexual intercourse or sexual assault.
- Consensual, Intimate Relationships
- Relationships between faculty or employees and students.

Amorous, dating or sexual activity or relationships (“intimate relationships”), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and faculty members and between students and employees who advise or evaluate them, such as athletic coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with respect to a student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not amicable, the relationship may lead to charges of and possible liability for sexual harassment.

Therefore, faculty members and other employees are prohibited from engaging in intimate relationships with students for whom they have a professional responsibility, including undergraduates, graduate and professional students and postdoctoral fellows.

For purposes of this section, professional responsibility for a student means responsibility over academic matters, including teaching, counseling, grading, advising for a formal project such as a thesis or research, evaluating, hiring, supervising, coaching, making decisions or recommendations that confer benefits such as admissions, registration, financial aid, other awards, remuneration, or fellowships, or performing any other function that might affect teaching, research, or other academic opportunities.

**Relationships between Supervisors and Employees**

Many of the concerns about intimate relationships between faculty members or employees and students also apply to relationships between supervisors and employees they supervise. Those relationships therefore are strongly discouraged. Supervisors shall disclose any such relationships to their supervisors in order to avoid or mitigate conflicts of interest in connection with the supervision and evaluation of the employees with whom they have a consensual relationship. Mitigation may involve the transfer of either the supervisor or employee, reassigning the responsibility to evaluate the employee to a different supervisor, or other appropriate action.

For purposes of this section, supervising an employee means supervising in an employment setting, including hiring, evaluating, assigning work, or making decisions or recommendations that confer benefits such as promotions, raises or other remuneration, or performing any other function that might affect employment opportunities.

**Retaliation**

This Policy prohibits retaliation for reporting or opposing sexual harassment, or cooperating with an investigation of a sexual harassment complaint.

**Discrimination, Sexual Harassment and Retaliation Complaints**

The City University of New York is committed to addressing discrimination and sexual harassment complaints promptly, consistently and fairly. There shall be procedures for making and investigating such complaints, which shall be applicable at each unit of the University.

**Academic Freedom**

These policies shall not be interpreted so as to constitute interference with academic freedom.

**Responsibility for Compliance**

The President of each college of the University, the CUNY Executive Vice Chancellor and Chief Operating Officer, and the Deans of the Law School and Graduate School of Journalism will have ultimate responsibility for overseeing compliance with these policies at their respective units of the University.

In addition, each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility must promptly consult with the Chief Diversity Officer if they become aware of conduct that may violate this policy. All members of the University community are required to cooperate in any investigation of a discrimination, sexual harassment, or retaliation complaint.

Policies adopted by CUNY Board of Trustees on November 26, 2012. These Policies supersede CUNY's prior non-discrimination and sexual harassment policies and became effective upon adoption.

For the complete policy and procedures go to: <http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/finalnondeiscrimpolicy121213.pdf>

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### 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.

Malaine Clarke is the Director of Accessibility Services. She can be reached at [maclarke@jjay.cuny.edu](mailto:maclarke@jjay.cuny.edu) or at 212.237.8185.

#### CUNY Disability Accommodation Procedure

The City University of New York, in compliance with Sections 503 and 504 of the Federal Rehabilitation Act of 1973 ("Rehabilitation Act"), the Americans with Disabilities Act of 1990 ("ADA"), New York State Executive Law §296, and the New York City Human Rights Law, provides qualified individuals with disabilities the opportunity to participate in programs, activities or employment.

#### Responsibility for Implementation

The president of each constituent college of The City University of New York, the Senior Vice Chancellor for the Central Office, and the Dean of the Law School are responsible for the implementation of these procedures.

Each University unit has a 504/ADA Compliance Coordinator who has responsibility for coordinating efforts to ensure access and non-discrimination for individuals with disabilities.

The Human Resources Director along with supervisors of each constituent college of The City University of New York is responsible for making arrangements to provide reasonable accommodations to applicants for employment and current employees.

Each University unit has a Student Disabilities Services Coordinator who has responsibility for providing services and coordinating efforts to ensure access to programs and activities for students with disabilities.

#### Procedures for Requesting an Accommodation

##### Applicants for Employment

As part of a standard acknowledgment letter, individual applicants are to be instructed to contact the college's Director of Human Resources if an accommodation is needed to participate in the application/interview process. The Human Resources Director will make arrangements with the appropriate individuals to provide a reasonable accommodation.

##### Current Employees

Upon initial hire, each employee is given the opportunity to self-identify as a person with a disability and to request a reasonable accommodation. The self-identification form is to be circulated annually by Human Resources to all current employees to permit the self-identification of employees who may have become disabled subsequent to initial hire.

An employee should make any initial request for accommodation to his/her immediate supervisor. Alternatively, an employee may direct his/her request

to the Director of Human Resources at the site. In either case, consultation between the employee's supervisor and the Director of Human Resources should take place to determine whether the requested accommodation, or an alternate accommodation, is appropriate and should be implemented. Appropriate supporting documentation should be provided to the Human Resources Director. If the proffered accommodation is acceptable to the employee, the Human Resources Director should inform the 504/ADA Compliance Coordinator of the nature of the accommodation.

When an accommodation is complex or requires college expenditures, the supervisor and the Human Resources Director are required to obtain the input of the 504/ADA Compliance Coordinator and/or other college officials. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision.

Employees may consult with the college's 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA and state and local legislation, and they are encouraged to do so.

##### Visitors

Brochures/flyers announcing specific public programs should include a statement identifying the person to contact if an accommodation is needed. The time frame, by which such a request must be made, e.g. forty-eight hours in advance, must be included in the statement. A visitor should make any initial request for accommodation to the individual designated on the flyer. The designee should consult with appropriate college officials to determine the feasibility of granting the requested accommodation. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision. If the proffered accommodation is acceptable to the visitor, the designee should inform the 504/ADA Compliance Coordinator of the nature of the accommodation.

##### Students

A student should make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation. The Student Disabilities Services Coordinator may consult with appropriate college officials such as the instructor or Provost to determine the appropriateness of the requested accommodation consistent with the program requirements. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision.

Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

Carrie Dehls is the Human Resources Benefits Coordinator. Employees may reach her at [cdehls@jjay.cuny.edu](mailto:cdehls@jjay.cuny.edu) or at 212.237.8504.

Malaine Clarke is the Director of Accessibility Services. Students may reach her at [maclarke@jjay.cuny.edu](mailto:maclarke@jjay.cuny.edu) or at 212.237.8185.

Silvia Montalban is the College's 504/ADA Compliance Coordinator, She can be reached at [smontalban@jjay.cuny.edu](mailto:smontalban@jjay.cuny.edu) or at 646.557.4409.

Additional information about this CUNY policy can be accessed at:

<http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/reasonable-accommodation.html>

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### 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 and 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.

John Jay College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work.



Students needing assistance can seek accommodations from the Office of Accessibility (Malaine Clarke, Interim Director of Accessibility Services, 212-237-8031, [maclarke@jjay.cuny.edu](mailto:maclarke@jjay.cuny.edu)) or Title IX Coordinator (Silvia Montalban, Office of Legal Counsel, 646-557-4409, [smontalban@jjay.cuny.edu](mailto:smontalban@jjay.cuny.edu)).

- Ensuring that disciplinary procedures are followed in the event that the alleged perpetrator is a CUNY student or employee.

**II. Procedures for Reporting Incidents of Sexual Assault and Other Forms of Violence**

Obtaining assistance after a student is sexually assaulted, stalked or is in an abusive relationship is extremely important and can involve different points of on-campus contact for students, faculty and staff, including the Public Safety Department, Women's/Men's Centers and Counseling Departments, and/or the Dean of Student Development/Student Affairs. Each provides different forms of assistance which together address many of the needs of survivors.

**Contact Law Enforcement Personnel Immediately**

CUNY urges any student who has been the victim of a sexual assault or other act of violence or abuse, or any student or employee who has witnessed a sexual assault or other act of violence against a student, to immediately report the incident to the college Public Safety Department if the attack occurred on-campus, or to call 911 or go to the local NYPD precinct if the incident took place off-campus. Each college shall be provided with a list of emergency contact numbers as part of its orientation and training programs.

**Seek Immediate Medical Attention**

It is critical that victims of a physical assault receive comprehensive medical attention as soon as possible. For a sexual assault in particular, immediate treatment and the preservation of evidence of the attack (i.e. retain the clothing worn during the attack and do not shower) is crucial to a criminal investigation. If a student believes that she/he may be the victim of date rape by being drugged, she/he should go directly to a hospital to receive a toxicology examination since such drugs only remain in a person's system for a short period of time. In all other circumstances, public safety and police personnel can assist the victim in obtaining medical care. Each college shall be provided with a list of local hospitals, some of which are designated as SAFE (Sexual Assault Forensic Examiner) hospitals that are specially equipped to handle sexual assaults and are trained to gather minute evidence from such assaults. Rape crisis advocates at emergency rooms are also trained to handle domestic violence. EMS will be directed to bring victims to a SAFE hospital at their request. Medical attention is critical not only to treat internal and external injuries and to combat the possibilities of sexually transmitted infections and/or pregnancy, but also to collect evidence that can be used against the alleged perpetrator. It is also vital to ongoing safety and recovery that victims receive emotional support and professional counseling as soon as possible after the attack.

**Seek On-campus Assistance**

CUNY encourages student victims to contact the Dean of Student Affairs/Student Development to obtain assistance in accessing medical and counseling services, or to make any necessary changes to the student's academic program or residential housing situation. Public Safety can assist victims getting to and from campus safely, filing a police report and obtaining an order of protection against the alleged perpetrator. Victims can also file a complaint with the college against an alleged perpetrator who is a student or employee of the University with the Dean of Student Affairs/Student Development and the Public Safety Office.

**Obtaining an On-campus Advocate**

Student victims of a sexual assault, stalking or domestic or intimate partner violence shall be provided with on-campus support in the form of an advocate from the Women's/Men's Center (if there is one on campus) or an appropriately trained counselor to assist them in handling the various aspects of their ordeal, such as: 1) explaining to victims their options of whether or not to report the incident to campus or law enforcement authorities; 2) providing guidance if they require medical attention; 3) providing guidance in obtaining crisis intervention and/or ongoing counseling services (or a referral to obtain the necessary services if such services are not available on campus); and 4) assisting victims throughout the College's disciplinary process if they choose to file a complaint against another student in connection with the incident.

**Handling Sexual Assault, Stalking and Domestic and Intimate Partner Violence Complaints On-campus**

The colleges shall act promptly in response to information that a student has been sexually assaulted, or has been the victim of domestic or intimate partner violence or stalking by another member of the CUNY community. Upon receipt of a complaint, the College shall undertake an appropriate investigation. If it appears that there is sufficient evidence to warrant disciplinary charges against a student or staff member, such charges shall be brought pursuant to the appropriate University procedures or collective bargaining agreement. If the alleged perpetrator

**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.

**Equity in Athletics Disclosure Act**

The Equity in Athletics Disclosure Act requires co-educational institutions of postsecondary education that participate in a Title IV federal student financial assistance program and have an intercollegiate athletic program to prepare an annual report to the Department of Education on athletic participation, staffing, and revenues and expenses by men's and women's teams. The Department will use this information in preparing its required report to the Congress on gender equity in intercollegiate athletics. Equity in athletics data is now available on the Web at: <http://ope.ed.gov/athletics>. This site provides data from thousands of colleges and universities in a convenient searchable form.

Additional information may be found on the College's Athletics webpage at <http://www.johnjayathletics.com/>

**Policies and Procedures Concerning Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students**

**I. Policy Statement**

The City University of New York seeks to create and maintain a safe environment in which all members of the University community—students, faculty and staff—can learn and work free from the fear of sexual assault and other forms of violence. The University's policies on Workplace Violence and Domestic Violence and the Workplace apply to all acts of violence that occur in the workplace or that may spill over into the workplace. The University's Sexual Harassment Policy prohibits many forms of unwelcome conduct, including but not limited to physical conduct of a sexual nature. This policy is specifically directed towards sexual assault, domestic and intimate partner violence, and stalking committed against students on and off-campus.

CUNY wants all victims of sexual assault, stalking, and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist student victims in obtaining help, including immediate medical care, counseling and other essential services. If the alleged perpetrator is also a member of the CUNY community, the college will take prompt action to investigate and, where appropriate, to discipline and sanction the alleged perpetrator. CUNY urges all victims to seek immediate help in accordance with the guidelines set forth in this policy with the assurance that all information received from a complaint will be handled as confidentially as possible.

In order to eliminate sexual assaults and other forms of violence perpetrated against students, and to create a safe college community, it is critical to provide an appropriate prevention education program and have trained professionals to provide vital supportive services.

Accordingly, CUNY is committed to the following goals:

- Providing clear and concise guidelines for students to follow in the event that they or someone they know have been the victim of a sexual assault, domestic/intimate partner violence, or stalking.
- Assisting victims of sexual assault or abuse in obtaining necessary medical care and counseling, whether on or off-campus.
- Providing the most informed and up-to-date education and information to its students about how to identify situations that involve sexual assault, domestic and intimate partner violence, or stalking, and ways to prevent these forms of violence.
- Educating and training all staff members, including counselors, public safety officers and student affairs staff and faculty, to assist victims of sexual assault, domestic/intimate partner violence, or stalking.

is a student and the matter is brought before a hearing, the victim and alleged perpetrator are entitled to the same opportunities to have others present and to be informed of the outcome of the proceedings. The victim is entitled to a report of the results of the proceeding at her/his request. If a student is found guilty of committing a sexual assault or other act of violence against another CUNY student or employee after a disciplinary hearing, the penalties may include suspension, expulsion from residence halls, or permanent dismissal from CUNY.

In addition, if during the course of the investigation and/or disciplinary process the alleged perpetrator, or anyone on his/her behalf, seeks to contact the victim so as to harass, intimidate, threaten or coerce the victim in any way, the College reserves the right to bring additional disciplinary action against the actor. Such conduct by any member of the CUNY community will not be tolerated.

### Confidentiality

The University recognizes that confidentiality is particularly important to victims of sex crimes, domestic and intimate partner violence and stalking. If the victim seeks counseling with a licensed professional and/or works with an advocate from the campus, those communications will be confidential. CUNY encourages victims in all circumstances to seek counseling in order to speak about her/his options and to begin the recovery period.

While complete confidentiality cannot be guaranteed, every effort will be made to maintain confidentiality on a "need to know" basis. Generally, the wishes of a victim not to report a sexual assault or incident of domestic/intimate partner violence or stalking to the police will prevail, though the College reserves the right to notify the police when it believes that such reporting is necessary for the protection of the College community.

Such notification, however, will generally be done without divulging the victim's identity and for the purpose of providing a campus-wide safety alert. In addition, the College must adhere to legal mandates such as Title IX, medical reporting laws, and the Campus Security Act. For example, CUNY is required to make an annual report documenting the occurrences of violent crimes on campus, including sexual assault. However, this report does not include any information identifying the individuals (including the victims) linked to these crimes.

### III. Implementation of the Policies and Procedures Concerning Sexual Assault and Other Forms of Violence Against Students

The President and Vice President for Student Affairs/Student Development of each college shall be responsible for implementing this policy in accordance with the most up-to-date information and resources pertaining to sexual assault, stalking and domestic/intimate partner violence education and prevention, and victim assistance. The following steps must be taken to implement this policy:

1. **Publication:** A copy of this policy shall be easily accessible on the CUNY website and on the website administered by each college. A summary shall also be incorporated into every college student handbook. In addition, copies of the policy and procedures shall be made available in student centers, residence halls, student affairs/student development offices, women's/men's centers, counseling centers, health clinics and public safety departments, and shall be distributed to all new students during orientations.
2. **Prevention/Risk Reduction Education:** Each college shall develop materials and programs to educate its students, faculty and staff on the nature, dynamics, common circumstances and effects of sexual assault, domestic/intimate partner violence and stalking, and the means to reduce their occurrence and prevent them. Prevention education should provide up-to-date and relevant information, such as education pertaining to bystander intervention, the importance of peer networks and the significance of fostering a community of responsibility.

Prevention education materials and programs shall be incorporated into campus orientation activities for all incoming undergraduate and graduate students (including transfers), and shall be made available to all student activity groups, clubs and athletic teams. In addition, all residence halls shall have a mandatory orientation on sexual assault, stalking and domestic/intimate partner violence prevention. Colleges are encouraged to assist in the organization of peer education groups and to provide resources to such groups so that the groups can provide training and outreach to other students throughout the academic year. Since the abuse of alcohol is frequently involved in occurrences of sexual assault and other forms of violence, it is important that the education program include education about the deleterious effects of alcohol abuse.

3. **Professional Training:** Each college shall provide periodic training relating to the prevention and handling of sexual assaults, stalking and domestic/intimate partner violence for all relevant personnel, including public safety officers, counselors, student affairs staff and residence hall assistants by experts trained in the field.

Education and training shall also be made available to any interested faculty and staff member. Each campus must have at least one qualified staff or faculty member serve as a designated liaison and trainer.

4. **Oversight by CUNY Central Administration:** The University Vice Chancellor for Student Affairs shall monitor compliance with this policy at all of the campuses, shall review the policies and procedures on an annual basis, and shall make recommendations in the event that updates to prevention and education information are necessitated. In addition, the Office of the Vice Chancellor for Student Affairs shall provide educational materials that may be needed to ensure full implementation of this policy on every campus. Liaisons will be identified from each campus who will receive standardized training in order to fulfill their responsibilities on their campuses. The policies, procedures and outreach materials and programs will be subject to a periodic process of assessment in order to maintain efficacy.

The policy may also be accessed at: <http://www.cuny.edu/about/administration/offices/la/CUNYSexualAssaultPolicy.pdf>

### CUNY Policy on Drugs and Alcohol

The City University of New York ("CUNY") is an institution committed to promoting the physical, intellectual, and social development of all individuals. As such, CUNY seeks to prevent the abuse of drugs and alcohol, which can adversely impact performance and threaten the health and safety of students, employees, their families, and the general public. CUNY complies with all federal, state, and local laws concerning the unlawful possession, use, and distribution of drugs and alcohol.

Federal law requires that CUNY adopt and implement a program to prevent the use of illicit drugs and abuse of alcohol by students and employees. As part of its program, CUNY has adopted this policy, which sets forth (1) the standards of conduct that students and employees are expected to follow; (2) CUNY sanctions for the violation of this policy; and (3) responsibilities of the CUNY colleges/units in enforcing this policy. CUNY's policy also (1) sets forth the procedures for disseminating the policy, as well as information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and available counseling, treatment, or rehabilitation programs, to students and employees; and (2) requires each college to conduct a biennial review of drug and alcohol use and prevention on its campus.

This policy applies to all CUNY students, employees and visitors when they are on CUNY property, including CUNY residence halls, as well as when they are engaged in any CUNY-sponsored activities off-campus.

### CUNY Standards of Conduct

The unlawful manufacture, distribution, dispensation, possession, or use of drugs or alcohol by anyone on CUNY property (including CUNY residence halls), in CUNY buses or vans, or at CUNY-sponsored activities is prohibited. In addition, CUNY employees are prohibited from illegally providing drugs or alcohol to CUNY students. Finally, no student may possess or consume alcoholic beverages in any CUNY residence hall, regardless of whether the student is of lawful age, except for students living in the Graduate School and University Center's graduate housing facilities. For purposes of this policy, a CUNY residence hall means a residence hall owned and/or operated by CUNY, or operated by a private management company on CUNY's behalf.

In order to make informed choices about the use of drugs and alcohol, CUNY students and employees are expected to familiarize themselves with the information provided by CUNY about the physiological, psychological, and social consequences of substance abuse.

### CUNY Sanctions

Employees and students who violate this policy are subject to sanctions under University policies, procedures and collective bargaining agreements, as described below. Employees and students should be aware that, in addition to these CUNY sanctions, the University will contact appropriate law enforcement agencies if they believe that a violation of the policy should also be treated as a criminal matter.

### Students

Students are expected to comply with CUNY and college policies with respect to drugs and alcohol. Any student found in violation may be subject to disciplinary action under Article 15 of the Bylaws of the Board of Trustees, which may result in sanctions up to and including expulsion from the University.

In addition, any student who resides in a CUNY residence hall and who is found to have violated any CUNY or college policy with respect to drugs and alcohol may be

subject to sanctions under the CUNY Residence Hall Disciplinary Procedures, up to and including expulsion from the residence hall.

In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the student must see a counselor or successfully participate in a drug and alcohol treatment program.

In accordance with the Federal Educational Rights and Privacy Act (“FERPA”), CUNY may also choose—when appropriate—to contact parents or legal guardians of students who have violated the CUNY policy on drugs and alcohol.

**Employees**

Any employee found to have violated this CUNY policy may be subject to disciplinary action, in accordance with the procedures set forth in applicable CUNY policies, rules, regulations, and collective bargaining agreements. Sanctions may include a reprimand, suspension without pay, or termination of employment. In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the employee must successfully participate in a drug or alcohol treatment program.

Each college or unit of the University should make its best efforts to educate employees and students about this policy and the risks associated with the unlawful possession, use, or distribution of illegal drugs and alcohol. The president of each college or unit may choose to ban alcohol at on-campus functions or at any particular function. This policy, together with information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and counseling, treatment, or rehabilitation programs available to employees or students, must be distributed annually to all employees and students. The chief student affairs Officer shall be responsible for the distribution of this material to students, and the director of human resources shall be responsible for the distribution of the material to employees.

The Vice President for Administration, or person performing the equivalent function at each college or unit of CUNY, shall be responsible for conducting a biennial review to determine the effectiveness of CUNY’s drug and alcohol program at its college or unit, and to ensure that sanctions for drug and alcohol violations are consistently enforced. Upon completion, the biennial review must be sent to the University’s Executive Vice Chancellor and Chief Operating Officer. This biennial review must include the number of drug and alcohol-related violations and fatalities that occur on the college’s campus or as part of the college’s activities, as well as the number and type of sanctions imposed as a result of drug and alcohol-related violations and fatalities that occur at the college as part of its activities.

**Tobacco-free CUNY**

Effective no later than September 4, 2012, the use of tobacco will be prohibited on all grounds and facilities under CUNY jurisdiction, including indoor locations and outdoor locations such as playing fields; entrances and exits to buildings; and parking lots.

This policy applies to all tobacco and tobacco products including chew tobacco and e-cigarettes.

Tobacco cessation resources on the CUNY campuses and across New York City can be accessed at:

<http://cuny.edu/about/resources/healthycuny/tobaccofreecuny/CessationResources.html>

For more information, please contact Patti Lamberson at [plambers@hunter.cuny.edu](mailto:plambers@hunter.cuny.edu)

**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 thirty 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.

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### CUNY Policy on Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties include academic sanctions such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

#### 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. Examples include:

- 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)
- Falsifying data (in whole 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. Examples include:

- 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
- Failing to acknowledge collaborators on homework and laboratory assignments
- Internet plagiarism, including submitting downloaded papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting and pasting" from various sources without proper attribution

Obtaining unfair advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his/her academic work over another student, Examples include:

- 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. Examples include:

- 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

More detailed information about the CUNY Policy on Academic Integrity, which was revised and adopted by the Board of Trustees effective July 1, 2011, may be accessed at: [http://www.cuny.edu/about/administration/offices/la/Academic\\_Integrity\\_Policy.pdf](http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf)

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### File Sharing and Copyright Infringement

#### File Sharing — What You Should Know

Peer-to-peer (P2P) file-sharing programs have become a popular way to exchange music, movies, games and software over the Internet. Academic applications of these programs are also expanding. P2P software, if installed and enabled on your computer, allows digital media to be downloaded or uploaded between your computer and any other computer that also has these programs installed and enabled, and is also connected to the Internet.

If you use P2P programs, we want you to be aware of certain personal risks, including the potential for both criminal and civil liability if you copy and distribute materials without permission of the copyright owner.

#### P2P File Sharing Can Infringe Copyright

P2P file-sharing programs are not illegal. If you own the copyright in the music, movie, software or other file you want to share, if you have the permission of the copyright holder, or if the material is not covered by copyright, you can share the file. However, P2P programs are often used to distribute files without permission of the copyright holder, and this is a violation of U.S. copyright law.

Under the copyright law, you could be fined between \$750 and \$150,000 for each work you infringe. In addition, an infringer of a work may also be liable for the attorney's fees incurred by the copyright owner to enforce his or her rights. For details, see Title 17, United States Code, Sections 504 and 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, see the U.S. Copyright Office website, especially their FAQs.

**How can I tell if I need permission?**

Most music, software, movies, television shows and other media are covered by copyright. A good rule of thumb is to never download a media file without paying for it or getting permission unless it is offered as a free download on a reputable site (such as iTunes weekly free song files), it is clearly labeled as a free download by the copyright holder (such as free downloads on a band's official site), or you know the work is in the public domain. For more information about permission, take a look at the Office of General Counsel copyright permission page.

**What about fair use?**

Some file sharing for academic purposes may be fair use. Downloading copyrighted files without permission to expand your personal media library is never fair use.

**CUNY Policy Regarding P2P File Sharing**

CUNY's Computer Use Policy requires users of CUNY computer resources to comply with copyright law. If you use a P2P program on a CUNY computer, network or other resource to upload or download copyrighted material without permission, you may be in breach of the Policy. According to the Policy, "Users of CUNY computer resources should generally assume that material is copyrighted unless they know otherwise, and not copy, download or distribute copyrighted material without permission unless the use does not exceed fair use as defined by the federal Copyright Act of 1976."

The Policy also requires users of CUNY computer resources to engage in safe computing practices. P2P and file-sharing programs can introduce a serious security risk to your computer and other computers connected to the same network (e.g., CUNY) since they may result in files infected with computer viruses and spyware being downloaded to your computer and the network.

Violation of the Computer Use Policy may result in suspension or termination of your right of access to CUNY computer resources, disciplinary action by appropriate CUNY authorities, referral to law enforcement authorities for criminal prosecution, or other legal action, including action to recover civil damages and penalties. Violations will normally be handled through the University disciplinary procedures applicable to the relevant user. For example, alleged violations by students will normally be investigated, and any penalties or other discipline will normally be imposed, by the Office of Student Affairs.

Additional information is available at: <http://www.cuny.edu/about/administration/offices/la/copyright-materials/file-sharing.html>

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**The City University of New York Policy on Acceptable Use of Computer Resources**
**Introduction**

CUNY's computer resources are dedicated to the support of the University's mission of education, research and public service. In furtherance of this mission, CUNY respects, upholds and endeavors to safeguard the principles of academic freedom, freedom of expression and freedom of inquiry.

CUNY recognizes that there is a concern among the University community that because information created, used, transmitted or stored in electronic form is by its nature susceptible to disclosure, invasion, loss and similar risks, electronic communications and transactions will be particularly vulnerable to infringements of academic freedom.

CUNY's commitment to the principles of academic freedom and freedom of expression includes electronic information. Therefore, whenever possible, CUNY will resolve doubts about the need to access CUNY computer resources in favor of a user's privacy interest.

However, the use of CUNY computer resources, including for electronic transactions and communications, like the use of other University-provided resources and activities, is subject to the requirements of legal and ethical behavior. This policy is intended to support the free exchange of ideas among members of the CUNY community and between the CUNY community and other communities, while recognizing the responsibilities and limitations associated with such exchange.

**Applicability**

This policy applies to all users of CUNY computer resources, whether affiliated with CUNY or not, and whether accessing those resources on a CUNY campus or remotely.

This policy supersedes the CUNY policy titled "CUNY Computer User Responsibilities" and any college policies that are inconsistent with this policy.

**Definitions**

"CUNY computer resources" refers to all computer and information technology hardware, software, data, access and other resources owned, operated, or contracted by CUNY. This includes, but is not limited to, personal computers, handheld devices, workstations, mainframes, minicomputers, servers, network facilities, databases, memory, and associated peripherals and software; and the applications they support, such as email and access to the internet.

"E-mail" includes point-to-point messages, postings to newsgroups and listservs, and other electronic messages involving computers and computer networks.

**Rules for Use of CUNY Computer Resources**

1. Authorization. Users may not access a CUNY computer resource without authorization or use it for purposes beyond the scope of authorization. This includes attempting to circumvent CUNY computer resource system protection facilities by hacking, cracking or similar activities; accessing or using another person's computer account; and allowing another person to access or use the user's account. This provision shall not prevent a user from authorizing a colleague or clerical assistant to access information under the user's account on the user's behalf while away from a CUNY campus or because of a disability. CUNY computer resources may not be used to gain unauthorized access to another computer system within or outside of CUNY. Users are responsible for all actions performed from their computer account that they permitted or failed to prevent by taking ordinary security precautions.
2. Purpose. Use of CUNY computer resources is limited to activities relating to the performance by CUNY employees of their duties and responsibilities. For example, use of CUNY computer resources for private commercial or not-for-profit business purposes, for private advertising of products or services, or for any activity meant solely to foster personal gain, is prohibited. Similarly, use of CUNY computer resources for partisan political activity is also prohibited.

Except with respect to CUNY employees other than faculty, where a supervisor has prohibited it in writing, incidental personal use of computer resources is permitted so long as such use does not interfere with CUNY operations, does not compromise the functioning of CUNY computer resources, does not interfere with the user's employment or other obligations to CUNY, and is otherwise in compliance with this policy.

3. Compliance with Law. CUNY computer resources may not be used for any purpose or in any manner that violates CUNY rules, regulations or policies, or federal, state or local law. Users who engage in electronic communications with persons in other states or countries or on other systems or networks may also be subject to the laws of those other states and countries, and the rules and policies of those other systems and networks. Users are responsible for ascertaining, understanding, and complying with the laws, rules, policies, contracts, and licenses applicable to their particular use.

Examples of applicable federal and state laws include the laws of libel, obscenity and child pornography, as well as the following:

- Computer Fraud and Abuse Act
- Copyright Act of 1976
- Electronic Communications Privacy Act
- Export control regulations issued by the U.S. Departments of Commerce, State and Treasury
- Family Educational Rights and Privacy Act
- New York State Freedom of Information Law
- New York State Law with respect to the confidentiality of library records

Examples of applicable CUNY rules and policies include the following:

- Sexual Harassment Policy
- Policy on Maintenance of Public Order
- Web Site Privacy Policy

- Gramm-Leach-Bliley Information Security Program
- University Policy on Academic Integrity
- Information Security policies

4. Licenses and Intellectual Property. Users of CUNY computer resources may use only legally obtained, licensed data or software and must comply with applicable licenses or other contracts, as well as copyright, trademark and other intellectual property laws.

Much of what appears on the internet and/or is distributed via electronic communication is protected by copyright law, regardless of whether the copyright is expressly noted. Users of CUNY computer resources should generally assume that material is copyrighted unless they know otherwise, and not copy, download or distribute copyrighted material without permission unless the use does not exceed fair use as defined by the federal Copyright Act of 1976. Protected material may include, among other things, text, photographs, audio, video, graphic illustrations and computer software.

5. False Identity and Harassment. Users of CUNY computer resources may not employ a false identity, mask the identity of an account or computer, or use computer resources to engage in abuse of others, such as sending harassing, obscene, threatening, abusive, deceptive, or anonymous messages within or outside CUNY.

6. Confidentiality. Users of CUNY computer resources may not invade the privacy of others by, among other things, viewing, copying, modifying or destroying data or programs belonging to or containing personal or confidential information about others, without explicit permission to do so. CUNY employees must take precautions to protect the confidentiality of personal or confidential information encountered in the performance of their duties or otherwise.

7. Integrity of Computer Resources. Users may not install, use or develop programs intended to infiltrate or damage a computer resource, or which could reasonably be expected to cause, directly or indirectly, excessive strain on any computing facility. This includes, but is not limited to, programs known as computer viruses, Trojan horses, and worms. Users should consult with the IT director at their college before installing any programs that they are not sure are safe.

8. Disruptive Activities. CUNY computer resources must not be used in a manner that could reasonably be expected to cause or does cause, directly or indirectly, unwarranted or unsolicited interference with the activity of other users. This provision explicitly prohibits chain letters, virus hoaxes or other intentional e-mail transmissions that disrupt normal e-mail service. Also prohibited are spamming, junk mail or other unsolicited mail that is not related to CUNY business and is sent without a reasonable expectation that the recipient would welcome receiving it, as well as the inclusion on e-mail lists of individuals who have not requested membership on the lists, other than the inclusion of members of the CUNY community on lists related to CUNY business. CUNY has the right to require users of CUNY computer resources to limit or refrain from other specific uses if, in the opinion of the IT director at the user's college, such use interferes with efficient operations of the system, subject to appeal to the President or, in the case of central office staff, to the Chancellor.

Further information about the CUNY Policy on Acceptable Use of Computer Resources may be accessed at: <http://www.cuny.edu/about/administration/offices/CIS/policies/ComputerUsePolicy.pdf>

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### Student Consumer Information

Student Consumer Information may be accessed on the Jay Stop webpage at: [http://jstop.jjay.cuny.edu/info\\_consumer.php](http://jstop.jjay.cuny.edu/info_consumer.php)

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### The City University of New York Violence Prevention Policy Statement

The City University of New York (the "University" or "CUNY") is committed to the prevention of workplace violence and will respond promptly to any threats and/or acts of violence.

#### Workplace Violence Policy

For purposes of this policy, Workplace Violence is defined as any physical assault or act of aggressive behavior occurring where an employee performs any work-related duty in the course of his or her employment, including but not limited to:

(i) An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;

(ii) Any intentional display of force that would give an employee reason to fear or expect bodily harm;

(iii) Intentional and wrongful physical contact with an employee, without his or her consent, that entails some injury; and

(iv) Stalking an employee in a manner that may cause the employee to fear for his or her physical safety and health when such stalking has arisen through and in the course of employment.

Workplace violence presents a serious occupational safety hazard to CUNY and its employees. The University will respond promptly to threats and/or acts of violence. All employees are responsible for helping to create an environment of mutual respect and for assisting in maintaining a safe and secure work environment, and will participate in the annual Workplace Violence Prevention Training Program. Individuals who violate this policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution.

Incidents involving workplace violence will be given the serious attention they deserve. Employees are responsible for reporting any incidents of workplace violence of which they become aware. The procedure for reporting incidents of suspected or alleged workplace violence can be found in the campus-specific workplace violence prevention programs.

For more information on the CUNY Violence Prevention Policy please see: <http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/finalnondeiscrimpolicy121213.pdf>

Complaints of sexual harassment are covered under the University's Policies and Procedures on Equal Opportunity, Non-Discrimination, and 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-related business. This policy particularly applies when an employee or student anticipates that an act of violence may result from an encounter with said individual(s).

Students are not directly covered by this policy, but they should contact the Department of Public Safety to report concerns about workplace violence. Please also see The City University of New York Policies and Procedures Concerning Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students: <http://www.cuny.edu/about/administration/offices/la/CUNYSexualAssaultPolicy.pdf>

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### 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/CleryDisclosure.pdf](http://www.jjay.cuny.edu/CleryDisclosure.pdf)

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).

For additional information or to obtain the crime statistics report form, please contact Ryan Esuatce, the Cery Compliance Officer, at reustace@jjay.cuny.edu or at 212.237.8521.

**Information on Registered Sex Offenders**

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, the local police precinct in which the offender resides or attends college, or the Division's sex offender registry at 800.262.3257

**New York State Disclosure Requirements Regulations of the Commissioner of Education**

Part 53 of the New York State Education Rules and Regulations requires 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.

**I. 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:

- 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.
- The information required by Part 53 shall be clearly and precisely described and any statistical displays shall be easy to read and understand.
- Advertisements, brochures, or solicitations to prospective students shall clearly note the availability of more extensive information in the catalog or bulletin.
- 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**

- The institution must provide the following information for every category of aid:
  - Application procedures, including a description of the forms and preparation instructions
  - Method of selection of recipients
  - Allocation of awards
  - Award schedule
  - 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:

- State Programs
  - Tuition Assistance Program (TAP)
  - Regents College Scholarships
  - Regents Nursing Scholarships
  - Regents Awards for Children of Deceased or Disabled Veterans

- State Assistance for Native Americans
- Guaranteed Student Loans
- Higher Education Opportunity Program (HEOP)
- Education Opportunity Program (EOP)
- Search for Education and Elevation through Knowledge (SEEK)
- College Discovery Program (CD)
- Work Incentive Program (WIN)
- Any other state program that accounts for 10 percent or more of the total state student aid administered by the institution

■ Federal Programs

- Educational Opportunity Grants program (EEOG)
- Supplemental Educational Opportunity Grants (SEOG)
- National Direct Student Loans (NDSL)
- College Work Study Programs (CWS)
- Social Security payments to children of deceased or disabled veterans
- Federal aid to Native Americans
- Veterans Administration educational benefits
- Any other federal program that accounts for 10 percent or more of the total federal student aid administered by the institution

■ Local Institutional Programs

- Information on grants, scholarships, waivers, deferrals, loans, (including small emergency loans) and work-study arrangements administered by the institution shall be provided.
- Programs involving awards of \$300 or more per year shall be individually listed, including any restrictions.
- 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
  - All assessments against students for direct educational and general purposes
  - Description of the purpose of a mandatory fee, if not apparent from its name
  - Clearly identified course and lab fees
  - Clearly stated condition under which non-mandatory fees need not be paid
2. Books and Supplies
  - Costs of textbooks, books, manuals, consumable supplies and equipment that are corollary to instruction and necessary for the student
  - 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
  - Costs of housing services

- Costs of food services
- Estimated costs of similar accommodations available in the community
- 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 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.

**Graduate Students: Article XV of The CUNY Bylaws (Students\*)**

**Section 15.0. Preamble.**

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination, as set forth in the University's non-discrimination policy.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom, and if these rights are to be secure, then students should exercise their freedom with responsibility.

**Section 15.1. Conduct Standard Defined.**

Each student enrolled or in attendance in any college, school or unit under the control of the board; and every student organization, association, publication, club or chapter shall obey (1) the laws of the city, state and nation; (2) the bylaws and resolutions of the board, including the rules and regulations for the maintenance of public order pursuant to Article 129-a of the education law ("Henderson rules"); and (3) the governance plan, policies, regulations, and orders of the college.

Such laws, bylaws, resolutions, policies, rules, regulations and orders shall, of course, be limited by the right of students to the freedoms of speech, press, assembly and petition as construed by the courts.

**Section 15.2. Student Organizations.**

a. Any group of students may form an organization, association, club or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance, and with an officer to be designated by the chief student affairs officer of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

The Board recognizes that students have rights to free expression and association. At the same time, the board strongly believes that respect for all members of the University's diverse community is an essential attribute of a great university.

b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in Bylaw 15.1. Such powers shall include:

(1) The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters; and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.

(2) The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint.

c (1) Any person or organization affiliated with the college may file a complaint with the chief student affairs officer if there is reason to believe that a student organization has violated any of the standards of conduct set forth in Section 15.1 above. The chief student affairs officer shall promptly investigate any complaint and report the results of that investigation along with a recommendation for appropriate action to the student government which shall take action as it deems appropriate.

(2) The complainant or any student organization adversely affected by the action of the student government pursuant to subparagraph c (1) above may appeal to the president. The president may take such action as he or she deems appropriate, and such action shall be final.

d. Each college shall establish a student elections review committee in consultation with the various student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda. Decisions of the student elections review committee may be appealed to the college president, whose decision shall be final. An appeal from the decision of the student elections review committee must be made in writing to the President within ten calendar days of the decision. The President shall consult with the student elections review committee and render a decision as expeditiously as possible which may affirm, reverse, or modify the decision of the student elections review committee.

e. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

**Section 15.3. Student Disciplinary Procedures.**

**Complaint Procedures:**

a. Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the chief student affairs officer promptly by the individual, organization or department making the charge.

b. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the allegation against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:

(i) Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;

(ii) Refer the matter to mediation; or

(iii) Prefer formal disciplinary charges.

c. In the event that a student withdraws from the college after a charge, accusation or allegation against the student has been made, and the college prefers formal disciplinary charges, the withdrawn student is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and will be barred from attending any other unit of the University until a decision on the charges is made or the charges are otherwise resolved. If the withdrawn student fails to so participate in the disciplinary process without good cause, the college may proceed with the disciplinary hearing in absentia and any decision and sanction will be binding.

### Mediation Conference:

d. The mediation conference shall be conducted by a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort will be made to resolve the matter by mutual agreement.
2. If an agreement is reached, the faculty or staff member conducting the conference shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified, and a written memorandum shall be created memorializing the resolution and any consequences for non-compliance.
3. If no agreement is reached, or if the student fails to appear, the faculty or staff member conducting the conference shall refer the matter back to the chief student affairs officer who may prefer disciplinary charges.
4. The faculty or staff member conducting the mediation conference is precluded from testifying in a college hearing regarding information received during the mediation conference.

### Notice of Hearing and Charges:

e. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the chief student affairs officer of the college to the student at the address appearing on the records of the college, by certified or overnight mail and by regular mail, and e-mail to students who have a college e-mail address. The chief student affairs officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the student. The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least five (5) business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.

f. The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the student including the rule, bylaw or regulation he/she is charged with violating, and the possible penalties for such violation.
2. A statement that the student has the following rights:
  - (i) to present his/her side of the story;
  - (ii) to present witnesses and evidence on his/her behalf;
  - (iii) to cross-examine witnesses presenting evidence against the student;
  - (iv) to remain silent without assumption of guilt; and
  - (v) to be represented by legal counsel or an advisor at the student's expense.
3. A warning that anything the student says may be used against him/her at a non-college hearing.

### Faculty-Student Disciplinary Committee Procedures:

g. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:

1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures and his or her rights.
2. After informing the student of the charges, the hearing procedures, and his or her rights, the chairperson shall ask the student charged to respond. If the student admits the conduct charged, the student shall be given an opportunity to explain his/her actions before the committee and the college shall be given an opportunity to respond. If the student denies the conduct charged, the college shall present its case. At the conclusion of the college's case, the student may move to dismiss the charges. If the motion is denied by the committee the student shall be given an opportunity to present his or her defense.
3. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion.

The chairperson shall exclude all persons who are to appear as witnesses, except the accused student.

4. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A student who has been disciplined is entitled upon request to a copy of such a record without cost.
5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee's normal operations.
6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.
7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination as to guilt or innocence. In the event the student is found to have committed the conduct charged, the committee shall then determine the penalty to be imposed.
8. At the end of the presentations by both sides, the student may introduce additional records, such as character references. The college may introduce a copy of the student's previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the committee in a sealed envelope and shall not be opened until after the committee has made its findings of fact. In the event the student has been determined to have committed the conduct alleged in the charge(s) the records and documents introduced by the student and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.
9. The committee shall deliberate in closed session. The committee shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.
10. The student shall be sent a copy of the faculty-student disciplinary committee's decision within five (5) days of the conclusion of the hearing, by regular mail and e-mail for students who have a college e-mail address. The chief student affairs officer is also encouraged to send the decision to any other e-mail address that he or she may have for the student. The decision shall be final subject to the student's right of appeal.
11. Where a student is represented by legal counsel, the president of the college or his or her designee may request that a lawyer from the general counsel's office appear at the hearing to present the college's case.
12. When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a University-wide penalty and the student will be barred from admission to any other unit of the University while the penalty is being served.
13. Disciplinary penalties shall be placed on a student's transcript and shall remain there unless the committee's decision, the decision on any appeal under section 15.4 below, or a mediation agreement expressly indicates otherwise.

### Section 15.4. Appeals.

An appeal from the decision of the faculty-student disciplinary committee may be made to the president who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for one term or more. An appeal from a decision of dismissal or suspension for one term or more may be made to the board committee on student affairs and special programs. Any appeal under this section shall be made in writing within fifteen (15) days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or board committees as the case may be. If the president is a party to the dispute, his/her functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor or his or her designee.

### Section 15.5. Committee Structure.

a. Each faculty-student disciplinary committee shall consist of two faculty members, two student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chair and any two members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.

b. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committee. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.

c. The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six (6) elected annually in an election in which all students registered at the college shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

d. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty or student panel by lottery.

e. Persons who are to be participants in the hearings as witnesses, have been involved in preferring the charges or who may participate in the appeals procedures, or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

**Section 15.6. Suspension or Dismissal.**

The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution.

The chancellor or his/her designee, or a president or his/her designee may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in Bylaw Section 15.3, to take place within not more than ten (10) business days. Prior to the commencement of a temporary suspension of a student, the college shall give the student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give the student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

**Section 15.7. The University Student Senate.**

There shall be a University Student Senate responsible, subject to the board, for the formulation of University-wide student policy relating to the academic status, role, rights and freedoms of the student. The authority and duties of the University student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the University. Consistent with the authority of the Board of Trustees in accordance with the Education Law and the Bylaws of the Board of Trustees, the University Student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, its internal administration and such other matters as is necessary for its existence. The University Student Senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the University Student Senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.

**Section 15.8. College Governance Plans.**

The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article. For more information please see: [http://policy.cuny.edu/bylaws/article\\_xv/#Navigation\\_Location](http://policy.cuny.edu/bylaws/article_xv/#Navigation_Location).

**Charter of the John Jay Student Government**

Ratified September 20, 1978  
Amended April 1, 2008  
Amended March 14, 2013

**Preamble**

We, the members of the Student Government of John Jay College of Criminal Justice, strive to broaden the educational opportunities available to John Jay students; develop the student body intellectually, culturally, and morally through the facilitation of voluntary activities on campus; represent student interest in designated College-wide decision-making bodies; and further the College's mission. All activities funded or otherwise supported will 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 effect appointments of Judicial Board members and members of college-wide decision-making bodies and student committees, and shall establish funding guidelines for student organization budgets subject to the approval of the Student Activities Association Board of Directors.
- B. A Judicial Board, which will serve as chief interpreters of this Charter when called to do so, will certify new student clubs, and will hear and decide all charges brought against executive officers and members of the Student Council. The Judicial Board will conduct elections in conjunction with the Office of Student Life, and will exercise activities and powers that are further provided for by this Charter.
- C. Advisors, which will be selected by the Student Government and confirmed by the Student Activities Association Board of Directors, exist to 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 by the Judicial Board or Student Council if the Judicial Board is inactive and officially recognized by the Office of Student Life, as meeting the standards specified in this Charter.

**Section 2—The Membership of the Student Council**

- A. The Student Council has twenty-five ( 25) positions for student representation. The Student Council shall consist of the following: President, Vice President, Treasurer, Secretary, four Freshman Representatives, four Sophomore Representatives, four Junior Representatives, four Senior Representatives, four Graduate Representatives and one Council-at-Large representative. In addition to these elected student representatives, the Student Council will appoint, after taking applications and conducting open interviews, a non-voting Parliamentarian and a non-voting Marketer to the Student Council. These positions cannot be held in conjunction with any other position within Student Council.
- B. The four executive officers of Student Council: the President, Vice President, Treasurer, and Secretary cannot simultaneously hold office as a class representative. The four executive officers 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 who are undergraduates must have grade-point averages of at least 2.5 at the time of their election and throughout their term of office. 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. Graduate students without a John Jay GPA are eligible if the transcript of their previous school demonstrates a final grade point average of at least 3.0. Graduate and undergraduate 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 attend all 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 with more than two unexcused absences from the regular monthly meetings of the Student Council will be suspended from office automatically. An absence may be excused if there is written prior notification. Student Council must review the suspension within thirty days after the suspension began. Within those thirty days of suspension, a majority vote of Student Council must vote on whether the suspended member is reinstated or not. If after thirty days, the Student Council fails to vote on the suspended member then the suspended member has seven days after the expiration date of the thirty days to make an appeal about the suspension to the Judicial Board. If the Judicial Board fails to review the suspension and vote within seven days from the date the appeal was filed, then the suspended member has seven days to appeal to the Dean of Students in writing. The sole decision to reinstate or not will then rest with the Dean of Students. The notification of the Dean of Students, decision will be made within two weeks of the appeal and sent to the entire Student Council and Judicial Board. Members suspended more than once from Student Council are deemed impeached and may never hold a position within the Student Government.

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, in addition to their duties with College Council. 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. Class representatives are responsible for developing two events or programs per semester within their respective representative group, individually, or in a committee, that will address the needs and concerns of their constituents. Failure to comply with office hours and developing two events or programs will result in an automatic suspension after the last day of class for the semester. In addition, repeated violation of rules established by the executive officers of Student Council will be grounds for suspension.

F. The Council-at-Large representative is responsible for addressing college-wide policies and will be expected to devote at least four hours per week to his or her official responsibilities during the fall and spring semesters, in addition to his or her duties with College Council. He or she will serve as the chairperson of the Town Hall Committee, will be an ex-officio member of the Campus Safety Advisory Committee, and serve on the permanent Committee on General Activities. The College Council-at-Large representative shall also create a monthly report by the end of each month of all policies implemented or changed that will affect the John Jay student community. The report will be reviewed by the executive officers of Student Council to then be disseminated to the John Jay student body. Office hours can be used to create the monthly reports and attend meetings.

G. In addition to the elected members of Student Council, there will also be a Marketer and a Parliamentarian position, which will be selected individually by a simple majority of the Council from a pool of candidates solicited from the full student body and individually interviewed. The Marketer will be responsible for creating all marketing materials for Student Council. The Parliamentarian will attend all Student Council meetings and oversee the training and implementation of Robert's Rules, newly revised, for all members of Student Council.

H. At the time of a student's nomination for the office of class representative, each candidate shall have sufficient credits, including the credits registered for during the current semester (in progress) and excluding all other credits such as INC credits, to be a member of the class he or she will represent. A student's status shall be determined and certified by the Vice President of Enrollment Management or his or her designee, the criteria of which are as follows:

Freshman 1.0–29.9 Credits  
Sophomore 30.0–59.9 Credits  
Junior 60.0–89.9 Credits  
Senior 90 or more Credits

Seniors who are candidates for executive positions shall have their eligibility for office determined by their status. A senior candidate for graduation, may satisfy the enrolled requirement by providing proof of acceptance to a John Jay College graduate program by June 1st. Bachelor of Arts/Masters of Arts students are classified according to their undergraduate class codes.

Representative class eligibility is based on the credit range specified above.

### Section 3–Vacancies and Unfilled Positions 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 or be unfilled during spring elections the members of the Student Council shall elect a successor.

C. Any vacancy or unfilled position 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 or unfilled position. Any special election 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 based upon a majority vote of Student Council, Judicial Board, and/or the Dean of Students' written decision to not reinstate the suspended members.

### 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. In addition, the Student Council may certify new clubs if the Judicial Board is inactive.

C. The Student Council shall appoint by a simple majority vote the student members of all John Jay College bodies containing student representation. Graduate and undergraduate students in good standing as defined in Article III, Section 2, Paragraph C 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 or unfilled positions that occur. All student representatives on these bodies shall be required to report monthly to the Student Council and to the permanent Committee on Student Representation regarding 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, the Office of Student Affairs shall convene an organizational meeting. 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 fill any vacant or unfilled position within the Council, confirm the appointment of the members of its committees, and schedule the remainder of the Student Council's regular monthly meetings.

B. Student Council shall hold a minimum of three summer meetings to conduct any official council business. All qualifying members will be eligible to vote during the summer meetings. The first meeting during the summer will be used for special elections to fill any vacancies or unfilled positions within Student Government. Approval of students and Student Council members to the College Council, or college-wide committees will be voted on. Candidates for college-wide committees must submit a cover letter, resume, and unofficial transcript. These materials must then be submitted to the Dean of Students for review. The Vice President of Enrollment Management or his or her designee must certify the members on college-wide committees after being vetted by the Dean of Students. Within the first week of the fall semester, the Vice President of the Student Council must supply a completed list of all approved members on the college-wide committees to the Dean of Students. In the absence of the Vice President, the President must take the responsibility and supply a completed list of all approved committee members to the Dean of Students with the meeting minutes attached.

C. 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 be held during community hour or any other time convenient to all. The times and dates of the regular monthly meetings may be changed by a vote of the permanent Steering Committee of the Student Council, provided that at least two weeks' notice is given of such changes.

D. The Steering Committee is comprised of the president, vice president, treasurer, secretary, chairperson of the permanent Committee on Clubs, chairperson of the permanent Committee on Graduate and Evening Services, and the chairperson of the permanent Club Planning Committee. The Steering Committee has the power to create the agenda for Student Council and hear committee chair reports.

E. Special meetings of the Student Council may be held upon written notification from the Student Council President. All special meeting notifications must be sent at least 48 hours in advance with an agenda to Student Council. They shall also be convened upon a documented petition of a majority of the members of the Student Council.

F. 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. If the Steering Committee does not establish an agenda, the president may establish the agenda. Special meetings convened as the result of a petition with signatures of the majority (half plus one) of the Student Council, shall be governed by the agenda contained in the petition.

G. 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 advisor shall have the right to attend and address all meetings of the Student Council and its committees.

H. The date, time, and place of all regular Student Council meetings shall be conspicuously advertised through the College media at least two weeks 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.

I. 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.

J. A quorum of the Student Council shall consist of the majority (half plus one member) of all the members of the Student Council qualified to vote.

K. 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 vote 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.

L. The Student Council President, whenever present, shall preside at Student Council meetings. 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 presiding officer shall always be free to cast his or her veto. The presiding officers of all committees of the Student Council, however, shall have the right to vote.

M. Subject to the provisions of this Charter and such rules as the Student Council may wish to provide for itself, Robert's Rules of Order, newly revised, shall govern parliamentary procedure at Student Council meetings.

#### **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 their 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 and the Committee on Graduate and Evening Services, are also expected to convene monthly meetings.

Sustained failure of any 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 the chief executive officer of the Student Government, and as 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; 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 serve as interim and exercise the role of any other executive officer in the event of a vacancy or an unfilled position, 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. He or she has the right to review the qualifications, with a designee from the Office of Student Life, of the candidates of all Student Council, College Council, and college-wide committees. The Student Council shall confirm all committee candidates. 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 chief financial officer of the Student Government, the presiding 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 Student Activities Association Board of Directors 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 any 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 Essential Services, the Committee on the Budget, and the Club Planning Committee. 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 as specified above in Article III, Section 5, Paragraph D of this Charter. 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. An executive officer or chairperson with more than two unexcused absences will result in an automatic suspension from 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 will serve throughout the full term of the Student Council to which they were elected or appointed. They will exercise the rights and privileges of all members of permanent committees, if 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. 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 in good standing that have been nominated by the permanent Committee on Student Representation may be approved by the Student Council. Moreover, no student may be selected to serve on more than two College Council Committees. 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 a minimum of four other members of the Student Council.

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, as specified in the Committee on Clubs' guidelines. The Committee may also examine the constitutions of any clubs requesting funds from the Student Council for the purpose of establishing its 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 is required to discuss and plan Student Council events and programs for each semester, 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. 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 high 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 the Student Activities Association Board of Directors 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.

M. 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, whom shall chair, and a minimum of four other members.

N. The permanent Club Planning Committee is comprised of a minimum of fifteen representatives from recognized clubs consisting of the president or treasurer. If the president or the treasurer is unable to attend the meetings then the vice president or secretary of the club can be nominated. All members must be nominated by the Office of Student Life and confirmed by Student Council. The chairperson of the Club Planning Committee is the Student Council President or his or her designee. The Office of Student Life will assist the chair of the Club Planning Committee. Even though clubs will provide the events that they would like to have within their budget proposal, the Club Planning Committee will develop a calendar of events for clubs each semester before the first meeting of the permanent Committee on Clubs. The Club Planning Committee will meet at least once a semester. The first meeting of the Club Planning Committee must be held at least thirty days before the first date of compliance for clubs. Any guidelines for the Club Planning Committee must be approved by a majority vote of Student Council. In the event Student Council is inactive, the Office of Student Life will assume all the power and privileges associated with governing the Club Planning Committee.

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 the Council-at-Large representative. Selection of the above student representatives and the Council-at-Large representative 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 student replacements from that particular vacated class, as well as nominate the replacement of the Council-at-Large representative delegate. The two Alternate College Council-at-Large representatives will be elected during the spring elections of the Student Government. Alternate College Council-at-Large representatives vote in place of any of the above representatives not in attendance.

### 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 spending categories. 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 funds collected, appropriated, and expended by the Student Council, submitting a monthly report to the Student Council on the same.

Within the overall guidelines adopted by the Committee on Clubs, the Committee on the Budget shall have direct responsibility for appropriating funds for the deferral of the legitimate expenses of the Student Council 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 Student Activities Association Board of Directors may establish minimums for expenditures on any activity or organization. Such minimums 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 or member of the Student Council will 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. All resolutions providing the appropriation of funds must originate in the proper committee or in a proposal with supporting documentation.

D. No resolution for appropriating funds which exceed the ceilings for club activities or for any other category of spending, established by the chair of 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 disbursing appropriated Student Council funds, provided that no contracts shall be entered into by the Student Council without the written authorization of either the Vice President of Student Affairs 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 if the budget is approved by the Student Activities Association Board of Directors. During this two-week period the Student Council, if in session, may reconsider any such appropriation.

**Section 9—University Student Senate**

A. The Student Government shall also consist of six (6) members of the University Student Senate. The undergraduate student division of the College will elect two delegates and two alternates, and the Graduate student division of the College will elect one delegate and one alternate.

B. According to the University Student Senate of the City University of New York Constitution and By-Laws, Article I. Section 1.7 and Section 1.8:

A Delegate to USS shall mean a student representative elected by a student government or directly elected by their division of any college comprising the CUNY system. Senator shall be synonymous with Delegate.

An Alternate shall mean a student representative elected by a student government or directly elected by their division of any college comprising the CUNY system. An Alternate is a non-voting ex-officio member of USS when the Delegate is present, and becomes a voting member of USS in the absence of said Delegate.

C. The highest number of votes will determine the undergraduate and graduate delegates and alternates of the University Student Senate during the general elections. The delegates and alternates must be in good academic standing according to the guidelines specified in this Charter.

D. The undergraduate delegates must maintain a GPA requirement of 2.5, during the time of general elections and throughout their term. Graduate delegates must maintain a GPA requirement of 3.0. Delegates and alternates are non-voting members within Student Council unless they also hold the position of an executive officer or class representative.

E. In the event there are vacancies or unfilled positions, the Student Council President will nominate representatives from the Student Council to the University Student Senate. In the case of a tie in votes during general elections, the Student Council will decide by majority vote the delegates and alternates of the University Student Senate.

F. The University Student Senate delegates are bound by the University Student Senate bylaws.

**Section 10—Student Clubs**

A. Any student Club or organization is eligible for funding by the Student Council if its activities further the purposes stated in the Preamble of this Charter, and if it has been certified as meeting the requirements established in this Charter by the Judicial Board or Student Council if the Judicial Board is inactive. In addition, all clubs must meet the requirements established by the Office of Student Life.

B. No executive officer of any student club may simultaneously serve as the executive officer of any other club.

C. During the first semester, a newly established club 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. Any existing club must submit a compliance packet that outlines the regulations that must be filed with the Office of Student Life to remain a recognized club on campus.

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 Activities funds may be required by the Student Council to post surety for the 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. Items or equipment purchased by clubs with Student Activities funds shall remain the property of the Student Activities Association.

G. All clubs making contracts with outside agents must have them approved by the Vice President of Student Affairs or the Dean of Students.

**Section 11—The Judicial Board**

A. The Judicial Board shall consist of five members, known as associate justices; all members will be nominated by Student Council and confirmed by the Student Activities Association Board of Directors. 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. A member or candidate of Judicial Board also may not serve as an executive officer of a student club but can serve as a member of the 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. The Judicial Board must select an advisor for the academic year to oversee the board. The Judicial Board must have a majority vote for the selection of an Advisor. The Student Activities Association Board of Directors must approve the advisor.

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, member of the Student Government, or to decide election appeals for Student Government, under the impeachment provisions of this Charter. The advisor shall have the right to attend and speak at all meetings of the Judicial Board. The members of the Judicial Board must serve a minimum of five office hours per week. These office hours will be posted outside of their office and submitted to the Office of Student Life. During the office hours, the Judicial Board can certify new clubs.

D. The Dean of Students will convene the first meeting of each academic year of the Judicial Board by September 15, and the members of the Judicial Board will be duly sworn in individually as they are approved. 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, unless otherwise provided for, all decisions of the Judicial Board shall be taken by a simple majority of the members, and with 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 Student Activities Association Board of Directors.

### 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

A. 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, with at least two-thirds of the qualifying membership in agreement.

B. If an elected member of Student Council has not been sworn, and has not carried out official duties, Student Council can pass a resolution for the official removal of the elected member, with at least two-thirds of the qualifying membership in agreement.

C. The Student Council President or an executive officer must submit a letter of notification as well as the meeting minutes to the advisor(s) of the Student Council, Director of Student Life, Chief Justice of the Judicial Board, and the Dean of Students on the removal of any Student Council member that is not sworn.

#### 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 as set forth in Article IV, Section 2, Paragraph A, the Judicial Board shall verify the signatures on the petition within one week of its submission. If the impeachment is by means of resolution as set forth in Article IV, Section 2, Paragraph B, a member from the Judicial Board or an Advisor from Student Council must be present to witness the removal of an elected member of Student Council by majority vote during the meeting.

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 either shall be made 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/herself or may designate an agent to conduct their 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

A. 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.

B. Should the Student Council cast a majority vote on the impeachment and removal of an elected member by resolution, the Student Council President must send a memorandum to the Judicial Board, the advisor, the Director of Student Life, and the Dean of Students.

### 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 or her 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 until 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, or senior, or graduate class representative on the Student Council must submit a nominating petition to the Office of Student Life 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.

C. Any student wishing to become a delegate of the University Student Senate must submit a nominating petition to the Office of Student Life signed by twenty-five 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. General elections shall be under the direct supervision and control of the Judicial Board and the Office of Student Life, and shall be conducted in conformance to the provisions of this Charter, in a fair, open and honest manner. The Student Election Review Committee will assume all the responsibilities of Judicial Board for regular elections in the event Judicial Board is inactive or positions are vacant. No election guidelines or procedures drawn up by the Judicial Board shall go into operation until the Student Election Review Committee or the Dean of Students has approved them.



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 spring elections shall be determined and announced by the Judicial Board or the Dean of Students no later than the end of November.

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 turned into the Office of Student Life for entry, and then 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 or the Student Election Review Committee in the absence of Judicial Board approximately six weeks before the date of elections. The Judicial Board shall secure the cooperation of the Dean of Students and any other staff 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 use of funds shall disqualify such candidates.

G. The Judicial Board and the Office of Student Life 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, will be under the direct supervision of the Office of Student Life, or the advisor(s) of the Student Council, or a member of the Judicial Board, and/or a member of the Student Election Review Committee. All vacant and unfilled positions can be filled by a majority vote of Student Council.

**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 and the University Student Senate delegates. 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 complete it, 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:

- 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.

- No student may sign a nominating petition or a statement of support for more than one candidate running for a single executive position.

**Section 4–Decisions on Ties and Election Results**

A. In the case of a tie between two or more candidates for a position that is only available to one candidate, a run-off election will be conducted for the candidates that tied.

B. The Judicial Board, Student Election Review Committee, and the Dean of Students will confirm all general election voting results prior to public announcement.

**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:

- 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.

- A constitution providing for the governance of the club in an open and democratic manner.

- 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 have grade-point averages of at least 2.5 as undergraduate students and/or grade-point averages of at least 3.0 as graduate students.

- A club must have an advisor.

B. The Judicial Board and the Office of Student Life shall study and verify all material submitted to it by clubs. It may require the executive officers or the advisor 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 two regular meetings and one event 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 advisor attesting to their accuracy, shall be transmitted to the Chief Justice of the Judicial Board and the Office of Student Life no later than two weeks following each meeting. Clubs shall also promptly submit to the Judicial Board and the Office of Student Life 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 100 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 review 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: Referenda

### Section 1-Amendments to the Charter

A. Any proposed amendment to this Charter must be introduced to a regular monthly meeting of the Student Council. Both members and non-members of the Student Council can introduce a proposed amendment to this Charter. Non-members of Student Council must present a petition with 100 signatures verified by the Office of Student Life to the Student Council President in order to be added to the agenda of a regular month meeting.

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 will be submitted to the Student Activities Association Board of Directors for approval.

D. If the Student Activities Board of Directors approves the amendments, petitions will be developed in consultation with the Office of Student Life. Petitions will be distributed to acquire ten percent of the student body enrolled at the time, containing the date of birth or a portion of the social security number, first name, last name, and signature. Petitions will be collected by the Office of Student Life and sent to the Office of Enrollment Management for written certification. Deadlines must be established to initiate petition distribution and collection.

E. If ten percent of the student body enrolled at the time is certified on the petitions, then a proposition needs to be developed for the ballot in consultation with the Office of Student Life to reflect the written language established from the petitions certified by the Office of Enrollment Management.

F. An amendment will be adopted if approved by fifty percent of the students voting in the referendum and will be sent to the President of the College for approval.

### Section 2- Changing the Student Activity Fee

A. According to the City University of New York Board of Trustees Bylaws Article XVI, Section 16.2:

A referendum proposing changes in the student activity fee shall be initiated by a petition of at least ten percent of the appropriate student body and voted upon in conjunction with student government elections.

■ Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

■ Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the board by the President of the College together with his/her recommendation.

■ At the initiation of a petition of at least ten percent of the appropriate student body, the College President may schedule a student referendum at a convenient time other than in conjunction with student government elections.

■ Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the board by the College President together with his/her recommendation.

B. The Financial Management Office of the Student Activities Association must first verify any proposed revenue and percentage breakdown adjustment that would change the total of the student activity fee.

C. If approved, a meeting should take place with the Office of Student Life, the Vice President of Student Affairs or his/her designee, and any other affected designees of the proposed fee to discuss petitions, marketing plans, and/or strategic plans that will be utilized for the proposed fee.

D. All petitions must be developed in consultation with the Office of Student Life containing date of birth or a portion of the social security number, first name, last name, and signature. Deadlines must be established to initiate petition distribution and collection. Petitions will need at least ten percent of the student body enrolled at the time and will be collected by the office of Student Life and sent to the Office of Enrollment Management for written certification.

E. If ten percent of the student body enrolled at the time is certified on the petitions, then a proposition for the proposed fee must be developed for the ballot in consultation with the Office of Student Life. Written language established in the petitions that were certified by the Office of Enrollment Management must be reflected on the ballot. Approval of a fee adjustment on a ballot will require a majority of the students voting in the referendum. Adopted fee changes will be sent to the President of the College for approval.

### Section 3- Creating a New Governing Body

A. Any proposed organization that would be similar in power to that of the Student Government would require a draft of a charter or constitution. Petitions will be required in the development of a new organization and such development needs the assistance of the Office of Student Life. All petitions should contain date of birth or a portion of the social security number, first name, last name, signature, and be distributed to acquire ten percent of the student body enrolled at the time and will be collected by the Office of Student Life and sent to the Office of Enrollment Management for written certification. Deadlines must be established to initiate petition distribution and collection.

B. If ten (10) percent of the student body enrolled at the time is certified on the petitions, then a question or proposition can be developed for the ballot in consultation with the Office of Student Life. The written language established in the petitions certified by the Office of Enrollment Management must be reflected in the proposition on the ballot. Approval of an organization will require a majority of the students voting in the referendum. All adopted ballot questions or propositions will be sent to the President of the College for approval.

## Article IX: Implementation

A. Upon the institution of this Charter all former constitutions, charters and bylaws governing the John Jay College Student Government are invalidated. The constitutions of all voluntary student organizations associated with them may be subject to review.

B. Notwithstanding the provisions of Article VIII, during the first three years of this Charter's operation after its ratification 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 Student Activities Association Board of Directors. The provisions of Article III, Section 5, Paragraph I shall not apply to such votes.

## Open Meetings Law

The Public Officers Law, Article 7 can be accessed at:  
<http://www.dos.ny.gov/coog/openmeetlaw.html>

Additional information from CUNY on the Open Meetings Law can be accessed at:  
<http://www.cuny.edu/about/administration/offices/la/advisories/open-meetings-law.pdf>

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# 9. Directories

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**JOHN JAY COLLEGE LEADERSHIP**

**Jeremy Travis**  
President

**Jane P. Bowers**  
Provost and Senior Vice President for Academic

**Robert M. Pignatello**  
Senior Vice President for Finance and Administration

**Richard Saulnier**  
Vice President for Enrollment Management

**Jayne Rosengarten**  
Vice President for Marketing and Development

**Lynette Cook-Francis**  
Vice President for Student Affairs

**Rosemarie Maldonado**  
Assistant Vice President and Counsel

**James Llana**  
Associate Provost for Institutional Effectiveness

**Anne Lopes**  
Associate Provost for Strategic Initiatives and Dean of Graduate Studies

**Kenneth Holmes**  
Dean of Students

**Allison Pease**  
Interim Dean of Undergraduate Studies

**Anthony Carpi**  
Interim Dean of Research

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**COLLEGE & UNIVERSITY OFFICERS**

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President

**Borough Of Manhattan Community College**  
Antonio Pérez  
President

**Bronx Community College**  
Carole M. Berotte Joseph  
President

**Brooklyn College**  
Karen L. Gould  
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**City College**  
Lisa Staiano-Coico  
President

**The New Community College Initiative**  
Scott E. Evenbeck  
President

**Hostos Community College**  
Félix V. Matos Rodriguez  
President

**Hunter College**  
Jennifer J. Raab  
President

**John Jay College of Criminal Justice**  
Jeremy Travis  
President

**Kingsborough Community College**  
Regina S. Peruggi  
President

**Laguardia Community College**  
Gail O. Mellow  
President

**Lehman College**  
Ricardo R. Fernández  
President

**Macaulay Honors College**  
Ann Kirschner  
Dean

**Medgar Evers College**  
Rudolph F. Crew  
President

**New York City College of Technology**  
Russell K. Hotzler  
President

**School of Professional Studies**  
John Mogulescu  
Dean

**The City University School of Law**  
Michelle Anderson  
Dean

**The City University School Of Public Health**  
Kenneth Olden (Hunter College)  
Dean

**The College of Staten Island**  
William J. Fritz  
Interim President

**The Graduate Center**  
William P. Kelly  
President

**The Graduate School of Journalism**  
Stephen B. Shepard  
Dean

**Queens College**  
James L. Muyskens  
President

**Queensborough Community College**  
Diane Call  
Interim President

**York College**  
Marcia V. Keizs  
President

## ACADEMIC DEPARTMENTS

### Department of Africana Studies

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**Chairperson:** C. Jama Adams

**Professor:** Kwando M. Kinshasa

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**Professor Emeritus:** Basil Wilson

**Adjunct Faculty:** Elvin Alves, Angeline Butler, Philip Harvey, Errol Houlder, Linda Humes, Herbert Johnson, Kamaya Jones, Timothy Mangin, Kristin Moriah, Mia Ramdial, Tiffany Wheatland

**Department Secretary:** Valentyna Kostiuk

### Department of Anthropology

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**Professors:** Richard Curtis, Elizabeth Hegeman, Alisse Waterston

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**Research Associate:** Travis Wendel

**Professors Emeriti:** Dorothy Bracey, Serena Nanda

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**Administrative Coordinator:** Joanie Ward

### Department of Art and Music

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Art and Music Paint Room: 2nd Floor, North Hall  
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### Department of Counseling

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**Director:** Calvin Chin

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**Professor:** Robert DeLucia

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### Department of Criminal Justice

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**Administrative Director:** Rita Taveras

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Reagan Lothes, Kathleen McClure, Thomas McGonigle, Fran McManus, Joan Meyler, Gilbert Morales, Alan Nadler, Rosaly Pandolfo, Cristina Patterson, Jim Petzke, Anastasia Raptis, Jordan Schneider, Andrew Selsberg, Sandy Singer, Ayeley Sowah, Andrew Warren, Judith Wink, Irene Zola

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**Director of the Writing Center:** Livia Katz

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**English Minor Advisor:** Jay Walitalo

**Journalism Minor Advisors:** Alexa Capeloto, Devin Harner

**Writing Minor Advisor:** Jay Walitalo

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**Office Manager:** Dianne Rodgers

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**Lecturer:** Raul Romero

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*See Department of Political Science*

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**Department Secretary:** Priscila Acuna

**Department of Latin American and Latina/o Studies**

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**Substitute Lecturer:** John Gutiérrez

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**Administrative Coordinator:** Jacqueline Nieves

**Department of Law, Police Science and Criminal Justice**

**Administration**

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212.237.8032

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**Deputy Chairperson:** Joseph Pollini

**Distinguished Lecturer:** Martin Horn

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**Lecturers:** Eugene O'Donnell, Joseph Pollini

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