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 to 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.
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 24 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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<tr>
<td>Addiction Studies</td>
<td>program and minor</td>
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<tr>
<td>Africana Studies</td>
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<td>honors minor</td>
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<tr>
<td>Anthropology</td>
<td>BA minor</td>
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<tr>
<td>Art</td>
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<tr>
<td>Biology</td>
<td>minor</td>
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<tr>
<td>Chemistry</td>
<td>minor</td>
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<tr>
<td>Computer Science and Information Security</td>
<td>BS</td>
<td></td>
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<tr>
<td>Computer Science</td>
<td>minor</td>
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<tr>
<td>Corrections</td>
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<tr>
<td>Counseling</td>
<td>minor</td>
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<tr>
<td>Criminal Justice</td>
<td>BA (Crime Control and Prevention) BS (Institutional Theory and Practice) AA/BS, AS/BS (CUNY Justice Academy)</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice Management</td>
<td>BS</td>
<td></td>
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<tr>
<td>Criminology</td>
<td>BA minor</td>
<td></td>
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<tr>
<td>Culture and Deviance Studies</td>
<td>BA</td>
<td></td>
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<tr>
<td>Dispute Resolution</td>
<td>certificate and minor</td>
<td></td>
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<tr>
<td>Economics</td>
<td>BS S/BS (CUNY Justice Academy) minor</td>
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</tr>
<tr>
<td>English</td>
<td>BA minor</td>
<td></td>
</tr>
<tr>
<td>Film Studies</td>
<td>minor</td>
<td></td>
</tr>
<tr>
<td>Fire and Emergency Service</td>
<td>BA</td>
<td></td>
</tr>
<tr>
<td>Fire Science</td>
<td>BS minor</td>
<td></td>
</tr>
<tr>
<td>Forensic Psychology</td>
<td>BA</td>
<td></td>
</tr>
<tr>
<td>Forensic Science</td>
<td>BS AS/BS (CUNY Justice Academy)</td>
<td></td>
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<tr>
<td>Fraud Examination</td>
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<td>Gender Studies</td>
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<tr>
<td>Global History</td>
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<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>minor</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>minor</td>
<td></td>
</tr>
<tr>
<td>Human Rights Studies</td>
<td>minor</td>
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  minor
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  minor 154
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  minor
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  minor
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  minor
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# Academic Calendar

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<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27</td>
<td>Wednesday</td>
<td>Last day for 100% tuition refund</td>
</tr>
<tr>
<td>August 28</td>
<td>Thursday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September 1</td>
<td>Monday</td>
<td>Labor Day — College is closed</td>
</tr>
<tr>
<td>September 3</td>
<td>Wednesday</td>
<td>Last day for 75% tuition refund</td>
</tr>
<tr>
<td>September 10</td>
<td>Wednesday</td>
<td>Last day for 50% tuition refund</td>
</tr>
<tr>
<td>September 17</td>
<td>Wednesday</td>
<td>Last day for 25% tuition refund</td>
</tr>
<tr>
<td>September 17</td>
<td>Wednesday</td>
<td>Form A census cutoff</td>
</tr>
<tr>
<td>September 17</td>
<td>Wednesday</td>
<td>Last day to drop without a grade of W</td>
</tr>
<tr>
<td>September 18</td>
<td>Thursday</td>
<td>Course withdrawal period begins (a grade of W is assigned to students who officially drop a course)</td>
</tr>
<tr>
<td>September 23</td>
<td>Tuesday</td>
<td>Classes follow Friday schedule</td>
</tr>
<tr>
<td>September 24—26</td>
<td>Wednesday—Friday</td>
<td>No classes scheduled</td>
</tr>
<tr>
<td>September 26</td>
<td>Friday</td>
<td>Verification of enrollment due for assignment of WN grades</td>
</tr>
<tr>
<td>October 3—4</td>
<td>Friday—Saturday</td>
<td>No classes scheduled</td>
</tr>
<tr>
<td>October 12</td>
<td>Sunday</td>
<td>No classes scheduled</td>
</tr>
<tr>
<td>October 13</td>
<td>Monday</td>
<td>College is closed — no classes</td>
</tr>
<tr>
<td>November 6</td>
<td>Thursday</td>
<td>Last day to withdraw from a class with a grade of W</td>
</tr>
<tr>
<td>November 27—30</td>
<td>Thursday—Sunday</td>
<td>College is closed — no classes</td>
</tr>
<tr>
<td>December 16</td>
<td>Tuesday</td>
<td>Reading Day/ Final Examinations</td>
</tr>
<tr>
<td>December 16—23</td>
<td>Tuesday—Tuesday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 20—21</td>
<td>Saturday—Sunday</td>
<td>Final Examinations — Weekend classes</td>
</tr>
<tr>
<td>December 23</td>
<td>Tuesday</td>
<td>End of Fall Term</td>
</tr>
<tr>
<td>December 24—25</td>
<td>Wednesday—Thursday</td>
<td>College is closed</td>
</tr>
<tr>
<td>December 31</td>
<td>Wednesday</td>
<td>College is closed</td>
</tr>
<tr>
<td>January 1, 2015</td>
<td>Thursday</td>
<td>College is closed</td>
</tr>
</tbody>
</table>

**Please note:** Dates are subject to change without notice. Consult the College’s website for updates and additional information.
### Winter 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1</td>
<td>Thursday</td>
<td>Last day for 100% tuition refund</td>
</tr>
<tr>
<td>January 2</td>
<td>Friday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 5</td>
<td>Monday</td>
<td>Last day for 50% tuition refund</td>
</tr>
<tr>
<td>January 6</td>
<td>Tuesday</td>
<td>Last day for 25% tuition refund</td>
</tr>
<tr>
<td>January 12</td>
<td>Monday</td>
<td>Verification of enrollment due for assignment of WN grades</td>
</tr>
<tr>
<td>January 15</td>
<td>Thursday</td>
<td>Last day to withdraw from class with a grade of W</td>
</tr>
<tr>
<td>January 19</td>
<td>Monday</td>
<td>College is closed — no classes</td>
</tr>
<tr>
<td>January 23</td>
<td>Friday</td>
<td>Final Examinations</td>
</tr>
</tbody>
</table>

### Spring 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 27</td>
<td>Tuesday</td>
<td>Last day for 100% tuition refund</td>
</tr>
<tr>
<td>January 28</td>
<td>Wednesday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>February 3</td>
<td>Tuesday</td>
<td>Last day for 75% tuition refund</td>
</tr>
<tr>
<td>February 10</td>
<td>Tuesday</td>
<td>Last day for 50% tuition refund</td>
</tr>
<tr>
<td>February 12</td>
<td>Thursday</td>
<td>Lincoln’s Birthday — College is closed</td>
</tr>
<tr>
<td>February 16</td>
<td>Monday</td>
<td>Presidents’ Day — College is closed</td>
</tr>
<tr>
<td>February 17</td>
<td>Tuesday</td>
<td>Last day for 25% tuition refund</td>
</tr>
<tr>
<td>February 17</td>
<td>Tuesday</td>
<td>Form A census cutoff</td>
</tr>
<tr>
<td>February 17</td>
<td>Tuesday</td>
<td>Last day to withdraw from a class with a grade of W</td>
</tr>
<tr>
<td>February 18</td>
<td>Wednesday</td>
<td>Course withdrawal period begins (a grade of W is assigned to students who officially drop a course)</td>
</tr>
<tr>
<td>February 18</td>
<td>Wednesday</td>
<td>Classes follow Monday schedule</td>
</tr>
<tr>
<td>February 26</td>
<td>Thursday</td>
<td>Verification of enrollment due for assignment of WN grades</td>
</tr>
<tr>
<td>April 3—11</td>
<td>Friday—Saturday</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>April 16</td>
<td>Thursday</td>
<td>Last day to withdraw from a class with a grade of W</td>
</tr>
<tr>
<td>May 17</td>
<td>Sunday</td>
<td>Final Examination or Reading Day</td>
</tr>
<tr>
<td>May 18—22</td>
<td>Monday—Friday</td>
<td>Final Examinations — Day/ Evening</td>
</tr>
<tr>
<td>May 23—24</td>
<td>Saturday—Sunday</td>
<td>Final Examinations — Weekend classes</td>
</tr>
<tr>
<td>May 24</td>
<td>Sunday</td>
<td>End of Spring Term</td>
</tr>
<tr>
<td>May 25</td>
<td>Monday</td>
<td>Memorial Day — College is closed</td>
</tr>
</tbody>
</table>
1. About John Jay
COLLEGE MISSION

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

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

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

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 thirteen 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
- Master of Science in Security Management

Online master’s degrees:

- Master of Public Administration: Inspector General Program
- Master of Science in Security Management

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:

- Anthropology
- Computer Science and Information Security
- Criminal Justice BA (Crime Control and Prevention)
- Criminal Justice BS (Institutional Theory and Practice)
- 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
- Sociology

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 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.

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.

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 for 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
- Dispute Resolution Center
- 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:

- U.S. Department of Justice; Federal Bureau of Investigation
- U.S. Marshals Service; U.S. Customs and Border Protection
- U.S. Army; U.S. Department of Homeland Security
- U.S. Bureau of Alcohol, Tobacco, Firearms and Explosives
- U.S. Department of the Treasury; U.S. Mint; NYS Attorney General’s Office; NYS Supreme Court; NYC Police Department; Fire Department of the City of New York; NYS Department of Environmental Conservation; NYS Department of Taxation and Finance; New York Stock Exchange; JP Morgan Chase; UBS Investments; The Bank of New York; Smith Barney-Citigroup; Goldman Sachs; Global Tactical Solutions; T-Mobile; Wyeth-Ayerst Laboratories; Verizon; AIG Technical Service, to name a few. For additional information, visit http://www.jjay.cuny.edu/alumni or call 212.237.8547.
About John Jay

Gerald W. Lynch Theater

212.237.8363
http://www.jjay.cuny.edu/theater

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.

Lloyd George Sealy Library

Haaren Hall
212.237.8246
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 Dugsdale, 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.

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, MySkillsSource. 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.

**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 Public Safety desks are staffed at all times. The telephone numbers for the Public Safety 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

**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.

**CUNY ALERT**
The CUNY Alert system provides students, faculty, staff, and parents with alerts and information regarding campus emergencies—such as severe weather situations, closings, or threats to personal safety—through voice, text message, or email. Individuals can sign up in person at the Department of Public Safety, room L2.61, or online at http://www.cuny.edu/alert.
2. Enrollment Management
**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.JOHNJAY
http://www.jjay.cuny.edu
Email: admissions@jjay.cuny.edu

**Jay Express Services**
212.663.7867
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–12:45 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 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 through the CUNY ePermit system, which can be accessed by logging into the CUNY portal at http://www.cuny.edu and clicking 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.

Veterans and Military Personnel
SEE The City University of New York Academic Policy on Military Service in Chapter 7 of this bulletin.

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.

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 www.cuny.edu/admissions/apply.html.

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.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 at: http://www.cuny.edu/admissions/apply.html.

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

All credits earned at other CUNY colleges will be accepted for transfer credit at John Jay. If the number of credits transferred from CUNY colleges is less than 90, additional credits up to a total of 90 will be accepted subject to the following limits:

- Up to 90 credits from senior colleges (4-year college)
- Up to 68 credits from community colleges (2-year colleges)
- Up to 30 credits from external institutions, such as law enforcement academies, fire academy, CLEP, or DSST
- Up to 45 credits for military service, experience and military training courses. Military credit and credit from external institutions combined cannot exceed 45 credits. (SEE Additional Credit Options below)
- Up to 90 credits from all sources combined

All requirements for graduation must be met as specified in the Academic Standards section of this chapter, including completion of required General Education and major courses and residency requirements.

For more information please visit: http://www.cuny.edu/admissions/undergraduate/prepare.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.

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/inservice.

In-service forms may also be obtained in person at the Office of Admissions, 524 West 59th Street, Room L64, 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. SEE ALSO External Credit for Public Safety Personnel later in this section.

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 not 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.

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 Modern 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 6 credits for military service. Contact Jay Express Services to have these credits awarded.

The college also follows the recommendations of the American Council on Education (ACE) in granting credit for military training, based on review of students' military transcripts. Members of the Army, Navy, Marine Corps, Coast Guard, and National Guard order official transcripts through the Joint Services transcript (JST) system at https://jst.doded.mil. After requesting an official transcript through JST, notify the Office of Testing and Evaluation at testing@jjay.cuny.edu and they will retrieve your transcript from the JST system. Members of the Air Force order official transcripts sent to John Jay from the Community College for the Air Force (CCAF) at http://www.au.af.mil/au/barnes/ccaf/transcripts.asp.

**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)

For more details please refer to the Immunization Requirements for New York State College students.
Registering for Classes

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 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 CUNYfirst at: https://home.cunyfirst.cuny.edu.

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 is available through the CUNY Portal. Log in at http://www.cuny.edu then click Student Advisement Degree Audit.

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 CUNYfirst.

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. Log in at http://www.cuny.edu then click Blackboard.

Payment of Tuition

Students may view their bill in CUNYfirst. Bills are not mailed. Payment due dates are listed prominently in CUNYfirst 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 CUNYfirst using either an electronic transfer or an 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 CUNYfirst at: https://home.cunyfirst.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 CUNYfirst 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 available on The Jay Stop at http://jstop.jjay.cuny.edu/registrar.php. 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.

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 Academic Standards below.

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. Retroactive resignations, if granted, apply to all the courses in that semester.

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.

**Name Changes**
From time to time, students request to change a name on official college records such as the transcript and diploma as well as on nonofficial records such as an identification card, email address, and course rosters. Name changes generally occur for one of the following reasons, and each type follows its own protocols.

**Court-Ordered Name Changes**
Such an order may arise in a number of different contexts, including a name change proceeding, an adoption proceeding, a divorce decree, gender reassignment (SEE section on Gender Changes, below), or a witness protection program. In these cases, students should present a final court order (or, where applicable, a marriage certificate will be accepted in lieu of a court order).

In these cases, a student is entitled to change his or her records to reflect the new or resumed name in accordance with the court order. To obtain a change, the student must show an original or certified copy of the order. Thereafter, only his or new name will be reflected on all transcripts, diplomas, and other records issued by the college unless the student requests in writing that his or her transcript and/or diploma include a reference to his or her former name (e.g., John Doe, formerly known as John Roe).

The college will strictly comply with the terms of the court order. For example, a court-ordered name change made as a result of an adoption proceeding, gender reassignment, or as part of a witness protection program may require that the previous name be sealed from the public.

If a diploma has previously been issued with the previous name, the student will be expected to surrender the original diploma. In the event the original diploma has been lost or destroyed, a new diploma will be issued as a duplicate and will bear a notation to that effect.

**Preferred Name**
John Jay College respects the importance that a name change might have to students during their time at the college. A preferred name is not a legal name, but is generally used to change how others refer to the student. For example, student Jonathan Doe may prefer the name John or student Mary Jane Doe may want to be referred to as Mary Jane or Jane, rather than Mary. Note that preferred names are not limited to variations of a student's legal name; for example, student Jennifer may request the preferred name David due to a change in gender identity and be unable to present the documents necessary to secure a court-ordered name change.

John Jay College allows the use of a preferred name on all documents and records other than official documents (such as diplomas and transcripts). Documents and records that may display a preferred name include, among other things, course
rosters, student identification cards, student email addresses, and honors, awards, and prizes issued by the College.

**Corrections of Typographical Errors**
When a student requests a name change due to a typographical or other error in the college's records, the student's request will be granted after verification that the name change is due to such error. Documents that may assist a college in making this determination include, for example, birth certificates, passports, social security cards, driver's licenses, or other documents issued by federal, state or local government agencies.

**Gender Changes**
Students may change their gender on all prior, present, and future college records at their discretion since student gender is not included on any official documents and is generally collected for statistical purposes only. A gender change may be effected at the same time as a name change or as a separate transaction, depending on the student's instructions.

**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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Class Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Freshman</td>
<td>0 – 14.9</td>
</tr>
<tr>
<td>Upper Freshman</td>
<td>15 – 29.9</td>
</tr>
<tr>
<td>Lower Sophomore</td>
<td>30 – 44.9</td>
</tr>
<tr>
<td>Upper Sophomore</td>
<td>45 – 59.9</td>
</tr>
<tr>
<td>Lower Junior</td>
<td>60 – 74.9</td>
</tr>
<tr>
<td>Upper Junior</td>
<td>75 – 89.9</td>
</tr>
<tr>
<td>Lower Senior</td>
<td>90 – 104.9</td>
</tr>
<tr>
<td>Upper Senior</td>
<td>105 or more</td>
</tr>
</tbody>
</table>

**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 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.
Repertoire 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

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, log in to the CUNY Portal at http://www.cuny.edu and click 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.

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**

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

**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 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 Makeup Examinations**

The procedure outlined here is initiated when a student has received the grade of INC because of absence from a final examination. All makeup 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 (Withdrawn 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:

<table>
<thead>
<tr>
<th>Number of Credits</th>
<th>Grade Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 x A (4.0)</td>
<td>24.0</td>
</tr>
<tr>
<td>3 x A- (3.7)</td>
<td>11.1</td>
</tr>
<tr>
<td>4 x B+ (3.3)</td>
<td>13.2</td>
</tr>
<tr>
<td>3 x B (3.0)</td>
<td>9.0</td>
</tr>
<tr>
<td>3 x C+ (2.3)</td>
<td>6.9</td>
</tr>
<tr>
<td>8 x C (2.0)</td>
<td>16.0</td>
</tr>
<tr>
<td>1 x D (1.0)</td>
<td>1.0</td>
</tr>
<tr>
<td>1 x F (0.0)</td>
<td>0.0</td>
</tr>
<tr>
<td>1 x WU (0.0)</td>
<td>0.0</td>
</tr>
<tr>
<td>30</td>
<td>81.2</td>
</tr>
</tbody>
</table>

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 FIN, 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 FIN, 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 CUNY.

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
At the end of each fall and spring semester, John Jay College issues a list of full-time matriculated undergraduate students who have achieved distinguished semester records. The list will be generated by one month after the last day of finals by the Office of the Registrar. The dean’s list recognizes students who have completed the following requirements at the time the list is computed for the semester the dean’s list is to be awarded:
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.

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–12</td>
<td>1.50</td>
</tr>
<tr>
<td>13–24</td>
<td>1.75</td>
</tr>
<tr>
<td>25 and above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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. Advisors 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 24

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, FNs, 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 a 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 accessed by logging into the CUNY Portal at http://www.cuny.edu and clicking on Student Advisement Degree Audit.

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 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
Chapter 2

John Jay College

Degrees.

Please Note:

General requirements for posthumous degrees:

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

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.

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 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

<table>
<thead>
<tr>
<th>New York State Residents</th>
<th>Out-of-State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time matriculated students (12–18 credits):</td>
<td>Matriculated students:</td>
</tr>
<tr>
<td>$3,015 per semester</td>
<td>$535 per credit hour</td>
</tr>
<tr>
<td>Part-time matriculated students (fewer than 12 credits):</td>
<td>Non-degree students:</td>
</tr>
<tr>
<td>$260 per credit hour</td>
<td>$800 per credit hour</td>
</tr>
<tr>
<td>Non-degree students:</td>
<td></td>
</tr>
<tr>
<td>$380 per credit hour</td>
<td></td>
</tr>
<tr>
<td>Senior citizens auditing course:</td>
<td>$65</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>RESIGNATION FILED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the 1st day of class</td>
</tr>
<tr>
<td>100 percent reduction in tuition liability</td>
</tr>
<tr>
<td>Within the first week of classes</td>
</tr>
<tr>
<td>75 percent reduction in tuition liability</td>
</tr>
<tr>
<td>Within the second week of classes</td>
</tr>
<tr>
<td>50 percent reduction in tuition liability</td>
</tr>
<tr>
<td>Within the third week of classes</td>
</tr>
<tr>
<td>25 percent reduction in tuition liability</td>
</tr>
<tr>
<td>After the third week of classes</td>
</tr>
<tr>
<td>No reduction in tuition liability</td>
</tr>
</tbody>
</table>

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 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.

**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.**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of Program</td>
<td>$18</td>
</tr>
<tr>
<td>Duplicate I.D.</td>
<td>$10</td>
</tr>
<tr>
<td>Duplicate Record/Bursar/Bill</td>
<td>$5</td>
</tr>
<tr>
<td>Duplicate Diploma</td>
<td>$30</td>
</tr>
<tr>
<td>Late Registration</td>
<td>$25</td>
</tr>
<tr>
<td>Nonpayment Service Fee</td>
<td>$15</td>
</tr>
<tr>
<td>Make-up Examinations</td>
<td>$25</td>
</tr>
<tr>
<td>Second Make-Up Exam</td>
<td>$30</td>
</tr>
<tr>
<td>Third Make-Up Exam</td>
<td>$35</td>
</tr>
<tr>
<td>Transcripts</td>
<td>$7</td>
</tr>
<tr>
<td>Readmission</td>
<td>$20</td>
</tr>
</tbody>
</table>

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**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
524 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 go to Jay Express Services 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.

**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 $295 to $2865 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 degree audit program to find the required classes needed. Students can access the DegreeWorks through the CUNY Portal. Log in at cunyportal.cuny.edu 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 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

<table>
<thead>
<tr>
<th>Credits Completed</th>
<th>Dependent Students</th>
<th>Independent Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–29</td>
<td>$5,500</td>
<td>$9,500</td>
</tr>
<tr>
<td></td>
<td>(Maximum Subsidized $3,500)</td>
<td>(Maximum Subsidized $3,500)</td>
</tr>
<tr>
<td>30–59</td>
<td>$6,500</td>
<td>$10,500</td>
</tr>
<tr>
<td></td>
<td>(Maximum Subsidized $4,500)</td>
<td>(Maximum Subsidized $4,500)</td>
</tr>
<tr>
<td>60+</td>
<td>$7,500</td>
<td>$12,500</td>
</tr>
<tr>
<td></td>
<td>(Maximum Subsidized $5,500)</td>
<td>(Maximum Subsidized $5,500)</td>
</tr>
</tbody>
</table>

Interest Rates and Origination Fees:
The following two charts are from the Department of Education’s website: http://www.dl.ed.gov.

<table>
<thead>
<tr>
<th>Loan Type</th>
<th>Date of First Disbursement</th>
<th>Fixed Interest Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Subsidized and</td>
<td>7/1/11–6/30/13</td>
<td>3.40%</td>
</tr>
<tr>
<td>Unsubsidized Loans</td>
<td>7/1/10–6/30/11</td>
<td>4.50%</td>
</tr>
<tr>
<td>Direct Unsubsidized</td>
<td>7/1/11–6/30/13</td>
<td>4.66%</td>
</tr>
<tr>
<td>Loans</td>
<td>7/1/10–6/30/11</td>
<td>4.86%</td>
</tr>
<tr>
<td>Direct Subsidized</td>
<td>7/1/11–6/30/13</td>
<td>4.40%</td>
</tr>
<tr>
<td>Loans</td>
<td>7/1/10–6/30/10</td>
<td>4.50%</td>
</tr>
<tr>
<td>Direct PLUS Loans</td>
<td>7/1/11–6/30/13</td>
<td>4.60%</td>
</tr>
<tr>
<td>(Parents)</td>
<td>7/1/10–6/30/09</td>
<td>6.00%</td>
</tr>
<tr>
<td></td>
<td>7/1/11–6/30/08</td>
<td>4.60%</td>
</tr>
<tr>
<td></td>
<td>7/1/10–6/30/11</td>
<td>4.50%</td>
</tr>
<tr>
<td></td>
<td>4/1/14–6/30/15</td>
<td>7.21%</td>
</tr>
<tr>
<td></td>
<td>7/1/13–6/30/14</td>
<td>6.41%</td>
</tr>
<tr>
<td></td>
<td>7/1/06–6/30/13</td>
<td>7.90%</td>
</tr>
</tbody>
</table>

Please Note: The actual interest rate and loan fee will be included in a disclosure statement the student will receive before the first disbursement of the loan.
The 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:

<table>
<thead>
<tr>
<th>Loan Type</th>
<th>Date of First Disbursement</th>
<th>Origination Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Subsidized and Unsubsidized Loans</td>
<td>On or after 12/1/13</td>
<td>1.072%</td>
</tr>
<tr>
<td></td>
<td>3/1/13–12/1/13</td>
<td>1.051%</td>
</tr>
<tr>
<td></td>
<td>7/1/10–2/28/13</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>7/1/09–6/30/10</td>
<td>1.5%</td>
</tr>
<tr>
<td></td>
<td>7/1/08–6/30/09</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>7/1/07–6/15/08</td>
<td>2.5%</td>
</tr>
<tr>
<td></td>
<td>Prior to 7/1/2007</td>
<td>3%</td>
</tr>
<tr>
<td>Direct PLUS Loans (Parents)</td>
<td>On or after 12/1/13</td>
<td>4.288%</td>
</tr>
</tbody>
</table>

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 4.66 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 loans are parents or other eligible borrowers 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 by logging into the CUNY Portal at http://www.cuny.edu and clicking on Student Advisement Degree Audit.

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 2007 through Spring 2010, and SEEK students

<table>
<thead>
<tr>
<th>To receive payment number:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must have completed at least this many credits in the previous payment semester:</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>You must have total accumulated credits towards your degree of at least:</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
</tr>
<tr>
<td>You must have a GPA of:</td>
<td>0</td>
<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

### Undergraduate Students receiving first state aid in Summer 2010 and thereafter and are not SEEK students

<table>
<thead>
<tr>
<th>To receive payment number:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must have completed at least this many credits in the previous payment semester:</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>You must have total accumulated credits towards your degree of at least:</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
</tr>
<tr>
<td>You must have a GPA of:</td>
<td>0</td>
<td>1.5</td>
<td>1.8</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5–12</td>
<td>1.50</td>
</tr>
<tr>
<td>13–24</td>
<td>1.75</td>
</tr>
<tr>
<td>25–upward</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**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 a certain percentage of the total credits attempted according to the following:

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>15</th>
<th>30</th>
<th>45</th>
<th>60</th>
<th>75</th>
<th>90</th>
<th>105</th>
<th>120</th>
<th>135</th>
<th>150</th>
<th>165</th>
<th>180</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned Credits</td>
<td>0</td>
<td>5</td>
<td>16</td>
<td>27</td>
<td>42</td>
<td>50</td>
<td>63</td>
<td>72</td>
<td>84</td>
<td>95</td>
<td>108</td>
<td>117</td>
</tr>
</tbody>
</table>

For associate degree programs, accumulated credits must be equal to or greater than a certain percentage of the total credits attempted according to the following:

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>6</th>
<th>12</th>
<th>18</th>
<th>24</th>
<th>30</th>
<th>36</th>
<th>42</th>
<th>48</th>
<th>54</th>
<th>60</th>
<th>66</th>
<th>72</th>
<th>78</th>
<th>84</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned Credits</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>13</td>
<td>19</td>
<td>23</td>
<td>27</td>
<td>33</td>
<td>39</td>
<td>44</td>
<td>49</td>
<td>55</td>
<td>61</td>
</tr>
</tbody>
</table>

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 timeframe 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 timeframe. 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 timeframe, 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 timeframe 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 timeframe for the completion of his or her studies.

**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 financial aid 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 or she earned, the unearned portion must be returned to the Department of Education. If a student receives less aid than the amount earned, he or 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 all classes 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 or 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 or her of the student's overpayment status or risk losing eligibility for further federal financial assistance.
3. Academic Resources and Opportunities
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
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
Edgardo Sanabria-Valentín, Ph.D.
Room 5.61, New Building
212.393.6489
esanabriavalentin@jjay.cuny.edu
http://prismatjjay.org/advising/prehealth/

Students interested in pursuing careers in the health professions—medicine (MD and DO), dentistry, optometry, podiatry or veterinary medicine, among others—are able to fulfill the necessary academic requirements at John Jay. Anyone considering these careers should consult with the health professions advisor at least twice a semester, every semester. The advisor will assist these students in planning their academic programs, organizing appropriate extracurricular activities, and taking advantage of the resources available through John Jay to achieve their goals. Most health professional schools require all applicants to have a fundamental knowledge of biology, chemistry, physics and mathematics and to have taken college-level courses on these topics. It is strongly advised that students begin science preparation in the freshman year with Biology 103–104, Chemistry 103–104, and Mathematics 241–242. These subjects are also part of the standardized tests that applicants take at the end of their junior year for admission to health professional schools. Because test results, applications and the advisor’s letter of recommendation are usually forwarded to schools by the beginning of senior year, students applying to these programs must meet with their health professions advisor regularly to coordinate this process. Appointments can be set up on the Academic Advising website.

Interdisciplinary Studies Program
Room 6.65, New Building
212.237.8462
ispinfo@jjay.cuny.edu
http://www.jjay.cuny.edu/academicadvisement

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

Percy Ellis Sutton 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/Service Members Academic Advisement
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

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 over 30 different courses in science and mathematics. In addition, the MSRC provides final exam review sessions for a limited selection of courses, individualized tutoring for students with disabilities, and structured, one-on-one tutoring programs for students who are repeating a course in which they have previously received a grade of F or any form of W. 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.
The Modern Language Center 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 modern language courses. If they do, these students could come to the lab to take the placement exam at any time during the semester.

The Modern Language Center
Room 7.64, New Building
212.484.1140
 languagelab@jjay.cuny.edu
http://www.jjay.cuny.edu/academics/596.php

The Modern Language Center 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 modern language courses. If they do, these students could come to the lab to take the placement exam at any time during the semester.

The Writing Center provides tutoring, writing consultation, and ESL support services 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.

The Writing Center
Room 1.68, New Building
212.237.8569
http://www.jjay.cuny.edu/academics/590.php

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 (212.237.8220) or on the Web at http://cunyba.gc.cuny.edu. Professor Richard Haw (Interdisciplinary Studies Program / Department of English) is the Coordinator of the CUNY BA/BS Program at John Jay College (212.237.8076, rhaw@jjay.cuny.edu).

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.

FELLOWSHIP AND SCHOLARSHIP OPPORTUNITIES

Room 1100, North Hall
646.557.4804
OFSO@jjay.cuny.edu
http://www.jjay.cuny.edu/academics/6423.php
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, graduate study and 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.

GRADUATION AWARDS

To be eligible for graduation awards, students must complete at least 56 credits at John Jay College (52 credits for those who entered the college with an associate degree) with a minimum grade point average of 2.0. Note: some awards require a higher grade point average. Awards that support graduate studies must be used beginning no later than the fall semester of the fourth academic year following graduation.

Simone Ackerman French Excellence Award
This award is given to a senior with the highest GPA in first- and second-year French courses who will pursue the study of French. It is given in memory of Dr. Simone Ackerman, a scholar at John Jay College for seven years who promoted French and the French culture.

Dorothy and Solomon Bohigian Operations Research Award
This award, established by Professor Emeritus Haig Bohigian to honor the memory of his parents, recognizes the graduating senior who has best demonstrated excellence and originality in Operations Research.
Academic Resources and Opportunities

Distinguished Service Awards
Application required

The John Jay College Committee on Undergraduate Honors, Prizes and Awards grants the Distinguished Service Awards each year to five graduating seniors who have made significant contributions of service to the College. Applicants must have a minimum grade point average of 2.0.

Albert Elias Memorial Award
Department of Law, Police Science and Criminal Justice Administration
This award was established in memory of Professor Albert Elias by his family and the Department of Law, Police Science and Criminal Justice Administration. An expert in correctional studies, Professor Elias pioneered guided group interaction as an intervention to rehabilitate juvenile delinquents. The award is presented to the graduating correction officer with the highest cumulative grade point average.

Herbert L. Erlanger Wellness Award
This award was established by Professor Jane Katz of the Department of Health and Physical Education in 2008. It is given to the graduating female athlete with the highest cumulative GPA.

Phillip Gisses Award
Department of Public Management
This award was established by Associate Registrar Emerita Jennie Gisses in memory of her husband. It is given to the graduating senior who is a member of the New York City Fire Department or who has the highest grade point average in the Fire Science major. The faculty of the Department of Public Management selects the award winner.

Graduating Scholar Award
This award is presented to a graduating senior with the highest grade point average who entered John Jay College as a freshman. The recipient is verified by the Registrar.

Richard Henry Hommel Award
Department of Communication and Theatre Arts
The Richard Henry Hommel Award was established by alumnus Richard W. Hommel in memory of his son. The award is given to a graduating senior who has made an outstanding contribution to theatrical performances at the College. The faculty of the Department of Communication and Theatre Arts selects the award winner.

Humanities and Justice Award
This award is given to the graduating senior whose prospectus and senior thesis represent the highest standards of research in the study of justice as a humanistic discipline.

Interdisciplinary Studies Award
Department of Interdisciplinary Studies
Established by the faculty and alumni of the Department of Interdisciplinary Studies, this award is presented to a graduating senior who has demonstrated not only academic excellence but also the ability to integrate the department’s various disciplines into some common understanding of the human condition. The faculty and alumni of the department select the winner.

Lawrence J. Kaplan Humanities Award
Established by Professor Emeritus of Economics Lawrence J. Kaplan, the award is presented to a graduating senior who has shown excellence in the study of the humanities. Winners are nominated and selected by faculty members, with the participation of Professor Kaplan.

Ruth S. Lefkowitz Mathematics Prize
This prize was established by Charles S. Lefkowitz in honor of his wife, Professor Emerita Ruth S. Lefkowitz and former chairperson of the Department of Mathematics. The award is presented to a graduating senior for outstanding academic performance in the Computer Information Systems major. The faculty of the Department of Mathematics and Computer Science selects the award winner from nominees with the highest grade point averages in the Computer Information Systems major.

Bernard Locke Award
Department of Psychology
The Department of Psychology established this award in memory of Bernard Locke, professor of psychology and former dean of students. This award is presented to a graduating senior selected by a faculty committee of the Department of Psychology for outstanding achievement in psychology.

Howard Mann Humanitarian Award
This award was established in memory of Dr. Howard Mann, scholar, counselor, educator, humanitarian, associate professor and dean of students (1971–79). The award is presented to a graduating senior who has unselfishly and voluntarily worked for the welfare of others. The Committee on Undergraduate Honors, Prizes and Awards selects the award winner.

Jerome Metzner Award
Department of Sciences
The Department of Sciences established this award in memory of Jerome Metzner, professor of biology. This award is given to the graduating senior who has demonstrated academic excellence in the Forensic Science major. The faculty of the Department of Sciences selects the annual winner.

Robert S. Morrow Prize
Department of Psychology
The Department of Psychology established this award in memory of Professor Robert S. Morrow, the first coordinator of the Master of Arts in Forensic Psychology Program. The award is given to one or more graduating seniors who have demonstrated academic excellence in the Forensic Psychology major. The faculty of the Department of Psychology selects the award winner.

Arthur and Elaine Niederhoffer Undergraduate Prize
This award is given to a promising senior in the Forensic Psychology or Criminal Justice major, who has a strong research interest and plans to attend graduate school.
Elaine Noel Award  
Department of Psychology  
The Department of Psychology established this award in 1999 in memory of Elaine Noel who served as the department's secretary from 1980 to 1996. The award is given to the forensic psychology student with an excellent record in psychology who has made a special contribution to the John Jay College community.

Outstanding Graduate in English  
Department of English  
This award, established by Professor Marny Tabb (2011), is given to an exemplary graduating senior in recognition of outstanding academic achievement and leadership in the English program.

Police Foundation Award  
Established by Tova Friedler in 2007, this award is given to the graduating senior who is a member of the uniform forces with the highest cumulative GPA.

Leonard E. Reisman Medal  
This medal was established in honor of the first president of John Jay College of Criminal Justice. It is awarded to an outstanding member of the senior class for distinguished scholarship and exceptional service to the College. The applicant must have a minimum grade point average of 3.5.

Donald and Leah Riddle Scholarship Award  
Established in memory of John Jay College's second President and his wife Leah, this award is given to the graduating senior with the highest GPA in the Criminal Justice or Legal Studies major. Dr. and Mrs. Riddle believed strongly in the importance of critical and analytical course content for law enforcement officers. After succeeding the College's first President, Dr. Riddle introduced courses in languages and the humanities to the curriculum.

Armando Rosario Memorial Award  
Established by the Auxiliary Police Benevolent Association (APBA) of the City of New York, this award is given in memory of Armando Rosario, one of five New York City Auxiliary Police officers to die in the line of duty. Honoring all who have given their lives, the award is presented to a graduating auxiliary police officer with a high scholastic average. The president of the APBA selects the award winner after a review of the candidate's cumulative grade point average and assignment. An interview is required.

Scholar-Athlete Award  
This award is given to a graduating senior with academic honors who has played on a varsity team for at least two years.

Scholarship and Service Award  
The Scholarship and Service Award is given annually by John Jay College to a graduating senior with a minimum grade point average of 3.0 who has demonstrated scholarship and outstanding service to the College. The Committee on Undergraduate Honors, Prizes and Awards selects the award winner.

Anne Schreiber Memorial Award  
Center for English Language Support  
This award was established by Associate Registrar Emerita Jennie Gisses in memory of her sister Anne. It is given to a graduating senior who has made marked progress in English as a second language. The director of the Center for English Language Support selects the award winner.

Alex Smith Award for Excellence in Criminology  
Department of Sociology  
The Department of Sociology established this award in honor of Professor Emeritus Alex Smith, one of the founders of the College. The award is given to a graduating senior with the highest grade point average in the Criminology major. The Office of the Registrar identifies award candidates and the faculty of the Department of Sociology selects the award winner.

Petra Shattuck Prize for Distinction in Government  
Department of Political Science  
The Department of Political Science established this award in memory of Professor Petra Shattuck, whose most significant work centered on the civil rights of Native Americans. The award is given to a graduating senior who has demonstrated academic excellence and distinction in the Political Science major. The faculty of the Department of Political Science selects the winner.

Juan Antonio Soto Scholarship Award for Excellence in Spanish  
The award was established by Professor Liliana Soto-Fernandez and Professor Emerita Catherine Rovira of the Department of Modern Languages and Literature. It is given to a graduating senior with a minor in Spanish who holds the highest GPA.

Uniformed Fire Officers Association Award  
Established in 1999 by the Uniformed Fire Officers Association, this award is presented to a New York City Fire Department officer graduating with a distinguished academic record.

Brother Wagner Award  
Department of Law, Police Science and Criminal Justice Administration  
The Department of Law, Police Science and Criminal Justice Administration, the Wagner family, and the Order of Christian Brothers established this award in memory of Brother Robert Wagner, Christian Brother, professor, and advocate for the rehabilitation of adolescent offenders. The award is given to the graduating senior with the highest grade point average in the Correctional Studies major. The Registrar’s Office identifies candidates and the faculty of the Department of Law, Police Science and Criminal Justice Administration selects the award winner.

Christopher Williams Memorial Scholarship  
This award was established in memory of Christopher Williams, a dedicated college admissions counselor, by his wife, Sara Scaldaffery. It is given to a graduating senior with the highest GPA, who is registered with the Office of Accessibility Services.
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 Lior Gideon, at lgideon@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.

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.

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.

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. To be eligible, undergraduates must have completed at least 90 credits toward the bachelor’s degree with a major in public management and a GPA of at least 3.67. For more information, please contact the faculty advisor, Professor Daniel Feldman, at 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.

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 $40 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 John Staines, at jstaines@jjay.cuny.edu.

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 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 CAA 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 3.5 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.

### INTERNATIONAL STUDIES AND PROGRAMS

**Room 1101-1105, North Hall**
212.484.1339
mcoyle@jjay.cuny.edu
http://www.jjay.cuny.edu/studyabroad

The Office of International Studies & Programs works with faculty and students to identify, create, and seek funding for international opportunities. These opportunities could include John Jay faculty-led study abroad options, programs sponsored by other CUNY colleges, and programs offered outside of the CUNY system.

The office provides faculty with advice and assistance in projects that seek to internationalize the curriculum and the campus, to establish collaborative research ties, to identify grant and fellowship support, and to design research and study abroad opportunities for students. For students, the office provides information and advice about international programs, opportunities and funding sources. The office also administers the J-1 Exchange Visitor Program.

### INTERNSHIPS

**Center for Career and Professional Development**
Room L.72, New Building
212.237.8754
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, and evaluate career choices. 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).

LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION

212.237.8884
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.

MALCOLM/KING LEADERSHIP AWARD

Department of Africana Studies
Room 9.63.01 New Building
212.237.8764

In honor of Dr. Martin Luther King and Malcolm X, John Jay College established the Malcolm/King Leadership Award. The award encourages graduate and undergraduate students majoring in Criminal Justice to pursue careers in the social sciences, to engage in social activism, to strive for academic excellence and to foster an awareness of the many social issues that affect the communities in which they live, work and attend school. To be eligible, undergraduate students must have completed 24 credits with a minimum grade point average of 3.0. Students must either be taking or have successfully completed three ethnic studies courses. In addition, a 350-500 word essay on a pre-selected topic is required. For more information, please call 212.237.8764.

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 212-237-8287 or admission@jjay.cuny.edu (enter “NYPD Leadership Program” in the subject line). For academic-related questions, contact the Academic Coordinators at 212-237-8381 or NYPDProgram@jjay.cuny.edu.

**PRE LAW INSTITUTE**

Room 1100, North Hall  
646.557.4804  
pli@jjay.cuny.edu  
http://www.jjay.cuny.edu/PLI  
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: PROGRAM FOR RESEARCH INITIATIVES IN SCIENCE AND MATH**

Room 5.61.00, New Building  
212.393.6489  
PRISM@jjay.cuny.edu  
http://www.prismatjjay.org  
http://www.jjay.cuny.edu/undergraduateResearch

The Program for Research Initiatives in Science and Math (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  
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

Assistant Director: Professor Francois Restrepo  
212.237.8710, frestrepo@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. Through law school courses taught by actual law school faculty, internships with judges and lawyers working in a variety of practice settings during the first summer, and a comprehensive designed LSAT prep course during the second summer, Ronald. H. Brown Prep Program students have an edge in the admissions process. To be eligible for participation, students must have between 45-75 credits with a grade point average (GPA) of 3.0 or better.
SEEK PROGRAM
(Percy Ellis Sutton Search for Education, Elevation and Knowledge Program)

Room 3100, North Hall
212.237.8169
ntorres@jjay.cuny.edu
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’s senior colleges. 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).

STUDENT ACADEMIC SUCCESS PROGRAMS

Room 100, Westport Building
212.484.1130
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.

Transfer Experience 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
http://www.jjay.cuny.edu/academics/4305.php

The Office of Undergraduate Research (OUR) facilitates, promotes, and supports collaboration between undergraduate students and faculty members on original research projects. This office works with students and faculty in the social sciences, humanities and languages, and fine and performing arts. (Students interested in research projects in the natural and physical sciences are served by the PRISM program.)

The OUR supports students in all stages of the research experience, offering financial resources and referrals to funding opportunities, a laptop loan program, free poster printing for students presenting their research, and a summer research internship.

The OUR also works to increase the recognition and visibility of student-scholars as they work with John Jay faculty by highlighting their successes on the college website, in the OUR newsletter, and the annual Celebrating Research and Creativity Symposium.
4. Student Affairs
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.

ACCESSIBILITY SERVICES

Room L.66.00, New Building
212.237.8031
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.

ATHLETICS, RECREATION AND INTRAMURALS

Department of Athletics
212.237.8371/6329

Under the nickname “Bloodhounds,” 14 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. Cheerleading is the newest team, added in 2013.

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.
PROFESSIONAL DEVELOPMENT

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!

CENTER FOR STUDENT INVOLVEMENT & LEADERSHIP
(Formerly Student Life)

The Center for Student Involve ment & Leadership 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 Center for Student Involvement & Leadership 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 Center for Student Involvement & Leadership 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 Center for Student Involvement & Leadership. John Jay’s student organizations show the diversity of our students and their interests. More than 50 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 Center for Student Involvement & Leadership and on their 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, Yearbook, John Jay Sentinel, Theatrical Players and Radio
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. The office also houses CUNY Service Corps, a project through which John Jay students earn money to work on projects that improve New York City.

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.

**COUNSELING**

Room L.65, New Building
212.237.8111
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.

**HEALTH SERVICES/STUDENT HEALTH CENTER**

Room L.67.00, New Building
212.237.8052
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 L67). The health director will direct students as to how to file the necessary accident insurance claim.
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.

RESIDENCE LIFE

212-393-6339
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 is a place where students can have fun, make lasting friendships, and feel at home. The Residence Life staff focuses on developing communities where each student feels connected to his or her peers and has a strong connection to the John Jay community.

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
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

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.
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 their educational and professional objectives. OVA collaborates with all departments to create a smooth and successful transition into the John Jay community. OVA also assists students in accessing 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.

WOMEN’S CENTER

Room L.67.10, New Building
212.237.8184

The Women’s Center supports student success by providing invaluable links between student-centered research, peer networking, educational programming and clinical intervention. The center provides education, outreach and activist opportunities on women’s issues and gender justice. It also makes available direct services (crisis intervention, short-term and ongoing individual counseling, groups and referral services), educational programs (workshops, conferences, 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.
5. Programs of Study
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. Students may not take more than 50 percent of the courses used to fulfill their degree requirements online.

General Education
In the fall 2013 semester, John Jay introduced 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 68 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 Undergraduate Declaration of Major Form and submit it to J Express.

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:
- Anthropology (BA)
- Computer Science and Information Security (BS)
- Criminal Justice (Crime Control and Prevention) (BA)
- Criminal Justice (Institutional Theory and Practice) (BS)
- Criminal Justice Management (BS)
- Criminology (BA)
- Culture and Deviance Studies (BA)
- Economics (BS)
- English (BA)
- Fire and Emergency Service (BA)
- Fire Science (BS)
- Forensic Psychology (BA)
- Forensic Science (BS)
- Gender Studies (BA)
- Global History (BA)
- Humanities and Justice (BA)
- International Criminal Justice (BA)
- Law and Society (BA)
- Philosophy (BA)
- Police Studies (BS)
- Political Science (BA)
- Public Administration (BS)
- Security Management (BS)
- Sociology (BA)

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
Alternative Baccalaureate/Master’s Program and the Thesis

John Jay College must be graduate credits. Psychology Program must complete 134 credits, 39 of which must be graduate credits. BA/MA students in the Forensic Administration Program must complete 134 credits, 42 of which must be graduate credits. BS/MPA students in the Public master’s degree must complete a total of 134 credits, 36 of which must be graduate credits.

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.

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

CUNY JUSTICE ACADEMY PROGRAMS

(Bjoint/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.

<table>
<thead>
<tr>
<th>Combined degree program requirements: Baccalaureate/Master’s Programs</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MA in Criminal Justice</td>
<td>30–36</td>
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<tr>
<td>BA in Criminal Justice</td>
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<tr>
<td>BS in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>BS in Criminal Justice Management</td>
<td></td>
</tr>
<tr>
<td>BS in Police Studies</td>
<td></td>
</tr>
<tr>
<td>MA in Forensic Psychology</td>
<td>39</td>
</tr>
<tr>
<td>BA in Forensic Psychology</td>
<td></td>
</tr>
<tr>
<td>MPA in Public Administration</td>
<td>42</td>
</tr>
<tr>
<td>BS in Criminal Justice Management</td>
<td></td>
</tr>
<tr>
<td>BS in Public Administration</td>
<td></td>
</tr>
</tbody>
</table>

Chapter 5

John Jay College
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 (or between majors or minors). Only two courses may overlap between a student's majors, minors or programs. 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 Undergraduate Declaration of Minor Form and submit it to J Express. Students should be able to see their declared minors on their unofficial transcripts in CUNYFirst. 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:

Accounting
Addiction Studies
Africana Studies
Africana Studies Honors
Anthropology
Art
Biology
Chemistry
Computer Science
Corrections
Counseling
Criminology
Dispute Resolution
Economics
English
Film Studies
Fire Science
Fraud Examination
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
Sustainability and Environmental Justice
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.

<table>
<thead>
<tr>
<th>HEGIS Code</th>
<th>Degree</th>
<th>Title</th>
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<tr>
<td>0502</td>
<td>Cert.</td>
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<td>MS</td>
<td>Security Management</td>
</tr>
<tr>
<td>0799</td>
<td>BS</td>
<td>Computer Science &amp; Information Security (formerly Computer Information Systems in Criminal Justice &amp; Public Administration)</td>
</tr>
<tr>
<td>0799</td>
<td>MS</td>
<td>Digital Forensics and Cybersecurity (formerly Forensic Computing)</td>
</tr>
<tr>
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<td>Cert.</td>
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<td>Forensic Science, BMCC/Forensic Science</td>
</tr>
<tr>
<td>1999.20</td>
<td>AS/BS</td>
<td>Science for Forensics, BXCC/Forensic Science</td>
</tr>
<tr>
<td>1999.20</td>
<td>AS/BS</td>
<td>Science for Forensics, KBCC/Forensic Science</td>
</tr>
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<td>AS/BS</td>
<td>Science for Forensics, QBCC/Forensic Science</td>
</tr>
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<td>Forensic Science</td>
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<tr>
<td>2099</td>
<td>MA/JD</td>
<td>Forensic Psychology/Law with NY Law School</td>
</tr>
<tr>
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<td>MA</td>
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</tr>
<tr>
<td>2099</td>
<td>Cert.</td>
<td>Advanced Post graduate Certificate in Forensic Psychology</td>
</tr>
<tr>
<td>2101</td>
<td>BA</td>
<td>Fire and Emergency Service</td>
</tr>
<tr>
<td>2101</td>
<td>MS</td>
<td>Protection Management</td>
</tr>
<tr>
<td>2101</td>
<td>BS</td>
<td>Fire Science</td>
</tr>
<tr>
<td>2102</td>
<td>BS</td>
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<td>Public Administration: Public Policy &amp; Administration</td>
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<td>2102</td>
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<td>Public Administration/Public Administration: Inspection &amp; Oversight</td>
</tr>
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<td>Public Administration/Public Administration: Public Policy and Administration</td>
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<td>Public Administration: Inspection &amp; Oversight</td>
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<td>2104.10</td>
<td>MA</td>
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<td>BS</td>
<td>Criminal Justice (Institutional Theory &amp; Practice)</td>
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<td>BS/MA</td>
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<td>BS</td>
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<td>Criminal Justice Management/Criminal Justice</td>
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<tr>
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<td>BS/MA</td>
<td>Criminal Justice Management/Criminal Justice</td>
</tr>
<tr>
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<tr>
<td>2105</td>
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### Degrees Awarded through The City University of New York Graduate School and John Jay College of Criminal Justice

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<tr>
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</tr>
<tr>
<td>2099</td>
<td>PhD</td>
<td>Forensic Psychology</td>
</tr>
</tbody>
</table>

**Note:** All degree programs are subject to approval by the City University of New York Graduate School. Students should consult with their academic advisor for detailed program requirements.
GENERAL EDUCATION

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

Overview

All entering first-year and transfer students will participate in the new general education program starting fall 2013. 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 Life 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, the U.S. Experience 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.

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.
LEARNING OUTCOMES FOR GENERAL EDUCATION

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.

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.
LEARNING OUTCOMES FOR GENERAL EDUCATION

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 Life 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.

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.

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>CUNY COMMON CORE</th>
<th>30 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. REQUIRED CORE</strong></td>
<td>Subtotal: 12</td>
</tr>
<tr>
<td><strong>A. English Composition</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td>6</td>
</tr>
<tr>
<td><strong>Required</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101 Composition I (This course is a prerequisite for all 200-level courses.)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 201 Composition II (This course is a prerequisite for all 300- and 400-level courses.)</td>
<td>3</td>
</tr>
<tr>
<td><strong>B. Mathematics and Quantitative Reasoning</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td><strong>Choose one</strong></td>
<td></td>
</tr>
<tr>
<td>MAT 105 College Algebra</td>
<td></td>
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<tr>
<td>MAT 106 Liberal Arts Math</td>
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<tr>
<td>MAT 108 Social Science Mathematics</td>
<td></td>
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<tr>
<td>MAT 141 Pre-Calculus</td>
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<tr>
<td>MAT 241 Calculus I</td>
<td></td>
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<tr>
<td>MAT 242 Calculus II</td>
<td></td>
</tr>
<tr>
<td>MAT 301 Probability and Mathematical Statistics I</td>
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</tbody>
</table>
CUNY COMMON CORE

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Life and Physical Science</td>
<td>Choose one of the following courses: Origins: From the Big Bang to Life on Earth, Environmental Science: A Focus on Sustainability, Scientific Principles of Forensic Science. (STEM variant courses can be used to satisfy this area of the required core).</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

II. Flexible Core

| Category A. World Cultures and Global Issues | | Subtotal: 18 |
| Select at least one course | | |
| **Note:** 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. | |

| Category B. U.S. Experience in its Diversity | |
| Select at least one course | |

| Category C. Creative Expression | |
| Select at least one course | |

| Category D. Individual and Society | |
| Select at least one course | |

| Category E. Scientific World | |
| Select at least one course | |
| (STEM variant courses can be used to satisfy this area of the Flexible Core) | |

III. John Jay College Option

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Justice Core I (100-level)</td>
<td>Justice and the Individual</td>
<td>0-3</td>
</tr>
<tr>
<td>B. Justice Core II (300-level)</td>
<td>The Struggle for Justice and Equality in the U.S., Justice in Global Perspective</td>
<td>3</td>
</tr>
<tr>
<td>C. Learning from the Past</td>
<td></td>
<td>0-3</td>
</tr>
<tr>
<td>D. Communications</td>
<td></td>
<td>0-3</td>
</tr>
</tbody>
</table>

**Note:** Students who are not exempt from the foreign language requirement will take their Foreign language 102 course in this area.

**TOTAL:** 42 credits
Accounting
Minor

The accounting minor is beneficial for anyone who wants to be involved in management, leadership, or administration in a meaningful way. The understanding of accounting assists them in fulfilling their organizational objectives, whatever those objectives may be. The emphasis of this minor is on the use of financial information rather than preparation of financial information. Students should speak with the minor coordinator about how this minor can satisfy some of the educational requirements to sit for the CPA Exam.

Rationale. It is often said that accounting is the language of business. As such, a minor in accounting is beneficial for anyone who wants to be involved in business in a meaningful way. It also helps those involved in public management or the management of large non-profit organizations. The minor also provides students the opportunity to improve their career prospects by developing practical skills and provides learning outcomes valued in business, government and non-profit organizations.

Learning Outcomes. Student will:
- Apply critical thinking skills: identify critical elements of an accounting issue, analyze financial information using an appropriate framework, distinguish between relevant and irrelevant financial information and derive conclusions about the accounting or management problem.
- Demonstrate oral communication skills: communicate effectively with management professionals, deliver an organized accounting or management presentation, and speak in an organized manner on an accounting or management topic.
- Demonstrate written communication skills: Organize relevant financial information for an accounting or management report, and use appropriate writing formats.
- Analyze ethical issues: identify ethical issues in an accounting/management context, critically apply ethical reasoning to an accounting/management situation, choose an appropriate course of action based on professional ethical standards, and evaluate multiple stakeholders’ perspectives in the accounting/management situation.
- Utilize technology skills: Identify uses of spreadsheets in accounting applications, develop spreadsheets for accounting applications, identify uses of data bases for accounting information systems.

Minor coordinator. Professor Randall LaSalle, Department of Public Management (212.484.1308, rlasalle@jjay.cuny.edu)

Requirements. Students who earn a BS in Fraud Examination and Financial Forensics or in Economics, Specialization C cannot earn this minor. A maximum of two courses can overlap with a student’s major, other minors or programs.

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>CREDITS: 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 250 Introduction to Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 251 Introduction to Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 307 Forensic Accounting I</td>
<td></td>
</tr>
<tr>
<td>ACC 308 Auditing</td>
<td></td>
</tr>
<tr>
<td>ACC 3xx Intermediate Accounting I</td>
<td></td>
</tr>
<tr>
<td>ACC 3yy Intermediate Accounting II</td>
<td></td>
</tr>
</tbody>
</table>

CREDITS REQUIRED FOR MINOR: 18

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 credential, 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. After completing the program, students will have met the education requirement, but must still meet the work experience, testing, and other requirements as specified by OASAS before earning the CASAC. The CASAC credential is issued by OASAS, not by the college.

Credits required. 24

Program/Minor coordinator. Professor Elizabeth Jeglic, Department of Psychology (212.484.1195, ejeglic@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).

## REQUIRED COURSES

- 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.

Note: A maximum of two courses can overlap with a student's major, other minors or programs. While completion of the minor is noted on the student's transcript, completion of the program is not.

## 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. A maximum of two courses can overlap with a student's major, other minors or programs.

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.

**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)

Prerequisites. The prerequisites for AFR 310 are 6 credits in AFR courses and junior standing, or permission of instructor.

Requirements. A maximum of two courses can overlap with a student's major, other minors or programs.

<table>
<thead>
<tr>
<th>PART ONE. REQUIRED COURSES</th>
<th>CREDITS: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 140 Introduction to Africana Studies</td>
<td></td>
</tr>
<tr>
<td>AFR 310 Research Seminar in African American Studies*</td>
<td></td>
</tr>
</tbody>
</table>

*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).

<table>
<thead>
<tr>
<th>PART TWO. ELECTIVES</th>
<th>CREDITS: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select any four courses</td>
<td></td>
</tr>
</tbody>
</table>

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 Police and Urban Communities

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

AFR 317 Environmental Racism

AFR 320 Perspectives on Justice in the Africana World

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

*SOC 381 Internship in Dispute Resolution (prerequisite: SOC 380)

For students interested in a focus on Humanities:

AFR 132 Arts and Culture in the African Diaspora

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

AFR 270 History of African American Social and Intellectual Thought

AFR 280 Selected Topics in Africana Studies

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 280 Selected Topics in Africana Studies
AFR 317 Environmental Racism
AFR 322 Inequality and Wealth
*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 319 Self, Identity, and Justice: Global Perspectives
AFR 347/PSY 347 Psychology of Oppression

**CREDITS REQUIRED FOR MINOR: 18**

### Africana Studies

**Honors 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.

**Program/Minor coordinator.** Professor Jessica Gordon-Nembhard, Department of Africana Studies (212.484.4658, jnembhard@jjay.cuny.edu)

**Credits required.** 21

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

**Learning Outcomes. 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.

**Requirements.** A maximum of two courses can overlap with a student’s major, other minors or programs.
PART ONE. REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>AFR 140</td>
<td>Introduction to Africana Studies</td>
</tr>
<tr>
<td>AFR 150</td>
<td>Origins of Contemporary Africa</td>
</tr>
<tr>
<td>AFR 270</td>
<td>History of African-American Social and Intellectual Thought</td>
</tr>
<tr>
<td>AFR 310</td>
<td>Research Seminar in African-American Studies</td>
</tr>
<tr>
<td>AFR 410</td>
<td>Independent Study</td>
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CREDITS: 15

PART TWO. ELECTIVES

Select two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AFR 227</td>
<td>Introduction to Community-based Approaches to Justice</td>
</tr>
<tr>
<td>AFR 229</td>
<td>Restorative Justice: Making Peace and Resolving Conflict</td>
</tr>
<tr>
<td>AFR 237</td>
<td>Institutional Racism</td>
</tr>
<tr>
<td>AFR 248</td>
<td>Men: Masculinities in the United States</td>
</tr>
<tr>
<td>AFR 267/HIS 267/LLS 267</td>
<td>History of Caribbean Migrations to the United States</td>
</tr>
<tr>
<td>AFR 315</td>
<td>Practicing Community-based Justice in the Africana World</td>
</tr>
<tr>
<td>AFR 317</td>
<td>Environmental Racism</td>
</tr>
<tr>
<td>AFR 319</td>
<td>Self, Identity and Justice: Global Perspectives</td>
</tr>
<tr>
<td>AFR 320</td>
<td>Perspectives on Justice in the Africana World</td>
</tr>
<tr>
<td>AFR 322</td>
<td>Inequality and Wealth</td>
</tr>
<tr>
<td>AFR 340/LIT 340</td>
<td>The African American Experience in America: Comparative Racial Perspectives</td>
</tr>
<tr>
<td>AFR 347/PSY 347</td>
<td>Psychology of Oppression</td>
</tr>
<tr>
<td>AFR 354/PHI 354</td>
<td>Africana Philosophy</td>
</tr>
<tr>
<td>HJS 310</td>
<td>Comparative Perspectives on Justice (prerequisites: HJS 250 and junior standing or above)</td>
</tr>
<tr>
<td>LIT 344</td>
<td>Caribbean Literature and Culture</td>
</tr>
</tbody>
</table>

CREDITS: 6

CREDITS REQUIRED FOR MINOR: 21

Anthropology

Bachelor of Arts

The major in Anthropology provides students with a strong foundation in Cultural Anthropology and the perspectives and expertise it offers: knowledge of regions, peoples, cultures, international/global issues; skills to research, analyze, communicate, work and use information in global, cross-cultural settings; and the values of respect and concern for other cultures and peoples. The major also provides students experience in applying that knowledge to social problems that affect their own communities.

Learning Outcomes. Students will:

- Have a broad-based familiarity with the theories, positions, methodologies and topic areas that occupy the discipline of Anthropology.
- Develop a sense of the major historical trends in Anthropology from its origins to the present, including the discipline's distinctive concern with humankind in all its aspects, the culture concept, cultural relativism, and ethnocentrism among other foundational ideas, the historical role of anthropology in relation to the colonized world, and the application of anthropological knowledge to the solution of human problems in global, cross-cultural settings.
- Understand and appreciate diversity in all its dynamic complexity, exploring the subject both at the level of the individual and of whole societies.
- Present a considered written interpretation of a passage from a primary source anthropological text, laying out the main conclusion(s) and the argument(s) that the text advances, evaluating their significance in relation to other arguments and positions within anthropology, and presenting a critical analysis of the text.
- Carry out a research project (fieldwork-based or library-based) that includes formulating and justifying a research question, collecting and analyzing data, and articulating conclusions.
- Work in fields that require a nuanced perception of cultural difference; the ability to analyze, contextualize and interpret culture/cultural behaviors and beliefs; and the ability to integrate multiple threads of inquiry into a comprehensive whole.
**Chapter 5**

**Credits.** 36

**Coordinator.** Professor Johanna (Hanna) Lessinger, Department of Anthropology (212.237.8293, jlessinger@jjay.cuny.edu)

<table>
<thead>
<tr>
<th>PART ONE. REQUIRED COURSES</th>
<th>CREDITS: 21</th>
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</thead>
<tbody>
<tr>
<td>ANT 101 Introduction to Cultural Anthropology</td>
<td></td>
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<tr>
<td>ANT 208 Urban Anthropology</td>
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<tr>
<td>ANT 212 Applied Anthropology</td>
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<tr>
<td>ANT 220 Language and Culture</td>
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<tr>
<td>ANT 305 Theory in Anthropology</td>
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<tr>
<td>ANT 332 Class, Race, Ethnicity and Gender in Anthropological Perspective</td>
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<tr>
<td>ANT 405 Senior Seminar: Anthropology of Contemporary Problems</td>
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</table>

<table>
<thead>
<tr>
<th>PART TWO. RESEARCH METHODS</th>
<th>CREDITS: 6</th>
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<tbody>
<tr>
<td>Required</td>
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</tr>
<tr>
<td>STA 250 Principles and Methods of Statistics</td>
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</tr>
<tr>
<td>ANT 325 Ethnographic Research Methods in Anthropology</td>
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</table>

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<thead>
<tr>
<th>PART THREE. MAJOR ELECTIVES</th>
<th>CREDITS: 9</th>
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</thead>
<tbody>
<tr>
<td>Select one of the following two concentrations, A) Global Cultural Forms and Social Inequalities or B) Anthropology of Law, Power, and Politics.</td>
<td></td>
</tr>
</tbody>
</table>

**Concentration A: Global Cultural Forms and Social Inequalities ("Social Inequality")**

This concentration provides students the opportunity to deeply explore various dimensions of social inequality now manifest on a global scale and across shifting cultural landscapes. Globalization—a process that began centuries ago—has reached new, unprecedented heights in the 21st century bringing with it new ideas, new symbols, new institutions, new social problems, new forms of inequality, as well as new forms of response and resistance. Courses in this concentration provide insight and information on key patterns and processes of social stratification, difference and disparity and global responses to disparity. They examine the structural and institutional forces implicated in inequality, global, national and local policies and practices, gendered aspects of inequality and resistance, and shifting cultural beliefs, rituals, and practices.

Select three courses

| ANT 210/PSY 210/SOC 210 Sex and Culture | |
| ANT 224/PHI 224/PSY 224/SOC 224 Death and Dying in Society | |
| ANT 230 Culture and Crime | |
| ANT 310/PSY 310/SOC 310 Culture and Personality | |
| ANT 317 Anthropology and Development | |
| ANT 319 Anthropology of Global Health | |
| ANT 324 Anthropology of Work | |
| ANT 347 Structural Violence and Social Suffering | |
| ANT 480 Special Topics in Anthropology | |

**Concentration B: Anthropology of Law, Power and Politics ("Law")**

This concentration is in keeping with John Jay College's traditional area of focus on legal systems and the law. These areas are situated in broader contexts of power and politics, viewed from an anthropological, cross-cultural perspective.

This concentration is for students with a particular interest in legal systems and how these are constructed, structured, experienced, and rooted historically and culturally. Courses in this concentration provide insight and information on cross-cultural legal systems, the intersections of law, power and culture, the role of language in the construction and experience of legal systems, and structural and institutional forces implicated in social inequality.

Select three courses

| ANT 228/ENG 228 Introduction to Language | |
| ANT 230 Culture and Crime | |
| ANT 315 Systems of Law | |
| ANT 328/ENG 328 Forensic Linguistics | |
ANT 330 American Cultural Pluralism and the Law
ANT 347 Structural Violence and Social Suffering
ANT 480 Special Topics in Anthropology

CREDITS REQUIRED FOR THE MAJOR: 36

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. A maximum of two courses can overlap with a student’s major, other minors or programs.

- ANT 101 Introduction to Cultural Anthropology
- 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 220 Language and Culture
- 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 305 Theory in Anthropology
- ANT 310/PSY 310/SOC 310 Culture and Personality
- ANT 315 Systems of Law
- ANT 317 Anthropology and Development
- ANT 319 Anthropology of Global Health
- ANT 324 Anthropology of Work
- ANT 325 Ethnographic Research Methods in Anthropology
- ANT 328/ENG 328 Forensic Linguistics
- ANT 330 American Cultural Pluralism and the Law
- ANT 332 Class, Race, Ethnicity and Gender in Anthropological Perspective
- ANT 340 Anthropology and the Abnormal
- ANT 347 Structural Violence and Social Suffering
- ANT 410 Independent Study
- ANT 450/PSY 450/SOC 450 Major Works in Deviant Behavior and Social Control
- ANT 480 Selected Topics in Anthropology

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)

**Requirements.** Students are required to take at least 18 credits (six courses) distributed evenly between studio art and art history courses. A maximum of two courses can overlap with a student’s major, other minors or programs.

### PART ONE. STUDIO ART COURSES

<table>
<thead>
<tr>
<th>Select three</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 110 Ceramics I</td>
</tr>
<tr>
<td>ART 111 Introduction to Drawing: The Language of Line</td>
</tr>
<tr>
<td>ART 112 Design Foundations</td>
</tr>
<tr>
<td>ART 113 Digital Photography I</td>
</tr>
<tr>
<td>ART 115 Introduction to Sculpture</td>
</tr>
<tr>
<td>ART 118 Introduction to Painting</td>
</tr>
<tr>
<td>ART 125 Graphic Design</td>
</tr>
<tr>
<td>ART 212 Life Drawing</td>
</tr>
<tr>
<td>ART 213 Digital Photography II</td>
</tr>
<tr>
<td>ART 219 Museum and Curatorial Studies</td>
</tr>
<tr>
<td>ART 241 Forensic Drawing</td>
</tr>
<tr>
<td>ART 280 Selected Topics in Art (when topic is appropriate to Studio Arts)</td>
</tr>
</tbody>
</table>

**CREDITS: 9**

### PART TWO. ART HISTORY COURSES

<table>
<thead>
<tr>
<th>Select three</th>
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</thead>
<tbody>
<tr>
<td>ART 101 Introduction to Art</td>
</tr>
<tr>
<td>ART 102 American Art</td>
</tr>
<tr>
<td>ART 103 Art of the Italian Renaissance</td>
</tr>
<tr>
<td>ART 104 Non-Western Art and Visual Culture</td>
</tr>
<tr>
<td>ART 105 Modern Art</td>
</tr>
<tr>
<td>ART 106 Latin American Art</td>
</tr>
<tr>
<td>ART 108 Introduction to World Art I</td>
</tr>
<tr>
<td>ART 109 Introduction to World Art II</td>
</tr>
<tr>
<td>ART 201 Art in New York</td>
</tr>
<tr>
<td>ART 222 Body Politics and Art in Global and Historical Perspective</td>
</tr>
<tr>
<td>ART 224/AFR 224 African-American Women in Art</td>
</tr>
<tr>
<td>ART 227 Haitian Art</td>
</tr>
<tr>
<td>ART 230 Issues in Art and Crime</td>
</tr>
<tr>
<td>ART 250 The Art of Sub-Saharan Africa</td>
</tr>
<tr>
<td>ART 280 Selected Topics in Art (when topic is appropriate to Art History)</td>
</tr>
<tr>
<td>ART 301 Problems in Modern Art</td>
</tr>
</tbody>
</table>

**CREDITS: 9**

**CREDITS REQUIRED FOR MINOR: 18**
Biology

Minor

The minor in Biology is available to students of all majors. It is designed to give students an overview of the study of the most central concepts in life sciences including evolution and natural selection, cell biology, genetics, and molecular biology. Within each biology course, students will appreciate the history of the study of life on earth and how this history has shaped and continues to shape biological research. Five lecture courses and two lab courses are required for the minor and students may select courses from the list of biology offerings.

Rationale. Students in a wide variety of majors will benefit from a minor in biology, particularly those interested in postgraduate study or employment in areas of psychology, public health, and related disciplines. By pursuing the biology minor, students will gain insightful and understanding regarding the biological underpinnings of all living things, including and especially humans. Furthermore, students will become familiar with the scholarly literature of the life sciences and learn to evaluate, interpret, and critique biological data. These skills are highly sought after by employers and graduate programs in a wide variety of disciplines and industrial and government settings.

Learning Outcomes. Students will:

• Understand the basic genetic, cellular, and molecular underpinnings of cells and organisms.
• Explain the biological theory of evolution and the way that cells, tissues, species, and ecosystems have been shaped through natural selection and adaptation.
• Use the biological sciences primary literature, and analyze and critique scientific experimentation and theory.
• Conduct and analyze biological experiments, emphasizing the role of ethics and objectivity in scientific data collection and interpretation.
• Develop their skills in the oral and written forms of scientific communication.

Credits required. 18-21

Prerequisites. BIO 103 (or BIO 101 + 102) and CHE 103 (or CHE 101 + 102). These course(s) are the prerequisites for the first course in the minor, BIO 104. They also fulfill the Required Core: Life/Physical Sciences category and the Flexible Core: Scientific World category of the College's general education program.

Minor coordinator. Professor Nathan Lents, Department of Sciences (646.557.4504, nlents@jjay.cuny.edu)

Requirements. A maximum of two courses can overlap with a student's major, other minors or programs.

<table>
<thead>
<tr>
<th>PART ONE. REQUIRED CORE COURSES</th>
<th>CREDITS: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 104 Modern Biology 2</td>
<td></td>
</tr>
<tr>
<td>BIO 205 Eukaryotic Cell Biology</td>
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<tr>
<td>BIO 315 Genetics</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PART TWO. ELECTIVE LECTURE COURSES</th>
<th>CREDITS: 6–9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two</td>
<td></td>
</tr>
<tr>
<td>BIO 211 Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIO 255/GEN 255 The Biology of Gender and Sexuality</td>
<td></td>
</tr>
<tr>
<td>BIO 355 Human Physiology</td>
<td></td>
</tr>
<tr>
<td>BIO 412 Molecular Biology**</td>
<td></td>
</tr>
<tr>
<td>CHE 315 Biochemistry **</td>
<td></td>
</tr>
<tr>
<td>TOX 313 Toxicology of Environmental and Industrial Agents</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PART THREE. ELECTIVE LABORATORY COURSES</th>
<th>CREDITS: 2</th>
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</thead>
<tbody>
<tr>
<td>Select one</td>
<td></td>
</tr>
<tr>
<td>BIO 356 Human Anatomy and Physiology Laboratory (BIO 355 is a prerequisite or a co-requisite for this course)</td>
<td></td>
</tr>
</tbody>
</table>

** These courses count as both Lecture and Laboratory electives.

CREDITS REQUIRED FOR MINOR: 18-21
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. A maximum of two courses can overlap with a student's major, other minors or programs.

**COURSES**

Please note: These courses all have a laboratory component.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 103‡ –104</td>
<td>General Chemistry I and II OR CHE 101–102 and CHE 104</td>
</tr>
<tr>
<td>CHE 201–202</td>
<td>Organic Chemistry</td>
</tr>
<tr>
<td>CHE 220 CHE 361</td>
<td>Quantitative Analysis OR Inorganic Chemistry</td>
</tr>
</tbody>
</table>

**CREDITS REQUIRED FOR MINOR: 20-21**

Computer Science and Information Security

Bachelor of Science

The major in Computer Science and Information Security offers the computing, quantitative and analytical expertise public and private organizations need to advance the practice of digital forensics and cybersecurity. The program provides the broad background in computing that is needed to thwart the abuse and misuse of computers, data networks, information systems and information infrastructures, in the environment of ever advancing digital technology. The courses in the Computer Science and Information Security major prepare students for direct entry into the profession as well as entry into graduate and professional programs that rely on computing and quantitative methods, especially in areas related to digital forensics and cybersecurity.

**Learning Outcomes. Students will:**

• Use and critically evaluate the variety of theoretical approaches that are relevant to Computer Science and Information Security.
• Use and critically evaluate the variety of practical/hands-on/research approaches that are relevant to Computer Science and Information Security.
• Analyze the quality of the programs in Computer Science and Information Security.
• Communicate effectively through integrating theory, research and policy in written reports and presentations.
• Understand the ethical considerations and statutory requirements computer professionals encounter as caretakers of sensitive data and designers and developers of systems that can impact the well-being of individuals and organizations.

**Credits required.** 57

**Coordinator.** Professor Spiros Bakiras, Department of Mathematics and Computer Science (212-484-1181, sbakiras@jjay.cuny.edu)

**Advisors.** Peter Shenkin (212.237.8925, pshenkin@jjay.cuny.edu), Michael Puls (212.484.1178, mpuls@jjay.cuny.edu), Hunter Johnson (212.237.8846, hujohnson@jjay.cuny.edu), Eric Polanco (212.237.8844, epolanco@jjay.cuny.edu), Department of Mathematics and Computer Science

**Additional information.** Students who enrolled for the first time at the College or changed to this major in September 2014 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 in the 2013-14 Undergraduate Bulletin at http://www.jjay.cuny.edu/academics/654.php.
PART ONE. CORE COMPUTER SCIENCE COURSES  CREDITS: 33

Required
- CSCI 271 Introduction to Computing and Programming
- CSCI 272 Object-Oriented Computing
- CSCI 274 Computer Architecture
- CSCI 360 Cryptography and Cryptanalysis
- CSCI 373 Advanced Data Structures
- CSCI 374 Programming Languages
- CSCI 375 Operating Systems
- CSCI 377 Computer Algorithms
- CSCI 379 Computer Networks
- CSCI 411 Computer Security and Forensics
- CSCI 412 Network Security and Forensics

PART TWO. REQUIRED MATH COURSES  CREDITS: 9

Required
- MAT 204 Discrete Mathematics
- MAT 241 Calculus I
- MAT 301 Probability and Mathematical Statistics I

PART THREE. ELECTIVES  CREDITS: 6

Category A. Computer Science Electives

Select one
- CSCI 362 Databases and Data Mining
- CSCI 376 Artificial Intelligence
- CSCI 480 Selected Topics in Computer Science

Category B. Mathematics Electives

Select one
- MAT 242 Calculus II
- MAT 310 Linear Algebra
- MAT 351 Ordinary Differential Equations
- MAT 371 Numerical Analysis
- MAT 380 Selected Topics in Mathematics

PART FOUR. ETHICS  CREDITS: 3

Required
- PHI 3XX Ethics and Information Technology

PART FIVE. CAPSTONE COURSES  CREDITS: 6

Required
- CSCI 400 Quantitative Problems in Computing
- CSCI 404 Internship in Management Information Systems

CREDITS REQUIRED FOR THE MAJOR: 57
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.

**Credits required.** 18

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

**Advisor.** Professor Peter Shenkin (212.237.8925, 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). A maximum of two courses can overlap with a student's major, other minors or programs.

<table>
<thead>
<tr>
<th>PART ONE. REQUIRED COURSES</th>
<th>CREDITS: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 271 Introduction to Computing and Programming</td>
<td></td>
</tr>
<tr>
<td>CSCI 272 Object-Oriented Programming</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART TWO. SPECIALIZATIONS</th>
<th>CREDITS: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select four from one category</td>
<td></td>
</tr>
</tbody>
</table>

**Networking**
- CSCI 277 Computers for Administrative Decision Making
- CSCI 279 Data Communications and the Internet
- CSCI 375 Operating Systems
- CSCI 379 Computer Networking

**Office Systems**
- CSCI 260 Data Processing
- CSCI 277 Computers for Administrative Decision Making
- CSCI 278 Software Applications for Office Management
- CSCI 279 Data Communications and the Internet

**Security**
- CSCI 270/SEC 270 Security of Computers and their Data
- CSCI 279 Data Communications and the Internet
- CSCI 400 Quantitative Problems in Criminal Justice
- CSCI 470 Database Systems in Criminal Justice

**Computing Systems**
- CSCI 374 Programming Languages
- CSCI 375 Operating Systems
- CSCI 377 Computer Algorithms
- CSCI 400 Quantitative Problems in Criminal Justice

**CREDITS REQUIRED FOR MINOR: 18**
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). A maximum of two courses can overlap with a student’s major, other minors or programs.

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

<table>
<thead>
<tr>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COR 101 Introduction to Corrections</td>
</tr>
<tr>
<td>COR 201 The Law and Institutional Treatment</td>
</tr>
<tr>
<td>COR 282 Principles of Correctional Operations</td>
</tr>
<tr>
<td>Any 300–level corrections course (e.g. COR 320 or 303)</td>
</tr>
<tr>
<td>COR 401 Evaluating Correctional Methods and Programs</td>
</tr>
<tr>
<td>Any elective Corrections course at the 300– or 400–level</td>
</tr>
</tbody>
</table>

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)
# Criminal Justice (Crime Control and Prevention)

**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 in the 2011-2012 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20112012.pdf.

<table>
<thead>
<tr>
<th>PART ONE. CORE COURSES</th>
<th>CREDITS: 21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required</strong></td>
<td></td>
</tr>
<tr>
<td>CJBA 110 Introduction to Major Problems in Criminal Justice I</td>
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<tr>
<td>CJBA 111 Introduction to Major Problems in Criminal Justice II</td>
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<tr>
<td>CJBA 120 Dimensions of Justice</td>
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<td>CJBA 210 Criminal Responsibility</td>
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<td>CJBA 220 Race, Gender, Ethnicity, Crime and Justice</td>
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<tr>
<td>CJBA 250 Crime Prevention and Control</td>
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<td><strong>Select one</strong></td>
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<tr>
<td>CJBA 230 Understanding Criminal Behavior</td>
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<tr>
<td>SOC 203 Criminology</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PART TWO. RESEARCH METHODS</th>
<th>CREDITS: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select one</strong></td>
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<tr>
<td>CJBA 240 Quantitative Inquiry of Problems in Criminal Justice</td>
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<tr>
<td>STA 250 Principles and Methods of Statistics</td>
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</table>

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<thead>
<tr>
<th>PART THREE. RESEARCH FOCUS</th>
<th>CREDITS: 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Select THREE of the following</strong></td>
<td></td>
</tr>
<tr>
<td>CJBA 361 Rights of the Accused</td>
<td></td>
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<tr>
<td>CJBA 362 Historical Perspectives on Violent Crime</td>
<td></td>
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<tr>
<td>CJBA 363 Space, Crime and Place</td>
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<tr>
<td>CJBA 364 Death Penalty: Law and Policy</td>
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<tr>
<td>CJBA 365 Change and Innovation</td>
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</tbody>
</table>
CJBA 380 Special Topics in Criminal Justice Research
CJBA 381 Special Topics in Criminal Justice Research II
*(required for students choosing Track B as their capstone option in Part Four)

<table>
<thead>
<tr>
<th>PART FOUR. CAPSTONE OPTIONS</th>
<th>CREDITS: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Track A. Institutional Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>CJBA 400 Criminal Justice Internship Experience</td>
<td></td>
</tr>
<tr>
<td>CJBA 401 Agency Analysis: Connecting Practice to Research</td>
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<td>OR</td>
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<tr>
<td><strong>Track B. Research and Writing</strong></td>
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<tr>
<td>CJBA 410 Supervised Research and Writing I</td>
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<tr>
<td>CJBA 411 Supervised Research and Writing II</td>
<td></td>
</tr>
</tbody>
</table>

**CREDITS REQUIRED FOR THE MAJOR: 42**

**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 Eric Piza, Department of Law, Police Science and Criminal Justice Administration (212.393.6376, epiza@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 in the 2011-2012 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20112012.pdf.

**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**

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**

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

- CJBS 377 Internships for Criminal Justice, Law and Policing (formerly PSC 290)
- 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 405 Organized Crime in America
- PSC 415 Seminar in Terrorism

**Category B. Law and Courts**

Select one

- CJBS 377 Internships for Criminal Justice, Law and Policing (formerly PSC 290)
- 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
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. Megan Massimiano (646.557.4849, mmassimiano@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).

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

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

CJBS 377 Internships for Criminal Justice, Law and Policing

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 405 Organized Crime in America
PSC 415 Seminar in Terrorism

**Category B. Law and Courts**

**Select one**

- CJBS 377 Internships for Criminal Justice, Law and Policing
- 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 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 Bronx Community College (CUNY Justice Academy)**

Associate in Arts/Bachelor of Science

**Credits required:** 36

**Prerequisites:** POL 101, SOC 101

**Advisor:** Megan Massimiano (646.557.4849, mmassimiano@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).

**PART ONE. CORE REQUIREMENTS**

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<tbody>
<tr>
<td>CJBS 250 Research Methods and Statistics for Criminal Justice</td>
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<td>CJBS 300 Criminal Justice: Theory to Practice</td>
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<td>CJBS 415 Capstone Seminar</td>
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<tr>
<td>COR 101 Introduction to Corrections</td>
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<td>CRJ 11 Introduction to Criminal Justice (BCC for CJBS 101)</td>
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<tr>
<td>CRJ 21 Introduction to Criminology (BCC for SOC 203)</td>
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<td>CRJ 22 Introduction to Policing (BCC for PSC 101)</td>
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<td>LAW 203 Constitutional Law</td>
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**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 |
| CJBS 377 Internships for Criminal Justice, Law and Policing |
| 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 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 |
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. Megan Massimiano (646.557.4849, mmassimiano@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).

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

CJBS 377 Internships for Criminal Justice, Law and Policing

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 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
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 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. Megan Massimiano (646.557.4849, mmassimiano@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).

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)

<table>
<thead>
<tr>
<th>PART TWO. DIVERSITY</th>
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<tr>
<td>Select one</td>
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<td>COR 320 Race, Class and Gender in a Correctional Context</td>
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<td>LAW 313/POL 313 The Law and Politics of Race Relations</td>
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<td>LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization</td>
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<tr>
<td>Select three courses, one from each category A-C, at least 2 courses must be at the 300-level or above</td>
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<td>Category A. Police</td>
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<td>CJBS 377 Internships for Criminal Justice, Law and Policing</td>
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<td>CRJ 321 PHI 321 Police Ethics</td>
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<td>PSC 207 The Investigative Function</td>
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<td>PSC 227 Police Training Programs: Goals, Content and Administration</td>
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<tr>
<td>PSC 405 Organized Crime in America</td>
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<td>PSC 415 Seminar in Terrorism</td>
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<td>CATEGORY B. LAW AND COURTS</td>
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<td>Required</td>
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<tr>
<td>POL 06700 The American Legal System: the Courts (KCC for LAW 206)</td>
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<tr>
<td>Category C. Corrections</td>
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<td>Select one</td>
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<tr>
<td>COR 201 The Law and Institutional Treatment</td>
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<tr>
<td>COR 202 Administration of Correctional Programs for Juveniles</td>
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<tr>
<td>COR 230/PSC 230 Sex Offenders in the Criminal Justice System</td>
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<tr>
<td>COR 282 Principles of Correctional Operations</td>
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<td>COR 303 Comparative Correction Systems</td>
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<td>COR 310 Fieldwork in Corrections</td>
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<tr>
<td>COR 320 Race, Class and Gender in a Correctional Context</td>
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<tr>
<td>COR 401 Evaluation Correctional Methods and Programs</td>
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<tr>
<td>COR 402 Administration of Community-Based Corrections Programs</td>
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<td>COR 415 Major Works in Corrections</td>
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<tr>
<td>COR 430 Senior Seminar in Corrections</td>
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<tr>
<td>CRJ 322 PHI 322 Judicial and Correctional Ethics</td>
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</table>

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

**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.** Megan Massimiano (646.557.4849, mmassimiano@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).

### PART ONE. CORE REQUIREMENTS

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CJBS 250</td>
<td>Research Methods and Statistics for Criminal Justice</td>
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<td>CJBS 300</td>
<td>Criminal Justice: Theory to Practice</td>
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<tr>
<td>CJBS 415</td>
<td>Capstone Seminar</td>
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<td>LAW 203</td>
<td>Constitutional Law</td>
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<tr>
<td>SSJ 101</td>
<td>Introduction to Criminal Justice (LCC for CJBS 101)</td>
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<tr>
<td>SSJ 102</td>
<td>Criminology (LCC for SOC 203)</td>
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<tr>
<td>SSJ 202</td>
<td>Corrections and Sentencing (LCC for COR 101)</td>
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<tr>
<td>SSJ 203</td>
<td>Policing (LCC for PSC 101)</td>
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**CREDITS:** 24

### PART TWO. DIVERSITY

**CREDITS:** 3

**Required**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SSN 204</td>
<td>Criminal Justice in Urban Society (LCC)</td>
</tr>
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### 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CJBS 377</td>
<td>Internships for Criminal Justice, Law and Policing</td>
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<tr>
<td>CRJ 255</td>
<td>Computer Applications in Criminal Justice</td>
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<tr>
<td>CRJ 321/PHI 321</td>
<td>Police Ethics</td>
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<td>CRJ 425</td>
<td>Major Works in Criminal Justice</td>
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<td>PSC 201</td>
<td>Police Organization and Administration</td>
</tr>
<tr>
<td>PSC 207</td>
<td>The Investigative Function</td>
</tr>
<tr>
<td>PSC 227</td>
<td>Police Training Programs: Goals, Content and Administration</td>
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<tr>
<td>PSC 405</td>
<td>Organized Crime in America</td>
</tr>
<tr>
<td>PSC 415</td>
<td>Seminar in Terrorism</td>
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**Category B. Law and Courts**

**Select one**

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<tr>
<th>Course Code</th>
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<tr>
<td>CJBS 377</td>
<td>Internships for Criminal Justice, Law and Policing</td>
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<tr>
<td>CRJ 322/PHI 322</td>
<td>Judicial and Correctional Ethics</td>
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<tr>
<td>LAW 202</td>
<td>Law and Evidence</td>
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<td>LAW 206</td>
<td>The American Judiciary</td>
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<td>LAW 209</td>
<td>Criminal Law (Option at BMCC CRJ 203)</td>
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<tr>
<td>LAW 212</td>
<td>The Criminal Process and the Criminal Procedure Law</td>
</tr>
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</table>
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. Chris Gavin, CUNY Justice Academy (212.484.1137, cgavin@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).

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

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<tr>
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<tr>
<td>CJ 204 Criminal and Justice in the Urban Community (Optional at QCC)</td>
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<td>COR 320 Race, Class and Gender in a Correctional Context</td>
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<td>CRJ 420/SOC 420 Women and Crime</td>
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<tr>
<td>LAW 313/POL 313 The Law and Politics of Race Relations</td>
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<td>LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization</td>
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<td>PSC 202 Police and Community Relations</td>
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<tr>
<td>PSC 235 Women in Policing</td>
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</table>

### PART THREE. DISTRIBUTION AREAS

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

| CJS 377 Internships for Criminal Justice, Law and Policing              |            |
| 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 405 Organized Crime in America                                     |            |
| PSC 415 Seminar in Terrorism                                           |            |

#### Category B. Law and Courts

Required

| CJ 203 Criminal Law (QCC 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 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 and Advisor. 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 in the 2011–2012 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20112012.pdf.

PART ONE. FOUNDATION COURSES

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<tr>
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<tr>
<td>CJBS 101 Introduction to the American Criminal Justice System</td>
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<tr>
<td>LAW 203 Constitutional Law</td>
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<tr>
<td>PAD 140 Introduction to Public Administration (formerly PAD 240)</td>
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PART TWO. MANAGEMENT COURSES

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<td>ENG 235 Writing for Management, Business and Public Administration</td>
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<tr>
<td>PAD 241 Information in Public Management</td>
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<tr>
<td>PAD 314 Leadership, Supervision and Performance</td>
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<td>PAD 318 Decisions in Crises</td>
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PART THREE. TECHNICAL COURSES

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<td>Select one</td>
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<td>ACC 250 Introduction to Accounting</td>
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<td>PAD 343 Administration of Financial Resources</td>
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<td>Select three</td>
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<tr>
<td>COR 282 Principles of Correctional Operations</td>
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<tr>
<td>FIS 2XX Science Foundations of Emergency Management and Response</td>
</tr>
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<td>PAD 360 Court Administration</td>
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<td>PSC 101 Introduction to Police Studies</td>
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<td>PSC 201 Police Organization and Administration</td>
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<tr>
<td>SEC 310 Emergency Planning</td>
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<tr>
<td>SOC 203 Criminology</td>
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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.
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 Louis Kontos, Department of Sociology (646-557.4512, lkontos@jjay.cuny.edu)

Advisor. Professors Barry Spunt, D (212.237.8677, bspunt@jjay.cuny.edu) and Michael Rowan (646-781-5813, mrowan@jjay.cuny.edu), Department of Sociology.

Prerequisites. SOC 101. This course fulfills 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; 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. Students who enrolled for the first time at the College or changed to this major in Fall 2014 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 in the 2013-2014 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20132014.pdf.
### 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 385 Selected 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

### PART FIVE. ELECTIVES  
**CREDITS: 9**

#### A. Multi-Disciplinary Electives
**Select one**
- AFR 215 Police and Urban Communities
- ANT 330 American Cultural Pluralism and the Law
- ANT 340 Anthropology and the Abnormal
- ECO 315/PSC 315 An Economic Analysis of Crime
- LIT 326 Crime, Punishment and Justice in U.S. Literature
- 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 282 Selected Topics in Sociology
- 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 Louis Kontos, Department of Sociology (646.557.4512, lkontos@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 two courses may be used to satisfy credit requirements in the student's major, other minors or programs.

COURSES

Select six

SOC 203 Criminology
SOC 216 Probation and Parole: Theoretical and Practical Approaches
SOC 236/CRJ 236 Victimology
SOC 240 Social Deviance
SOC 301 Penology
SOC 308 Sociology of Violence
SOC 309 Juvenile Delinquency
SOC 312 Classical Sociological Theory
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 385 Selected Topics in Criminology
SOC 420/CRJ 420 Women and Crime
SOC 430–431 Research Internship in Criminology
SOC 440 Senior Seminar in Criminology

CREDITS REQUIRED FOR THE MINOR: 18

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 in the 2009–2010 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20092010.pdf.

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<tr>
<td><strong>Required</strong></td>
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<tr>
<td>ANT 208 Urban Anthropology</td>
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<tr>
<td>ANT 210/PSY 210/SOC 210 Sex and Culture</td>
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<td>ANT 330 American Cultural Pluralism and the Law</td>
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<tr>
<td>ANT 340 Anthropology and the Abnormal</td>
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<tr>
<td>ANT 450/PSY 450/SOC 450 Major Works in Deviance and Social Control</td>
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<th>PART TWO. INTERDISCIPLINARY CORE</th>
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<tr>
<td>STA 250 Principles and Methods of Statistics</td>
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<td><strong>Select one</strong></td>
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<tr>
<td>PSY 221 Social Psychology</td>
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<tr>
<td>SOC 314 Theories of Social Order</td>
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<tr>
<th>PART THREE. THEMATIC CLUSTERS</th>
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<tr>
<td><strong>Select four of the following courses.</strong> 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).</td>
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</tr>
</tbody>
</table>

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
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 375 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
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, 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 better able to 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.

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 offers undergraduate students a unique opportunity, unavailable at most colleges and universities.

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

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

Prerequisite. SOC 101. This course fulfills the Flexible Core: Individual and Society area of the College’s general education requirements. Individual courses listed below 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 and minor 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 in the 2011–2012 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20112012.pdf.

Requirements. A maximum of two courses can overlap with a student’s major, other minors or programs.
### PART ONE. REQUIRED COURSES

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<th>Course Code</th>
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<td>SOC 206</td>
<td>Sociology of Conflict and Dispute Resolution</td>
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<tr>
<td>SOC 380</td>
<td>Sociology Laboratory in Dispute Resolution Skill Building</td>
</tr>
<tr>
<td>SOC 381</td>
<td>Internship in Dispute Resolution (for certificate students only)</td>
</tr>
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</table>

### CREDITS: 6–9

### PART TWO. ELECTIVES

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>AFR 110</td>
<td>Race and the Urban Community</td>
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<tr>
<td>AFR 121</td>
<td>Africana Communities in the U.S.</td>
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<td>AFR 215</td>
<td>Police and Urban Communities</td>
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<tr>
<td>AFR 229</td>
<td>Restorative Justice: Making Peace and Resolving Conflict</td>
</tr>
<tr>
<td>ANT 315</td>
<td>Systems of Law</td>
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<tr>
<td>ANT 330</td>
<td>American Cultural Pluralism and the Law</td>
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<td>DRA 325</td>
<td>Drama Techniques in Crisis Intervention</td>
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<tr>
<td>ECO 280</td>
<td>Economics of Labor</td>
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<tr>
<td>GEN 205</td>
<td>Gender and Justice</td>
</tr>
<tr>
<td>ISP Interdisciplinary Studies Program</td>
<td>(if applicable, with permission of the Dispute Resolution Coordinator)</td>
</tr>
<tr>
<td>LAW 206</td>
<td>The American Judiciary</td>
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<tr>
<td>LLS 241</td>
<td>Latina/os and the City</td>
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<tr>
<td>PHI 105</td>
<td>Critical Thinking and Informal Logic</td>
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<tr>
<td>PHI 302</td>
<td>Philosophical Issues of Rights</td>
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<tr>
<td>PHI 310/LAW 310</td>
<td>Ethics and Law</td>
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<tr>
<td>POL 206</td>
<td>Urban Politics</td>
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<td>POL 305</td>
<td>Constitutional Rights and Liberties</td>
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<td>PSC 202</td>
<td>Police and Community Relations</td>
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<td>PSC 245</td>
<td>Community Policing</td>
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<td>PSY 336</td>
<td>Group Dynamics</td>
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<td>PSY 353</td>
<td>Theories of Personality</td>
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<td>PSY 375</td>
<td>Family Conflict and Family Court</td>
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<td>SOC 160</td>
<td>Social Aspects of Alcohol Abuse</td>
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<td>SOC 202/PSY 202</td>
<td>The Family: Change, Challenges and Crisis Intervention</td>
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<td>SOC 213/PSY 213</td>
<td>Race and Ethnic Relations</td>
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<td>SOC 236/CRJ 236</td>
<td>Victimology</td>
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<td>SOC 282</td>
<td>Selected Topics in Sociology (if applicable, with permission of the Dispute Resolution Coordinator)</td>
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<tr>
<td>SOC 305</td>
<td>Sociology of Law</td>
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<tr>
<td>SOC 308</td>
<td>Sociology of Violence</td>
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</table>

**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 or ECO 120 or ECO 125 is a prerequisite for required courses in the Economics major.

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, see Professor Randall LaSalle, Department of Public Management (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 in the 2012–2013 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20122013.pdf.

<table>
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<tr>
<th>PART ONE. ECONOMIC FOUNDATIONS</th>
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<tr>
<td>Required</td>
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<tr>
<td>ECO 220 Intermediate Macroeconomics</td>
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<td>ECO 225 Intermediate Microeconomics</td>
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<tr>
<td>Required for Specialization A students</td>
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<tr>
<td>ECO 105 Understanding U.S. Economic Data</td>
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<tr>
<td>ECO 213 Political Economy</td>
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<tr>
<td>Required for Specialization C students</td>
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<tr>
<td>ACC 250 Introduction to Accounting</td>
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<td>ACC 307 Forensic Accounting I</td>
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<td>STA 250 Principles and Methods of Statistics</td>
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<tr>
<td>ACC 410 Seminar in Forensic Financial Analysis (required for Specialization C)</td>
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<tr>
<td>ECO 405 Seminar in Economics (required for Specialization A)</td>
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<th>PART FOUR. SPECIALIZATIONS</th>
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<td>Select one specialization.</td>
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SPECIALIZATION A. ECONOMIC ANALYSIS

<table>
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<tr>
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<tbody>
<tr>
<td>ECO 310 Economics in Historical Perspectives</td>
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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 283 Selected Topics in Economics |             |
| 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 283 Selected Topics in Economics
- 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 283 Selected Topics in Economics
- ECO 327 Political Economy of Gender
- 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 283 Selected Topics in 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

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**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 or ECO 120 or ECO 125

Advisor. Megan Massimiano (646.557.4849, mmassimiano@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).

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<tr>
<td>ACC 122 Accounting Principles I (BMCC for ACC 250)</td>
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<td>ACC 307 Forensic Accounting I</td>
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<td>ECO 201 Macroeconomics (BMCC for ECO 220)</td>
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<td>ECO 225 Microeconomics</td>
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<td>CJBS 101 Introduction to Criminal Justice</td>
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<td>LAW 202 Law and Evidence</td>
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<td>MAT 150 Introduction to Statistics (BMCC for STA 250)</td>
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<tr>
<td>ACC 410 Seminar in Forensic Financial Analysis</td>
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<th>PART FOUR. SPECIALIZATION</th>
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<td>SPECIALIZATION C. FORENSIC FINANCIAL ANALYSIS</td>
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<td>ACC 308 Auditing</td>
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<td>ACC 309 Forensic Accounting II</td>
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<tr>
<td>Electives</td>
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<tr>
<td>BUS 110 Business Law (BMCC for ACC 264/LAW 264)</td>
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<tr>
<td>Select one additional</td>
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<tr>
<td>ACC 265 Digital Forensics for the Fraud Examiner</td>
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<td>ECO 215 Economics of Regulation and the Law</td>
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<td>ECO 235 Finance for Forensic Economics</td>
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<td>ECO 360/SOC 360 Corporate and White-Collar Crime</td>
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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 or ECO 120 or ECO 125
- **Advisor:** Megan Massimiano (646.557.4849, mmassimiano@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).

<table>
<thead>
<tr>
<th>PART ONE. ECONOMIC FOUNDATIONS</th>
<th>CREDITS: 12</th>
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<tr>
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<tr>
<td>ACC 110 College Accounting I (HCC for ACC 250)</td>
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<tr>
<td>ACC 307 Forensic Accounting I</td>
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<tr>
<td>ECO 220 Macroeconomics</td>
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<td>ECO 225 Microeconomics</td>
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<th>PART TWO. INTERDISCIPLINARY PERSPECTIVES</th>
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<tr>
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<tr>
<td>CJ 101 Introduction to Criminal Justice (HCC for CJBS 101)</td>
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<tr>
<td>LAW 202 Law and Evidence</td>
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<tr>
<td>MAT 120 Introduction to Probability and Statistics (HCC for STA 250)</td>
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<th>PART THREE. CAPSTONE</th>
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<tr>
<td><strong>Required</strong></td>
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<tr>
<td>ACC 410 Seminar in Forensic Financial Analysis</td>
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<tr>
<th>PART FOUR. SPECIALIZATION</th>
<th>CREDITS: 12</th>
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<tbody>
<tr>
<td><strong>SPECIALIZATION C. FORENSIC FINANCIAL ANALYSIS</strong></td>
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<tr>
<td><strong>Required</strong></td>
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<tr>
<td>ACC 308 Auditing</td>
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<tr>
<td>ACC 309 Forensic Accounting II</td>
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<tr>
<td><strong>Electives—select two</strong></td>
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<tr>
<td>ACC 264/LAW 264 Business Law or BUS 210 Business Law (Option at HCC)</td>
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<tr>
<td>ACC 265 Digital Forensics for the Fraud Examiner</td>
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<tr>
<td>ECO 215 Economics of Regulation and the Law</td>
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<tr>
<td>ECO 235 Finance for Forensic Economics</td>
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<tr>
<td>ECO 330 Quantitative Methods for Decision Makers</td>
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<tr>
<td>ECO 360/SOC 360 Corporate and White-Collar Crime</td>
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**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 or ECO 120 or ECO 125
Advisor. Chris Gavin (212.484.1137, cgavin@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

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).

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 follows human beings as they strive to fulfill their aspirations within different social and physical environments, notably via the production of commodities, their distribution and consumption, and the elaborations of institutions to organize these three processes. Additionally, economics courses enable students to improve their writing, analytical, and research skills. John Jay economics minors will not only learn mainstream economics, but also alternative theoretical perspectives. The economics minor at John Jay will equip students to critically evaluate how society and government policies affect their daily lives.

Rationale. The Economics Minor is a highly valued compliment to any major, but particularly for those who are interested in policy analysis, activism, employment relations, and business. Moreover, an economics minor is highly regarded and recognized by potential employers, and graduate and law schools because it is a rigorous analytical and critical discipline, thus suggesting that the students will already have the skills to succeed in many career or educational paths they pursue.

Learning outcomes. Students will:
• Demonstrate economic literacy by using its terminology in writing assignments, exercises, and oral presentations.
• Critically evaluate economic/social phenomena from multiple theoretical perspectives.
• Be able to analyze and critique government policies with particular attention to social injustices.

Credits required. 18

Minor coordinator. Professor Catherine Mulder, Department of Economics (212.484.1309, cmulder@jjay.cuny.edu)

Requirements. Students who desire a minor in Economics must complete 18 credits (two required courses and four electives). A maximum of two courses can overlap with a student's major, other minors or programs.

<table>
<thead>
<tr>
<th>PART ONE. REQUIRED COURSES</th>
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<tr>
<td>Select one</td>
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<tr>
<td>ECO 101 Introduction to Economics and Global Capitalism</td>
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<td>ECO 120 Introduction to Macroeconomics</td>
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<td>ECO 125 Introduction to Microeconomics</td>
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<tr>
<td>Required</td>
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<tr>
<td>ECO 310 Economics in Historical Perspectives</td>
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<table>
<thead>
<tr>
<th>PART TWO. ECONOMICS ELECTIVES</th>
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<tr>
<td>Select four</td>
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<tr>
<td>ECO 105 Understanding U.S. Economic Data</td>
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<td>ECO 120 Introduction to Macroeconomics</td>
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<td>ECO 125 Introduction to Microeconomics</td>
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<td>ECO 170 Crime, Class, Capitalism: The Economics of Justice</td>
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<td>ECO 213 Political Economy</td>
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<td>ECO 215 Economics of Regulation and the Law</td>
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<td>ECO 220 Intermediate Macroeconomics</td>
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<td>ECO 225 Intermediate Microeconomics</td>
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<tr>
<td>ECO 231 Global Economic Development and Crime</td>
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<td>ECO 245 International Economics</td>
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<td>ECO 260 Environmental Economics, Regulation and Policy</td>
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<td>ECO 265 Introduction to Public Sector Economics</td>
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<td>ECO 270 Urban Economics</td>
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<td>ECO 280 Economics of Labor</td>
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<td>ECO 283 Selected Topics in Economics</td>
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<tr>
<td>ECO 315/PSC 315 An Economic Analysis of Crime</td>
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<tr>
<td>ECO 324 Money and Banking</td>
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</table>
ECO 327 Political Economy of Gender
ECO 333 Sustainability: Preserving the Earth as Human Habitat
ECO 360/SOC 360 Corporate and White-Collar Crime
AFR 250 Political Economy of Racism
AFR 322 Inequality and Wealth

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: ISP 235, ISP 236, ISP 273, LIT 230, LIT 231, LIT 232, LIT 233, LIT 236, LIT 237

**Coordinator.** Professor John Staines (646.557.4555, jstaines@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.

### PART ONE. CRITICAL SKILLS

**Credits: 3**

**Required**

LIT 260 Introduction to Literary Study

### PART TWO. HISTORICAL PERSPECTIVES

**Credits: 12**

**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
LIT 379 Selected Historical Topics in Literature

### PART THREE. CRITICAL METHODS

**Credits: 3**

**Required**

LIT 300 Text and Context

### PART FOUR. LITERATURE AND THE LAW

**Credits: 3**

**Required**

LIT 305 Foundations of Literature and Law

### PART FIVE. ELECTIVES

**Credits: 12**

Choose any four courses from the list below; if concentrating in “Literature and the Law”, choose at least two of the courses identified with asterisks. One 200-level general education literature or writing course (with the exception of ENG 201) can be used to satisfy an elective.

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 260 Grammar, Syntax and Style: Writing for All Disciplines
ENG 316 Advanced Argument Writing and Response: Theory and Practice
ENG 334 Intermediate News Reporting and Writing
ENG 350 Advanced Legal Writing: Advocacy and Oral Argument
*ISP 321 Moral, Legal, and Ethical Dilemmas that Shape the USA
*ISP 322 Making Waves: Troublemakers, Gadflies, and Whistleblowers
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 275 The Language of Film
LIT 283 New York City in Film
LIT 284 Film and Society
LIT 287 Selected Topics in Literature (was LIT 290)
LIT 309 Contemporary Fiction
*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 326 Crime, Punishment and Justice in U.S. Literature
*LIT 327 Crime, Punishment and Justice in World 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 380 Advanced Selected Topics in Literature
LIT 383 Gender and Sexuality in U.S. Latino/a Literature
LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature
**Chapter 5**

*LLS 363 Il-legal Subjects: U.S. Latina/o Literature and the Law
LLS 364 Ethical Strains in U.S. Latina/o Literature

**Two hundred level General Education literature and writing courses**
Students can use only one general education literature courses from the section below to satisfy an elective.

LIT 230 Expression of the Living Past: Reading Ancient Worlds
LIT 232 Breaking with Tradition: Reading the Modern World
LIT 233 American Stories
LIT 236 Literary Perspectives on Culture and Globalization
LIT 237 Literature as Witness
ISP 235 Apples and Oranges: Form and Meaning in the Arts
ISP 236 Truth and Creativity
ISP 273 The Stories We Tell

Courses with an asterisk [*] identify courses that can be counted toward the LIT and the LAW concentration. Students should consult the current course schedule for offerings.

**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.

**Minor coordinator.** Professor Jay Walitalo, Department of English (212.484.1192, 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 in the 2007–2008 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20072008.pdf.

**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 program (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. A maximum of two courses can overlap with a student’s major, other minors or programs.

**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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>LIT 219</td>
<td>Word as Weapon</td>
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<td>LIT 223/AFR 223</td>
<td>African–American Literature</td>
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<tr>
<td>LIT 236</td>
<td>Literary Perspectives on Culture and Globalization</td>
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<td>LIT 237</td>
<td>Literature as Witness</td>
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<td>LIT 284</td>
<td>Film and Society</td>
</tr>
<tr>
<td>LIT 286</td>
<td>The Horror Film</td>
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<tr>
<td>LIT 287</td>
<td>Selected Topics in Literature (was LIT 290)</td>
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<tr>
<td>LIT 313</td>
<td>Shakespeare</td>
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<td>LIT 315</td>
<td>American Literature and the Law</td>
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<td>LIT 316</td>
<td>Gender and Identity in Literary Traditions</td>
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<td>LIT 323</td>
<td>The Crime Film</td>
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<td>LIT 325</td>
<td>Science Fiction Film</td>
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<td>LIT 326</td>
<td>Crime, Punishment and Justice in U.S. Literature</td>
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<tr>
<td>LIT 327</td>
<td>Crime, Punishment and Justice in World Literature</td>
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<tr>
<td>LIT 331</td>
<td>Steven Spielberg</td>
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<tr>
<td>LIT 342</td>
<td>Perspectives on Literature and Human Rights</td>
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<tr>
<td>LIT 344</td>
<td>Caribbean Literature and Culture</td>
</tr>
<tr>
<td>LIT 346</td>
<td>Cultures in Conflict</td>
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<tr>
<td>LIT 352</td>
<td>Comic Books and Graphic Novels: Investigating a Literary Medium</td>
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<tr>
<td>LIT 357</td>
<td>Violence of Language: U.S. Latino/a Street Literature</td>
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<tr>
<td>LIT 360</td>
<td>Mythology in Literature</td>
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<tr>
<td>LIT 366</td>
<td>Writing Nature: Literature and Ecology</td>
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<td>LIT 370</td>
<td>Topics in Ancient Literature</td>
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<td>Topics in Twentieth-Century Literature</td>
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<td>LIT 383</td>
<td>Gender and Sexuality in U.S. Latino/a Literature</td>
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<td>LIT 379</td>
<td>Selected Historical Topics in Literature</td>
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<td>LIT 380</td>
<td>Advanced Selected Topics in Literature</td>
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<td>LIT 401</td>
<td>Special Topics</td>
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<td>LLS 362</td>
<td>Entangled Tongues: Bilingualism in U.S. Latino/a Literature</td>
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<td>LLS 363</td>
<td>IL–Legal Subjects: U.S. Latino/a Literature and the Law</td>
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<tr>
<td>LLS 364</td>
<td>Ethical Strains in U.S. Latino/a Literature</td>
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### Writing

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ENG 215</td>
<td>Poetry Writing and Reading</td>
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<tr>
<td>ENG 216</td>
<td>Fiction Writing</td>
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<tr>
<td>ENG 218</td>
<td>The Writing Workshop</td>
</tr>
<tr>
<td>ENG 228/ANT 228</td>
<td>Introduction to Language</td>
</tr>
<tr>
<td>ENG 233</td>
<td>News Reporting and Writing</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Writing for Management, Business, and Public Administration</td>
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</table>
ENG 245 Creative Nonfiction
ENG 250 Writing for Legal Studies
ENG 255 Argument Writing
ENG 260 Grammar, Syntax and Style: Writing for All Disciplines
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 350 Advanced Legal Writing: Advocacy and Oral Argument

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. 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.

Minor coordinator. Professor Marc Dolan, Department of English (212.237.8214, mdolan@jjay.cuny.edu)

Requirement. A maximum of two courses can overlap with a student’s major, other minors or programs.

PART ONE. REQUIRED COURSES

<table>
<thead>
<tr>
<th>CREDITS: 6</th>
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<tbody>
<tr>
<td>LIT 106 Introduction to Film or LIT 275 The Language of Film</td>
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<td>LIT 328 Film Criticism</td>
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PART TWO. ELECTIVES

<table>
<thead>
<tr>
<th>CREDITS: 12–13</th>
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<tbody>
<tr>
<td>Choose four (at least one course must be at the 300–level or above)</td>
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<tr>
<td>ANT 227 Anthropology of Film</td>
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<td>DRA 243 Black Female Sexuality in Film</td>
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<td>ENG 261 Video Production Basics</td>
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<td>LIT 283 New York City in Film</td>
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<td>LIT 284 Film and Society</td>
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<td>LIT 285 The Rebel in Film</td>
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<td>LIT 286 The Horror Film</td>
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</table>
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 Donnell Harvin, Department of Security, Fire and Emergency Management (dharvin@jjay.cuny.edu)

**PART ONE. CORE COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>FIS 101</td>
<td>Introduction to Fire Science</td>
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<td>FIS 104</td>
<td>Risk Management</td>
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<td>FIS 350</td>
<td>Management Applications in Fire Protection</td>
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<tr>
<td>FIS 401</td>
<td>Seminar in Fire Protection Problems</td>
</tr>
<tr>
<td>PAD 140</td>
<td>Introduction to Public Administration (formerly PAD 240)</td>
</tr>
<tr>
<td>PAD 241</td>
<td>Information in Public Management</td>
</tr>
<tr>
<td>PAD 343</td>
<td>Administration of Financial Resources</td>
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<tr>
<td>PAD 346</td>
<td>Human Resource Administration</td>
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</table>

**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.

- 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 Donnell Harvin, Department of Security, Fire and Emergency Management (dharvin@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 + 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 in the 2010-2011 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20102011.pdf.

### PART ONE. SCIENCE REQUIREMENTS

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<td>CHE 101–102 General Chemistry I-A and I-B or CHE 103 General Chemistry I</td>
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<td>PHY 101 College Physics I or PHY 203 General Physics I</td>
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### PART TWO. CORE REQUIREMENTS

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<td>FIS 210 Fire Safety Administration</td>
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<td>FIS 230 Building Construction and Life Safety Systems I</td>
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<td>FIS 257 Fire Dynamics</td>
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<tr>
<td>FIS 2XX Science Foundations of Emergency Management and Response</td>
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<tr>
<td>FIS 330 Building Construction and Life Safety Systems II</td>
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<td>FIS 401 Seminar in Fire Protection Problems</td>
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### PART THREE. ELECTIVES

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<td>FIS 106 Safety Engineering</td>
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<td>FIS 202 Fire Protection Systems</td>
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<td>FIS 205 Fire Service Hydraulics</td>
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<td>FIS 207 Water-Based Fire Suppression Systems</td>
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<td>FIS 303 Fire Investigation</td>
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</table>

**CREDITS REQUIRED FOR THE MAJOR: 42**
Fire Science

Minor

**Minor Coordinator.** Professor Donnell Harvin, Department of Security, Fire and Emergency Management (dharvin@jjay.cuny.edu)

**Requirements.** A maximum of two courses can overlap with a student’s major, other minors or programs.

**Credits.** 18

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
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<td>FIS 101 Introduction to Fire Science</td>
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<td>FIS 106 Safety Engineering</td>
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<tr>
<td>FIS 330 Building Construction and Life Safety Systems II</td>
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</table>

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.

**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 in the 2010–2011 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20102011.pdf.

**PART ONE. CORE COURSES**

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<tr>
<td>PSY 200 Cognitive Psychology</td>
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<td>PSY 221 Social Psychology</td>
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<tr>
<td>PSY 231 Developmental Psychology</td>
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<tr>
<td>PSY 242 Abnormal Psychology</td>
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<tr>
<td>PSY 311 Research Methods in Psychology</td>
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<tr>
<td>PSY 370/LAW 370 Psychology and the Law</td>
</tr>
<tr>
<td>STA 250 Principles and Methods of Statistics</td>
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PART TWO. CORE ELECTIVES  
Select two
PSY 320 Brain and Behavior
PSY 324 Perception
PSY 327 Learning and Memory
PSY 329 History of Psychology
PSY 352 Multicultural Psychology
PSY 353 Theories of Personality

PART THREE. GENERAL ELECTIVES  
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/CST 342 Introduction to Counseling Psychology
PSY 345/ANT 345 Culture, Psychopathology and Healing
PSY 347/AFR 347 Psychology of Oppression
PSY 355 Tests and Measurements
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 482 Selected Topics in Psychology

PART FOUR. CAPSTONE REQUIREMENTS  
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)  
Select two
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. 75 or more, depending upon the completion of prerequisites (if needed).

Science Internship Directors. Peter Diaczuk for forensic science laboratory internships (212.484.1176, pdiazczuk@jjay.cuny.edu), Edgardo Sanabria-Valentin for research internships (212.393.6489, esanabriavalentin@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.

Advisor. Professor Sandra Swenson, Department of Sciences (212.237.8820, sswenson@jjay.cuny.edu)

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

Students who enrolled for the first time at the College 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 in the 2008–2009 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20082009.pdf.

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 appeal this decision to the department chairperson.

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

### PART ONE. SCIENCE REQUIREMENTS

#### Freshman year

<table>
<thead>
<tr>
<th>Credits: 18</th>
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</table>

Required

- BIO 103-104 Modern Biology I and II, or BIO 101-102 Paced Modern Biology I-A and I-B and BIO 104 Modern Biology II
- CHE 103-104 General Chemistry I and II, or CHE 101-102 General Chemistry I-A and I-B and CHE 104 General Chemistry II

#### Sophomore year

<table>
<thead>
<tr>
<th>Credits: 23</th>
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</table>

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
## Chapter 5

### Junior year
- CHE 302 Physical Chemistry II
- CHE 315 Biochemistry
- CHE 320–321 Instrumental Analysis I and II
- MAT 301 Probability and Mathematical Statistics I

### CREDITS: 20

### PART TWO. SPECIALIZATIONS

#### CRIMINALISTICS TRACK

### 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

### 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

### Junior year
- BIO 315 Genetics

### Senior year
- BIO 412 Molecular Biology
- BIO 413 Forensic DNA Analysis and Interpretation
- FOS 401 Forensic Science Laboratory Internship or FOS 402 Undergraduate Research Internship

### CREDITS REQUIRED FOR THE MAJOR: 75

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## 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
- 75 or more, depending upon the completion of prerequisites (if needed).

### Advisor
- Megan Massimiano (646.557.4849, mmassimiano@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).

### PART ONE. SCIENCE REQUIREMENTS

### Freshman year

### 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

### 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**

CHE 302 Physical Chemistry II
CHE 315 Biochemistry
CHE 320–321 Instrumental Analysis I and II
MAT 301 Probability and Mathematical Statistics I

**PART TWO. SPECIALIZATIONS**

**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 Molecular Biology
BIO 413 Forensic DNA Analysis and Interpretation

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

**CREDITS REQUIRED FOR THE MAJOR: 75**

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

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

**Credits required.** 75 or more, depending upon the completion of prerequisites (if needed).

**Advisor.** Megan Massimiano (646.557.4849, mmassimiano@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).

**PART ONE. SCIENCE REQUIREMENTS**

**Freshman year**

**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**

**Required**

- 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**

- CHE 302 Physical Chemistry II
- CHE 315 Biochemistry
- CHE 320–321 Instrumental Analysis I and II
- MAT 301 Probability and Mathematical Statistics I

**PART TWO. SPECIALIZATIONS**

**CRIMINALISTICS TRACK**

**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**

**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**

**Junior year**

- BIO 315 Genetics

**Senior year**

- BIO 412 Molecular Biology
- BIO 413 Forensic DNA Analysis and Interpretation
- FOS 401 Forensic Science Laboratory Internship or FOS 402 Undergraduate Research Internship

**CREDITS REQUIRED FOR THE MAJOR: 75**

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

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

- **Credits required.** 75 or more, depending upon the completion of prerequisites (if needed).
- **Advisor.** Megan Massimiano (646.557.4849, mmassimiano@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).
### PART ONE. SCIENCE REQUIREMENTS

#### Freshman year

**Required**

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<td>CHE 210–220</td>
<td>General Chemistry I and II (HCC for CHE 103)</td>
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**Sophomore year**

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<td>CHE 310–312</td>
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<td>CHE 320–322</td>
<td>Organic Chemistry II and Lab (HCC for CHE 202)</td>
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<td>LAW 202</td>
<td>Law and Evidence</td>
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<td>PHY 210–220</td>
<td>Physics I and II (HCC for PHY 203–204)</td>
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#### Junior year

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### PART TWO. SPECIALIZATIONS

#### CRIMINALISTICS TRACK

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**Senior year**

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<td>FOS 415–416</td>
<td>Forensic Science Laboratory I and II</td>
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#### TOXICOLOGY TRACK

**Junior year**

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**Senior year**

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<td>Analytical Toxicology</td>
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#### MOLECULAR BIOLOGY TRACK

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**Senior year**

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<td>Forensic DNA Analysis and Interpretation</td>
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<tr>
<td>FOS 401</td>
<td>Forensic Science Laboratory Internship or FOS 402 Undergraduate Research Internship</td>
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</table>
Forensic Science Joint Degree with Queensborough Community College (CUNY Justice Academy)

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

Credits required. 75 or more, depending upon the completion of prerequisites (if needed).

Advisor. Chris Gavin (212.484.1137, cgavin@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).

PART ONE. SCIENCE REQUIREMENTS

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PART TWO. SPECIALIZATIONS

CRIMINALISTICS TRACK

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TOXICOLOGY TRACK

<table>
<thead>
<tr>
<th>Junior year</th>
<th>CREDITS: 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOX 313 Toxicology of Environmental and Industrial Agents</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior year</th>
<th>CREDITS: 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOS 401 Forensic Science Laboratory Internship or FOS 402 Undergraduate Research Internship</td>
<td></td>
</tr>
<tr>
<td>TOX 415 Forensic Pharmacology</td>
<td></td>
</tr>
<tr>
<td>TOX 416 Analytical Toxicology</td>
<td></td>
</tr>
</tbody>
</table>

MOLECULAR BIOLOGY TRACK

<table>
<thead>
<tr>
<th>Junior year</th>
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<tbody>
<tr>
<td>BIO 315 Genetics</td>
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</table>

<table>
<thead>
<tr>
<th>Senior year</th>
<th>CREDITS: 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 412 Molecular Biology</td>
<td></td>
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</tbody>
</table>
Fraud Examination

Minor

The Fraud Examination minor considers the following areas: financial transactions and fraud schemes, civil and criminal law related to fraud, investigations, and fraud prevention and deterrence. Topics such as corruption, asset misappropriation and fraudulent financial statements are central to the minor.

Rationale. The required sequence of courses is beneficial for anyone who wants to help reduce the cost of fraud in business, government or non-profit organizations. The minor also provides students the opportunity to improve their career prospects by developing practical skills and providing learning outcomes valued in business, government and non-profit organizations. The courses also cover the educational material necessary to become a Certified Fraud Examiner and other professional certifications associated with financial crime. The minor will also help prepare students for graduate studies in White Collar Crime and/or Financial Crime.

Learning outcomes. Students will:
• Identify symptoms of fraud and design and conduct procedures to proactively search for fraud and develop programs to prevent such fraud.
• Conduct fraud risk assessments, including brainstorming for particular settings and obtaining a sufficient knowledge of internal controls to identify opportunities for fraud, the risk of management override and the possibility of collusion.
• Develop necessary well-written working papers and other documentation appropriate for the matters under investigation.
• Communicate effectively, both orally and in writing. This includes oral communications for case presentation, deposition and courtroom testimony. It also includes written communication; report writing skills and techniques.
• Evaluate the design of antifraud techniques and controls and test their operating effectiveness; make recommendations for improvements and assist in the implementation of fraud prevention programs.

Minor coordinator. Professor Randall LaSalle, Department of Public Management (212-484-1308, rlasalle@jjay.cuny.edu)

Requirements. Students earning the B.S. in Economics with Specialization in Financial Analysis (C.) or the B.S. in Fraud Examination and Financial Forensics are not eligible for this minor. A maximum of two courses can overlap with a student's major, other minors or programs.

PART ONE. REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 250 Introduction to Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 264/LAW 264 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ACC 265 Digital Forensics for the Fraud Examiner</td>
<td>3</td>
</tr>
<tr>
<td>ACC 307 Forensic Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 309 Forensic Accounting II</td>
<td>3</td>
</tr>
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</table>

PART TWO. ELECTIVE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 380 Selected Topics in Fraud Examination &amp; Financial Forensics</td>
<td>3</td>
</tr>
<tr>
<td>ACC 410 Seminar in Forensic Financial Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

CREDITS REQUIRED FOR MINOR: 18

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)

Additional information. Students who enrolled for the first time at the College or who changed to this major in September of 2014 or thereafter must complete the major in the form presented here. Students who enrolled prior to the date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the Undergraduate Bulletin 2013-14 on the College website at: http://www.jjay.cuny.edu/academics/654.php.

PART ONE. HISTORICAL AND THEORETICAL FOUNDATIONS

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

CREDITS: 12

PART TWO. CRITICAL METHODS

Required

GEN 333/PHI 333 Theories of Gender and Sexuality

CREDITS: 3

PART THREE. RESEARCH METHODS

Choose one

HJS 315 Research Methods in Humanities and Justice Studies
SSC 325 Research Methods in the Behavioral Sciences

CREDITS: 3

PART FOUR. SENIOR SEMINAR

Required

GEN 401 Senior Seminar in Gender Studies

CREDITS: 3

PART FIVE. GENDER STUDIES AREA ELECTIVES

Students select five electives from Gender Studies-designated courses and may substitute a semester-long internship in a gender-related field or an approved Independent Study with a GS faculty (GEN 389 or 489) 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. Diversities of Genders and Sexualities

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.

Choose at least one

AFR 248 Men: Masculinities in the United States
COR 320 Race, Class and Gender in a Correctional Context
GEN 356/HIS 356 Sexuality, Gender and Culture in Muslim Societies
GEN 380 Selected Topics in Gender Studies
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

Category B. Cultural Representations of Genders and Sexualities

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.
**Choose 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
- LIT 316 Gender and Identity in Literary Traditions

**Category C. Institutional Systems of Genders & Sexualities**

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.

**Choose at least one**

- ANT 210/PSY 210/SOC 210 Sex and Culture
- CRJ 420/SOC 420 Women and Crime
- CSL 260 Gender and Work Life (formerly CSL 360)
- ECO 327 Political Economy of Gender
- GEN 380 Selected Topics in Gender Studies
- ISP 334 Sex, Gender and Justice in Global Perspective
- 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 333 Psychology of Gender
- SOC 215 Social Control and Gender: Women in American Society
- SOC 333 Gender Issues in International Criminal Justice

Students should consult with the Gender Studies Major Coordinator to ensure adequate coverage.

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**

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**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)

**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 in the Undergraduate Bulletin 2013-14 on the College website at http://www.jjay.cuny.edu/academics/654.php.

**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. A maximum of two courses can overlap with a student's major, other minors or programs.

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.

<table>
<thead>
<tr>
<th>PART ONE. REQUIRED COURSES</th>
<th>CREDITS: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 101 Introduction to Gender Studies or ISP 145 Why Gender Matters</td>
<td></td>
</tr>
<tr>
<td>GEN 205 Gender and Justice</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART TWO. ELECTIVES</th>
<th>CREDITS: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose at least one course from EACH of the following areas. At least one must be at the 300-level or above</td>
<td></td>
</tr>
</tbody>
</table>

**Category A: Diversities of Genders and Sexualities**

**Select at least one**

- AFR 248 Men: Masculinities in the United States
- COR 320 Race, Class & Gender in a Correctional Context
- GEN 356/HIS 356 Sexuality, Gender and Culture in Muslim Societies
- GEN 380 Selected Topics in Gender Studies
- HIS 270 Marriage in Medieval Europe
- HIS 375 Female Felons in the Premodern World
- LLS 255 The Latin American Woman in Global Society
- LLSA 265/HIS 265 Class, Race, and Family in Latin American History

**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
- LIT 316 Gender and Identity in Literary Traditions
### Category C: Institutional Systems of Genders & Sexualities

Select at least one

- ANT 210/PSY 210/SOC 210 Sex and Culture
- CRJ 420/SOC 420 Women and Crime
- CSL 260 Gender and Work Life (formerly CSL 360)
- ECO 327 Political Economy of Gender
- ISP 334 Sex, Gender and Justice in Global Perspective
- 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 333 Psychology of Gender
- SOC 215 Social Control and Gender: Women in American Society
- SOC 333 Gender Issues in International Criminal Justice

**CREDITS REQUIRED FOR MINOR: 18**

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### Global History

**Bachelor of Arts**

The Global History major is derived from the field 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.

**Credits required. 39**

**Coordinator.** Professor Matthew Perry, Department of History (212.237.8814, mperry@jjay.cuny.edu)

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

**Honors option.** To receive Honors in Global History, a student must complete an extended senior thesis over the course of their senior year (two semesters) while achieving a 3.5 grade point average in their major courses. Eligible students may enroll in the honors track as upper juniors (having accumulated at least 75 to 90 credits) by meeting with the major coordinator.

**Additional information.** Students who enrolled for the first time at the College in September 2014 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 can be obtained in the Undergraduate Bulletin 2013-14 on the College website at http://www.jjay.cuny.edu/academics/654.php.

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### PART ONE. INTRODUCTORY

**CREDITS: 3**

**Required**

HIS 1XX Doing History

### PART TWO. SURVEY OF GLOBAL HISTORY

**CREDITS: 9**

**Required**

- HIS 203 The Ancient World
- HIS 204 The Medieval World
- HIS 205 The Modern World

### PART THREE. RESEARCH AND METHODOLOGY

**CREDITS: 6**

**Required**

- HIS 240 Historiography
- HIS 300 Research Methods in History
PART FOUR. CHRONOLOGICAL TRACKS

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. Students will choose one of three chronological tracks: Prehistory to 500 CE; 500–1650; or 1650 to the Present. At least four elective courses (12 credits) must be taken from the declared chronological track. A maximum of one course from Category D (General Electives) may be applied to the elective requirement.

**Category A. Prehistory to 500 CE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 222</td>
<td>Body Politics and Art in Global &amp; Historical Perspectives</td>
</tr>
<tr>
<td>HIS 252</td>
<td>Warfare in the Ancient Near East and Egypt</td>
</tr>
<tr>
<td>HIS 254</td>
<td>History of Ancient Greece and Rome</td>
</tr>
<tr>
<td>HIS 264</td>
<td>China to 1650</td>
</tr>
<tr>
<td>HIS 269</td>
<td>History of World Slavery to 1650 C.E.</td>
</tr>
<tr>
<td>HIS 270</td>
<td>Marriage in Medieval Europe</td>
</tr>
<tr>
<td>HIS 282</td>
<td>Selected Topics in History (when topic is appropriate)</td>
</tr>
<tr>
<td>HIS 323</td>
<td>History of Lynching and Collective Violence</td>
</tr>
<tr>
<td>HIS 354</td>
<td>Law and Society in Ancient Athens and Rome</td>
</tr>
<tr>
<td>HIS 362</td>
<td>History of Science and Medicine: Prehistory to 1650</td>
</tr>
<tr>
<td>HIS 364/GEN 364</td>
<td>History of Gender and Sexuality: Prehistory to 1650</td>
</tr>
<tr>
<td>HIS 366</td>
<td>Religions of the Ancient World</td>
</tr>
<tr>
<td>HIS 370</td>
<td>Ancient Egypt</td>
</tr>
<tr>
<td>HIS 374</td>
<td>Premodern Punishment: Crime and Punishment before 1700</td>
</tr>
<tr>
<td>HIS 375</td>
<td>Female Felons in the Premodern World</td>
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</tbody>
</table>

**Category B. 500–1650**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART 222</td>
<td>Body Politics and Art in Global &amp; Historical Perspectives</td>
</tr>
<tr>
<td>HIS 201</td>
<td>American Civilization–From Colonial Times Through the Civil War</td>
</tr>
<tr>
<td>HIS 208</td>
<td>Exploring Global History (if topic meets appropriate time period)</td>
</tr>
<tr>
<td>HIS 217</td>
<td>History of New York City</td>
</tr>
<tr>
<td>HIS 224</td>
<td>A History of Crime in New York City</td>
</tr>
<tr>
<td>HIS 256</td>
<td>The History of Muslim Societies and Communities</td>
</tr>
<tr>
<td>HIS 264</td>
<td>China to 1650</td>
</tr>
<tr>
<td>HIS 269</td>
<td>History of World Slavery to 1650 C.E.</td>
</tr>
<tr>
<td>HIS 270</td>
<td>Marriage in Medieval Europe</td>
</tr>
<tr>
<td>HIS 282</td>
<td>Selected Topics in History (when topic is appropriate)</td>
</tr>
<tr>
<td>HIS 323</td>
<td>History of Lynching and Collective Violence</td>
</tr>
<tr>
<td>HIS 356/GEN 356</td>
<td>Sexuality, Gender, and Culture in Muslim Societies</td>
</tr>
<tr>
<td>HIS 359</td>
<td>History of Islamic Law</td>
</tr>
<tr>
<td>HIS 362</td>
<td>History of Science and Medicine: Prehistory to 1650</td>
</tr>
<tr>
<td>HIS 364/GEN 364</td>
<td>History of Gender and Sexuality: Prehistory to 1650</td>
</tr>
<tr>
<td>HIS 374</td>
<td>Premodern Punishment: Crime and Punishment before 1700</td>
</tr>
<tr>
<td>HIS 375</td>
<td>Female Felons in the Premodern World</td>
</tr>
<tr>
<td>HIS 381</td>
<td>The Social History of Catholicism: 1500 to the Present</td>
</tr>
<tr>
<td>HIS 383</td>
<td>The History of Terrorism</td>
</tr>
<tr>
<td>HIS 3XX</td>
<td>African Diaspora History I: To 1808</td>
</tr>
<tr>
<td>MUS 310</td>
<td>Comparative History of African American Musics</td>
</tr>
</tbody>
</table>

**Category C. 1650 to the Present**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ART 222</td>
<td>Body Politics and Art in Global &amp; Historical Perspectives</td>
</tr>
</tbody>
</table>
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 224 A History of Crime in New York City
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
HIS 282 Selected Topics in History (when topic is appropriate)
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 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

Category D. General Electives
One course from Category D may be applied to Part Four. Electives
HIS 100 Criminal Justice and Popular Culture
HIS 106 Historical Perspectives on Justice and Inequality
HIS 127 Microhistories: A Lens Into the Past
HIS 131 Topics in the History of Science, Technology, and Medicine
HIS 144 Reacting to the Past
HIS 208 Exploring Global History
HIS 352 History and Justice in the Wider World

PART FIVE. CAPSTONE SEMINAR  CREDITS: 3–6

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
For Honors Track students only - required
HIS 489 Independent Study

Note: Students in the Honors track will enroll in an Independent Study (HIS 489) with a faculty mentor in the first semester of their senior year, and then in HIS 425 the following semester.

CREDITS REQUIRED FOR THE MAJOR: 39
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)

Requirements. A maximum of two courses can overlap with a student's major, other minors or programs.

PART ONE. REQUIRED COURSES

<table>
<thead>
<tr>
<th>CREDITS: 9</th>
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</thead>
<tbody>
<tr>
<td>PED 103 Personal Physical Fitness and Dynamic Health</td>
</tr>
<tr>
<td>PED 110 Personal and Public Health: Social Contexts, Private Choices</td>
</tr>
<tr>
<td>PED 300 Community Programs for Health, Wellness, and Physical Activity</td>
</tr>
</tbody>
</table>

PART TWO. ACTIVITY COURSES

<table>
<thead>
<tr>
<th>CREDITS: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select three</td>
</tr>
<tr>
<td>Students are limited to one aquatics and one defensive tactics course toward fulfilling requirements for the minor.</td>
</tr>
</tbody>
</table>

| PED 104 Cardiovascular Fitness |
| PED 109 Water Aerobics and Basic Survival Skills |
| PED 111 Aquatics I: Beginner Swimming |
| PED 112 Aquatics II: Intermediate Swimming |
| PED 114 Aquatics III: Advanced Swimming |
| PED 120–130 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

<table>
<thead>
<tr>
<th>CREDITS: 6–7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two</td>
</tr>
</tbody>
</table>

| 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 |
| 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 |

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)

**Requirements.** A maximum of two courses can overlap with a student’s major, other minor or program.

**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 in the 2008–2009 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20082009.pdf.

### PART ONE. SURVEY COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 203 The Ancient World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 204 The Medieval World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 205 The Modern World</td>
<td>3</td>
</tr>
</tbody>
</table>

**Please note:** Students who have completed HIS 231 must take HIS 205.

### PART TWO. ELECTIVES (SELECT ANY FOUR HISTORY COURSES)

**Electives with appeal for students interested in attending law school**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 201 American Civilization: From Colonial Times through the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>HIS 202 American Civilization: 1865 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 277 American Legal History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 320 Topics in the History of Crime and Punishment in the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIS 323 The History of Lynching and Collective Violence</td>
<td>3</td>
</tr>
<tr>
<td>HIS 352 History and Justice in the Wider World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 354 Law and Society in Ancient Athens and Rome</td>
<td>3</td>
</tr>
<tr>
<td>HIS 359 History of Islamic Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives with appeal for students interested in government and political science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 201 American Civilization: From Colonial Times through the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>HIS 202 American Civilization: 1865 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 219 Violence and Social Change in America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 252 Warfare in the Ancient Near East and Egypt</td>
<td>3</td>
</tr>
<tr>
<td>HIS 254 History of Ancient Greece and Rome</td>
<td>3</td>
</tr>
<tr>
<td>HIS 256 The History of Muslim Societies and Communities</td>
<td>3</td>
</tr>
<tr>
<td>HIS 264 China to 1650</td>
<td>3</td>
</tr>
<tr>
<td>HIS 274 China: 1650–Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 282 Selected Topics in History</td>
<td>3</td>
</tr>
</tbody>
</table>
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 282 Selected Topics in History
HIS 352 History and Justice in the Wider World
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 282 Selected Topics in History
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
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) 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 its 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. A maximum of two courses can overlap with a student's major, other minor or program.
### PART TWO. ELECTIVES

Select five, at least one in each theme

**Theme I. Theories and Concepts**

Select at least one

- 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

**Theme II. Non-Discrimination/Empowerment**

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

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### 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)

**Prerequisites.** ENG 201, PSY 101. ENG 201 fulfills the Required Core: English Composition category and PSY 101 fulfills the Flexible Core: Individual and Society of the College's general education program.
**Requirements.** A maximum of two courses can overlap with a student's major, other minor or program.

### PART ONE. REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 150</td>
<td>Foundations of Human Service Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSL 233</td>
<td>Multicultural Issues in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>CSL 235</td>
<td>Theories and Interventions in Human Services</td>
<td>3</td>
</tr>
</tbody>
</table>

### PART TWO. ELECTIVES

**At least one course must be taken at the 300 level.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSL 210</td>
<td>Peer Counseling Training</td>
<td>3</td>
</tr>
<tr>
<td>CSL 211</td>
<td>Peer Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CSL 220</td>
<td>Leadership Skills</td>
<td>3</td>
</tr>
<tr>
<td>CSL 230</td>
<td>Case Management in Human Service</td>
<td>3</td>
</tr>
<tr>
<td>CSL 260</td>
<td>Gender and Work Life</td>
<td>3</td>
</tr>
<tr>
<td>CSL 280</td>
<td>Selected Topics in Counseling and Human Service</td>
<td>3</td>
</tr>
<tr>
<td>CSL 2XX</td>
<td>Family and Community Systems in Human Service</td>
<td>3</td>
</tr>
<tr>
<td>CSL 342</td>
<td>Introduction to Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CSL 363</td>
<td>Vocational Development and Social Justice in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>CSL 381</td>
<td>Fieldwork in Human Service</td>
<td>3</td>
</tr>
<tr>
<td>CSL 389</td>
<td>Independent Study</td>
<td>3</td>
</tr>
</tbody>
</table>

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**

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**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, 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 2014 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 in the 2013–2014 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20132014.pdf.
**Senior–level requirement.** Students must complete HJS 410 Problems and Theory: Thesis Prospectus and HJS 415 Thesis in Humanities and Justice Studies.

<table>
<thead>
<tr>
<th>PART ONE. FOUNDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required</strong></td>
</tr>
<tr>
<td>HJS 250 Justice in the Western Traditions</td>
</tr>
<tr>
<td>HJS 310 Comparative Perspectives on Justice</td>
</tr>
<tr>
<td>HJS 315 Research Methods in Humanities and Justice Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART TWO. HUMANITIES AND JUSTICE ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credits: 18</strong></td>
</tr>
<tr>
<td>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. 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.</td>
</tr>
<tr>
<td>HIS 217 History of New York City</td>
</tr>
<tr>
<td>HIS 219 Violence and Social Change in America</td>
</tr>
<tr>
<td>HIS 224 A History of Crime in New York City</td>
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<td>HIS 264 China to 1650</td>
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<td>HIS 265/LLS 265 Class, Race, and Family in Latin American History</td>
</tr>
<tr>
<td>HIS 270 Marriage in Medieval Europe</td>
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<tr>
<td>HIS 274 China: 1650 to Present</td>
</tr>
<tr>
<td>HIS 277 American Legal History</td>
</tr>
<tr>
<td>HIS 282 Selected Topics in History*</td>
</tr>
<tr>
<td>HIS 320 The History of Crime and Punishment in the United States</td>
</tr>
<tr>
<td>HIS 323 History of Lynching and Collective Violence</td>
</tr>
<tr>
<td>HIS 325 Criminal Justice in European Society, 1750 to the Present</td>
</tr>
<tr>
<td>HIS 340 Modern Military History</td>
</tr>
<tr>
<td>HIS 354 Law and Society in Ancient Athens and Rome</td>
</tr>
<tr>
<td>HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650</td>
</tr>
<tr>
<td>HIS 374 Premodern Punishment: Crime and Punishment before 1700</td>
</tr>
<tr>
<td>HIS 375 Female Felons in the Premodern World</td>
</tr>
<tr>
<td>HIS 381 Social History of Catholicism in the Modern World</td>
</tr>
<tr>
<td>HIS 383 History of Terrorism</td>
</tr>
<tr>
<td>HJS 380 Selected Topics in Humanities and Justice</td>
</tr>
<tr>
<td>ISP 273 The Stories We Tell</td>
</tr>
<tr>
<td>ISP 321 Moral, Legal, and Ethical Dilemmas that Shape the USA</td>
</tr>
<tr>
<td>ISP 322 Making Waves: Troublemakers, Gadflies and Whistleblowers</td>
</tr>
<tr>
<td>ISP 335 Violence in the Pursuit of Justice</td>
</tr>
<tr>
<td>LIT 219 The Word as Weapon</td>
</tr>
<tr>
<td>LIT 223/AFR 223 African–American Literature</td>
</tr>
<tr>
<td>LIT 265 Foundations of U.S. Latino/a Literature</td>
</tr>
</tbody>
</table>
**Programs of Study**

*LIT 287 Selected Topics in Literature*

LIT 300 Text and Context

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 326 Crime, Punishment and Justice in U.S. Literature

LIT 327 Crime and Punishment in World 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

LIT 380 Advanced Selected Topics in Literature*

LLS 322 Latina/o Struggles for Civil Rights and Social Justice

PHI 203 Political Philosophy

PHI 205 Philosophy of Religion

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

SPA 308 The Theme of Justice in Spanish Literature

SPA 335 The Theme of Justice in Latin American Literature and Film

**PART THREE. TOPICS IN POLITICAL OR LEGAL THEORY**  CREDITS: 3

Select one

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 282 Selected Topics in History, LIT 287 Selected Topics in Literature, LIT 380 Advanced Selected Topics in Literature 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. A maximum of two courses can overlap with a student's major, other minor or program.

<table>
<thead>
<tr>
<th>PART ONE. REQUIRED COURSES</th>
<th>CREDITS: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>HJS 250 Justice in the Western Traditions</td>
<td></td>
</tr>
<tr>
<td>HJS 310 Comparative Perspectives on Justice</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>PART TWO. ELECTIVES</th>
<th>CREDITS: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must take four courses selected from the list of humanities electives listed below 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.</td>
<td></td>
</tr>
</tbody>
</table>

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.

<p>| 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 240 Historiography |
| HIS 252 Warfare in the Ancient Near East and Egypt |
| HIS 254 History of Ancient Greece and Rome |
| HIS 256 History of Muslim Societies and Communities |
| 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 to Present |
| HIS 277 American Legal History |
| HIS 282 Selected Topics in History |
| HIS 320 Topics in the History of Crime and Punishment in the United States |
| HIS 323 History of Lynching and Collective Violence |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 325</td>
<td>Criminal Justice in European Society, 1750 to the Present</td>
</tr>
<tr>
<td>HIS 340</td>
<td>Modern Military History</td>
</tr>
<tr>
<td>HIS 354</td>
<td>Law and Society in Ancient Athens and Rome</td>
</tr>
<tr>
<td>HIS 364/GEN 364</td>
<td>History of Gender and Sexuality: Prehistory to 1650</td>
</tr>
<tr>
<td>HIS 375</td>
<td>Female Felons in the Premodern World</td>
</tr>
<tr>
<td>HIS 381</td>
<td>Social History of Catholicism in the Modern World</td>
</tr>
<tr>
<td>HIS 383</td>
<td>History of Terrorism</td>
</tr>
<tr>
<td>HJS 380</td>
<td>Selected Topics in Humanities and Justice</td>
</tr>
<tr>
<td>HUM 378</td>
<td>Internship in the Humanities</td>
</tr>
<tr>
<td>ISP 273</td>
<td>The Stories We Tell</td>
</tr>
<tr>
<td>ISP 321</td>
<td>Moral, Legal, and Ethical Dilemmas that Shape the USA</td>
</tr>
<tr>
<td>ISP 322</td>
<td>Making Waves: Troublemakers, Gadflies and Whistleblowers</td>
</tr>
<tr>
<td>ISP 335</td>
<td>Violence in the Pursuit of Justice</td>
</tr>
<tr>
<td>LIT 219</td>
<td>The Word as Weapon</td>
</tr>
<tr>
<td>LIT 223/AFR 223</td>
<td>African–American Literature</td>
</tr>
<tr>
<td>LIT 265</td>
<td>Foundations of U.S. Latino/a Literature</td>
</tr>
<tr>
<td>LIT 287</td>
<td>Selected Topics in Literature</td>
</tr>
<tr>
<td>LIT 300</td>
<td>Text and Context</td>
</tr>
<tr>
<td>LIT 305</td>
<td>Foundations of Literature and Law</td>
</tr>
<tr>
<td>LIT 311</td>
<td>Literature and Ethics</td>
</tr>
<tr>
<td>LIT 313</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>LIT 314</td>
<td>Shakespeare and Justice</td>
</tr>
<tr>
<td>LIT 315</td>
<td>American Literature and the Law</td>
</tr>
<tr>
<td>LIT 316</td>
<td>Gender and Identity in Literary Traditions</td>
</tr>
<tr>
<td>LIT 326</td>
<td>Crime, Punishment and Justice in U.S. Literature</td>
</tr>
<tr>
<td>LIT 327</td>
<td>Crime, Punishment and Justice in World Literatures</td>
</tr>
<tr>
<td>LIT 340/AFR 340</td>
<td>African-American Experience in America: Comparative Racial Perspectives</td>
</tr>
<tr>
<td>LIT 342</td>
<td>Perspectives on Literature and Human Rights</td>
</tr>
<tr>
<td>LIT 346</td>
<td>Cultures in Conflict</td>
</tr>
<tr>
<td>LLS 322</td>
<td>Latina/o Struggles for Civil Rights and Social Justice</td>
</tr>
<tr>
<td>PHI 203</td>
<td>Political Philosophy</td>
</tr>
<tr>
<td>PHI 205</td>
<td>Philosophy of Religion</td>
</tr>
<tr>
<td>PHI 210</td>
<td>Ethical Theory</td>
</tr>
<tr>
<td>PHI 302</td>
<td>Philosophical Issues of Rights</td>
</tr>
<tr>
<td>PHI 304</td>
<td>Philosophy of Mind</td>
</tr>
<tr>
<td>PHI 310/LAW 310</td>
<td>Ethics and Law</td>
</tr>
<tr>
<td>PHI 315</td>
<td>Philosophy of the Rule of Law</td>
</tr>
<tr>
<td>PHI 322</td>
<td>Judicial and Correctional Ethics</td>
</tr>
<tr>
<td>PHI 326</td>
<td>Topics in the History of Modern Thought</td>
</tr>
<tr>
<td>PHI 340</td>
<td>Utopian Thought</td>
</tr>
<tr>
<td>PHI 423/POL 423</td>
<td>Selected Topics in Justice</td>
</tr>
<tr>
<td>SPA 308</td>
<td>The Theme of Justice in Spanish Literature</td>
</tr>
<tr>
<td>SPA 335</td>
<td>The Theme of Justice in Latin American Literature and Film</td>
</tr>
</tbody>
</table>

**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 Klaus Von Lampe, Department of Law, Police Science and Criminal Justice Administration (212.237.8249, kvlampe@jjay.cuny.edu)

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 2007–2008 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20072008.pdf.

<table>
<thead>
<tr>
<th>PART ONE. CORE COURSES</th>
<th>CREDITS: 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>ICJ 101 Introduction to International Criminal Justice</td>
<td></td>
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<tr>
<td>ECO 231 Global Economic Development and Crime</td>
<td></td>
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<tr>
<td>POL 259/LAW 259 Comparative Criminal Justice Systems</td>
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</table>

<table>
<thead>
<tr>
<th>PART TWO. FOUNDATION COURSES</th>
<th>CREDITS: 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one in each category</td>
<td></td>
</tr>
<tr>
<td>Category A (Select one)</td>
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<tr>
<td>ANT 230 Culture and Crime</td>
<td></td>
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<tr>
<td>POL 250 International Law and Justice</td>
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<tr>
<td>Category B (Select one)</td>
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<tr>
<td>ECO 245 International Economics</td>
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<tr>
<td>PAD 260 International Public Administration</td>
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<tr>
<td>POL 257 Comparative Politics</td>
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<tr>
<td>POL 260 International Relations</td>
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<tr>
<td>Category C</td>
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<tr>
<td>Required</td>
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<tr>
<td>SOC 341 International Criminology</td>
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<thead>
<tr>
<th>PART THREE. SKILLS COURSES</th>
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</tr>
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<tbody>
<tr>
<td>Category A. Language Skills</td>
<td></td>
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<tr>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>One 200–level foreign language course in any language other than English</td>
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<tr>
<td>Please note: SPA 207, SPA 308 and SPA 335 do NOT fulfill this language requirement. They are taught in English.</td>
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<tr>
<td>Category B. Research Methods</td>
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<tr>
<td>Required</td>
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<tr>
<td>STA 250 Principles and Methods of Statistics</td>
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<tr>
<td>ICJ 310 Foundations of Scholarship in International Criminal Justice</td>
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</tbody>
</table>

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<thead>
<tr>
<th>PART FOUR. SPECIALIZED AREAS</th>
<th>CREDITS: 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students select three courses, with at least one in each category.</td>
<td></td>
</tr>
</tbody>
</table>
### 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

### 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 232/AFR 232 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.

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

Requirements. A maximum of two courses can overlap with a student's major, other minor or program.

<table>
<thead>
<tr>
<th>PART ONE. REQUIRED COURSES</th>
<th>CREDITS: 15</th>
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</thead>
<tbody>
<tr>
<td>ENG 230 Journalism in the 21st Century</td>
<td></td>
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<tr>
<td>ENG 233 News Reporting and Writing</td>
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<tr>
<td>ENG 334 Intermediate News Reporting and Writing</td>
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<tr>
<td>ENG 336 Digital Journalism</td>
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</table>

<table>
<thead>
<tr>
<th>PART TWO. ELECTIVES</th>
<th>CREDITS: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option One. General Elective</td>
<td></td>
</tr>
<tr>
<td>Select one</td>
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<tr>
<td>LAW 213/ COM 213 The Impact of the Mass Media on the Administration of Justice</td>
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<tr>
<td>LIT 284 Film and Society (when offered as documentary film)</td>
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<tr>
<td>SOC 201 Urban Sociology: The Study of City Life</td>
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<tr>
<td>SOC 222 Crime, Media and Public Opinion</td>
<td></td>
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<tr>
<td>SPE 240 Contemporary Media in Everyday Life</td>
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<tr>
<td>Interdisciplinary Studies — There are possibilities for interdisciplinary collaboration depending on what is offered semester to semester.</td>
<td></td>
</tr>
</tbody>
</table>
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 José Luis Morín, Department of Latin American and Latina/o Studies (212.393.6481, jmorin@jjay.cuny.edu)

Requirements. Students must complete 18 credits (six courses) of which 6 are required and 12 are elective. A maximum of two courses can overlap with a student’s major, other minor or program.

PART ONE. REQUIRED COURSES

CREDITS: 6

LLS 215 Socio-Political Developments in Contemporary Puerto Rico
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 280 Selected Topics in Latin American and Latina/o Studies (when topic is appropriate)
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
Chapter 5

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.
- A maximum of two courses can overlap with a student’s major, other minor or program.
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.[1] 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 coordinator.** Professor Richard Perez, English Department, (646.557.4408, rperez@jjay.cuny.edu)

**Requirements.** A maximum of two courses can overlap with a student's major, other minor or program.

<table>
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<tr>
<th>PART ONE. 200–LEVEL FOUNDATION COURSE</th>
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<tr>
<td>Required</td>
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<tr>
<td>LIT 265 Foundations of U.S. Latino/a Literature</td>
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<tr>
<th>PART TWO. 300–LEVEL COURSE REQUIREMENTS</th>
<th>CREDITS: 12</th>
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<tbody>
<tr>
<td>Select four courses</td>
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<tr>
<td>LIT 357 Violence of Language: U.S. Latino/a Street Literature</td>
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<td>LIT 383 Gender and Sexuality in U.S. Latino/a Literature</td>
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<tr>
<td>LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature</td>
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<td>LLS 363 Il–Legal Subjects: U.S. Latino/a Literature and the Law</td>
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<td>LLS 364 Ethical Strains in U.S. Latino/a Literature</td>
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<tr>
<th>PART THREE. 400–LEVEL COURSE</th>
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<tbody>
<tr>
<td>Required</td>
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<tr>
<td>LIT 409 Seminar in U.S. Latino/a Literature</td>
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</tbody>
</table>

**CREDITS REQUIRED FOR MINOR: 18**
Law

Minor

Requirements. To receive a minor in Law, students must complete 18 credits of law courses. A maximum of two courses can overlap with a student's major, other minor or program.

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)

CREDITS REQUIRED FOR MINOR: 18

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 can 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)

Advisor. Professor Monica Varsanyi, Department of Political Science (212.237.8232, mvarsanyi@jjay.cuny.edu)

PART ONE. INTRODUCTORY COURSE

| Required |
|__________|
| LWS 200 Introduction to Law and Society | CREDITS: 3 |

PART TWO. SKILLS

| Required |
|__________|
| SSC 325 Research Methods in the Behavioral Sciences | CREDITS: 3 |

PART THREE. FOUNDATIONS

(Credit 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 |
# Programs of Study

## Category C: Sociological Foundations

<table>
<thead>
<tr>
<th>Select one</th>
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<tbody>
<tr>
<td>SOC 206 The Sociology of Conflict and Dispute Resolution</td>
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<tr>
<td>SOC 232 Social Stratification</td>
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<tr>
<td>SOC 302 Social Problems</td>
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## PART FOUR: PHILOSOPHY/JURISPRUDENCE/ETHICS

<table>
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<tbody>
<tr>
<td>LAW 301 Jurisprudence</td>
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<tr>
<td>LAW 310/PHI 310 Ethics and Law</td>
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<tr>
<td>PHI 302 Political Philosophy</td>
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<td>POL 270 Political Philosophy</td>
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<tr>
<td>POL 273 Western Political Thought</td>
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<tr>
<td>POL 371 American Political Philosophy</td>
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<td>POL 375 Law, Order, Justice and Society</td>
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</tbody>
</table>

## PART FIVE: SOCIETAL AND POLITICAL CHANGE

Select four courses, or two courses plus a six credit internship (LWS 375, LWS 378, POL 407, POL 408, POL 409, or three courses plus a three-credit internship (LWS 375). Only one 200-level course and a maximum of six credits of internship can be applied towards Part Five of the major. All students must take at least one course dealing with social change and race, gender, sexual orientation, or ethnicity (POL 313 or 318 or 319 or LLS 322 marked with an asterisk below).

<table>
<thead>
<tr>
<th>Select one</th>
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<tbody>
<tr>
<td>ANT 330 American Cultural Pluralism and the Law</td>
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<td>ECO 215 Economics of Regulation and the Law</td>
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<tr>
<td>*LLS 322 Latino/a Struggles for Civil Rights and Social Justice</td>
</tr>
<tr>
<td>*POL 313/LAW 313 The Law and Politics of Race Relations</td>
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<tr>
<td>*POL 318 The Law and Politics of Sexual Orientation</td>
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<tr>
<td>*POL 319 Gender and the Law</td>
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<tr>
<td>POL 305 Constitutional Rights and Liberties</td>
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<td>POL 316 The Politics of Rights</td>
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<tr>
<td>POL 344 The Law and Politics of Immigration</td>
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<td>SOC 305 The Sociology of Law</td>
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</table>

### Internship Options (each internship, except where noted, is at least 6 credits and requires permission of the instructor)

<table>
<thead>
<tr>
<th>Select one</th>
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</thead>
<tbody>
<tr>
<td>LWS 375 Law and Society Internship (3 credits)</td>
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<tr>
<td>LWS 378 Law and Society Internship Intensive</td>
</tr>
<tr>
<td>POL 406 Seminar and Internship in NYC Government and Politics</td>
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<tr>
<td>POL 407 New York State Assembly/Senate Session Program</td>
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<tr>
<td>POL 408 CUNY Washington, D.C. Summer Internship Program</td>
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</table>

## PART SIX: SENIOR CAPSTONE

<table>
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<tr>
<th>Required</th>
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<tr>
<td>LWS 425 Colloquium for Research in Law and Society</td>
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</table>

**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 Harold Sullivan, Department of Political Science (212.237.8194, hsullivan@jjay.cuny.edu)

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.

Learning Outcomes. Students will:
- Reduce real world phenomena to abstract descriptions, and apply theory to solve real world problems.
- Develop the technical ability to operate symbolic systems, including those which arise in the theories of analysis and algebra, and connect these with practical uses.
- Recognize, extract, and analyze patterns from data.
- Express quantitative information effectively to others.

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 advanced electives at the 300-level or above. A maximum of two courses can overlap with a student’s major, other minor or program.

<table>
<thead>
<tr>
<th>PART ONE. REQUIRED COURSES</th>
<th>CREDITS: 9</th>
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</thead>
<tbody>
<tr>
<td>MAT 241 Calculus I</td>
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<tr>
<td>MAT 242 Calculus II</td>
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<tr>
<td>MAT 243 Calculus III</td>
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</table>

Note: MAT 241 and MAT 242 are prerequisites for most courses in Part Two.

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<thead>
<tr>
<th>PART TWO. ELECTIVE COURSES</th>
<th>CREDITS: 9</th>
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</thead>
<tbody>
<tr>
<td>Select three</td>
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<tr>
<td>CSCI 360 Cryptography and Cryptanalysis</td>
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<tr>
<td>MAT 301 Probability &amp; Statistics I</td>
<td></td>
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<tr>
<td>MAT 302 Probability &amp; Statistics II</td>
<td></td>
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<tr>
<td>MAT 310 Linear Algebra</td>
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<tr>
<td>MAT 323 Operations Research Models I</td>
<td></td>
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<tr>
<td>MAT 324 Operations Research Models II</td>
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<tr>
<td>MAT 330 Modern Geometry</td>
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<tr>
<td>MAT 351 Introduction to Ordinary Differential Equations</td>
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<tr>
<td>MAT 352 Applied Differential Equations</td>
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<td>MAT 361 Introduction to the Functions of a Complex Variable</td>
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<td>MAT 371 Numerical Analysis</td>
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<tr>
<td>MAT 380 Selected Topics in Mathematics</td>
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<tr>
<td>MAT 410 Abstract Algebra</td>
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</tbody>
</table>

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 Benjamin Bierman, Department of Art and Music (646.557.4822, bbierman@jjay.cuny.edu)

**Requirements.** A maximum of two courses can overlap with a student's major, other minor or program.

<table>
<thead>
<tr>
<th>PART ONE</th>
<th>CREDITS: 9</th>
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<tbody>
<tr>
<td><strong>Required</strong></td>
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<tr>
<td>MUS 102 The Language of Music*</td>
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<tr>
<td>*Students who possess prior knowledge or experience may consult with the minor coordinator or instructor for a possible exemption from this course.</td>
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</tbody>
</table>

| 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 | |

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<thead>
<tr>
<th>PART TWO. TRACKS</th>
<th>CREDITS: 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select three from one track</td>
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</tbody>
</table>

**Track 1: 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 | |
| MUS 280 Selected Topics in Music (when topic is appropriate) | |

| 300-level Required | |
| MUS 310 Comparative History of African American Musics | |
Track II: Music Composition/Theory/Technology

200-level, Choose two

- MUS 202 Songwriting
- MUS 220 Choral Music in Performance
- MUS 236 Music Technology
- MUS 280 Selected Topics in Music (when topic is appropriate)

300-level Required

- MUS 336 Composition/Technology

Credits required: 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 Mary Ann McClure, Department of Philosophy (212.237.8340, mmclure@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

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 214 Environmental Ethics
- 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
| 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 |

**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.

**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 Mary Ann McClure, Department of Philosophy (212.237.8340, mmclure@jjay.cuny.edu)

**Requirements.**

- A student must complete 18 credits (six courses) in philosophy.
- Philosophy 231 is required (also can fulfill the general education requirement for the Flexible Core: Individual and Society area).
- 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 24.
- A maximum of two courses can overlap with a student’s major, other minor or program.

<table>
<thead>
<tr>
<th>PART ONE: REQUIRED COURSES</th>
<th>CREDITS: 3</th>
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<tbody>
<tr>
<td>PHI 231 The Big Questions: An Introduction into Philosophy</td>
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<tr>
<th>PART TWO: ELECTIVE COURSES</th>
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<tbody>
<tr>
<td>Select five</td>
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<tr>
<td>HJS 250 Justice in the Western Traditions</td>
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<td>PHI 102 Ethical Foundations of the Just Society</td>
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<td>PHI 105 Critical Thinking and Informal Logic</td>
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<td>PHI 201 Philosophy of Art</td>
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<td>PHI 202 Philosophical Issues in American Pluralism</td>
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<td>PHI 203 Political Philosophy</td>
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<td>PHI 204 Logic</td>
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<td>PHI 205 Philosophy of Religion</td>
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<td>PHI 210 Ethical Theory</td>
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<td>PHI 214 Environmental Ethics</td>
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<td>PHI 224/ANT 224/PSY 224/SOC 224 Death, Dying and Society: A Life Crises Management Issue</td>
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<tr>
<td>PHI 302 Philosophical Issues of Rights</td>
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<td>PHI 304 Philosophy of the Mind</td>
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<td>PHI 310/LAW 310 Ethics and the Law</td>
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<td>PHI 315 Philosophy of the Rule of Law</td>
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<td>PHI 321/CRJ 321 Police Ethics</td>
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<td>PHI 322/CRJ 322 Judicial and Correctional Ethics</td>
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<tr>
<td>PHI 326 Topics in the History of Modern Thought</td>
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<tr>
<td>PHI 327 Nineteenth–Century European and American Philosophy</td>
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<td>PHI 333/GEN 333 Theories of Gender and Sexuality</td>
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<td>PHI 340 Utopian Thought</td>
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<td>PHI 343 Existentialism</td>
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<td>PHI 351 Classical Chinese Philosophy</td>
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<td>PHI 354/AFR 354 Africana Philosophy</td>
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<td>PHI 374 Epistemology</td>
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<td>PHI 377 Reality, Truth and Being: Metaphysics</td>
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<tr>
<td>PHI 423/POL 423 Selected Topics in Justice</td>
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</tbody>
</table>

**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 coordinator.

**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 POL 101 (or GOV 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 John DeCarlo, Department of Law, Police Science and Criminal Justice Administration (212.393.6375, jdecarlo@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).

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/CRI 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
SEC 270/CSCI 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 215/FOS 215 Survey of Criminalistics
PSC 223 Personnel Administration and Supervision
PSC 227 Police Training Programs
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
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<thead>
<tr>
<th>PART FOUR. LAW</th>
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<tbody>
<tr>
<td><strong>Select two</strong></td>
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<tr>
<td>LAW 202 Law and Evidence</td>
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<td>LAW 204 Criminal Law of New York</td>
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<td>LAW 206 The American Judiciary</td>
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<td>LAW 209 Criminal Law</td>
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<td>LAW 212 The Criminal Process and the Criminal Procedure Law</td>
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<td>LAW 301 Jurisprudence</td>
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<td>LAW 313/POL 313 The Law and Politics of Race Relations</td>
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<td>LAW 320 Seminar in the Law of Search and Seizure</td>
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<td>LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization</td>
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<thead>
<tr>
<th>PART FIVE. INTERDISCIPLINARY SKILLS AND FOUNDATIONS</th>
<th>CREDITS: 3</th>
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<tbody>
<tr>
<td><strong>Select one</strong></td>
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<tr>
<td>AFR 215 Police and Urban Communities</td>
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<td>ANT 208 Urban Anthropology</td>
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<td>ECO 170 Crime, Class, Capitalism: The Economics of Justice</td>
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<td>ENG 235 Writing for Management, Business and Public Administration</td>
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<td>LLS 241 Latina/os and the City</td>
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<td>PED 230 Stress Management in Law Enforcement</td>
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<td>PSY 213/SOC 213 Race and Ethnic Relations</td>
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<td>SEC 310 Emergency Planning</td>
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<td>SOC 203 Criminology</td>
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<td>SOC 206 The Sociology of Conflict and Dispute Resolution</td>
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<td>SPE 204 Group Discussion and Conference Techniques</td>
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<td>SPE 218 Managerial Communication</td>
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<td>SSC 325 Research Methods in the Behavioral Sciences</td>
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<td>STA 250 Principles and Methods of Statistics</td>
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<tr>
<th>PART SIX. SENIOR REQUIREMENT</th>
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<tr>
<td><strong>Select one</strong></td>
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<tr>
<td>PSC 401 Seminar on Police Problems</td>
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<td>PSC 405 Organized Crime in America</td>
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<tr>
<td>PSC 415 Seminar on Terrorism</td>
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</tbody>
</table>

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 John DeCarlo, Department of Law, Police Science, and Criminal Justice Administration (212.395.6375, jdecarlo@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). A maximum of two courses can overlap with a student's major, other minor or program.

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)

Coordinator and Advisor. Professor Samantha Majic, Department of Political Science (212.237.8439, smajic@jjay.cuny.edu)

Prerequisite. POL 101 (or GOV 101). This course can fulfill the College’s 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 in the 2011-12 Undergraduate Bulletin on the College’s website at http://www.jjay.cuny.edu/academics/654.php.

PART ONE. FOUNDATION COURSES

<table>
<thead>
<tr>
<th>Category A. Law, Courts and Politics</th>
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<tbody>
<tr>
<td>POL 235 Judicial Process and Politics</td>
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<table>
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<tr>
<th>Category B. Political Theory</th>
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<tbody>
<tr>
<td>POL 270 Political Philosophy</td>
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<td>POL 273 Western Political Thought</td>
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<tr>
<th>Category C. Urban Politics and Public Policy</th>
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<tbody>
<tr>
<td>POL 206 Urban Politics</td>
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<td>POL 234 Introduction to Public Policy</td>
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<tr>
<th>Category D. International/Comparative</th>
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<tbody>
<tr>
<td>POL 257 Comparative Politics</td>
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<td>POL 260 International Relations</td>
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Category E. American Politics

Table:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POL 214 Political Parties, Interest Groups and Social Movements</td>
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<tr>
<td>POL 215 U.S. Congress</td>
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<tr>
<td>POL 220 The American Presidency</td>
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</tbody>
</table>

**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 Concentration A have three options: 1) students may take five 3-credit courses in the concentration, including one 400-level and two 300-level political science courses; or 2) students may take the LWS 375 internship and four 3-credit courses in the concentration, including an additional 300-level political science course and one 400-level political science course; or 3) students may take the LWS 378 internship and three 3-credit courses in the concentration, including one 400-level political science course.

Students selecting 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 have two options: 1) students may take five 3-credit courses in the concentration, including one 400-level and two 300-level political science courses; or 2) students may take any of the Public Affairs Internships (POL 406, 407, or 408) and three 3-credit courses in the concentration, including one 300-level political science course. Even if students take POL 407, only 6 credits of internship apply to the concentration.

Students selecting any of the Public Affairs Internships or the Law and Society Internships must obtain permission of the instructor before registering.

**Concentration A. Law, Courts and Politics**

LWS 375 Law and Society Internship (3 credits)
LWS 378 Law and Society Internship Intensive (6 credits)
POL 280 Selected Topics in Political Science
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 344 The Law and Politics of Immigration
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 280 Selected Topics in Political Science
POL 316 The Politics of Rights
POL 371 American Political Philosophy
### Programs of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>POL 375</td>
<td>Law, Order, Justice and Society</td>
</tr>
<tr>
<td>POL 423/PHI 423</td>
<td>Selected Topics in Justice</td>
</tr>
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</table>

#### Concentration C. American and Urban Politics and Policy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>POL 203</td>
<td>Municipal and State Government</td>
</tr>
<tr>
<td>POL 206</td>
<td>Urban Politics</td>
</tr>
<tr>
<td>POL 210</td>
<td>Comparative Urban Political Systems</td>
</tr>
<tr>
<td>POL 214</td>
<td>Political Parties, Interest Groups and Social Movements</td>
</tr>
<tr>
<td>POL 215</td>
<td>U.S. Congress</td>
</tr>
<tr>
<td>POL 220</td>
<td>The American Presidency</td>
</tr>
<tr>
<td>POL 232</td>
<td>Media and Politics</td>
</tr>
<tr>
<td>POL 234</td>
<td>Introduction to Public Policy</td>
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<td>POL 237</td>
<td>Women and Politics</td>
</tr>
<tr>
<td>POL 280</td>
<td>Selected Topics in Political Science</td>
</tr>
<tr>
<td>POL 302</td>
<td>Voting and Public Opinion</td>
</tr>
<tr>
<td>POL 344</td>
<td>The Law and Politics of Immigration</td>
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<tr>
<td>POL 405</td>
<td>Seminar in New York City Politics</td>
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<tr>
<td>POL 406</td>
<td>Seminar and Internship in New York City Government and Politics (6 credits)</td>
</tr>
<tr>
<td>POL 407</td>
<td>New York State Assembly/Senate Session Program (12 credits)</td>
</tr>
<tr>
<td>POL 408</td>
<td>CUNY Washington, D.C. Summer Internship Program (6 credits)</td>
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#### Concentration D. Comparative/International Politics and Human Rights

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>LLS 220</td>
<td>Human Rights and Law in Latin America</td>
</tr>
<tr>
<td>POL 210</td>
<td>Comparative Urban Political Systems</td>
</tr>
<tr>
<td>POL 242/HIS 242 /LLS 242</td>
<td>U.S. Foreign Policy in Latin America</td>
</tr>
<tr>
<td>POL 246</td>
<td>Politics of Globalization and Inequality</td>
</tr>
<tr>
<td>POL 250</td>
<td>International Law and Justice</td>
</tr>
<tr>
<td>POL 257</td>
<td>Comparative Politics</td>
</tr>
<tr>
<td>POL 259/LAW 259</td>
<td>Comparative Criminal Justice Systems</td>
</tr>
<tr>
<td>POL 260</td>
<td>International Relations</td>
</tr>
<tr>
<td>POL 280</td>
<td>Selected Topics in Political Science</td>
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<tr>
<td>POL 320</td>
<td>International Human Rights</td>
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<td>POL 322</td>
<td>International Organizations</td>
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<td>POL 325</td>
<td>Politics of Transnational Crime</td>
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<tr>
<td>POL 328</td>
<td>Politics of International Security</td>
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<tr>
<td>POL 331</td>
<td>Government and Politics in the Middle East</td>
</tr>
<tr>
<td>POL 362</td>
<td>Terrorism and International Relations</td>
</tr>
<tr>
<td>POL 450</td>
<td>Senior Seminar in International Relations and Comparative Politics</td>
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</table>

#### PART FIVE. SENIOR REQUIREMENT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>POL 409</td>
<td>Colloquium for Research in Government and Politics</td>
</tr>
</tbody>
</table>

**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 coordinator.** Professor Andrew Sidman, Department of Political Science (646.557.4613, asidman@jjay.cuny.edu)

**Coordinator and Advisor.** Professor Samantha Majic, Department of Political Science (212.237.8439, smajic@jjay.cuny.edu)

**Credits.** 18

**Requirements.** A maximum of two courses can overlap with a student’s major, other minor or program.

### PART ONE. FOUNDATION COURSES

<table>
<thead>
<tr>
<th>Required</th>
<th>CREDITS: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 101 American Government and Politics (formerly GOV 101)</td>
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</tbody>
</table>

Select one

- **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

Select any four POL (or GOV) courses, at least one course must be at the 300-level or higher.

- LWS 375-376 Law and Society Internship or LWS 378 Law and Society Internship Intensive may be used toward the electives for the Political Science minor.

**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. 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.

Learning outcomes. Students will:

• Students will demonstrate psychological literacy by using its terminology and format in writing assignments, exercises, and oral presentations.
• Students will have a basic understanding of theoretical perspectives in different psychological domains.
• Students will be able to analyze and critically evaluate research studies in psychology.

Minor coordinator. Professor Daryl Wout, Department of Psychology (646.557.4652, dwout@jjay.cuny.edu)

Prerequisite. PSY 101. This course can fulfill the College's general education requirement in the Flexible Core: Individual and Society area.

Requirements. Any student who is not majoring in Forensic Psychology can earn a minor in Psychology. To complete the minor, students must complete 18 credits in Psychology and have at least a 2.0 GPA (C average) in courses used towards the minor. A maximum of two courses can overlap with a student's major, other minor or program.

<table>
<thead>
<tr>
<th>PART ONE. REQUIRED COURSES</th>
<th>CREDITS: 12</th>
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</thead>
<tbody>
<tr>
<td>Required</td>
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</tr>
<tr>
<td>PSY 200 Cognitive Psychology</td>
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<tr>
<td>PSY 221 Social Psychology</td>
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<tr>
<td>PSY 231 Developmental Psychology</td>
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<td>PSY 242 Abnormal Psychology</td>
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<table>
<thead>
<tr>
<th>PART TWO. ELECTIVE COURSES</th>
<th>CREDITS: 6–7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two. The courses with asterisks (*) below are strongly recommended. STA 250 is the prerequisite for many of the 300-level courses below.</td>
<td></td>
</tr>
<tr>
<td>STA 250 Principles and Methods of Statistics**</td>
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<tr>
<td>PSY 311 Research Methods in Psychology (4 cr.)**</td>
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<tr>
<td>PSY 320 Brain and Behavior</td>
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<tr>
<td>PSY 324 Perception</td>
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<tr>
<td>PSY 327 Learning and Memory</td>
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<tr>
<td>PSY 329 History of Psychology</td>
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<tr>
<td>PSY 332 Psychology of Adolescence PSY 333 Psychology of Gender</td>
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<tr>
<td>PSY 336 Group Dynamics</td>
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<tr>
<td>PSY 337 Tests and Measurement</td>
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<tr>
<td>PSY 339 Key Concepts in Psychotherapy</td>
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<tr>
<td>PSY 342/CSL 342 Introduction to Counseling Psychology</td>
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<tr>
<td>PSY 345/ANT 345 Culture, Psychopathology &amp; Healing</td>
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<tr>
<td>PSY 347/AFR 347 Psychology of Oppression</td>
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<tr>
<td>PSY 352 Multicultural Psychology</td>
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<tr>
<td>PSY 353 Theories of Personality</td>
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<tr>
<td>PSY 370/LAW 370 Psychology and the Law</td>
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</tr>
</tbody>
</table>
Chapter 5

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 Peter Mameli, Department of Public Management (212.237.8027, pmameli@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 in the 2010-11 Undergraduate Bulletin on the College’s website at http://www.jjay.cuny.edu/academics/654.php.

### PART ONE. CORE COURSES

**Credits**: 30–33

<table>
<thead>
<tr>
<th>Required</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>PAD 140 Introduction to Public Administration (formerly PAD 240)</td>
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</tr>
<tr>
<td>PAD 260 International Public Administration</td>
<td></td>
</tr>
<tr>
<td>PAD 314 Leadership, Supervision and Performance</td>
<td></td>
</tr>
<tr>
<td>PAD 318 Decisions in Crises</td>
<td></td>
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<tr>
<td>PAD 340 Planning and Policy Analysis</td>
<td></td>
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<tr>
<td>PAD 343 Administration of Financial Resources</td>
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<tr>
<td>PAD 346 Human Resource Administration</td>
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</tbody>
</table>

**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

**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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Course(s)</th>
</tr>
</thead>
</table>
| **A. Human Resources Administration** | PAD 402 Seminar and Internship in Public Administration  
PAD 404 Practicum in Public Administration  
PAD 380 Selected Topics in Public Administration |
| **B. Managerial Investigation and Oversight** | PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations  
PAD 366 Workplace Investigations: Tools, Techniques and Issues |
| **C. International Public Administration** | ECO 245 International Economics  
ECO 280 Economics of Labor  
PAD 358 Comparative Public Administration  
PAD 362 Administration of International Intergovernmental Organizations |
| **D. Public Policy and Planning** | ECO 333 Sustainability: Preserving the Earth as Human Habitat  
ECO 348 Justice Planning and Policy Analysis  
ECO 265 Introduction to Public Sector Economics |
| **E. Financial Management** | ACC 250 Introduction to Accounting  
ACC 251 Introduction to Managerial Accounting  
ECO 265 Introduction to Public Sector Economics |
| **F. Information Management and Communication** | CSCI 277 Computers for Administrative Decision Making  
CSCI 279 Data Communications and the Internet  
PAD 400 Quantitative Problems in Public Administration |

*If student completes PAD 402 as part of the concentration, they only need to complete one additional concentration course.*
Category 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 coordinator. Professor Peter Mameli (212.237.5027, pmameli@jjay.cuny.edu)

Requirements. To receive the minor, students must complete 18 credits (six courses) from the following public administration courses. Public administration graduate courses taken by academically-eligible seniors can also be applied to the minor. A maximum of two courses can overlap with a student’s major, other minor or program.

Note: The minor in Public Administration is not available to students who are majoring in Public Administration.

PART ONE. REQUIRED COURSES

<table>
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<th>CREDITS: 6</th>
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<tbody>
<tr>
<td>PAD 140 Introduction to Public Administration (formerly PAD 240)</td>
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<td>PAD 241 Information in Public Management</td>
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PART TWO. ELECTIVES

Select four*

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<tbody>
<tr>
<td>PAD 260 International Public Administration</td>
</tr>
<tr>
<td>PAD 314 Leadership, Supervision and Performance</td>
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<tr>
<td>PAD 318 Decisions in Crises</td>
</tr>
<tr>
<td>PAD 340 Planning and Policy Analysis</td>
</tr>
<tr>
<td>PAD 343 Administration of Financial Resources</td>
</tr>
<tr>
<td>PAD 346 Human Resource Administration</td>
</tr>
<tr>
<td>PAD 362 Administration of International Intergovernmental Organizations</td>
</tr>
<tr>
<td>PAD 366 Workplace Investigations: Tools, Techniques and Issues</td>
</tr>
<tr>
<td>PAD 380 Selected Topics in Public Administration</td>
</tr>
<tr>
<td>PAD 400 Quantitative Problems in Public Administration</td>
</tr>
<tr>
<td>*PAD 402 Seminar and Internship in Public Administration (6 credits)</td>
</tr>
<tr>
<td>*Students completing PAD 402 (6 credits) only need to take three courses</td>
</tr>
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</table>

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 Marie Helen Maras, Department of Security, Fire and Emergency Management (212.621.4168, mmaras@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 in the 2012-13 Undergraduate Bulletin at http://www.jjay.cuny.edu/academics/654.php.

<table>
<thead>
<tr>
<th>PART ONE. CORE COURSES</th>
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<tbody>
<tr>
<td><strong>Required</strong></td>
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<tr>
<td>SEC 101 Introduction to Security</td>
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<tr>
<td>SEC 210 Methods of Security</td>
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<tr>
<td>SEC 211 Security Management</td>
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<tr>
<td>SEC 270/CSCI 270 Security of Computers and Their Data (formerly SEC 270/MAT 270)</td>
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<tr>
<td>SEC 315 Private Security and the Law</td>
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<td>SEC 320 Private Security: Trends and Movements</td>
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<thead>
<tr>
<th>PART TWO. SECURITY APPLICATIONS</th>
<th>CREDITS: 15</th>
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<tbody>
<tr>
<td><strong>Select three courses.</strong></td>
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<tr>
<td>Category A. Security and Risk Management</td>
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<tr>
<td>FIS 106 Safety Engineering</td>
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<tr>
<td>FIS 104 Risk Management</td>
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<tr>
<td>SEC 310 Emergency Planning</td>
<td></td>
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<tr>
<td>SEC 323 Private Security and Homeland Defense</td>
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</tr>
<tr>
<td>SEC 327 Risk and Vulnerability Analysis</td>
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</tr>
<tr>
<td>SEC 3XX Security Risk and Technology</td>
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</tr>
</tbody>
</table>

<p>| <strong>Select two courses</strong>      |             |
| 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 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SEC 346</td>
<td>Retail and Commercial Security</td>
</tr>
<tr>
<td>SEC 348</td>
<td>Security and Safety for Financial Institutions</td>
</tr>
<tr>
<td>SEC 350</td>
<td>Security in Art Museums and Cultural Institutions</td>
</tr>
<tr>
<td>SEC 352</td>
<td>Security Investigations and Consulting</td>
</tr>
<tr>
<td><strong>PART THREE. INTERNSHIP</strong></td>
<td><strong>CREDITS: 3</strong></td>
</tr>
<tr>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>SEC 378</td>
<td>Security Management Internship*</td>
</tr>
<tr>
<td><strong>Note:</strong> Students who are currently employed in law enforcement or security may be exempt from this requirement, contact the major coordinator for evaluation.</td>
<td></td>
</tr>
<tr>
<td><strong>PART FOUR. SENIOR SEMINAR</strong></td>
<td><strong>CREDITS: 3</strong></td>
</tr>
<tr>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>SEC 405</td>
<td>Seminar in Security Problems</td>
</tr>
</tbody>
</table>

**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 Marie Helen Maras, Department of Security, Fire and Emergency Management (212.621.4168, mmaras@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/CSCI.
- No more than 2 courses applied to a minor may be credits that the student also uses to fulfill a major, other minor or program.
- At least 6 credits applied to the minor must be in courses at the 300-level or above.

**CREDITS REQUIRED FOR MINOR: 18**
Sociology
Bachelor of Arts

The major in Sociology will provide students with a comprehensive understanding of sociological theories and methodologies, as well as the research and analytical skills they need to work in and contribute to today's globally interconnected world. The major focuses on the globalized nature of our society and the intensification of inequalities and related demands for social justice. It harnesses the discipline of sociology's ability to put such social problems in their societal context for the purposes of understanding them and contributing to their resolution. Sociology at John Jay builds students’ knowledge of theoretical explanations of the relationship between people and their society, fosters the skills necessary to research, analyze, and communicate information about social problems, and cultivates values of empathy and understanding towards diverse groups and unequal conditions. The major also prepares those students interested in additional study for graduate programs (MA or Ph.D.) in Sociology, the growing fields of Global Studies, Urban Planning, Urban Studies, other associated social science disciplines, and law school.

Learning Outcomes. Students will:
• Demonstrate through assignments and class discussion a sociological imagination, i.e., the ability to see connections between local, personal experiences and larger global, societal forces, and between individual troubles and pervasive social problems, in a global context.
• Understand through readings and class discussion how the scientific study of society transcends common sense beliefs and conventional wisdom about people's attitudes and behaviors.
• Test the veracity of research hypotheses and be able to formulate basic research questions to guide studies of societal behavior, processes, and institutions by using qualitative and quantitative methods of collecting evidence.
• Demonstrate familiarity with written works of classic and contemporary sociological theories that explain why people think and act as they do.
• Demonstrate an understanding and mastery of sociological concepts through writing, explanatory, and presentational skills.

Credits required. 36

Prerequisites. SOC 101 Introduction to Sociology which fulfills the Flexible Core: Individual and Society area of the College's general education program.

Coordinator. Professor Robert Garot, Department of Sociology (212.237.8232, rgarot@jjay.cuny.edu)

Advisor. Professor Crystal Jackson, Department of Sociology (212-393-6410, crjackson@jjay.cuny.edu)

CUNY Gateway Courses: SOC 101 Introduction to Sociology; SOC 201 Urban Sociology; SOC 202/PSY 202 The Family: Change, Challenges and Crisis Intervention; SOC 213/PSY 213 Race & Ethnic Relations; SOC 215 Social Control and Gender: Women in America Society; SOC 232 Social Stratification

PART ONE. CORE COURSES

Required
SOC 232 Social Stratification
SOC 312 Classical Sociological Theory
SOC 315 Contemporary Sociological Theory
SOC 415 Senior Seminar in Sociology

CREDITS: 12

PART TWO. RESEARCH METHODS

Required
STA 250 Principles and Methods Statistics
SSC 325 Research Methods in the Behavioral Sciences

Select one course:
SOC 324 Advanced Social Statistics
SOC 327 Advanced Sociological Methodology
SOC 328 Qualitative Research Methods
SOC 329 Evaluation Research

CREDITS: 9
PART THREE. AREAS OF FOCUS

Select one specialization & complete three courses

<table>
<thead>
<tr>
<th>Specialization A. Global Change</th>
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<tbody>
<tr>
<td>SOC 201 Urban Sociology</td>
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<tr>
<td>SOC 222 Crime, Media, and Public Opinion</td>
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<tr>
<td>SOC 251 Sociology of Human Rights</td>
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<tr>
<td>SOC 252 Environmental Sociology</td>
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<tr>
<td>SOC 253 Sociology of Global Migration</td>
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<tr>
<td>SOC 343 Global Social Movements</td>
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<td>SOC 346 Sport in Global Perspective</td>
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<tr>
<td>SOC 354 Gangs and Transnationalism</td>
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<tr>
<td>SOC 350 Social Change</td>
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<tr>
<td>SOC 360/ECO 360 Corporate and White Collar Crime</td>
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Or:

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<thead>
<tr>
<th>Specialization B. Inequality and Social Justice</th>
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<tbody>
<tr>
<td>SOC 213/PSY 213 Race and Ethnic Relations</td>
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<tr>
<td>SOC 215 Social Control and Gender: Women in American Society</td>
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<tr>
<td>SOC 227 Sociology of Mental Illness</td>
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<tr>
<td>SOC 275 Political Imprisonment</td>
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<td>SOC 278 Political Sociology</td>
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<tr>
<td>SOC 308 The Sociology of Violence</td>
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<tr>
<td>SOC 401 Problems of Minority Groups</td>
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<tr>
<td>SOC 420/CRJ 420 Women and Crime</td>
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</table>

PART FOUR. SOCIOLOGY ELECTIVE

Select one course

<table>
<thead>
<tr>
<th>Select one course</th>
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</thead>
<tbody>
<tr>
<td>SOC 202/PSY 202 The Family: Change, Challenges and Crisis Intervention</td>
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<tr>
<td>SOC 206 Sociology of Conflict and Dispute Resolution</td>
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<tr>
<td>SOC 209 Sociology of Work and Jobs</td>
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<tr>
<td>SOC 240 Social Deviance</td>
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<tr>
<td>SOC 282 Selected Topics in Sociology</td>
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<tr>
<td>SOC 302 Social Problems</td>
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<tr>
<td>SOC 305 Sociology of Law</td>
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<tr>
<td>SOC 310/ANT 310/PSY 310 Culture and Personality</td>
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<tr>
<td>SOC 320 Evaluation Research</td>
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<td>SOC 350 Social Change</td>
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<tr>
<td>SOC 377 Internship in Sociology</td>
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</tbody>
</table>

CREDITS REQUIRED FOR THE MAJOR: 36
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 Robert Garot, Department of Sociology (212.237.8680, rgarot@jjay.cuny.edu)

Prerequisite. SOC 101 Introduction to Sociology, which fulfills the Flexible Core: Individual and Society area of the college's general education program.

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. A maximum of two courses can overlap with a student’s major, other minor or program.

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 210/ANT 210/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 227 Sociology of Mental Illness
- SOC 232 Social Stratification
- SOC 240 Social Deviance
- SOC 251 Sociology of Human Rights
- SOC 252 Environmental Sociology
- SOC 253 Sociology of Global Migration
- SOC 275 Political Imprisonment
- SOC 278 Political Sociology
- SOC 282 Selected Topics in Sociology
- SOC 302 Social Problems
- SOC 305 Sociology of Law
- SOC 310/ANT 310/PSY 310 Culture and Personality
- SOC 312 Classical Sociological Theory
- SOC 314 Theories of Social Order
- SOC 315 Contemporary Sociological Theory
- SOC 343 Global Social Movements
- SOC 346 Sport in Global Perspective
- SOC 354 Gangs and Transnationalism
- SOC 377 Internships for Sociology
- SOC 401 Problems of Minority Groups
- SSC 325 Research Methods in the Behavioral Sciences

CREDITS REQUIRED FOR MINOR: 18
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. Minoring in a foreign language will assist students in becoming qualified to attain these positions.

**Minor coordinator.** Professor Silvia Dapia, Department of Modern 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. A maximum of two courses can overlap with a student's major, other minor or program.

**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.

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

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 Modern 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. A maximum of two courses can overlap with a student’s major, other minors or programs.

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>CREDITS: 18</th>
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<tbody>
<tr>
<td>SPA 230 Translating I</td>
<td></td>
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<tr>
<td>SPA 231 Interpreting I</td>
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<tr>
<td>SPA 250 Spanish for Criminal Investigation</td>
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<tr>
<td>SPA 333 Interpreting II</td>
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<tr>
<td>SPA 340 Legal Interpreting I</td>
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<tr>
<td>SPA 440 Legal Interpreting II</td>
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</tbody>
</table>

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 Modern Languages and Literatures (646.621.3755, 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. A maximum of two courses can overlap with a student's major, other minors or programs.

REQUİRED 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 Modern Languages and Literatures (646.621.3755, 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. A maximum of two courses can overlap with a student’s major, other minors or programs.

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<tr>
<th>REQUIRED COURSES</th>
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<tr>
<td>SPA 230 Translating I</td>
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<td>SPA 231 Interpreting I</td>
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<td>SPA 250 Spanish for Criminal Investigation</td>
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<tr>
<td>SPA 330 Translating II</td>
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<tr>
<td>SPA 333 Interpreting II</td>
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<td>SPA 340 Legal Interpreting I</td>
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<tr>
<td>SPA 435 Legal Translating</td>
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<td>SPA 440 Legal Interpreting II</td>
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</table>

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.

Minor coordinator. Professor Seth Baumrin, Department of Communication and Theatre Arts (212.237.8130, sbaumrin@jjay.cuny.edu)

Credits: 18

Requirements. Students must complete 18 credits in speech (COM or SPE course prefixes) including the required COM 113 course.

Note: No more than 6 credits toward these minors may be transfer credits. A maximum of two courses can overlap with a student’s major, other minors or programs.

CREDITS REQUIRED FOR MINOR: 18
Sustainability and Environmental Justice

Minor

The Sustainability and Environmental Justice minor educates students about the need to provide for human well-being while conserving the natural resources and ecological balance necessary to meet the needs of current and future generations. Using an interdisciplinary framework, the minor introduces students to the interdependent problems of sustainability such as climate change, social, economic and environmental inequalities, pollution and public health concerns that are affecting our city, society, and planet today. Students of the minor will learn the importance of working towards sustainable development and the equitable distribution of environmental benefits and harms that constitutes environmental justice. Through the minor’s interdisciplinary approach, students will develop an understanding of the intricate networks that link together people, cultures, societies, and environments. In the process, they will build the critical thinking and communication skills necessary to share their understanding of the complexities of sustainability, to enter the increasing number of careers and graduate programs requiring these multidisciplinary skills, and to become more effective contributors to society.

Learning Outcomes. Students will:

• Understand the basic concepts, issues, and debates surrounding sustainability, sustainable development, and environmental justice.

• Understand how different academic disciplines approach and contribute knowledge to topics related to Sustainability and Environmental Justice, such as environmental political and economic initiatives, social movements, chemical processes, urban planning, artistic works, and ethical considerations of policies and behaviors.

• Apply such analytical skills as qualitative and quantitative reasoning and critical thinking to interpret a broad array of problems and conditions effecting the environment and human habitats.

• Think critically about sustainability and environmental justice issues in society, such as global climate change, pollution, environmental racism, the scarcity of natural resources, and public health concerns resulting from environmental conditions.

• Analyze best practices and policies for sustainability, reflect on how to use them in their everyday lives, and understand their implications for various communities and groups (racial, ethnic, national, class, gender, etc.).

Rationale. The world around us seems to be changing faster and faster, and in ways that are becoming more and more unpredictable and difficult to understand. Among the many phenomena that people in academia, government, the health industry, private business, and other fields are trying to make sense of is our environment and the limits of sustainability. The majority of scientists are attributing strange weather patterns to global warming, while other researchers are identifying how social, political, and economic inequalities are leading to disparities in such environmental matters as water and air quality. Some citizens are forming social movements to correct injustices occurring in society and to create “sustainable” ways of living, while others investigate environmental crimes and search for alternative sources of energy. Through an approach that uses multiple disciplines, the Sustainability and Environmental Justice minor aims to provide students with an understanding of these and other important issues affecting our world. Since issues of sustainability and environmental problems are increasingly becoming a part of our daily lives, the legal and health industries, law enforcement, government, and the non-profit and private sectors are all restructuring and expanding to address these concerns. The minor in Sustainability and Environmental Justice will complement and enrich students’ studies at the College by informing them about the diverse frameworks employed to discuss and analyze these problems, and, thus better prepare them for a world in which changing environment is a fundamental aspect of everyday life.

Credits required. 18

Minor coordinator. Professor Alexander Schlutz, Department of English (212-237-8597, aschlutz@jjay.cuny.edu)

Requirements. Students take two required courses and four elective courses to complete the minor. A maximum of two courses can overlap with a student’s major, other minors or programs.

<table>
<thead>
<tr>
<th>PART ONE. REQUIRED COURSES</th>
<th>CREDITS: 6</th>
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<tbody>
<tr>
<td>SUS 200 Introduction to Sustainability Studies</td>
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<tr>
<td>SUS 300 Environmental Justice</td>
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<tr>
<th>PART TWO. ELECTIVES</th>
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<tbody>
<tr>
<td>Select four</td>
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<tr>
<td>AFR 317 Environmental Racism</td>
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<tr>
<td>ECO 260 Environmental Economics, Regulation and Policy</td>
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<td>ECO 333 Sustainability: Preserving the Earth as Human Habitat</td>
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<td>ISP 110 When Nature Roars: Global Catastrophe and Human Responsibility</td>
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<td>LIT 366 Writing Nature: Literature and Ecology</td>
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</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>PART ONE. FOUNDATIONS</th>
<th>CREDITS: 3</th>
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<tbody>
<tr>
<td><strong>Required</strong></td>
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<tr>
<td>DRA 110 Introduction to Theatre</td>
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<tr>
<th>PART TWO. THEORY AND PRACTICE</th>
<th>CREDITS: 6</th>
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<td><strong>Select two</strong></td>
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<tr>
<td>DRA 115 Improvisational Theatre</td>
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<tr>
<td>DRA 185 Drama in Production</td>
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<td>DRA 201 Introduction to Playwriting</td>
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<td>DRA 207–208 Stagecraft</td>
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<td>DRA 209 Voice and Diction for the Professional</td>
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<td>DRA 213 Acting I</td>
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<td>DRA 214 Acting II</td>
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<td>DRA 233 Sociodrama I</td>
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<tr>
<td>DRA 2XX Drama in Production II</td>
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</table>
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 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. A maximum of 2 courses can overlap with a student’s major, other minor or program.

PART ONE. REQUIRED COURSES  CREDITS: 6

ENG 218 The Writing Workshop
Choose one 300–level seminar course
ENG 313 Advanced Fiction Writing
ENG 316 Advanced Writing and Response: Theory and Practice (Prerequisite: ENG 255)

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENG 235</td>
<td>Writing for Management, Business and Public Administration</td>
</tr>
<tr>
<td>ENG 245</td>
<td>Creative Nonfiction</td>
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<tr>
<td>ENG 250</td>
<td>Writing for Legal Studies</td>
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<tr>
<td>ENG 255</td>
<td>Argument Writing (Note: Students must have received at least a B+ or higher in ENG 101 and 201 to take this course)</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Grammar, Syntax and Style: Writing for All Disciplines</td>
</tr>
<tr>
<td>ENG 313</td>
<td>Advanced Fiction Writing</td>
</tr>
<tr>
<td>ENG 316</td>
<td>Advanced Argument Writing and Response: Theory and Practice (Prerequisite: ENG 255)</td>
</tr>
<tr>
<td>ENG 334</td>
<td>Intermediate News Reporting and Writing</td>
</tr>
<tr>
<td>ENG 350</td>
<td>Advanced Legal Writing: Advocacy and Oral Argument</td>
</tr>
</tbody>
</table>

**CREDITS REQUIRED FOR MINOR: 18**
6. Courses Offered
Courses Offered 2014–2015

The following courses are expected to be offered during the 2014–2015 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 Modern 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 Modern Languages and Literatures

- **Communication:** COM  
  Department of Communication and Theatre Arts

- **Computer Science:** CSCI  
  Department of Mathematics and Computer Science

- **Cooperative Education:** CEP  
  Center for Career and Professional Development

- **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, ENGW  
  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 Modern Languages and Literatures

- **Gender Studies:** GEN  
  Gender Studies major coordinator

- **German:** GER  
  Department of Modern Languages and Literatures

- **History:** HIS  
  Department of History

- **Honors Program:** HON  
  Department of Interdisciplinary Studies

- **Humanities:** HUM  
  Office of Undergraduate Studies

- **Humanities and Justice:** HJS  
  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  
  International Criminal Justice major coordinator

- **Italian:** ITA  
  Department of Modern Languages and Literatures

- **Japanese:** JPN  
  Department of Modern Languages and Literatures

- **Latin American and Latina/o Studies:** LLS  
  Department of Latin American and Latina/o Studies

- **Law:** LAW  
  Department of Law, Police Science and Criminal Justice Administration

- **Law and Society:** LWS  
  Department of Law, Police Science and Criminal Justice Administration

- **Legal Studies:** LGS  
  Department of Political Science

- **Literature:** LIT  
  Department of English

- **Macaulay Honors College at John Jay:** MHC  
  Department of Mathematics and Computer Science

- **Mathematics:** MAT, MATH  
  Department of Mathematics and Computer Science

- **Music:** MUS  
  Department of Art and Music
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 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 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 and 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

Prerequisite: ENG 101

AFR 132 Arts & Culture in the African Diaspora
3 hours, 3 credits
This course examines the arts and cultural production in social justice movements across the African Diaspora. Course sections examine different genres of cultural production, focusing on the ways in which the arts both impact and are influenced by social and political happenings. Possible topics include dance, oral tradition, spoken word poetry, hip hop, theater, and visual arts. Special attention will be paid to the intersections of creative expression and performance and how these practices shape our concepts of the African Diaspora.

Note: This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program.

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 African 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 Police and Urban Communities
3 hours, 3 credits
All members of the community should have an expectation that they will be safe and protected as they go about their daily lives. In this course students will examine the widespread assumption that in exchange for effective policing residents of low income communities should have to give up their rights such as freedom from unreasonable surveillance, search, privacy and racial/ethnic profiling. Also explored is the ideal role of the police in low income communities in comparison to the reality of how they are actually policed. We will discuss theories of policing, the constitutional constraints on police actions, and the history of policing in these communities. Using case studies and student input we will discuss the critique of current community policing and will also discuss best practices in this area.

Prerequisites: ENG 101

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 sophmore 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
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 280 Selected Topics in Africana Studies
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.
Prerequisite: ENG 101

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 Africana 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 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.

**AFR 317 Environmental Racism**
3 hours, 3 credits

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

**Prerequisites:** 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.

**AFR 319 Self, Identity and Justice: Global Perspectives**
3 hours, 3 credits

This course is an examination of some of the ways in which the development of the self is impacted by the quality of justice that is available to the individual. Students will develop an appreciation of the interaction between self, identity and justice. Using perspectives that have emerged from the enlightenment, modernity and globalization, we examine how these ways of thinking assist and often limit the ability to develop a healthy self. We will focus on how the policies of justice-related institutions affect self – work and therefore one’s access to justice. Case studies will illustrate these issues from the perspectives of gender, class, religion, ethnicity and race, in the United States and in other regions of the world.

**Prerequisites:** 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.

**AFR 320 Perspectives on Justice in the Africana World**
3 hours, 3 credits

This course explores questions and topics related to justice in the Africana world, and how conceptions and applications of justice are shaped by these societies. Each course section may examine different case studies both contemporary and historical, investigating the customs and traditions, policies, legal reforms, and political or social responses of Africana populations to justice issues. Possible topics include the role of violence in law and justice in Africa, post-colonial legal history in the Caribbean, justice traditions both formal and informal in the Africana world, and the history of human rights as seen from Africana perspectives. Special attention will be paid to the interplay between western and Africana conceptions of justice.

**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.

**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 125, 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:** ENG 201, and any 200-level LIT course or HJS 250 or AFR 140

**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
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 130 Policing in a Multiracial and Multicultural City
3 hours, 3 credits
This course focuses on the impact of racial and ethnic diversity, social structure, and oppression in the U.S. with a focus on policing in New York City. Students examine a) the history of race and policing, b) the impact of racial and cultural myths and realities on contemporary police perceptions and responses to crime and on community perceptions and responses to law enforcement, and c) a variety of interventions made by police and communities to mitigate the legacy of racism.

Note: This course is restricted to students enrolled in the NYPD Leadership 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 Spirituality, 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 220 Language and Culture
3 hours, 3 credits
This course explores ways of thinking about the relationship between language, culture, and society. With a focus on the relationship between language, thought, cultural meanings, social identity and political-legal processes, the course offers a comparative evaluation of language at the intersection of social organization. Students will gain new insights into processes of social identity formation, linguistic change, and power dynamics in various domains, including law, medicine, education, the family, and commercial enterprises.
Prerequisites: ENG 201, ANT 101
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

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 305 Theory in Anthropology
3 hours, 3 credits
Students will examine and critically analyze theories and concepts of cultural anthropology, concentrating upon the intellectual roots and context that surrounded their emergence, as well as contemporary perspectives, methods, and theories. Theories and concepts include: ethnocentrism, human universals, cultural relativism, gender, material-, social- and symbolic-structuralisms, colonialism, (post)modernism, (post)structuralism, and neoliberal globalization. Students will assess anthropology the intersection of theory and methodology, exploring analytic approaches to socio-cultural phenomena and the research techniques used to study human similarities and differences across space and over time.
Prerequisites: ENG 201, ANT 101, ANT 220

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

ANT 317 Anthropology of Development
3 hours, 3 credits
This course examines the principles, methods, and approaches to the anthropology of international development—the global industry that creates, implements and assesses the policies and practices meant to improve the social conditions for countries of the former colonial world, typically referred to as “developing nations.” Students will examine some key questions: what are development and underdevelopment? What is the third world, and how was it created? What problems does it face and how is it changing? What factors influence the success or failure of development and aid programs? The relationship between anthropology and the development industry will be considered, as well as assessing anthropological engagement with international development.
Prerequisites: ENG 201, ANT 101

ANT 319 Anthropology of Global Health
3 hours, 3 credits
In this course, students will examine the principles, methods, and approaches of applied medical anthropology in national and international health settings, where anthropologists attempt to develop effective public health education and disease control programs. Students will explore central issues and key questions in the anthropology of global health. How do social forces become embodied as pathologies? How do political, economic, and historic trends influence the distribution of disease among different populations? How will new trends in the organization of healthcare affect the most vulnerable members of society? Drawing on medical anthropology work in South Asia, the Philippines, Mozambique, Rwanda, Haiti, and the U.S., students will examine ways in which anthropologists understand global health problems in a larger cultural, historical, ecological, and political-economic context, and the role of indigenous health culture and solutions to local public health problems.
Prerequisites: ENG 201, ANT 101
Chapter 6

ANT 324 Anthropology of Work
3 hours, 3 credits
In this course, students will explore the lived experience of labor from an anthropological perspective and problems entailed in understanding the dynamics of work and labor. Topics include: the increasing variety of labor processes; the impact of organizational change in the workplace on work experience; the changing nature of labor markets, cross-culturally; and the difficulties faced by organized labor in the light of the foregoing circumstances. The course explores classical theories of work and labor and case studies drawn from global and local, historical and contemporary, and advanced capitalist and newly industrialized/industrializing contexts. It begins and ends with the human factor: What are people's lived experience of labor in different geographic and cultural settings? In what ways are people the agents of change who have actively transformed the work environments within which they are embedded? 
Prerequisites: ENG 201, ANT 101

ANT 325 Ethnographic Research Methods in Anthropology
3 hours, 3 credits
Students in this course will learn anthropological field research methods including their historical and theoretical origins, implementation and use. They will gain knowledge in project design, accessing the field, types of data and methods of data collection, primary and secondary analysis of data. They will also gain understanding of the ethics involved in doing field research and practice a range of narrative strategies for presenting research results. In addition to anthropological readings on ethnographic research, students will gain first-hand experience and skills in various methods such as participant observation, interviewing, conducting focus groups, compiling a case study and implementing questionnaires. Students will develop their own ethnographic projects that focus on a topic emerging from or integrated with urban spaces and communities that live in them. 
Prerequisite: ENG 201, ANT 101

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. 
Prerequisites: ENG 201
Note: This course is especially helpful for Forensic Psychology majors.

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 332 Class, Race, Ethnicity and Gender in Anthropological Perspective
3 hours, 3 credits
This course examines the cultural constructions of race, ethnicity, class and gender to better understand the emergence and reproduction of social inequality and its implications for individuals, communities and nations. Through ethnographic and theoretical readings, students gain a deeper understanding of how each social category intersects with each of the others. The curriculum will examine the ideologies, practices, performances, and relations between class, race, ethnicity, and gender and the complex of their socio-cultural dynamics. 
Prerequisite: ENG 201, ANT 101

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 347 Structural Violence & Social Suffering
3 hours, 3 credits
In this course, students examine the roots of the terms "structural violence" and "social suffering," and what they seek to explain and describe: the various forms of violence exerted systematically and their consequences for human lives. Students will explore multiple forms of structural violence that are found in everyday life—in peacetime and in its most extreme form—in war, massacre, and genocide. The course will also explore social suffering experienced by human beings that result from structural violence: death, injury, illness, subjugation, stigmatization and psychological trauma. Students also examine social spaces of resistance and consider principles and processes for social change and the alleviation of social suffering. 
Prerequisites: ENG 201, ANT 101
ANT 405 Senior Seminar in Anthropology
3 hours, 3 credits
In the Senior Seminar, the culmination of the major in Anthropology, students focus on a contemporary social problem, examining the issue by means of the theories and methodologies of Anthropology. Students will independently integrate and synthesize the knowledge, understanding and techniques acquired in their studies of Anthropology into the production of a significant anthropological research project. Over the course of the semester, students will also design and conduct original research on a contemporary social issue (e.g., homelessness; migration; gentrification; sex work); a student may develop a project in conjunction with ongoing research in NYC under the direction of department faculty, a major resource for anthropology students at John Jay College.

Prerequisites: ENG 201, ANT 305, ANT 325, and senior class standing

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)

ANT 480 Selected Topics in Anthropology
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.

Prerequisites: ENG 201; ANT 305 and ANT 325, or permission of instructor

ARA: Arabic
Department of Modern 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 107 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 108 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 109 Introduction to World Art III
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 form. 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 Design**
3 hours, 3 credits
This class is an introduction to the elements of graphic design, a subcategory of the field of Visual Communication. Students will learn some of the tools of digital image making and are expected to develop artwork that demonstrates awareness of its historical and social context, and at the same time, presents a personal artistic voice. Lectures, museum visits and readings will address relevant questions to the field of Graphic Design as well as familiarize students with the artists and writers that help shape our time. The most important objective of this class is to produce artwork that is intellectually complex in its ability to communicate ideas and is also artistically instigating and visually compelling.

**Prerequisites:** None

**Note:** This course satisfies John Jay’s the College Option: Communications area of the Gen Ed Program.

**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.

**Prerequisites:** ENG 101 and ART 111

**Note:** This course has a $15.00 material fee.

**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-scenes 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.
Prerequisites: ENG 101, ART 111
Note: This course has a $15.00 material fee.

ART 280 Selected Topics in Art
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.
Prerequisites: ENG 101, any 100-level ART course

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.

**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 area of the Gen Ed Program.

**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.

**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 Physical 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.

**BIO 205 Eukaryotic Cell Biology**
3 hours, 3 credits
The domain of life known as Eukarya consists of Plants, Animals, Fungi, and Protists, whose cells contain a nucleus and other membrane-bound organelles, contrasting them with prokaryotes (bacteria and archaea), which do not. In Bio205, students will explore the cells of eukaryotes, with a focus on human cells. Major topics include the structure, function, and biosynthesis of cellular membranes and organelles; subcellular traffic of molecules; cellular energy metabolism; receptors and cellular signaling; the cytoskeleton, the extracellular matrix, cellular attachments and cell movements; the evolution of cellular structures and multicellularity; and cell growth and oncogenic transformation. Students will be introduced to the scientific literature of cell biology and learn to explore and critique cellular research strategies. Scientific ethics, objectivity, experimental design, and critical analysis of the discipline will be stressed throughout.

**Prerequisites:** ENG 101, BIO 104, CHE 103 (or CHE 101 + CHE 102)

**BIO 211 Microbiology**
3 hours, 3 credits
This course is focused on the fundamental principles of Microbiology. Lecture topics include: microbial cell structure and function, microbial genetics, and host-microbe relationships. Special topics will explore current advances in technology and medical research, such as the human microbiome, synthetic biology, and emerging infectious diseases. Homework assignments will address ethical issues in microbiology such as the role of microbes in genetic engineering, vaccination, and widespread antibiotic usage in medicine and agriculture.

**Prerequisites:** ENG 101, BIO 104, CHE 103 (or CHE 101 + CHE 102)

**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, transsexualism, 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, BIO 103 (or BIO 101 & 102), BIO 104, MAT 301 or STA 250, or permission of the instructor

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 (or BIO 101 & 102), 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
9 hours: 3 hours lecture, 6 hours laboratory; 4 credits
Molecular Biology 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, CHE 315
Note: This course has a $40.00 material fee.

BIO 413 Forensic DNA Analysis and Interpretation
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: BIO 412, ENG 201
Note: This course has a $40.00 material fee.

CEP: Cooperative Education
Center for Career and Professional Development

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 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
Courses Offered

www.jjay.cuny.edu/collegebulletins

CHE 104 General Chemistry II
7 hours: 3 hours lecture, 1 hour recitation, 3 hours laboratory; 4 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.
Prerequisites: 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 has changed to SCI 166

CHE 201-202 Organic Chemistry
7 1/2 hours each: 3 hours lecture, 1 1/2 hours recitation, 3 hours laboratory; 4 credits
Introductory study of properties and behavior of organic molecules including nomenclature, structure and bonding, reaction mechanisms, synthetic methods, and modern spectroscopic techniques for structural analysis. Concurrent laboratory work utilizing modern semi-micro methodology for synthesis, purification and analysis.
Prerequisites: ENG 101, 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 202, PHY 204 OR PHY 102, and MAT 241
Note: This course has a $35.00 material fee.

CHE 320-321 Instrumental Analysis
9 ½ hours: 1 ½ hours lecture, 8 hours laboratory; 4 credits
Introduction to instrumental analysis of physical evidence. Emphasis on the theory and use of those analytical instruments commonly found in forensic and other quantitative industrial and clinical laboratories. Laboratory methods include ultraviolet and infrared spectrophotometry, emission spectrography, X-ray diffractometry, thin-layer and gas chromatography and the use of electronic test equipment for troubleshooting.
Prerequisites: ENG 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 361 Inorganic Chemistry
3 hours, 3 credits
In this course, students will explore the properties and applications of all the elements in the periodic table, including both metals and nonmetals. This course is also of increasing importance in current forensic science, as many inorganic materials including soils, glass, and metals or metal salts are analyzed as evidence by forensic chemists. Students will be introduced to essential experimental skills and knowledge in the foundations of inorganic chemistry, as well as practical applications in Forensic Science and Medicine. Achievements in recent research, as well as industrial and biological aspects of inorganic chemistry, are also included.
Prerequisites: ENG 201 and CHE 202
Prerequisite or Co-requisite: CHE 302

CHE 450 Independent Study
Hours to be arranged, 3 credits
Intense study and research in a specific area directed by a faculty member. Advanced laboratory techniques and research methodologies are utilized.
Prerequisites: Permission of the instructor and completion of sophomore-level science courses. Special arrangements may be made to do this work over the summer.

CHI: Chinese
Department of Modern 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: None
Prerequisites or Co-requisites: 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: CJBA 240 or 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 STA 250 or CJBA 240

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 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
Courses Offered

www.jjay.cuny.edu/collegebulletins

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 377/378/379 Internships for Criminal Justice, Law and Policing
(Formerly PSC 390/391/392)
3 hours, 3 credits
Internships provide students with an excellent opportunity to gain academic credit and hands-on work experience. Drawing from concepts, theories, and methods of Criminal Justice, Law and Police Studies students have learned in the classroom, internships give students a chance to participate and observe a workplace setting where they can gain invaluable knowledge, skills and experiences while exploring future career options, building one's resume, developing networks, and meeting prospective employers. This course has two components that must be fulfilled—successful completion of at least 96 hours at a placement site and completion of the academic portion of the course which includes 15 hours of class time. Interns will have a variety reading and writing assignments for the academic portion of the course. Students wishing to obtain an internship must contact the Center for Career and Professional Development. For students interested in corrections internships, see COR 310 Fieldwork in Corrections.

Prerequisites: ENG 201 and junior standing or above
Note: Students must have the permission of the Center for Career and Professional Development to register for this course.

CJB 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

CLT: Computer Literacy
Department of Mathematics and Computer Science

CLT 101 Computer Literacy has changed to CSCI 101
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, 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 115 Social Encounters: Understanding Interpersonal Communication
3 hours, 3 credits
This course takes a conceptual and applied approach to exploring the central role of interpersonal communication in our twenty-first century personal, college and professional lives. Students critically evaluate communication issues in various contexts such as casual friendships, significant relationships, family, work and school. The course teaches fundamental concepts, theories and research findings relevant to initiating, developing, modifying, maintaining, and terminating relationships, with an eye toward enriching students’ lives through the enhancement of interpersonal communication skills.

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 128 Justice and the Outsider
3 hours, 3 credits
This interdisciplinary course explores the causes, processes, and effects of defining individuals and groups as “outsiders.” Through engagement with a variety of texts--legal, sociological, literary, and psychological--the course offers multiple perspectives on the relationship of exclusion and inclusion to personal, social, and political justice.
Note: This course satisfies the John Jay College Option: Justice and the Individual (100-level) area of the Gen Ed Program.

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.

COM 204 Group Discussion and Conference Techniques
(Formerly SPE 204)
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
COM 213 The Impact of the Mass Media on the Administration of Justice
(Formerly SPE 213)
(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

COM 218 Managerial Communication
(Formerly SPE 218)
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

COM 250 Persuasion
(Formerly SPE 250)
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.
Prerequisites: ENG 101, SPE 113 or COM 113

COM 285 Courtroom Communication
(Formerly SPE 285)
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 prerequisite: LAW 202

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

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
Note: Students must have the permission of the Center for Career and Professional Development to register for this course.

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

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 PHI 231 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

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**CSCI: Computer Science**

**Department of Mathematics and Computer Science**

**CSCI 101 Computer Literacy**

(Formerly CLT 101)

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.

**CSCI 260 Data Processing**

(Formerly MAT 260)

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.

**CSCI 270 Security of Computers and Their Data**

(Formerly MAT 270)

(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
Chapter 6

CSCI 271 Introduction to Computing and Programming
(Formerly MAT 271)
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.

CSCI 272 Object-Oriented Programming
(Formerly MAT 272)
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 CSCI 271 or MAT 271

CSCI 273 Graphics and Interface Programming
(Formerly MAT 273)
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 CSCI 272 or MAT 272

CSCI 274 Computer Architecture
(Formerly MAT 274)
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: CSCI 271 or MAT 271

CSCI 276 Systems Analysis and Design
(Formerly MAT 276)
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 CSCI 260 or MAT 260 or CSCI 271 or MAT 271

CSCI 277 Computers for Administrative Decision Making
(Formerly MAT 277)
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)

CSCI 278 Software Applications for Office Management
(Formerly MAT 278)
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)

CSCI 279 Data Communications and the Internet
(Formerly MAT 279)
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

CSCI 360 Cryptography and Cryptanalysis
3 hours, 3 credits
Cryptographic codes and ciphers play a key role in the protection of information and modern communications. This course examines the central topics in cryptography (the art of designing codes and ciphers) and cryptanalysis (the art of breaking codes and ciphers). Students first explore historical encryption schemes such as Caesar’s cipher and substitution ciphers. They then investigate modern techniques including secret key schemes such as DES and AES and Public key methods such as RSA and Elliptic Curves. This course takes a hands-on approach to studying these techniques in that the student will write programs that make and break codes. The ethical and legal considerations that arise in code breaking are also discussed and illustrated through case studies.

Prerequisites: ENG 201, and MAT 204, and CSCI 272 or MAT 272
**Courses Offered**

**CSCI 373 Advanced Data Structures**  
(Formerly MAT 373)  
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 101, and CSCI 272 or MAT 272

**CSCI 374 Programming Languages**  
(Formerly MAT 374)  
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, functional and logic programming paradigms are compared. Examples are taken from LISP, Prolog, C/C++ and Java.  
**Prerequisites:** ENG 201, and CSCI 272 or MAT 272

**CSCI 375 Operating Systems**  
(Formerly MAT 375)  
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 CSCI 272 or MAT 272

**CSCI 376 Artificial Intelligence**  
(Formerly MAT 376)  
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.  
**Prerequisite:** ENG 201, and CSCI 272 or MAT 272

**CSCI 377 Computer Algorithms**  
(Formerly MAT 377)  
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 CSCI 272 or MAT 272

**CSCI 379 Computer Networking**  
(Formerly MAT 379)  
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 CSCI 272 or MAT 272

**CSCI 400 Quantitative Problems in Criminal Justice**  
(Formerly MAT 400)  
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 CSCI 373 or MAT 373

**CSCI 404 Internship in Management Information Systems**  
(Formerly MAT 404)  
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:** ENG 201, and CSCI 400 or MAT 400

**CSCI 411 Computer Security and Forensics**  
3 hours, 3 credits  
This course concerns host-based security and forensics. The first part of the course explains how security is achieved by most modern operating systems, including authentication and access control at the level of processes, memory, and file systems. The second half of the course will cover methods for monitoring an operating system to detect when security has been breached, and for collecting forensic evidence from computers and other digital devices.  
**Prerequisites:** CSCI 360 or MAT 360, CSCI 375 or MAT 375
CSCI 412 Network Security & Forensics
3 hours, 3 credits
The course examines vulnerabilities inherent in modern networks and presents current designs for building and maintaining secure network infrastructures. The course looks at the use of cryptographic protocols to ensure the confidentiality, integrity and authenticity of network communications as well as for network authentication and access control. In addition, the course treats operational security policies and practices that help ensure the reliability and availability of networks and make possible forensic analysis in the event an intrusion is detected. Studies include the use of firewalls, intrusion detection and prevention systems, and virtual private networks. The course presents current techniques for forensic analysis of intrusions and methods for recovery.
Prerequisites: ENG 201, CSCI 360 or MAT 360, CSCI 379 or MAT 379

CSCI 470 Database Systems in Criminal Justice
(Formerly MAT 470)
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: ENG 201, and CSCI 373 or MAT 373

CSCI 480 Selected Topics in Computer Science
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.
Prerequisite: ENG 201, senior standing and permission of instructor

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 130 Effective Parenting
(Formerly PSY 130)
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.
Prerequisites: None

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
Courses Offered

**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 280 Selected Topics in Counseling and Human Service**
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.
**Prerequisites:** ENG 101, CSL 150 or PSY 101 or permission of instructor

**CSL 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling**
(Same course as PSY 331)
3 hours, 3 credits
This course will focus on assessment of addictive disorders, and clinical evaluation of substance and alcohol abusers. Application of assessment and clinical evaluation findings will be made to treatment planning, case management, discharge planning and clinical record keeping. These assessment and evaluation methods and findings will be applied to chemical dependency counseling techniques. While this course is intended for Addiction Studies Program (ASP) students, who are pursuing their Credential in Alcoholism and Substance Abuse Counseling (CASAC), other students with an interest in assessment and clinical evaluation in chemical dependency are invited to enroll.
**Prerequisites:** ENG 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 has changed to LIT 106

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, 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 has changed to ENG 131

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 germinial 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 209 Voice and Diction for the Professional
(Formerly SPE 209)
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
Courses Offered

DRA 212 History of the Theatre 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
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
**Chapter 6**

**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

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**DRA 261 Video Production Basics has changed to ENG 261**

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**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

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**DRA 305 Film Criticism has changed to LIT 328**

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**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

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**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 instructor

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**DRA 346 Documentary Film and Media has changed to LIT 329**

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**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, 15 tutoring 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:** Placement examination

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**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 placement examination

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**ECO: Economics**

**Department of Economics**

**ECO 101 Introduction to Economics and Global Capitalism**
3 hours, 3 credits
This course is a guide to economic literacy, capitalism and the global economy in the 21st century. Students will learn and use economic tools of analysis to explore a variety of social phenomena. Real world examples will be used to study microeconomics, macroeconomics and political economy issues from alternative theoretical perspectives.

**Prerequisites:** None

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**ECO 105 Understanding U.S. Economic Data**
3 hours, 3 credits
This course studies how economic data describe the United States and its diversity. The course provides hands-on experience with finding and collecting economic data; then analyzing that data and generating graphs and other useful information. This course critically evaluates common sources of economic data and information. Particular emphasis is placed on macroeconomic statistics used in policy debates such as income, wealth, inequality, poverty, growth, inflation and productivity.

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**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.

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**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.
Courses Offered

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 or ECO 120 or ECO 125

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 or ECO 120 or ECO 125

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/depresions, 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 or ECO 120 or ECO 125

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: ENG 101, ECO 101 or ECO 120 or ECO 125, MAT 108 or MAT 141

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 or ECO 120 or ECO 125

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 or ECO 120 or ECO 125

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ECO 265 Introduction to Public Sector Economics
3 hours, 3 credits
Current 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 or ECO 120 or ECO 125

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 120 or ECO 125

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 ECO 120 or ECO 125

ECO 283 Selected Topics in Economics
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.  
Prerequisites: ENG 101 and ECO 101 or ECO 120 or ECO 125

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, ECO 101 or ECO 120 or ECO 125, and junior standing or above

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, ECO 101 or ECO 120 or ECO 125, 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, ECO 101 or ECO 120 or ECO 125, and junior standing or above

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 or ECO 120 or ECO 125, and junior standing or above
Courses Offered

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 131 Self, Media, and Society
(Formerly DRA 131)
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.
Prerequisites: None
Note: This course satisfies the Flexible Core: Individual and Society 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 literary 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 synopsizing, 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

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 242 Contemporary Media in Everyday Life  
(Formerly SPE 240)  
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

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
Courses Offered

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 260 Grammar, Syntax, and Style: Writing for All Disciplines
3 hours, 3 credits
In this how-to, practical course, students will work on grammar, syntax, and style, analyzing lots of writing—the students’ own as well as professionals’—to figure out how writers shape language to make it convey clear messages to readers. Students will look at style because it is style rather than content that often directs and organizes meaning. By crafting good sentences—using transitions and subordination, among other things—students will be able to fashion correct, and readable prose, no matter what content they propose to convey. The more time they spend on fine-tuning their sentences, the better sense they gain of how to make language work for them. And as another benefit, they will write with more confidence and clarity, qualities needed for success in their careers.
Prerequisite: ENG 201

ENG 261 Video Production Basics
(Formerly DRA 261)
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

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
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
ENG 350 Advanced Legal Writing: Advocacy and Oral Argument  
3 hours, 3 credits  
This advanced legal writing course builds on the analytical and rhetorical skills learned in English 250 and focuses on the forms of persuasive argument. Students will apply the rule-, analogy-, and policy-based legal reasoning skills acquired in English 250 to analyze, critique and argue within and against the inherent moral and conceptual contradictions in the law. Students will learn and practice the organizational skills, analytical methods, rhetorical conventions, and persuasive strategies that determine effective advocacy.  
Prerequisites: ENG 201; ENG 250 (with a minimum grade of B+ in ENG 250) or permission of the instructor.

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 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
Courses Offered

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

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 415–416.

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**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.

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**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.

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**FRE: French**

**Department of Modern 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.

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**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.

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**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.

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**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

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**GEN: Gender Studies**

**Gender Studies major coordinator**

**GEN 101 Introduction to Gender Studies**

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 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.
**Courses Offered**

**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, transexuality, 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 or BIO 103, or both 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 233

**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, bisexuality, 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 380 Selected Topics in Gender Studies**
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.

**Prerequisites:** ENG 201, GEN 101 or ISP 145

**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 seminar’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

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**GER: German**

**Department of Modern Languages and Literatures**

**GEN 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).
### 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  
The 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

**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 201

**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,
Courses Offered

www.jjay.cuny.edu/collegebulletins

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 201

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 266 History of Contemporary Cuba  
(Same course as LLS 266)  
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 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 268 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 201

HIS 269 History of World Slavery (to 1650 CE)  
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

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

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.
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

**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.

**Prerequisites:** ENG 101

**HIS 282 Selected Topics in History**
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.

**Prerequisite:** ENG 101, 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 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.

**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 and any 200-level History course

**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 any 200-level History course
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 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.

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 any 200-level History course

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 any 200-level History course

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 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.

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 any 200-level History course

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, GEN 101 and any 200-level History course

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 any 200-level History course

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 any 200-level History course

**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 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.

**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 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.

**HIS 378 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 and any 200-level History course

**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 and any 200-level History course

**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

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**HJS: Humanities and Justice**

**Humanities and Justice major coordinator**

**HJS 100 Individual on Trial**

3 hours, 3 credits

This first-year seminar considers the individual’s experience of justice through the lens of the trial. Students will study three trials as recorded by historians, imagined by writers, and analyzed by philosophers, exploring events such as the Salem Witchcraft trials (1692), the Dred Scott Decision (1857), and the Scopes Monkey trial (1926). The course will situate the trials in their cultural and historical contexts as well as encourage students to examine their personal responses to them. While studying these pivotal trials, students will develop their writing and analytical skills as taught in the humanities disciplines of philosophy, literature, and history.

**Note:** This course satisfies John Jay’s College Option: Justice & the Individual (100-level) area of the Gen Ed Program.

**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
Courses Offered

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 Middle East, 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 380 Selected Topics in Humanities and Justice
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.
Prerequisite: ENG 201, 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

HON: 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 or the Macaulay 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 or the Macaulay Honors Program
Note: This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

HON 380 Selected Topics (Honors)
3 hours, 3 credits
This course will study a significant topic of interest on the theme of the common good to be chosen by the instructor.
Prerequisites: ENG 201; HON 201 or MHC 226

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
**HUM: Humanities**  
**Office of Undergraduate Studies**

**HUM 378-379 Internship in the Humanities**  
3 hours, 3 credits  
This course allows students studying in the fields of the Humanities to integrate and apply their classroom-based learning at a fieldwork placement site. This course provides the opportunity for students to explore career opportunities and develop core skills and knowledge for success in their chosen fields. Students work at their assigned placement sites, attend class regularly, and complete assignments as part of the course grade. Students work at least 96 hours at their placement sites.  
**Prerequisite:** ENG 201, junior standing or above or permission of the instructor

**ICJ: International Criminal Justice**  
**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 259/LAW 259 and junior standing or above

**ICJ 380 Selected Topics in International Criminal Justice**  
3 hours, 3 credits  
This course will study a significant historical topic of interest in the field of international criminal justice to be chosen by the instructor.  
**Prerequisites:** ENG 201, ICJ 101, and junior standing or above

**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, SOIC 341, and GOV 259/POL 259/LAW 259  
**Note:** Students must have the permission of the Center for Career and Professional Development to register for this course.

**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 Immersion: Elementary Algebra Intensive**  
3 hours, 0 credits  
**Prerequisite:** Placement Exam

**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 (too-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
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 or co-requisite: ENG 101

Note: This course satisfies the Flexible Core: Individual and Society 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 Flexible Core: World Cultures and Global Issues 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 John Jay College Option: 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: World Cultures and Global Issues 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 or co-requisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

**ISP 255 Technology and Culture**

3 hours, 3 credits

It is impossible to separate technology from being human. For over 100,000 years we have used technology to shape our world, and in turn we have been shaped by the technologies we have chosen, developed, and come to rely upon, from the flint and the ax, to the jet plane and the cell-phone, and beyond. Drawing on texts from the sciences, the humanities and the social sciences, this interdisciplinary course will explore and examine the various ways technology and technological progress has molded our culture and our imagination.

**Prerequisite or co-requisite:** ENG 101

**Note:** This course satisfies the Flexible Core: Scientific World 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 and junior standing or above

**Note:** This course satisfies the John Jay College Option: Struggle for Justice 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 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.

**ISP 334 Sex, Gender, and Justice in Global Perspective**

3 hours, 3 credits

From ancient times to the present, changing ideas and ideals about gender and sexuality have shaped practices of justice. Drawing on the perspectives of history, social science, philosophy, theater, and/or literature, this course focuses on a single topic or theme each semester to explore the creation and enforcement of gender norms and the regulation of sexuality in a variety of Western and Non-Western societies.

**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.

**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 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.

**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 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.

**ISP 380 Selected Topics in Interdisciplinary Studies**
3 hours, 3 credits
This course will study a significant topic of interest to be chosen by the instructor.

**Prerequisite:** ENG 201

**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

**ITA: Italian**

**Department of Modern 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 Modern 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.

**JPN 202 Intermediate Japanese II**
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 201 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 201 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 COM 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
Courses Offered

**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
LIT: Literature
Department of English

LIT 106 Introduction to Film
(Formerly DRA 106)
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.

Prerequisite: None
Note: This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program

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, Ngui 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

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
Courses Offered

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, reformation 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

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 Díaz, 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.

Prerequisite: ENG 201

LIT 287 Selected Topics in Literature
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.

Prerequisite: ENG 101
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.  
Prerequisites: ENG 201, and any 200-level LIT course or HJS 250

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, and any 200-level LIT course or HJS 250

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.  
Prerequisites: ENG 201, and any 200-level LIT course or HJS 250

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.  
Prerequisites: ENG 201, and any 200-level LIT course or HJS 250

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.  
Prerequisites: ENG 201, and any 200-level LIT course or HJS 250
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<tr>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td><strong>LIT 319 Law and Justice in European Medieval Literature</strong></td>
<td>3</td>
<td>Basic literary concepts and methods of interpretation.</td>
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<td>An in-depth study of the evolution and aesthetics of medieval literature.</td>
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<td>The course will emphasize the genre film's treatment of the fundamental</td>
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<td>cultural conflicts that exist in society.</td>
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<td><em>Prerequisites</em>: ENG 201 and any 200-level LIT course or HJS 250</td>
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<tr>
<td><strong>LIT 327 Crime, Punishment, and Justice in World Literatures</strong></td>
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<td>ENG 201 and junior standing or above</td>
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<td>This course examines literary texts about crime, punishment,</td>
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<td>understood in various cultures and historical periods. Students will read</td>
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<tr>
<td><strong>LIT 328 Film Criticism</strong></td>
<td>3</td>
<td>Tools for understanding the world through film.</td>
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<td><em>(Formerly DRA 305)</em></td>
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<td>This course will explore how forms of documentary media present viewers with</td>
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<td>an argument about the nature of the world around them; examine the role</td>
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<td>of documentary images as evidence; explore the creative processes that</td>
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<td>underlie all nonfiction media making; and examine the ethics of documentary</td>
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<td>making. To deepen their media literacy and understanding of truth and fiction</td>
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<td>in the media, students will view documentary films and videos and read</td>
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<td>popular and scholarly texts exploring the historical and theoretical aspects</td>
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<td>of documentary film and non-fiction media.</td>
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<td><em>Prerequisites</em>: ENG 201 and LIT 106 or LIT 275, or permission of the</td>
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<td>instructor’s area of specialization.</td>
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<td><strong>LIT 329 Documentary Film and Media</strong></td>
<td>3</td>
<td>Tools for understanding the world through film.</td>
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<td>the role it plays in shaping our understanding of the world around us.</td>
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<td>non-fiction media.</td>
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<td><em>Prerequisites</em>: ENG 201 and LIT 106</td>
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| **LIT 324 Road Movies**                                                     | 3       |                                                                              |
|                                                                            |         | This course examines 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.       |
| *Prerequisites*: ENG 201 and any 200-level LIT course or HJS 250           |         |                                                                              |
| **LIT 329 Documentary Film and Media**                                      | 3       | Tools for understanding the world through film.                               |
| *(Formerly DRA 346)*                                                       |         |                                                                              |
|                                                                            |         | 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 LIT 106                                        |         |                                                                              |

| **LIT 325 Science Fiction Film**                                            | 3       |                                                                              |
|                                                                            |         | This course examines 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.                                                      |
| *Prerequisites*: ENG 201 and any 200-level LIT course or HJS 250           |         |                                                                              |
| **LIT 329 Documentary Film and Media**                                      | 3       | Tools for understanding the world through film.                               |
| *(Formerly DRA 346)*                                                       |         |                                                                              |
|                                                                            |         | 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       |
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|                                                                            |         | 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 LIT 106                                        |         |                                                                              |

| **LIT 326 Crime, Punishment and Justice in the U.S. Literature**            | 3       |                                                                              |
|                                                                            |         | This course examines literary texts about crime, punishment,                 |
|                                                                            |         | and justice from the United States in order to explore how                   |
|                                                                            |         | questions of right, wrong, and fairness have been and are                    |
|                                                                            |         | understood. 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 329 Documentary Film and Media**                                      | 3       | Tools for understanding the world through film.                               |
| *(Formerly DRA 346)*                                                       |         |                                                                              |
|                                                                            |         | 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       |
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|                                                                            |         | 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 LIT 106                                        |         |                                                                              |
**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.  
**Prerequisites:** ENG 201, and any 200-level LIT course or HJS 250

**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.  
**Prerequisites:** ENG 201, and any 200-level LIT course or HJS 250

**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 any 200-level LIT course or HJS 250

**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.  
**Prerequisites:** ENG 201, and any 200-level LIT course or HJS 250 or AFR 140

**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 any 200-level LIT course or HJS 250

**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 any 200-level LIT course or HJS 250

**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 any 200-level LIT course or HJS 250

**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.  
**Prerequisites:** ENG 201, and any 200-level LIT course or HJS 250

**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
Courses Offered

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 literature from Homer, Ovid, Shakespeare, Tennyson and Yeats. Greek, Roman, Teutonic, Indian and African myths are among those studied.
Prerequisites: ENG 201, and any 200-level LIT course or HJS 250

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.
Prerequisites: ENG 201, and any 200-level LIT course or HJS 250

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 any 200-level LIT course or HJS 250

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 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 380 Advanced Selected Topics in Literature**

3 hours, 3 credits

This course will study a significant topic of interest in the field to be chosen by the instructor.

**Prerequisites:** ENG 201; LIT 260 or LIT 265 or HJS 250 or permission of 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...
Courses Offered

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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 305, senior standing

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

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.

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 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.

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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 Latina/Latino. 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.
**Courses Offered**

**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.  
**Prerequisite:** 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 280 Selected Topics in Latin American and Latina/o Studies**  
3 hours, 3 credits  
This course will study a significant topic of interest in the field to be chosen by the instructor.  
**Prerequisites:** ENG 101, sophomore standing or above or permission of the 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 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.

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 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.

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 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.

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 wrongdoing.
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 Latino/a life in the United States. Students will examine the relationships between legal texts and literature. Latino/a 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 Latino/a 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 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.

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 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.
Courses Offered

LWS 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

LWS 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 375-376 Law and Society Internship
3 hours, 3 credits
This course focuses specifically on the legal field’s capacity for social and political change. Students will make connections between academic concepts and the professional experiences learned at their internships, understanding and engaging with the possibility and limits of legal change. The emphasis of the course is a synthesis of the students’ classwork and guided observations in the placement site, reflecting a dual focus on academic and professional development. Students work at their assigned placement sites, attend class regularly, and must complete regular writing assignments as well as a final research paper.
Prerequisite: ENG 201, POL 101 or GOV 101, upper sophomore standing or above, and permission of the instructor

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
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, logarithmic 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 has changed to CSCI 260**  
**MAT 270 Security of Computers and Their Data has changed to CSCI 270**  
**MAT 271 Introduction to Computing and Programming has changed to CSCI 271**  
**MAT 272 Object-Oriented Programming has changed to CSCI 272**  
**MAT 273 Graphics and Interface Programming has changed to CSCI 273**  
**MAT 274 Computer Architecture has changed to CSCI 274**  
**MAT 276 Systems Analysis and Design has changed to CSCI 276**  
**MAT 277 Computers for Administrative Decision Making has changed to CSCI 277**  
**MAT 278 Software Applications for Office Management has changed to CSCI 278**  
**MAT 279 Data Communications and the Internet has changed to CSCI 279**  
**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
Courses Offered

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, MAT 241 or placement exam
Note: This course satisfies the Required Core: Math and Quantitative Reasoning area of the Gen Ed Program.

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 351 Introduction to Ordinary Differential Equations
3 hours, 3 credits
Differential equations are introduced as a mathematical expression of the postulates and principles describing growth, decay, and oscillatory phenomena. Examples are chosen from biology, chemistry, economics, medicine, the public sector and the social sciences. The interpretation of the mathematical solutions with respect to the given problems is emphasized. The use of computers in problem solving is also included.
Prerequisites or co-requisites: ENG 201, MAT 242

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 374 Programming Languages has changed to CSCI 374

MAT 375 Operating Systems has changed to CSCI 375
MAT 376 Artificial Intelligence has changed to CSCI 376
MAT 377 Computer Algorithms has changed to CSCI 377
MAT 379 Computer Networking has changed to CSCI 379

MAT 380 Selected Topics in Mathematics
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.
Prerequisite: ENG 201, junior standing or above or permission of the instructor

MAT 400 Quantitative Problems in Criminal Justice has changed to CSCI 400

MAT 404 Internship in Management Information Systems has changed to CSCI 404

MAT 470 Database Systems in Criminal Justice has changed to CSCI 470

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 Elementary Algebra
3 hours, 1 credit
Designed for students needing compensatory and remedial work in elementary algebra. Students required to take this course will retake the exit from remediation examination and may go on to take MAT 105, College Algebra. The grades of P and S are the only authorized passing grades.
Prerequisite: Placement examination

MATH 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.

**MHC 225 Macaulay Honors Seminar 3: Science & Technology in New York City**
3 hours, 3 credits
This course introduces students to scientific and technological topics that have had an impact on contemporary New York. These may include technology and the computer, urban health issues, the environment, and energy. Students read scientific literature related to their topic and learn the fundamentals of science necessary to understand their readings. The seminar also engages students in the process of scientific inquiry, while giving attention to the historical, ethical, legal, social, and economic ramifications of the topic. Class work is enriched by visits to New York scientific institutions, such as the Museum of Natural History, the Rose Planetarium, the Mt. Sinai Medical Center, and other important research sites. The culminating event of this seminar is the exhibit of collaborative scientific posters.

**Prerequisite:** ENG 201

**Note:** Restricted to Macaulay Honors College students and satisfies the Flexible Core: Scientific World area of the Gen Ed Program.

**MHC 226 Macaulay Honors Seminar 4: Shaping the Future of New York City**
3 hours, 3 credits
This course focuses on the ongoing interplay of social, economic, and political forces that shape the physical form and social dynamics of New York City. Students will develop an understanding of the economic, political, and social forces that shaped New York. By studying the historical processes of urban change, students will gain a greater understanding of contemporary challenges, and of the strategies and prospects for future improvements.

**Prerequisites:** ENG 201

**Note:** Restricted to Macaulay Honors Program students and satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

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**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: Communication 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...
Courses Offered

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 204 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 205 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 206 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 280 Selected Topics in Music
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.
Prerequisites: ENG 101, and any music (MUS) course

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 362 Administration of International Intergovernmental Organizations
3 hours, 3 credits
This course will introduce students to the theory and practice of administration at international Intergovernmental Organizations. It will show how the principles of public administration are applied at the international IGOs studied in PAD 260. In particular, it will examine the unique challenges of public administration in these organizations and how public policies are formulated, adapted and implemented in the international environment.
Prerequisites: ENG 201, PAD 260

PAD 366 Workplace Investigations: Tools, Techniques and Issues
3 hours: 1 hour lecture, 2 hours lab; 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, PAD 346
PAD 380 Selected Topics in Public Administration
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.
Prerequisites: ENG 201, PAD 140 (or 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
Note: Students must have the permission of the Center for Career and Professional Development to register for this course.

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

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
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
Courses Offered

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 130-130 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 practices 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.
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
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 developing and applying skills in critical and analytic reading and writing. Topics covered include recognizing arguments, identifying premises and conclusions, clear and precise reasoning in arguments, identifying premises and conclusions, clarity and relevance in argumentative language, distinguishing types of arguments, validity and soundness in constructing and evaluating arguments, and fallacies, elements of legal reasoning.

PHI 201 Philosophy of Art
3 hours, 3 credits
This course examines the philosophical questions that arise from the creation, interpretation, and appreciation of art. Through the study of both Western and non-Western philosophies, the course also investigates the importance of truth and meaning in artistic value. The course asks students to consider not only what they mean by “beauty,” but also whether good art must be beautiful.
Prerequisites: ENG 101, and sophomore standing or above or permission of the instructor
Note: This course satisfies the Flexible Core: Creative Expression area of the Gen Ed Program

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
This course asks how ethical choices and judgments should be made. It investigates whether ethics should be guided by abstract unchanging principles; by social costs and benefits; by the standards and values of particular cultures; or through the cultivation of individual virtue. The course may include readings from the ancient Greek tradition, the European Enlightenment, feminist ethics, Buddhism, animal rights advocacy, and/or environmental ethics. The course calls into question some of the key assumptions of ethical systems, such as who counts as a morally relevant being and the moral relevance of race, gender and other identities to ethical considerations.
Prerequisites: ENG 101
Note: This course satisfies the Flexible Core: Individual and Society area of the Gen Ed Program.

PHI 214 Environmental Ethics
3 hours, 3 credits
This course will explore the moral obligations of human beings to nature and nonhuman animals. Students will learn and apply various ethical theories to a consideration of nonhuman animals, inanimate objects, ecosystems and nature as a whole. Potential topics include but are not limited to: What sort of (moral) value do natural objects have? Is there intrinsic value in nature? Is sentience—the ability to experience pleasure and pain—the primary moral rights conferring property; that is, the property that makes a being matter morally? Do ecosystems matter morally? Which has moral priority collective entities such as species or ecosystems or individual sentient beings? What are the obligations of present generations to future generations of human beings?
Prerequisites: ENG 101

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.
Prerequisites: 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, any 200-level Philosophy (PHI) course, 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.

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, Fege, 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
**Courses Offered**

**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 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, Cesaer, 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 metaethical 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
Chapter 6

PHY: Physics

Department of Sciences

PHY 101 College Physics I (Liberal Arts Physics)
3 hours, 4 credits
This course 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 thermodinamics. 
Prerequisite: Sequential Mathematics Level III or 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 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.

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.

PHY 201 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

PHY 202 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

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 thermodinamics.
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.

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

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.
Courses Offered

**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.  
**Prerequisites:** ENG 101, and GOV 101 or POL 101 or permission of the section instructor

**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 has changed to POL 344**

**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  
This course analyzes fundamental ideas used in reasoning about politics, such as liberty, justice, equality, and political obligation. Perspectives of a range of theorists will be compared, and the underlying assumptions and logical coherence of their thought examined.

**Prerequisites:** ENG 101, 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
## Courses Offered

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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<tr>
<td>POL 278</td>
<td>Political Sociology (Same course as SOC 278)</td>
<td>3</td>
<td>ENG 101, and GOV 101 or POL 101 or SOC 101</td>
</tr>
<tr>
<td>POL 280</td>
<td>Selected Topics in Political Science</td>
<td>3</td>
<td>ENG 101, and GOV 101 or POL 101, and permission of the section instructor</td>
</tr>
<tr>
<td>POL 301</td>
<td>Constitutional Powers</td>
<td>3</td>
<td>ENG 201, and GOV 101 or POL 101, and junior standing or above, or permission of the instructor</td>
</tr>
<tr>
<td>POL 302</td>
<td>Voting and Public Opinion</td>
<td>3</td>
<td>ENG 201, and POL 101 or GOV 101, and junior standing or above</td>
</tr>
<tr>
<td>POL 305</td>
<td>Constitutional Rights and Liberties</td>
<td>3</td>
<td>ENG 201, and POL 101 or GOV 101, and junior standing or above, or permission of the instructor</td>
</tr>
<tr>
<td>POL 308</td>
<td>State Courts and State Constitutional Law</td>
<td>3</td>
<td>ENG 201, and GOV 101 or POL 101, and junior standing or above or permission of the section instructor</td>
</tr>
<tr>
<td>POL 313</td>
<td>The Law and Politics of Race Relations (Same course as LAW 313)</td>
<td>3</td>
<td>ENG 201, and GOV 101 or POL 101, and junior standing or above permission of the section instructor</td>
</tr>
<tr>
<td>POL 316</td>
<td>The Politics of Rights</td>
<td>3</td>
<td>ENG 201, and GOV 101 or POL 101, and junior standing or above</td>
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<tr>
<td>POL 318</td>
<td>The Law and Politics of Sexual Orientation</td>
<td>3</td>
<td>ENG 201, and GOV 101 or POL 101, and junior standing or above</td>
</tr>
<tr>
<td>POL 319</td>
<td>Gender and Law</td>
<td>3</td>
<td>ENG 201, and GOV 101 or POL 101, and junior standing or above</td>
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**Description:**
- **POL 278 Political Sociology:** 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.
- **POL 280 Selected Topics in Political Science:** Specific study of a topic chosen by the instructor.
- **POL 301 Constitutional Powers:** 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.
- **POL 302 Voting and Public Opinion:** This course centers around two questions key to democracy: how people form opinions about issues and why they 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.
- **POL 305 Constitutional Rights and Liberties:** 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.
- **POL 308 State Courts and State Constitutional Law:** 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.
- **POL 313 The Law and Politics of Race Relations:** Analysis of the politics of race and racism in the United States through the examination of major court decisions and 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.
- **POL 316 The Politics of Rights:** 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.
- **POL 318 The Law and Politics of Sexual Orientation:** 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.
- **POL 319 Gender and Law:** 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.

**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 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 322 International Organizations**  
3 hours, 3 credits  
In this course students will learn about the origins and operations of international organizations and the different ways in which they influence global affairs. We will use international relations theory to understand the creation and actions of international organizations. Then, starting with the United Nations, we will explore the role of a variety of international organizations in security, economic and environmental affairs.  
**Prerequisites:** ENG 201, POL 101 or GOV 101

**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 344 The Law and Politics of Immigration**  
(Formerly POL 244)  
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 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
Courses Offered

**POL 385-386 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 outward 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 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 Modern Languages and Literatures

POR 101 Elementary Portuguese I
3 hours, 3 credits
Portuguese 101 is a beginning-level integrated skills language course. This courses 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 135 Supervisory Leadership for Police Services
3 hours, 3 credits
This course in the NYPD Police Studies program is for police supervisors, and those preparing to be. This class will enhance students’ supervisory leadership skills and potential in a learning environment that requires active participation from all students. Students will engage in class discussions, case study analyses, and group exercises in addition to completing written assignments and exams.
Note: This course is restricted to students in the NYPD Leadership Program.

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 of the 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, CJR 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

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 has changed to CSL 130

PSY 141 Memory: Imperfections, Injustices and Improvements
3 hours, 3 credits
This course will examine how people’s memories can alter the course of justice. By examining the psychological basis of memory and how it operates in everyday life, this course will explore the constructive nature and malleability of memory and how this relates to phenomena such as forgetting, false memories, and the reliability of eye witness testimony.
Note: This course satisfies John Jay’s College Option: Justice & the Individual (100-level) area of the Gen Ed program

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 has changed to PSY 353**

**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 301 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 310 Culture and Personality
(Same course as PSY 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 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 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, STA 250, or permission of the instructor

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 therapist’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 favors in community, vocational counseling tests and instruments used in 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 PSY 129/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 353 Theories of Personality
(Formerly PSY 243)
3 hours, 3 credits
This course is an overview and critical evaluation of major Western personality theories across the history of psychology. Theories of personality attempt to describe and explain those relatively stable traits, processes, or patterns of behavior that come to constitute an individual's personality. Course readings and assignments cover the historical context, theoretical implications, diversity issues and practical applications of the various theories. Particular emphasis is placed on analyzing how different personality theories characterize the development, assessment, and treatment of psychopathology.
Prerequisite: ENG 201, and PSY 101, PSY 242, STA 250

PSY 355 Tests and Measures
3 hours, 3 credits
This course is an introduction to the field of psychological assessment and testing. The course will explore the history, roles, and issues involved in the field of psychological assessment. The course will cover the principles of psychometrics and statistics, the applications of assessment in various contexts, a review of various types of psychological tests and measures. Further, the social and ethical issues involved in psychological assessment will be covered.
Prerequisites: ENG 201, PSY 200, 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

Note: Students must have the permission of the Center for Career and Professional Development to register for this course.

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
Courses Offered

**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 482 Selected Topics in Psychology**
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.
**Prerequisites:** ENG 201, PSY 311, and senior standing

**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.

**SCI 114 Scientific Principles of Forensic Science**
3 hours, 3 credits
This course is an introduction to basic scientific investigative methods used in forensic science. It is primarily laboratory based and students will examine materials for the presence of blood, analyze hair and fibers, isolate DNA, analyze soil samples, and study landmark cases in forensic science to contrast fact from fiction. To be an effective scientific investigator, students will learn how to apply chemistry, biology, and physics to analyze data in order to solve criminal justice problems.
**Note:** This course satisfies the Required Core: Life and Physical Sciences area of the Gen Ed Program.

**SCI 163 The Extraordinary Chemistry of Ordinary Things**
(Formerly CHE 123)
3 hours: 2 hours lecture, 1 hour lab; 3 credits
This course deals with basic principles and applications of chemistry of the ordinary things of our everyday lives, and some that aren’t so ordinary, but nevertheless can and do affect our lives. The topics include several fundamental principles of chemistry, followed by applications of chemistry to health (food, exercise, medicine, infectious disease) and society (warfare, crime, modern materials and art).
**Prerequisites:** SCI 110 or 112 or 114 or NSC 107 (or any Stem Variant science course of at least 3 credits such as: BIO 102, 103, 104, CHE 102, 103, 104)
**Note:** This courses satisfies the Flexible Core: Scientific World area of the Gen Ed Program.
SCI 166 Chemistry of Cooking
(Formerly CHE 126)
3 hours: 1.5h lecture, 1.5h laboratory; 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.
Prerequisites: ENG 101; SCI 110 or SCI 112 or 114 or NSC 107 (or any Stem Variant science course of at least 3 credits: BIO 102, 103, 104, CHE 102, 103, 104)
Note: This course satisfies the Flexible Core: Scientific World area of the Gen Ed Program.

SCI 220 The Incredible Living Machine: The Human Body
(Formerly BIO 220)
3 hours: 2 hours lecture, 1 hour lab; 3 credits
This course offers a contemporary introduction to the structure of the human body and how the body functions to maintain good health as well as fight disease. It explores the human body on all levels – from genetics to the major body systems. Ethical issues on medicine, biotechnology, and bioengineering will also be explored.
Prerequisites: ENG 101; SCI 110 or 112 or 114 or NSC 107 (or any Stem Variant science course of at least 3 credits such as: BIO 102, 103, 104, CHE 102, 103, 104)
Note: This course satisfies the Flexible Core: Scientific World area of the Gen Ed Program.

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 CSCI 270)
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 310 Emergency Planning
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 315 Private Security and the Law
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
Courses Offered

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 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, 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 378 Security Management Internship**
3 hours, 3 credits
The security management internship will allow students to apply the knowledge and skills learned in the classroom to a workplace experience. Opportunities typically are available in private security guard and investigative businesses, corporate security and loss prevention departments of large enterprises, and crime control units within law enforcement. Interns meet for at least 15 hours of class time with a faculty member as well as complete at least 96 hours in the field.

**Prerequisite:** ENG 201, SEC 210, SEC 211

**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 104 Tabloid Justice: Causes and Consequences of Crime Sensationalism**
3 hours, 3 credits
This course challenges students to examine their own perceptions and understandings of contemporary crime-related problems through the sociological study of sensationalistic media coverage of crimes, scandals, and disasters. Using international examples, it explores the history of sensationalism, how it has evolved over time with technological and economic changes in the media landscape, and why it continues to matter to justice advocates. It examines how sensationalism shapes public fears, reinforces social divisions in society, and affects public perceptions of justice and public confidence in the criminal justice system.

**Prerequisites:** None

**Note:** This course satisfies John Jay’s College Option: Justice & the Individual (100-level) 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
Courses Offered

SO2 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,  
and women and work roles, parenting, family stress and conflict,  
divorce and remarriage.  
Prerequisites: ENG 101, SOC 101, PSY 101

SO2 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  
development of trade unions and professional organizations;  
and social control.  
Prerequisites: ENG 101 and SOC 101

SO2 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

SO2 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

SO2 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 SOC 101

SO2 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

SO2 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

SO2 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

SO2 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 227 Sociology of Mental Illness**

3 hours, 3 credits

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

**Prerequisites:** ENG 201, SOC 101

**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 252 Environmental Sociology**

3 hours, 3 credits

This course will explore how people create, respond to, define and conceptualize environmental problems using the theoretical and methodological tools of sociology. Case studies of a variety of environmental issues from around the world, such as contamination of air (smog, asthma), water (the BP oil spill, declining fisheries), soil (radon, toxic waste), consumerism (over-consumption) and global warming will be considered within this conceptual, theoretical and historical context.

**Prerequisites:** ENG 201, 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**  
(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 282 Selected Topics in Sociology**  
(3 hours, 3 credits)  
This course will study a significant topic of interest in the field to be chosen by the instructor.

**Prerequisites:** ENG 201, SOC 101 or permission of 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 312 Classical Sociological Theory**  
(3 hours, 3 credits)  
This course offers a critical overview of classical sociological theory from the mid-nineteenth century to World War II. It will explore the major themes of the foundational theorists (e.g., Marx, Weber, Durkheim, Simmel, and Mead) and texts of sociology and discuss the historical and intellectual contexts in which they developed their theories. Students will also examine the relationship between these classical explanations of society and such contemporary issues as inequality and globalization.

**Prerequisite:** ENG 201, SOC 101, SOC 232

**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 Contemporary Sociological Theory
3 hours, 3 credits
This course provides a critical overview of contemporary sociological theories and theorists. Students will learn how sociologists since the mid-twentieth century have theorized about such issues as political economy, culture, race, social class, and gender. The relationship between sociological theory and research will be explored throughout.
Prerequisites: ENG 201, STA 250 and SSC 325

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
3 hours, 3 credits
This course is an introduction to the qualitative research methods of sociology and 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 fields of sociology and 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, SOC 101 or ANT 101, and SOC 325

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, 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 343 Global Social Movements
3 hours, 3 credits
This course focuses on the sociological controversies concerning the emergence of grassroots global movements “from below” that are contesting the distribution of resources, power and space controlled by societal elites. Globalization has impacted many dimensions of social life affecting political participation in every country. Economic globalization has been linked to rising inequality as well as to technological innovation and economic growth while political globalization has created global norms on human rights and led to new global social movements. This course will explore how globalzation has impacted many dimensions of social life affecting political participation in every country.
Prerequisites: ENG 201, 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
Courses Offered

www.jjay.cuny.edu/collegebulletins

SOC 350 Social Change
3 hours, 3 credits
Theory and description of causations, modes, and consequences of change in social and cultural systems. Evolutionary and revolutionary change; historical and contemporary change. Impact of technology, knowledge, generational succession, social contradiction, class and population.

Prerequisites: ENG 201, 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 377-379 Internships for Sociology
(Formerly SOC 390-392)
3 hours, 3 credits
Internships provide students with an excellent opportunity to gain academic credit and hands-on work experience. Drawing from sociological concepts, theories, and methods, that they have learned in the classroom, internships in Sociology give students a chance to be a participant-observer in a wide-range of workplace settings where they can gain invaluable knowledge, skills and experiences while exploring future career options, building one's resume, developing networks, and meeting perspective employers. This course has two components that must be fulfilled—successful completion of at least 96 hours at a placement site and completion of the academic portion of the course which includes a mandatory 15 hours of instruction. Interns will have a variety reading and writing assignments for the academic portion of the course. Students wishing to obtain an internship must contact the Center for Career and Professional Development.

Prerequisites: ENG 201 and junior standing or above

Note: Students must have the permission of the Center for Career and Professional Development to register for this course.

SOC 380 Sociology Laboratory in Dispute Resolution Skill Building
3 hours, 3 credits
The techniques and 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 381-382 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

Note: Students must have the permission of the Center for Career and Professional Development.

SOC 385 Selected Topics in Criminology
3 hours, 3 credits
This course will study a significant topic of interest in the field to be chosen by the instructor.

Prerequisite: ENG 201, SOC 203

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 415 Senior Seminar in Sociology**
3 hours, 3 credits
In this capstone course for the Sociology major, students will examine selected theoretical and empirical issues and problems that are important to contemporary sociology. Students will write a scaffolded research proposal, empirically-based research paper, or in-depth essay that is a critical reflection on sociological issues, theories or research.

**Prerequisites:** ENG 201, senior standing, SOC 314, SOC 315, STA 250, and SSC 325

**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

**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

**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, Criminology, or Sociology, and SOC 309 or PSY 232, or permission of the section instructor

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**SPA: Spanish**

**Department of Modern 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.
Courses Offered

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

Note: This course satisfies the College Option: Communications area of the Gen Ed Program.

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 has changed to SPA 308 The Theme of Justice in Spanish Literature

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 215 Spanish Conversation & Composition
3 hours, 3 credits
Spanish Conversation and Composition is designed to promote written and oral fluency through listening, reading, writing and speaking. The course will focus on language through structure in the context of short language documentaries, reading and writing short stories and presentations. This course presumes knowledge of language fundamentals that will permit students to function at an intermediate high level. Grammatical structures will be reviewed and re-tested in the context of writing and speaking. This course will serve to improve and enhance students’ writing and oral skills by emphasizing proper use of grammatical structures, syntax and pronunciation.

Prerequisite: ENG 201, SPA 202 or SPA 212

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,
teror 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 308 The Theme of Justice in Spanish Literature**
(Formerly SPA 208)
3 hours, 3 credits
How is justice handled in Spanish literature? How was it handled in the past and how is it handled today? How are injustices addressed? Is revenge ever a form of justice? Is the treatment of justice universal or does culture play a role in the way justice is handled? This course seeks to answer these questions as they apply to Spain through an exploration of the works of Spanish writers from the Middle Ages to the present. The works will be read in English translation but students with a reading knowledge of Spanish will be encouraged to read all materials in the original language.

**Prerequisite:** ENG 201, 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.

**SPA 320 Latin-American Theatre Taller de Teatro/Teatre 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, 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.

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 discourse. 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 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

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 has changed to COM 113 Oral Communication

SPE 204 Group Discussion and Conference Techniques has changed to COM 204

SPE 209 Voice and Diction for the Professional has changed to DRA 209

SPE 213 The Impact of the Mass Media on the Administration of Justice has changed to COM 213

SPE 218 Managerial Communication has changed to COM 218

SPE 240 Contemporary Media in Everyday Life has changed to ENG 242

SPE 250 Persuasion has changed to COM 250

SPE 285 Courtroom Communication has changed to COM 285

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.

**SUS: Sustainability Studies**

**Sustainability and Environmental Justice minor coordinator**

**SUS 200 Introduction to Sustainability Studies**  
3 hours, 3 credits  
Meeting the global challenge of sustainability and environmental justice as we seek to preserve the human habitat requires students to draw on and integrate many fields of knowledge. This course will introduce students to such critical problems as climate change, environmental degradation, and socio-economic inequality and the unequal distribution of limited resources. As this is an inter-disciplinary course, some aspects of the course will vary depending on the expertise of the instructor, but will always focus on providing students with tools to understand and respond to these and other global problems.  
**Prerequisite:** ENG 101  
**Note:** This course satisfies the Flexible Core: World Culture and Global Issues area of the Gen Ed program.

**SUS 240 Environmental Crime**  
3 hours, 3 credits  
The growing global challenge of environmental crime undermines our ability to protect our land, water, species, and habitats. In this course, students confront the extent of these crimes and examine the diverse frameworks and debates that explain social, political, and economic drivers of environmental crime. While exploring solutions, students consider the complexity of legislation and legal frameworks that criminalize practices harmful to the environment. Case studies allow students to apply their knowledge to real life problems.  
**Prerequisite:** ENG 101 and one of the following: CJBS 101, CJBA 110, CRJ 101, ECO 101, ICJ 101, SUS 200

**SUS 300 Environmental Justice**  
3 hours, 3 credits  
Environmental justice is defined as the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Drawing from the social sciences, the humanities, and the sciences, this interdisciplinary course will provide students with an understanding of the main principles and issues of environmental justice, emphasizing their international scope and the inextricable connection of the local and the global in matters of environmental equity.  
**Prerequisites:** 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.

**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.
7. Policies, Rules and Regulations
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.

3. Any officer, employee, or member of the University/college 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.
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
court 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.

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), 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

**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 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.
Policies, Rules and Regulations

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 or at 212.237.8504.

Malaine Clarke is the Director of Accessibility Services. Students may reach her at 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 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

**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 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) or Title IX Coordinator (Silvia Montalban, Office of Legal Counsel, 646-557-4409, smontalban@jjay.cuny.edu).
Anyone—of any gender, sexual orientation, religious affiliation, citizenship status, race, class or educational level—can suffer from sexual harassment, including sexual violence. The goal of this section is to help you understand what sexual harassment means and let you know that there are people at CUNY and in the community who can help if you or others experience it. We want to make sure you understand your rights as a student, CUNY’s policies, and other issues related to sexual harassment and assault.

On every CUNY campus there is a person who has special training in helping students who are facing issues related to sexual harassment and assault. We urge you to contact this person (who is known as the “Title IX Coordinator”) for guidance or information.

If You Recently Were Sexually Assaulted
• If the incident occurred on-campus, call Public Safety or 911;
• If the incident occurred off-campus, call 911 or go to the local NYPD precinct. Contacting the police does not require you to file charges.
• Seek medical attention as soon as possible. Campus Public Safety or the police can help you get medical care or you can go on your own (or with a friend) to an emergency room. http://www.svfreenyc.org/survivors_emergency.html
• Preserve evidence. You do not need to decide immediately whether to take action against the person who assaulted you. But if you might want to do this, it is important to preserve evidence of the assault. Go to an emergency room and ask for a SAFE or rape exam. (Do not bathe or brush your teeth prior to going.) For a list of hospitals in New York City with this service, go to: http://www.svfreenyc.org/survivors_emergency.html. Retain the clothing you were wearing in a paper (not plastic) bag. If the assault took place in your home or dorm room, do not rearrange furniture and/or clean up.
• If you are uncertain about your options and rights, contact the Title IX Coordinator, Public Safety Director, Chief Student Affairs Officer and/or Counseling Center and Gender Based Violence Prevention and Response Advocate, listed below.

Key Campus Contacts
Title IX Coordinator
Silvia Montalban, Esq.
646-557-4409
smontalban@jjay.cuny.edu

Public Safety Director
Kevin Cassidy
212-237-8521
212-237-8266
kcassidy@jjay.cuny.edu

Chief Student Affairs Officer
Lynette Cook-Francis
212-237-8100
lcook-francis@jjay.cuny.edu

Counseling Center and Gender Based Violence Prevention and Response Advocate
Jessica Greenfield
646-557-4535
jgreenfield@jjay.cuny.edu

Title IX: Title IX of the Education Amendments of 1972 (“Title IX”) is a federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities at universities receiving federal funds. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

See link below for additional information and resources: http://www1.cuny.edu/sites/title-ix/campus/john-jay-college-of-criminal-justice

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.
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 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...
Each college shall provide periodic education and 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

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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 Act.
Policies, Rules and Regulations


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 (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 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

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/

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

**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...
Policies, Rules and Regulations

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.
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

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

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.

Exception 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.

### 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 do 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 in 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
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/finalnondediscrimpolicy121213.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

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:
Chapter 7

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
- 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
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.
Policies, Rules and 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.
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:

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 Student Government approves.

C. The Student Council shall appoint by a simple majority vote 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 shall 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
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representatives from the senior class, two student representatives of the four executive officers of the Student Council, two O. The student delegation of the College Council shall consist with governing the Club Planning Committee.

Student Life will assume all the power and privileges associated Council. In the event Student Council is inactive, the Office of Committee must be approved by a majority vote of Student of compliance for clubs. Any guidelines for the Club Planning Committee must be held at least thirty days before the first date for clubs each semester before the first meeting of the permanent the Club Planning Committee will develop a calendar of events that they would like to have within their budget proposal, designee. The Office of Student Life will assist the chair of the Committee is the Student Council President or his or her by Student Council. The chairperson of the Club Planning be nominated by the Office of Student Life and confirmed or secretary of the club can be nominated. All members must treasurer is unable to attend the meetings then the vice president a minimum of five representatives from recognized clubs Committee shall be comprised of the treasurer, whom shall chair, and 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
Policies, Rules and Regulations
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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. Senator shall be synonymous with 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 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.

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

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 B, the Judicial Board shall verify
the signatures on the petition within one week of its submission.

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.
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, than 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
THE CITY UNIVERSITY OF NEW YORK ACADEMIC POLICY ON MILITARY SERVICE

1. Definitions

1.1 Veteran Those who were in active military service (which includes basic training) and were released under a condition other than “dishonorable.”

1.2 Military Personnel Persons currently serving in the armed forces of the United States, whether on active duty or reserve or in the National Guard.

2. Admission, Readmission, and Enrollment

2.1 Veterans with a high school diploma or GED shall be accepted at one of the colleges of CUNY, subject to space availability.

2.2 Veterans with no previous CUNY college experience shall be permitted to file applications for admission at any time prior to the date that registration is scheduled to begin, irrespective of University’s deadlines for filing such applications.

2.3 Veterans whose high school averages qualify them for admission may be enrolled as non-matriculated students if they fail to meet admissions application deadlines and space is not available for them as matriculated students. Those veterans shall be enrolled as matriculated students the next semester and shall receive academic credit for courses they completed as non-matriculated students.

2.4 When veterans’ applications lack supporting data at the time of scheduled registration, those veterans, subject to space availability, shall be admitted pending receipt of such supporting data, provided, however, that they have presented evidence of a high school diploma or GED.

2.4.1 Upon receipt of the supporting documentation to complete their applications, veterans shall be placed in full matriculation if they meet the admission requirements of the college or if they meet the college’s academic standards for continued matriculation at the end of the aforementioned semester.

2.4.2 Veterans admitted under section 2.4 shall forfeit their matriculated status if they fail to provide the documentation required by the college to complete the admissions application or if they fail to meet the college’s academic standards for continued matriculation.

2.5 Admitted veterans who return from active duty at any time during the term will be given the opportunity to audit courses without credit.

2.6 Admitted veterans who return from active duty after the completion of their colleges’ registration period shall be permitted to enroll without late registration fee.

2.7 Admitted veterans who are former CUNY students who had been academically dismissed from a college of CUNY shall be granted readmission to that college but placed on probationary status.

2.8 Veterans applying to graduate degree programs or applying for graduate non-matriculated status should apply directly to the college that they wish to attend.

3. Academic Credit for Students Called to Active Duty

3.1 A student who is called to active duty in the armed forces of the United States or National Guard should be given every consideration around either making up the work for the course, obtaining an Incomplete, or being given the grade that he or she has earned at the time that he or she is called to duty.

3.2 At each college, the appropriated committee or other designated authority shall be empowered to grant the remaining number of credits required for graduation to a member of the graduating class who lacks twelve or fewer credits in elective courses to complete the requirements for the degree for those called to active duty in the armed forces of the United States. Credits should be applied from the service members JST (Joint Service Transcript) as MILT elective credit.

3.3 Colleges shall encourage students who enter military service to maintain their status as students by availing themselves of such opportunities as may be offered to them (by the colleges, by other accredited colleges, and/or by service agencies) to continue their studies while in military service.

4. Academic Credit For Military Training and Experience

4.1 CUNY shall adopt the American Council on Education (ACE) guidelines in evaluating transfer credit for military courses and experience. College credit may be awarded up to a maximum of forty-five credits (at senior colleges) and thirty credits (at Community Colleges) in specific subject matter area or general electives for the satisfactory completion of Military Service, Experience and Military Training Courses.

4.2 The Director of Transfer Courses and Information in CUNY Central shall review military transcripts based on ACE guidelines and issue recommendations for course equivalences to individual colleges.

4.3 Individual colleges shall make their own decisions about awarding transfer credits and will submit explanations when they disagree with recommendations issued by CUNY Central.

4.4 Credit for Defense Activity for Non-Traditional Education Support (“DANTES”), Subject Standardized Tests (“DSST”) and College Level Examination Program (“CLEP”) examinations shall be evaluated by CUNY college academic departments that award CLEP credits. Credit for satisfactory completion of tests and/or examinations shall be awarded where applicable toward the degree the veteran is pursuing.

4.5 The following military records shall be used by college academic departments to verify successful completion of military service, experience and military training courses:

- Army/American Council on Education Registry Transcript System (“AARTS”).
- Sailor/Marine American Council on Education Registry Transcript (“SMART”).
- Community College for the Air Force (“CCAF”) transcript.
- Coast Guard Institute Military Education Transcript.
- DD Form 295, Application for the Evaluation of Learning Experiences During Military Service. Military Education offices can provide this form to active-duty and reservists. This form must be certified by an authorized commissioned officer or his/her designee.

John Jay College 327
DD Form 214, Certificate of Release or Discharge for Active Duty.

4.6 The Office of the University Registrar should maintain a central repository of college decisions on credit awards, and make that repository available to student applicants.

4.7 Credits for military training accepted at one CUNY college shall be accepted by other CUNY colleges without exception for veterans who transfer within CUNY.

5. **Application Fee Waiver for Veterans**

5.1 Veterans shall be eligible for an application fee waiver for both undergraduate and graduate programs at CUNY. The instructions for undergraduates requesting this waiver shall be posted on the CUNY website. In order to receive their application fee waiver, veterans applying to graduate programs should contact the Graduate Admissions Office of the college(s) to which they are applying.

5.2 Veterans shall also be exempt from paying a commitment deposit for both undergraduate and graduate programs at CUNY. Upon acceptance of veterans for admission, colleges shall provide veterans with information concerning this exemption.

6. **Fees for Military Personnel Stationed in New York State and their families**

6.1 For the purpose of calculating tuition and fee charges, military personnel stationed in New York State, their spouses, partners in a civil union, or registered domestic partners, and their dependent children, shall be considered residents of New York State.
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Provost and Senior Vice President for Academic

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Kenneth Holmes
Dean of Students

Allison Pease
Interim Dean of Undergraduate Studies

Anthony Carpi
Associate Provost and Dean of Research

ACADEMIC DEPARTMENTS

Department of Africana Studies
Room 9.63.01, New Building
212.237.8764

Chairperson: C. Jama Adams
Professor: Kwando M. Kinshasa
Associate Professors: C. Jama Adams, Jessica Gordon-Nembhard
Assistant Professors: Teresa A. Booker, Crystal Endsley, Xerxes Malki, Charlotte Walker-Said
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Department Secretary: Samantha Lauren

Department of Anthropology
Room 9.63, New Building
212.237.8286

Chairperson: Anthony Marcus
Professors: Richard Curtis, Elizabeth Hegeman, Patricia Tovar, Alisse Waterston
Associate Professors: Avram Bornstein, Anru Lee, Anthony Marcus, Edward Snajdr, Shonna Trinch
Assistant Professor: Robert T. Furst
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Administrative Coordinator: Joanie Ward

Department of Art and Music
Room 325, Haaren Hall
212.237.8348

Chairperson: Roberto Visani
Professors: Lisa Farrington, Peter Manuel, Thalia Vrachopoulos
Associate Professors: Benjamin Bierman, Laura Greenberg, Benjamin Lapidus, Roberto Visani
Assistant Professors: Claudia Calirman, Cyriaco Lopes-Pereira, Erin Thompson
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Studio Laboratory Technician: Reid Nicholls

Department of Communication and Theatre Arts
3rd Floor, North Hall
212.237.8363

Chairperson: Seth Baumrin

Associate Professors: Seth Baumrin, Dara Byrne, Gregory Donaldson, Amy Green, Louis Guinta, Norma Manatu, Lorraine Moller, Maria Rodriguez, Martin Wallenstein

Assistant Professors: Marsha Clowers, Sandra Lanzone, Bettina Murray

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Department Secretary: Olga Kirsanova

Department of Counseling
Room L.68.00, New Building
212.237.8111

Chairperson: Lynette C. Francis

Deputy Chair: Ma’at Erica Lewis

Professor: Robert DeLucia

Associate Professors: Lynette C. Francis, Katie Gentile, Ma’at Erica Lewis, Caridad Sanchez, Katherine Stavrianopoulous

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Administrative Coordinator: Lorna Cole

Intake Coordinators: Loretta Acquaah, Olivia White

College Assistant: Fiorella Gayoso

Department of Criminal Justice
Room 2101, North Hall
212.237.3759

Chairperson: Evan J. Mandery

Professors: Joshua Freilich, William C. Heffernan, David Kennedy, Dennis Jay Kenney, Michael Maxfield, Jeffrey Mellow, Mangai Natarajan, Charles Strozier, Hung-En Sung, Karen Terry

Associate Professors: Marcia Esparza, Evan J. Mandery

Assistant Professors: Brian Lawton, Chongmin Na, Gohar Petrossian, Frank S. Pezzella, Valerie West, Kevin Woff, Violet Yu

Department of Economics
Room 3503, North Hall
212.237.8599

Chairperson: Jay P. Hamilton

Professor: Joan Hoffman

Associate Professor: Catherine Mulder

Assistant Professors: Geert Dhondt, Mathieu Dufour, Jay P. Hamilton, Michelle Holder, Joshua Mason, Joseph Rebello

Adjunct Faculty: Piruz Alemi, Bernadette Chan, Stanley Diith, Eloy Fisher, Arlene Geiger, Deon Gibson, Raul Segura, Jonas Shaende

Economics Major/Minor Advisor: Catherine Mulder

Administrative Director: Rita Taveras

Department of English
Room 7.63.01, New Building
212.237.8909

Chairperson: Valerie Allen

Deputy Chairpersons: Timothy McCormack

Distinguished Professor: John Matteson

Professors: Valerie Allen, Adam Berlin, Michael Blitz, Jane P. Bowers, Effie Papatzikou Cochran, Marc Dolan, P.J. Gibson, Allison Pease

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Director of the Writing Center: Livia Katz

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Journalism Minor Advisors: Alexa Capeloto, Devin Harner

Writing Minor Advisor: Jay Walitalo

Administrative Coordinator: Alicia Kelly

Office Manager: Dianne Rodgers

Department of Government

See Department of Political Science

Department of Health and Physical Education

Room 4327, North Hall
212.393.6365

Chairperson: Jane Katz

Professors: Jane Katz, Susan Larkin, Davidson Umeh

Lecturer: Vincent Maiorino

Professors Emeriti: Wallace M. Piña, Robert Fox

Adjunct Faculty: Alan Carena, Marlene Elchahan, Alberto Gotay, Andres Guzman, Shunxin Huang, Haruna Kamal, Ted Lewis, Ulaña Lysniak, Lawrence Merritt, Edward Ngwu, Amber Paul, Norman Ringel, Tom Spiridellis

Director of the Cardiovascular Fitness Center: Anthony Phillips

Office Manager: Vacant

Department of History

Room 8.65, New Building
212.237.8827

Chairperson: Allison Kavey

Distinguished Professors: Blanche Wiesen Cook, Gerald E. Markowitz, Mike Wallace

Professors: Simon Baatz, Mary Gibson, Israel Rosenfield, Dennis M. Sherman

Associate Professors: Barbara Josiah, Allison Kavey, Sara McDougall, David Munns, Hyunhee Park, Michael Pfeiffer, Itai Nartziženfeld Sneth, Gregory “Fritz” Umbach

Assistant Professors: James De Lorenzi, Anissa Helie, Edward Paulino, Matthew Perry, Stephen Russell

Lecturer: Andrea Balis

Professors Emeriti: Eli Faber, Carol Groneman, James R. Jacob

Department Secretary: Melania Clavell

Department of Interdisciplinary Studies

Room 6.65, New Building
212.237.8460

Chairperson: Richard Haw

Distinguished Professor: Gerald E. Markowitz

Faculty: Valerie Allen (English), Andrea Balis (History), Michael Blitz (English), Victoria Bond (English), Joshua Clegg (Psychology), Susannah Crowder (History), Yasin Dalisay (English), Katie Gentile (Gender Studies and Psychology), Amy Green (Communication and Theatre Arts), Richard Haw (English), Devin Harner (English), Sondra Leftoff (Psychology), Amie MacDonald (Philosophy), Gerald E. Markowitz (History), John Pittman (Philosophy), Caroline Reitz (English), Dennis Sherman (History), Lucia Trimbur (Sociology), Shonna Trinch (Anthropology), Allise Waterston (Anthropology)

Professors Emeriti: Elizabeth Gitter (English), Donald Goodman (Sociology), Carol Groneman (History)

Adjunct Faculty: Ryan Bazinet (Music), Amy Beecher (Art and Gender Studies), Barbara Cassidy (Communication and Theatre Arts), Patrick Crowley (Communication and Theatre Arts), Sarah Friedland (Communication and Theatre Arts), Chris Head (Psychology), Rachel Liebert (Sociology), Christopher Moffet (Philosophy), Leah Page (Gender Studies), Milena Popov (Environmental Justice and Sustainability), Amy Rosenberg (English), Shirley Sarna (Law), Kofi Scott (Law), Karsten Struhl (Philosophy)

Department Secretary: Priscila Acuna

Department of Latin American and Latina/o Studies

Room 8.63, New Building
212.237.8749

Chairperson: Lisandro Pérez

Professors: Luis Barrios, Suzanne Oboler, Lisandro Pérez

Associate Professor: Jodie Roure

Assistant Professors: John Gutiérrez, Isabel Martínez, Brian Montes, Belinda Rincón

Adjunct Faculty: Kristy Aristy, Adrian Bordoni, Claudia De la Cruz, Nitza Escalera, Eva Lopez, Francois Restrepo, Denise Santiago, Daniel Shaw, Jeannette Sucre, Silvestre Wallace

Administrative Coordinator: Jacqueline Nieves
Chapter 8

Department of Law, Police Science and Criminal Justice Administration
2nd floor, North Hall
212.237.8032

Chairperson: Maria (Maki) Haberfeld
Deputy Chairperson: Joseph Pollini

Distinguished Lecturer: Martin Horn

Professors: Maria (Maki) Haberfeld, Zelma Henriques, Delores Jones-Brown, Robert Panzarella, Dorothy Moses Schulz, Adina Schwartz, Jeremy Travis

Associate Professors: Gloria Browne-Marshall, Serguei Cheloukhine, Vincent Del Castillo, Lior Gideon, Joseph King, Yue Ma, Christopher Morse, Peter Moskos, Norman A. Olch, Jon Shane, Staci Strobl, Klaus Von Lampe

Assistant Professors: Lieselot Bisschop, Katarzyna Celinska, John Decarlo, Beverly Frazier, Heath Grant, Chris Herrmann, Eric Piza
Lecturers: Eugene O'Donnell, Joseph Pollini

Professors Emeriti: James Curran, Eli B. Silverman


Criminal Justice Coordinator: Eric Piza

Law Coordinator: Eugene O'Donnell
Police Studies Coordinator: John Decarlo
Administrative Coordinator: Kimberly Hughes
Administrative Assistant: Angela Shelby

Lloyd George Sealy Library
Lobby, Haaren Hall
212.237.8247

Chairperson, Associate Dean, and Chief Librarian: Larry E. Sullivan

Professors: Bonnie R. Nelson, Larry E. Sullivan

Associate Professors: Kathleen Collins, Janice Dunham, Nancy Egan, Jeffrey Kroessler, Ellen Sexton

Assistant Professors: Ellen H. Belcher, Marta Bladec, Dolores Grande, Marlene Kandel, Maria Kiriakova, Karen Okamoto

Instructor: Robin Davis

Professors Emeriti: Marilyn Lutzker, Eileen Rowland, Antony Eric Simpson

Adjunct Faculty: Marvelous Brooks, Barbara Carrel, Tania Colman-Donabedian, Lory Gallo, Gretchen Gross, Chunhui Meng, Peggy Teich, Julie Turley, Mark Zuharev

Systems Manager: Lester Singh

Department of Mathematics and Computer Science
Room 6.63.00, New Building
212.237.8920

Chairperson: Douglas Salane

Professors: Samuel M. Graff, Ping Ji, Bilal Khan, Michael Puls, Douglas Salane, Sydney Samuel

Associate Professors: Spiridon Bakiras, Konstantinos Georgatos, Jinwoo Kim, Peter Shenkin, Dante Tawfeeq, Antoinette Trembinska

Assistant Professors: John Bryk, Leslie Chandrankantha, Hunter Johnson, Shaobai Kan, Thuairi Kugan, Maurice Vodounon

Lecturers: Emerson Miller, Rita Shamuilova, Keith Thomas, Alvin Estrada, Eric Polanco, Adrian Lovell

Professors Emeriti: Haig Bohigian, Lily E. Christ, Alan Hoenig, Arthur Schissel, Marvin Yablon

Adjunct Faculty: Eman Addu, Roberta Aronoff, Anthony Badalamenti, Sam Baruch, Mohamed Ben Zid, Gary Bieter, Kenneth Binns, Kristina Borowski, Kirsten Christiansen, Charles Epstein, Reyad Farraj, Ted Fernandez, Katie Griffin, Hadassah Hersh, Mohammed Islam, Agron Kaci, Molly Kalmus, Howard Mandelbaum, Daniel Martinez, Maryann McGill, Michael McGill, Elaine Olayo, Frank Peikes, Daniel Pollak, David Primak, Kristine Rosener, Erin Schultz, Odessa Simms, Margaret Smith, Todd Stambaugh, Shirley Toplan, Gary Welz, Anthony Williams, Norman Younis

Department Administrative Assistant: Barbara A. Goodman-Donovan
Department of Modern Languages and Literatures  
Room 7.65.01, New Building  
212.237.8577

Chairperson: Silvia G. Dapia

Professor: Silvia G. Dapia

Associate Professor: Raul Rubio

Assistant Professor: Aida Martínez-Gómez Gómez, Maria Julia Rossi, Liliana Soto-Fernández

Lecturer: Raul Romero

Professors Emeriti: Barry Luby, Ellen Engelson Marson, Daria Montero, Catherine Rovira, Marcia D. Yarmus

Adjunct Faculty: Aristides Falcon-Paradi, Jill Clarettia Robbins, Sue Ellen Rothberger

Department Secretary: Erica Class Wise

Department of Philosophy  
Room 8.63.23, New Building  
212.237.8325

Chairperson: Jonathan Jacobs

Professors: Jonathan Jacobs, Timothy Stroup

Associate Professors: Enrique Chavez-Arvizo, Catherine Kemp, Kyoo Lee, Amie Macdonald, John P. Pittman

Assistant Professors: Jacoby Carter, James DiGiovanna, Hernando Estevez, Mary Ann McClure, Tanya Rodriguez, Sarah Scott

Administrative Assistant: Erica Plass

Department of Political Science  
(Formerly Department of Government)  
Room 9.65.00, New Building  
212.237.8187

Chairperson: James N.G. Cauthen

Professors: George Andreopoulos, Jack Jacobs, Anne Lopes, Daniel Pinello, Harold J. Sullivan

Associate Professors: Brian Arbour, Janice Bockmeyer, James Bowen, James N.G. Cauthen, Susan L. Kang, Peter Romanuk, Andrew Sidman, Monica Weiler Varsanyi

Assistant Professors: Jean Carmalt, Samantha Ann Majic, Maxwell H. H. Mak, Veronica Michel-Luviano, Alexandra Moffett-Bateau, Javier Osorio, Jennifer Rutledge, Michael Yarborough, Yuliya Zabyelina

Lecturer: G. Roger McDonald

Professors Emeriti: Jill Norgren, Harriet Pollack, Robert R. Sullivan

Adjunct Faculty: Zulema Blair, Robert Capano, Jacques Fomerand, Andreas Karras, Christina Katsanos, Jonathan Kranz, Arun Kundnani, Ernest Lee, M. Victoria Perez-Rios, Maria E. Pizarro, Utku Sezgin, Marcos Soler, Mengia Hong Tschalaer, Dorinda Tetens, Kenn Vance

Department Secretary: Esperanza Lopez-Herrera

Department of Psychology  
Room 10.65.00, New Building  
212.237.8771

Chairperson: Angela Crossman

Deputy Chairperson for Advising: Daryl Wout

Deputy Chairperson for Assessment: Deryn Strange

Distinguished Professors: Saul Kassin, Steven Penrod, Cathy Spatz Widom


Associate Professors: Maureen Allwood, Joshua Clegg, Shuki Cohen, Angela Crossman, Jennifer Dysart, Miriam Ehrensaft, Diana Falkenbach, Michele Galietta, Demis Glasford, Maria Hartwig, Jillian Grose-Fifer, Matthew B. Johnson, Sondra Leftoff, Cynthia Calkins Mercado, Kevin Nadal, Deryn Strange, Philip Yanos, Peggilee Wupperman

Administrative Assistant: Preeti Chauhan, Silvia Mazzula, Charles Stone, Brent Stoudt, Rebecca Weiss, Daryl Wout


Administrative Coordinator: Gerald T. Stannard Jr.

Department Administrative Assistant: Amy Wu
Chapter 8

Department of Public Management
Room 3525, North Hall
212.237.8057

Chairperson: Warren Benton
Deputy Chairperson: Maria D’Agostino

Professors: Warren Benton, Patrick O’Hara, Marilyn Rubin
Associate Professors: Jeanne-Marie Col, Roddrick Colvin, Maria D’Agostino, Nicole M. Rishel Elias, Daniel Feldman, Salomon Guajardo, Wendy Guastaferro, Deborah Koetzle, Yi Lu, Peter Mameli, Richard Schwester

Assistant Professors: Leigh Taylor Graham, Karin Martin, Elizabeth Nisbet, William Pammer, Richard Saulnier, Denise Thompson

Instructor: Adam Wandt

Distinguished Lecturer: Tanya Coke, Philip Zisman

Lecturer: Judy-Lynne Peters

Substitute Lecturer: Stephen Rolandi

Professors Emeriti: Nesta Gallas, Anna Goldoff, Jae Kim, Ellen Doree Rosen


Graduate Academic Program Director: Marilyn Rubin
Undergraduate Public Administration Program Advisor: Peter Mameli

Undergraduate Criminal Justice Administration & Planning Program Advisor: Salomon Guajardo

MPA Advising: Mabel Gomes and Deborah Washington

Departmental Administrative Assistant: Lisa Rodriguez

College Assistant: Arlene Alvarado

---

Department of Sciences
Room 5.66.06, New Building
212.237.8892

Chairperson: Lawrence Kobilinsky

Professors: Anthony Carpi, Lawrence Kobilinsky, Thomas A. Kubic

Associate Professors: Elise Champeil, Yi He, Ali Kocak, Nathan Lents, Richard Li, Nicholas Petrocchi, Mechthild Prinz, Gloria Proni, John Reffner, Margaret Wallace

Assistant Professors: Shu-Yuan Cheng, Angelique Corthals, Lisette Delgado-Cruzata, Artem Domashevskeyi, Ekaterina Korobkova, Jason Rauceo, Marcel Roberts, Richard Stripp, Guoqi Zhang

Lecturers: Linda Rourke, Francis X. Sheehan, Sandra Swenson, Daniel A. Yaverbaum

Professors Emeriti: Selman A. Berger, Peter De Forest, Charles R. Kingston, Robert Rothchild, Anne-Marie Sapse

Director of Laboratory Operations: Natalya Timmer

Director of Laboratory Facilities: Argeliz Pomales

Chief College Laboratory Technician: David Warunek

College Laboratory Technicians: Judith Beekman, Mariana Dorrington-Quinones, Kiezia Lawrence, Tiffany Millet, Teeshahi Narayne, Kate Schowe, Angela Vuong, Sherry Zhao

Adjunct Faculty: Davonne Auguste, Pia Austria, Hanying Bai, Wanda Bailey, Amy Baldwin, Rajintha Bandaranayake, Anastasiya Baranova, Monica Bartoli, Bill Bassman, Max Bean, Tinel Bedroom, Selman Berger, Bryan Bernal, Zann Blanchard, Rachel Boyll, Azinia Brooks, John Burns, Helen Chan, Jamie Chasan, Sing Chin, Yanick Chow, Melanie Clare, Mircea Comanescu, Diane E. Crenshaw, Antonio Del Valle, Peter Dicazuk, Alison Domzalski, Mariana Dorrington-Quinones, Anna Duggar, Bruce Eng, Sidney Espana, Paola Estrada, Lisa Faber, Claudia Flores, Elizabeth Genovese, Michelle Gittings, Eugene Gonzalez-Lopez, Kirsten Grant, Lauren Gunderson, Marc Hanke, Donald Hoffman, Craig Huemmer, Katherine Joubin, Fran Krammerman, Shawn Keitt, Hiroki Kitayama, Christopher Kluge, Samantha Kovener, Loretta Kuo, Kiezia Lawrence, Christopher Lazzaro, Jennifer Leonard, Rosalie Lipovetsky, Felicia Lucero, Elaan Lukasiewicz, Jennifer Marden, Christina Michaels, Tiffany Millett, Michelle Miranda, Ashley Morgan, Matthew Murtha, Teeshahi Narayne, Natasa Nikolovska, Chijioko Okeke, Nicholas Petrocchi Sr., Ronald Pilette, Stephanie Pollut, Ron Prip, Laura Pritchard, Elliot Quinteros, Yvette Rada, Brian Rafferty, Eric Ramirez, Caleen Ramsook, Jaime Renta, Brendon Richbourg, Stephanie Rodriguez, Darcy Ronan, Andrea Saenz, Kate Schowe, Anna Stoll, Kristi Tami, Amanda Vasquez, Luronne Vaval, Vethantham Vasanupradha, Angela Vuong, Alicia Williams, Juan Zhen

Department Chemical Hygiene, Security and Safety Officer: Francis X. Sheehan

Administrative Coordinators: Azinia Brooks, Suzanne Sherbell

Pre-Health Advisor: Egardo Sanabria-Valentin, Ph.D
Directories

Department of Security, Fire and Emergency Management
Room 3528, North Hall
212.237.8599

Chairperson: Dr. Charles P. Nemeth
Deputy Chair - Fire Science: Donell Harvin
Deputy Chair - Security: Robert McCrie

Professors: Dr. Charles P. Nemeth, Robert McCrie
Associate Professors: Glenn Corbett, Charles Jennings, Robert Till, Dr. Marie-Helen Maras, Anthony Gentile, Richard Rotanz, Donell Harvin

Adjunct Faculty: John Best, Edward Bogats, David Chen, Edmund Connelly, Richard Errico, Timothy Flannery, John Friedlander, Joseph Gulinello, Paul Kearns, Randall Nason, Danford Earle Scott, Kevin Cassidy, Christopher Reiser, Ina Wanca, Brian Kohlhepp, Mark Demairo, Carl Young, Ira Promisel, Robert Mathieson, Kevin Govern, Jeffrey Magers, Kevin Cassidy

Graduate Academic Program Director: Charles P. Nemeth
Center for Private Security and Safety Director: Charles P. Nemeth
Center for Private Security and Safety CEO: Anthony Gentile

Christian Regenhard Center for Emergency Response Studies Director: Charles Jennings

SEEK Department
Room 3100, North Hall
212.237.8169

Chairperson: Nancy Velazquez-Torres
Associate Director: Fay Williams
Associate Professors: Schevaletta Alford, Carmen Solis, Nancy Velazquez-Torres
Assistant Professor: Erica King-Toler

HEO Assistant: Christian Luperon
HEO Associate: Cheryl Franks

Lecturers: Virginia M. Diaz, Monika Son

Professors Emeriti: Edward Henderson, Holly Hill, Rubie Malone

Adjunct Faculty: Mitchell Jackson, Wendy Johnny, Austin LaGrone, James Lucey, Walter Vega

Academic Support Coordinator: Mark Francis
Coordinator of SEEK Financial Aid: Chrissy Pacheco
Administrative Assistant: Juana M. Polanco-Thompson

Department of Sociology
3rd Floor, North Hall
212.237.8666

Interim Chairperson: Ric Curtis (Fall 2014)
Henry Pontell (Effective Spring 2015)

Deputy Chairperson: David Green

Professors: Rosemary Barberet, David C. Brotherton, Andrew Karven, Roy Lotz, Susan Opotow, Maria Volpe

Associate Professors: Amy Adamczyk, Gail Garfield, Robert Garot, David Green, Janice Johnson-Dias, Lila Kazemian, Richard Lovely, Jayne Mooney, Valli Rajah, Barry Spunt, Lucia Trimburi

Assistant Professors: Jana Arsovska, Carla Barrett, Mucahit Bilici, Crystal Jackson, Louis Kontos, Leona Lee, Richard Ocejo, Antonio Pastrana, Michael Rowan, Susan Will

Professors Emeriti: Robert L. Bonn, Raymond Pitt, Lynda S. Rosner, Natalie Sokoloff, David Sternberg

Adjunct Faculty: Roi Ben-Yehuda, Tracey Breneman, Tom Buechele, John Burns, Angel Camacho, James Ditucci-Cappiello, Sandra De Leon, Teresa Eddins, Cory Feldman, Theodore Fernandez, Riccardo Ferraraess, Alexandre Frenette, Sarah Hanks, Nicole Hanson, Alex Haroecopos, Kelli Henry, Maria Heyaca, Daniel Kessler, Lawana Kimbro, Fred Kramer, Shirley Leyro, Jess Liss, Jeanmarrie Maneleski, Brian Maule, Lisa McDowell, Bathabile Mthombeni, George Murray III, Roslyn Myers, Albert Nolozzo, Jennifer Ortiz, Yolanda Ortiz-Rodriguez, Amalia Paladin, Michael Pass, Claudia Riveron, Janis Resheuvel, Sara Salman, Andrea Siegel, David Singer, Calvin J. Smiley, Nancy Sparrow, Jessica Sperling, Celia Sporer, Daniel Stageman, Jill Strauss, Bahar Tabakoglu, Olga Teplokhova, Marissa Tramontano, Jim Vrettos, Timyiaka Waihe, David Wolffe, Jacqueline Young

Department Secretary: Theresa Rockett
## FACULTY & STAFF

**Loretta Acquaah**  
Intake Coordinator, Department of Counseling  
BA, John Jay College of Criminal Justice, CUNY; MSW, Hunter College School of Social Work, CUNY

**Amy Adamiczcy**  
Associate Professor, Department of Sociology  
AAS, Fashion Institute of Technology, The State University of New York; BA, Hunter College, CUNY; MA, University of Chicago; MA, Graduate School/Queens College, CUNY; PhD, Pennsylvania State University

**C. Jama Adams**  
Associate Professor  
Department of Africana Studies  
BS, John Jay College of Criminal Justice, CUNY; MA, The City College of New York, CUNY; PhD, The Graduate School and University Center, CUNY

**Mavis Aldridge**  
Professor Emerita, Department of Counseling  
Teacher’s Diploma, St. Joseph’s Teacher’s College; BA, Edgecliff College; PhD, Fordham University

**Schevalletta M. Alford**  
Associate Professor, SEEK Department  
BA, York College, CUNY; MA, New York University; EdD, Teachers College, Columbia University

**Valerie Allen**  
Professor, Department of English  
BA, PhD, Trinity College, Dublin, Ireland

**Maureen Allwood**  
Assistant Professor, Department of Psychology  
BS, Michigan State University; MS, Eastern Michigan University; MA, PhD, University of Missouri-Columbia

**Catherine Alves**  
Associate Athletics Director for Finance and Administration, Athletics and Recreation Department  
BA, Macaulay Honors College at Hunter College

**George Andreopoulos**  
Professor, Department of Political Science and Director, Center on International Human Rights  
BA, University of Chicago; LLB, Cambridge University; JD, University of Athens (By incorporation); PhD, Cambridge University

**Brian K. Arbour**  
Associate Professor, Department of Political Science  
BA, Pomona College; MA, PhD, University of Texas at Austin

**Malleidul (Maggie) Arismendi**  
Assistant Director, Testing Office, Division of Enrollment Management  
BS, York College, CUNY

**Jana Arsovskka**  
Assistant Professor, Department of Sociology  
BA, American College of Thessaloniki; MA, PhD, Catholic University of Leuven, Faculty of Law, Belgium

**Scott Atran**  
Presidential Scholar, Department of Sociology  
BA, Columbia College; MA, The Johns Hopkins University

**Daniel P. Auld**  
Director, Student Learning & Academic Services, Student Academic Success Programs  
BA, MSEd, PhD, Fordham University

**Stephanie Autenrieth**  
Director of Admissions, Division of Enrollment Management  
BA, M.Ed, Boston College

**Dionne Avery**  
Educational Coordinator, Women’s Center  
BS, Brooklyn College; MA, The Graduate Center, CUNY

**Simon Baatz**  
Professor, Department of History  
BA, University of York; MSc, Imperial College, University of London; AM, PhD, University of Pennsylvania

**Christine Baerga**  
Space Reservationist, Office of Finance and Administration  
BS, BS, Florida Gulf Coast University; MA, John Jay College of Criminal Justice, CUNY

**Charles Bahn**  
Professor Emeritus, Department of Psychology  
BA, Yeshiva University; MST, Yale University; PhD, Columbia University

**Spiridon Bakiras**  
Associate Professor, Department of Mathematics and Computer Science  
BS, National Technical University of Athens, Greece; MS, University of Surrey, UK; PhD, University of Southern California

**Arati Baliga**  
Assistant Professor, Department of Mathematics and Computer Science  
BE, Goa University; MS, New Jersey Institute of Technology; PhD, Rutgers University

**Andrea Balis**  
Lecturer, Department of History  
BA, University of Pennsylvania; MFA, New York University; MA, PhD, The Graduate Center, CUNY

**Rosemary Barberet**  
Professor, Department of Sociology  
AB, Georgetown University; MA, University of Massachusetts at Boston; PhD, University of Maryland

**Dale Barleben**  
Assistant Professor, Department of English  
BComm, University of Alberta; MA, PhD, University of Toronto

**David P. Barnet**  
Director of Academic Planning, Office of Undergraduate Studies  
BA, Reed College; MA, PhD, The Johns Hopkins University

**Carla Barrett**  
Assistant Professor, Department of Sociology  
PhD, The Graduate School and University Center, CUNY

**Luis Barrios**  
Professor, Department of Latin American and Latina/o Studies  
MDiv, New York Theological Seminary; PhD, Caribbean Center for Advanced Studies (Carlos Albizu University); STM, General Theological Seminary

**Seth Baumrin**  
Associate Professor, Department of Communication and Theatre Arts  
BA, Hunter College, CUNY; MFA, Brooklyn College, CUNY; MPhil, PhD, The Graduate School and University Center, CUNY

**Elton A. Beckett**  
Lecturer, Department of Communication and Theatre Arts  
BA, University of Virginia; Certificate of Drama, British American Academy for Dramatic Arts, Oxford University; MFA, The New School for Social Research
Elena Beharry
Counselor, Department of Counseling
BA, MA, Manhattan College;
MS, PsyD, St. John's University

Ellen H. Belcher
Assistant Professor and Special
Collections Librarian, Lloyd George
Sealy Library
BA, Drew University; MSLS, MA, MPhil,
Columbia University

Warren Benton
Professor, Department of Public
Management and Director, Master of
Public Administration in Inspection and
Oversight Program
AB, Grinnell College; EdM, PhD,
University of Illinois

Selman Berger
Professor Emeritus, Department of
Sciences
BS, Brooklyn College, CUNY; MS, PhD,
University of Connecticut

Adam Berlin
Professor, Department of English
BA, Brandeis University; MFA,
Brooklyn College, CUNY

John Best
Lecturer, Department of Security, Fire,
and Emergency Management
AS, Montgomery College; BA, Columbia
Union College; MA, University of Phoenix

William Bianculli
Transfer Credit Evaluator, Testing &
Evaluation, Division of Enrollment
Management
BA, Hofstra University

Benjamin Bierman
Associate Professor, Department of
Art and Music
BA, Empire State College, The State
University of New York; MA, Brooklyn
College, CUNY; PhD, The Graduate
Center, CUNY

Mucahit Bilici
Assistant Professor, Department of
Sociology
BA, Bogazici University; MA, University
of Utah; MA, PhD, University of
Michigan-Ann Arbor

Marta Bladek
Assistant Professor, Lloyd George
Sealy Library
BA, Montclair State University; MA,
The City College of New York, CUNY;
MLIS, School of Communication,
Information and Library Studies; MP,
PhD, The Graduate Center, CUNY

M. Noel Blanchet
CUNY Service Corps Manager,
Office of Community Outreach and
Service-Learning
BA University of Central Florida;
MA, University of Michigan

Alexandra Blair
Development Associate, Marketing &
Development
BA, Trinity College; MPA, Columbia
University

Roselyn Blassberger
Programmer Analyst, Department of
Information Technology
BS, Brooklyn College, CUNY

Michael Blitz
Professor, Department of English
BA, MA, PhD, The State University of
New York

Janice Bockmeyer
Associate Professor, Department of
Political Science
BA, University of Michigan-Ann Arbor;
MA, PhD, The Graduate School and
University Center, CUNY

Haig Bohigian
Professor Emeritus, Department of
Mathematics and Computer Science
AB, Columbia College; MA, PhD,
New York University

Victoria Bond
Lecturer, Department of English
BA, Vassar College; MFA, Brooklyn
College

Philip P. Bonifacio
Professor, Department of Psychology
BA, Hunter College, CUNY; MA, PhD,
Fordham University

Robert L. Bonn
Professor Emeritus, Department of
Sociology
AB, Columbia University; MA, PhD,
New York University

Teresa A. Booker
Assistant Professor, Department of
Africana Studies
BA, The University of North Carolina
at Charlotte; MA, MPhil, PhD,
The Graduate School and University
Center, CUNY

Avram Bornstein
Associate Professor, Department of
Anthropology
BA, Beloit College; MA, MPhil, PhD,
Columbia University

James Bowen
Associate Professor, Department of
Political Science
BA, PhD, Columbia University; JD,
Yale University

Jane P. Bowers
Senior Vice President for Academic
Affairs, Provost and Professor,
Department of English
AB, University of California, Irvine; MA,
PhD, University of California, Berkeley

Dorothy H. Bracey
Professor Emerita, Department of
Anthropology
AB, College of William and Mary; MSL,
Yale Law School; MA, PhD, Harvard
University

David Brandt
Professor Emeritus, Department of
Psychology
BA, George Washington University;
MA, Queens College, CUNY; PhD,
Queens University

Narolling Brazoban
Enrollment Management Officer,
Financial Aid Office, Division of
Enrollment Management
MA, John Jay College of Criminal Justice,
CUNY

Paul Brenner
Director of Audio-Visual Services, ITSS,
Department of Information Technology
BA, Rutgers, The State University of New
Jersey; MA, Northwestern University

Elizabeth Cayton Broccoli
Pre Law & Fellowship Programs
Coordinator, Pre Law Institute &
Office of Fellowship & Scholarship
Opportunities
BA, Boston University; JD, Tulane
University Law School

Azinia Brooks
Academic Coordinator, Department of
Sciences
BS, Hunter College, CUNY

Nicole Brooks
Academic Coordinator of Special
Projects, Office of the Provost
BA, SUNY Albany; MPA, Metropolitan
College of New York

David C. Brotherton
Professor and Chairperson, Department
of Sociology
BA, University of York, England; MA,
PhD, University of California, Santa
Barbara
Inez Brown  
Executive Associate, Office of the Provost  
BBA, Howard University; MBA, George Washington University

Jeffrey Brown  
Director, Theatre Operations  
BA, MFA, University of California, Los Angeles

Gloria J. Browne-Marshall  
Associate Professor, Department of Law, Police Science and Criminal Justice Administration  
BA, University Of Missouri-Columbia; MA, University of Pennsylvania; JD, St. Louis University

John Bryk  
Assistant Professor, Department of Mathematics and Computer Science  
BA, Williams College

Erica Burleigh  
Assistant Professor, Department of English  
BA, Barnard College; MA, PhD, The Johns Hopkins University

Jeffrey Butts  
Director, Research and Evaluation Center  
BA, University of Oregon; PhD, University of Michigan

Dara J. Byrne  
Director, Honors Program  
Associate Professor, Department of Communication and Theatre Arts  
BA, (Hons.), MA, Carleton University; PhD, Howard University

Ingrid Cabanilla  
Executive Assistant to the Vice President of Student Affairs  
BA, Lehman College, CUNY; MPA, Baruch College, CUNY

Claudia Calirman  
Assistant Professor, Department of Art and Music  
BA, Faculdade da Cidade, Rio de Janeiro; MA, The New School for Social Research; PhD, The Graduate School and University Center, CUNY

Alexa Capeloto  
Assistant Professor, Department of English  
BA, University of California at Berkeley; MS, Graduate School of Journalism, Columbia University

Bettina Carbonell  
Associate Professor, Department of English  
BA, MA, PhD, New York University

John Cardinal  
Institutional Research Analyst, Office of Institutional Research  
BA, Columbia University; MS, Baruch College, CUNY; PhD, The Graduate Center, CUNY

Anthony Carpi  
Associate Provost and Dean of Research Professor, Department of Sciences  
BS, Boston College; MS, PhD, Cornell University

Jacob A. Carter  
Associate Professor, Department of Philosophy  
BA, Wilburforce University; MA, Purdue University

Janice Carrington  
Administrative Director, Office of Graduate and Professional Studies  
BA, MPA, John Jay College of Criminal Justice, CUNY; EdD, St. John’s University

Yolanda Casillas  
Perkins Loan Coordinator, Financial Aid Office, Division of Enrollment Management  
BA, MPA, John Jay College of Criminal Justice, CUNY

David Caspi  
Assistant Professor, Department of Law, Police Science and Criminal Justice Administration  
BA, University of Vermont; JD, University of Miami School of Law

James N. G. Cauthen  
Associate Professor, Department of Political Science  
BA, University of North Carolina at Chapel Hill; JD, University of Virginia; MA, PhD, University of Kentucky

Helen D. Cedeno  
Director, Accounting, Audit and Compliance, Office of Financial and Business Services  
BBA, Baruch College, CUNY; MA, Brooklyn College, CUNY

Katarzyna Celinska  
Assistant Professor, Department of Law, Police Science and Criminal Justice Administration  
MS, University of Warsaw, Poland; PhD, University of Utah

Elise Champeil  
Associate Professor, Department of Sciences  
MA, Ecole Nationale Supérieure de Chimie de Lille, France; PhD, University of Ireland, Trinity College

Fiona Chan  
Budget Manager, Office of Financial and Business Services  
BA, Baruch College, CUNY

Hung De Chan  
Director of Academic Strategic Initiatives, Office of the Associate Provost for Strategic Initiatives and Dean of Graduate Studies  
BS, MBA, Pace University

Kinya Chandler  
Director, Academic Financial Services, Office of the Provost  
BA, John Jay College of Criminal Justice, CUNY

Leslie Chandrakantha  
Assistant Professor, Department of Mathematics and Computer Science  
BS, University of Kelaniya; MA, PhD, Temple University

Manuel Chaparro  
Coordinator, Math & Science Resource Center, Office of Undergraduate Studies  
BS, John Jay College of Criminal Justice, CUNY

Preeti Chauhan  
Assistant Professor, Department of Psychology  
BA, BS, University of Florida; MA, PhD, University of Virginia

Enrique Chavez-Arvizo  
Associate Professor, Department of Philosophy  
BSc, BSc, The University of Texas at El Paso; MA, PhD, The University of Reading, England

Serguei Chelokhine  
Associate Professor, Department of Law, Police Science and Criminal Justice Administration  
ME, Faculty of Political Economy and Economics, Rostov State University, Russia; MA, PhD, York University

Shu-Yuan Cheng  
Assistant Professor, Department of Sciences  
BS, Taipei Medical College; MS, PhD, St. John’s University

Calvin R. Chin  
Director, Counseling Services, Division of Student Affairs  
BA, University of Michigan; PhD, New York University

Lily E. Christ  
Professor Emerita, Department of Mathematics and Computer Science  
BA, BS, University of Minnesota; MA, Western Reserve University; EdD, Columbia University
Malaine Clarke  
Director of Health Services, Division of Student Development  
BA, MA, Lehman College, CUNY

Joshua Clegg  
Associate Professor, Department of Psychology  
BS, MS, Brigham Young University; PhD, Clark University

Marsha Clowers  
Assistant Professor, Department of Communication and Theatre Arts  
BS, Arkansas State University; MA, Texas Tech University; PhD, Ohio University

Effie Papatzikou Cochran  
Professor, Department of English  
BA, Russell Sage College; MA, New York University; MA, Hunter College, CUNY; EdM, EdD, Teachers College, Columbia University

Shuki Cohen  
Associate Professor, Department of Psychology  
BS, Ben Gurion University; MA, PhD, New York University

Tanya E. Coke  
Distinguished Lecturer, Department of Public Management  
BA, Yale University; JD, New York University School of Law

Jeanne-Marie Col  
Associate Professor Department of Public Management  
BA, MA, University of California, Davis; PhD, University of South Carolina

Lorna L. Cole  
Administrative Coordinator, Department of Counseling  
MSEd., The City College of New York, CUNY

William Coleman  
Professor Emeritus, Department of English  
BA, Providence College; MA, University of Virginia; PhD, The City University of New York

Kathleen Collins  
Associate Professor, Lloyd George Sealy Library  
BA, Bates College; MA, Lesley College Graduate School; MA, New York University; MS, Long Island University Palmer School

Mary Colon  
Executive Assistant to the Dean of Graduate Studies, Office of Graduate Studies  
BA, John Jay College of Criminal Justice, CUNY

Rodrick A. Colvin  
Associate Professor, Department of Public Management  
BA, Indiana University; MPA, Seattle University; PhD, University of Albany, The State University of New York

Blanche Wiesen Cook  
Distinguished Professor, Department of History  
BA, Hunter College; MA, PhD, The Johns Hopkins University

Lynette Cook-Francis  
Vice President for Student Affairs, and Associate Professor, Department of Counseling  
BA, MS Ed., University of Pennsylvania; Ed. D, Northern Arizona University

Albert Coppola  
Assistant Professor, Department of English  
BA, Yale University; MA, New York University; PhD, Fordham University

Glenn Corbett  
Associate Professor, Department of Security, Fire and Emergency Management  
BA, John Jay College of Criminal Justice, CUNY; MEng, Worcester Polytechnic Institute

Angeline Corthals  
Assistant Professor, Department of Sciences  
Lic., Université Libre de Bruxelles, Belgium; MPhil, University of Oxford, Merton College; DPhil, University of Oxford, St. Cross College

Brian Cortijo  
Assistant Registrar  
BA Hunter College, CUNY

Judith Coverdale  
Deputy Bursar, Office of Financial and Business Services  
BS, Iona College; MBA, University of Bridgeport

Maureen Brady Coyle  
Director, International Studies and Programs, Office of Undergraduate Studies  
BS, University of Scranton; MA, New York University

Angela M. Crossman  
Associate Professor, Department of Psychology  
BA, Dartmouth College; MA, PhD, Cornell University

Robert E. Crozier  
Professor Emeritus, Department of English  
BA, Trinity College; MA, PhD, Columbia University

Yolanda Culler  
Administrative Coordinator, Honors Program  
BA, Hunter College, CUNY; MA, New York University

Ashley Current  
Coordinator of Community Outreach, Office of Community Outreach and Service Learning  
BS, Pace University

Isabelle T. Curro  
Deputy Director, Department of Public Safety  
BS, MPA, John Jay College of Criminal Justice, CUNY; JD, Touro Law School

Theresa Cruz Paul  
Associate Director of Academic Internships  
EdM, William Paterson University

Richard Curtis  
Professor, Department of Anthropology  
BA, University of Maine; MA, PhD, Columbia University

Christina Czechowicz  
Manager of Faculty Workload, Office of the Provost  
BA, Alfred University; MA, Fordham University

Maria J. D’Agostino  
Assistant Professor, Department of Public Management  
BA, Fordham University; MA, University of Padova; PhD, The State University of New Jersey

Yasmin Dalisay  
Lecturer, Department of English  
BA, Brown University; MFA, Sarah Lawrence College

Michael Damon  
Sports Information Director, Department of Athletics  
AAS, Herkimer County Community College; BA, The State University of New York at Cortland

Silvia G. Dapia  
Professor, Department of Modern Languages and Literatures  
PhD, University of Cologne
Thomas Dardis
Professor Emeritus, Department of
English
BA, New York University; MA, PhD,
Columbia University

Holly Davenport
Senior Instructional Designer, John Jay
Online
BS, MS, University of Central Missouri

Charles Robert Davidson
Director, Center for the Advancement of
Teaching
BA, University of Maryland, College Park;
JD, George Washington University School
of Law; MALD, PhD, The Fletcher School
of Law and Diplomacy, Tufts University

Lyell Davies
Assistant Professor, Department of
Communication and Theatre Arts
ANCAD, BA, National College of Arts
and Design; MA, Hunter College, CUNY;
MA, PhD, University of Rochester

Christopher Achille Davis
Director, Sophomore Initiatives and
Academic Language Support Services,
Student Academic Success Programs
BA, University of California, Berkeley;
MA, PhD, New York University

Robin Camille Davis
Emerging Technologies & Distance
Services Librarian, Lloyd George
Sealy Library
AB, Brown University; MLIS, University of
Illinois Urbana-Champaign

Kojo A. Dei
Assistant Professor, Department of
Anthropology
BA (Vordidiplom), MA, philipps
Universitat, West Germany; MPhil, PhD,
Columbia University

Vincent Del Castillo
Associate Professor, Department of
Law, Police Science and Criminal Justice
Administration
BS, Empire State College; MPA, John Jay
College of Criminal Justice, CUNY; PhD,
Fordham University

Lissette Delgado-Cruzata
Assistant Professor, Department of
Sciences
MPH, PhD, Columbia University

James De Lorenzi
Assistant Professor, Department of
History
BA, University of Texas at Austin; AM,
PhD, University of Pennsylvania

Ariel Del Rosario
Coordinator, Jay Express Services,
Division of Enrollment Management
AAS, Morrisville State College; BS,
Cornell University

Robert C. DeLucia
Professor, Department of Counseling
BS, MS, Lehman College, CUNY; EdD,
Fairleigh Dickinson University

Charlene L. Dertinger
Director, The Children's Center of
John Jay College
MSEd, College of Staten Island, CUNY

Anita DeVarie
Admissions Counselor, Office of
Admissions
BS, John Jay College of Criminal Justice,
CUNY

Geert Dhondt
Assistant Professor, Department of
Economics
BS, Embry-Riddle Aeronautical
University; PhD, University of
Massachusetts, Amherst

Peter J. Dicauzk
Director of Forensic Science Training,
Center for Modern Forensic Practice
BS, John Jay College of Criminal Justice,
CUNY

Virginia M. Diaz
Lecturer, SEEK Department
BA, Lehman College, CUNY; MA,
The City College of New York, CUNY

Stephanie Dibienza
Special Events Coordinator, Office of
Marketing and Development
BA, Rider University

Estefania Di Bua
Administrative Coordinator of Campus
Office Services, Office of Finance and
Business Services
BA, John Jay College of Criminal Justice,
CUNY

James DiGiovanna
Assistant Professor, Department of
Philosophy
BA, Wesleyan University; MA, PhD,
Stony Brook University

Sandrine Dikambi
J-1 Visa Specialist/International
Student Advisor, International Studies
& Programs
BA, The City College of New York, CUNY

Peter Dodenhoff
Senior Editor/Writer, Office of Marketing
and Development
BA, John Jay College of Criminal Justice,
CUNY

Daniel Dolan
Director of Procurement, Office of
Financial and Business Services
BA, The State University of New York
at Albany; MPA, John Jay College of
Criminal Justice, CUNY

Marc Dolan
Professor, Department of English
AB, Harvard College; PhD, Harvard
University

Artem Domashevskiy
Assistant Professor, Department of
Sciences
BA, Hunter College, CUNY; MA,
The Graduate Center, CUNY; PhD,
The Graduate Center & Hunter College,
CUNY

Kirk Dombrowski
Associate Professor, Department of
Anthropology
BA, University of Notre Dame; MA,
Columbia University; MA, PhD,
The City University of New York

Jannette O. Domingo
Associate Professor, Department of
Africana Studies and Department of
Economics
BA, Swarthmore College; MA, McGill
University; MPhil, PhD, Columbia
University

Gregory Donaldson
Associate Professor, Department of
Communication and Theatre Arts
BA, Brown University; MA, Fordham
University

Michele Costabile Doney
Director, Math & Science Resource
Center, Office of Undergraduate Studies
BS, Michigan State University; MSEd,
Baruch College, CUNY

Rima R. Douglas-Gill
Assistant Director, Office of Community
Outreach and Service Learning
BA, Purchase College, The State
University of New York; MA, John Jay
College of Criminal Justice, CUNY

Laura Drazdowski
Assistant Athletics Director for Budget
and Finance, Co-Compliance Office and
SWA, Department of Athletics
BA, Columbia University

Batsheva Dreisinger
Associate Professor, Department of
English
BA, Queens College, CUNY; MA, PhD,
Columbia University
Mathieu Dufour  
Assistant Professor, Department of Economics  
BA, Laval University; MA, University of British Columbia

Janice Dunham  
Associate Professor and Associate Librarian for Reader Services, Lloyd George Sealy Library  
BA, MA, Hunter College, CUNY; MS, Columbia University

Anila Sabiko Duro  
Executive Associate to the Dean of Graduate and Professional Studies, Administrative Director, NYPD Leadership Program  
BA, MA, John Jay College of Criminal Justice, CUNY

Jennifer Dysart  
Associate Professor, Department of Psychology  
BA, St. Thomas University; MA, PhD, Queen’s University

Sulema Ebrahim  
Director, Special Projects, Division of Enrollment Management  
BA, MA, MA, The City College of New York, CUNY

Nancy Egan  
Media and Electronic Resources Librarian, Lloyd George Sealy Library  
BS, Rider College; MLS, MALS, Queens College, CUNY

Miriam Ehrensaft  
Associate Professor, Department of Psychology  
BA, Queens University at Kingston, Canada; MA, PhD, State University of New York at Stony Brook

Nicole M. Elias  
Assistant Professor, Department of Public Management  
BA, John Carroll University; MPA, PhD, Virginia Polytechnic Institute and State University

Crystal Leigh Endsley  
Assistant Professor, Department of Africana Studies  
BFA, Old Dominion University; MEd, Pennsylvania State University; PhD, Pennsylvania State University

Margaret Ann Escher  
Lecturer, Department of English  
BA, St. John’s College; MPhil, PhD, New York University

Marcia Esparza  
Associate Professor, Department of Criminal Justice  
BA, Hunter College, CUNY; PhD, The State University of New York at Albany

Hernando Estevez  
Assistant Professor, Department of Philosophy  
BA, Pontificia Universidad Javeriana and Purdue University; MA, Indiana University; PhD, DePaul University

LaTanya D. Everett  
Veteran Certifying Official and Military Point of Contact, Financial Aid Office  
BA, Rutgers University

Eli Faber  
Professor Emeritus, Department of History  
BA, MA, PhD, Columbia University

Diana Falkenbach  
Associate Professor, Department of Psychology and Director of the Master of Arts in Forensic Psychology Program, BA, Emory University; MS, Georgia State University; PhD, University of South Florida

Lisa Farrington  
Professor, Department of Art and Music  
BA, Howard University; MA, American University; MA, PhD, The Graduate School and University Center, CUNY

Daniel Feldman  
Professor, Department of Public Management  
BA, Columbia College; JD, Harvard Law School

Abe Fenster  
Professor Emeritus, Department of Psychology  
BBA, The City College of New York, CUNY; MS, PhD, Columbia University

Yvette Fibleuil  
Student Technology Fee Coordinator, Instructional Technology Support Services  
BS, The College of Staten Island, CUNY; MA, Long Island University

Angel L. Figueroa Jr.  
Lecturer, Department of Law, Police Science and Criminal Justice Administration  
BA, MA, John Jay College of Criminal Justice, CUNY

Stanley Fils-Aime  
External Affairs Specialist  
BA, Monmouth University

Robert Fisher  
Enrollment Bursar Coordinator, Bursar’s Office  
BA, Lee University

Marisol Flores  
Academic Operations Specialist, Office of Academic Affairs  
MSEd, Baruch College, CUNY; BA, Hunter College, CUNY

Mark Flower  
Business Manager, Finance and Business Services  
M.S., Stony Brook University; M.S., Polytechnic University; B.A., Drew University

Mark R. Fondacaro  
Professor, Department of Psychology  
BA, Stony Brook University; PhD, Indiana University, Bloomington; JD, Columbia Law School

Faina Fradkin  
HR Coordinator, Office of Human Resources  
BS, The State University of Kishinev

Howart Francis  
Academic Advisor, Academic Advisement Center  
BA, MA, John Jay College of Criminal Justice, CUNY

Cheryl L. Franks  
Counselor, Percy Ellis Sutton SEEK Program  
BS, Ohio State University; MSSW, PhD, Columbia University

Beverly D. Frazier  
Assistant Professor, Department of Law, Police Science and Criminal Justice Administration  
BBA, Georgia State University; MBA, Brenau University; MDiv, Princeton Theological Seminary; PhD, University of Pennsylvania

Joshua D. Freilich  
Professor, Department of Criminal Justice and Deputy Executive Officer, Doctoral Program in Criminal Justice  
BA, Brooklyn College, CUNY; JD, Brooklyn Law School; MA, PhD, University at Albany, The State University of New York

Louise W. Freymann  
Academic Advisor, Academic Advisement Center  
BA, Wheaton College; MA, University of Michigan
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert T. Furst</td>
<td>Assistant Professor, Department of Anthropology</td>
</tr>
<tr>
<td></td>
<td>BBA, MA, The City College of New York, CUNY; PhD, The New School for Social Research</td>
</tr>
<tr>
<td>Jane Galehouse</td>
<td>Associate Director of Financial Aid, Division of Enrollment Management</td>
</tr>
<tr>
<td></td>
<td>BA, North Dakota State University</td>
</tr>
<tr>
<td>Michele Galietta</td>
<td>Associate Professor, Department of Psychology</td>
</tr>
<tr>
<td></td>
<td>BS, MA, MA, PhD, Fordham University</td>
</tr>
<tr>
<td>Nesta M. Gallas</td>
<td>Professor Emerita, Department of Public Management</td>
</tr>
<tr>
<td></td>
<td>AB, University of California, Los Angeles; MS, MPA, DPA, University of Southern California</td>
</tr>
<tr>
<td>Rulisa Galloway-Perry</td>
<td>Chief of Staff, Office of the President</td>
</tr>
<tr>
<td></td>
<td>BA, John Jay College of Criminal Justice, CUNY</td>
</tr>
<tr>
<td>Laura Gardner</td>
<td>Communications Publications Design Specialist</td>
</tr>
<tr>
<td></td>
<td>BA, Ramapo College of New Jersey</td>
</tr>
<tr>
<td>Virginia C. Gardner</td>
<td>Adjunct Specialist, Office of the Provost</td>
</tr>
<tr>
<td></td>
<td>BA, MA John Jay College of Criminal Justice, CUNY</td>
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<tr>
<td>Gail Garfield</td>
<td>Associate Professor, Department of Sociology</td>
</tr>
<tr>
<td></td>
<td>BA, Institute of Child Development, University of Minnesota; MA, Hubert H. Humphrey</td>
</tr>
<tr>
<td></td>
<td>Institute of Public Affairs, University of Minnesota; MPhil, DPhil, The Graduate School</td>
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<tr>
<td></td>
<td>and University Center, CUNY</td>
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<tr>
<td>Robert Garot</td>
<td>Associate Professor, Department of Sociology</td>
</tr>
<tr>
<td></td>
<td>BA, MA, PhD, University of California, Los Angeles</td>
</tr>
<tr>
<td>Gerald Garvey</td>
<td>Bursar, Office of Financial and Business Services</td>
</tr>
<tr>
<td></td>
<td>BBA, Iona College</td>
</tr>
<tr>
<td>Jay Gates</td>
<td>Assistant Professor, Department of English</td>
</tr>
<tr>
<td></td>
<td>BA, Oberlin College; MA, PhD, University of Wisconsin-Madison</td>
</tr>
<tr>
<td>Katie Gentile</td>
<td>Associate Professor, Department of Counseling</td>
</tr>
<tr>
<td></td>
<td>BA, University of Michigan; MA, DPhil, New York University</td>
</tr>
<tr>
<td>Konstantinos Georgatos</td>
<td>Associate Professor, Department of Mathematics and Computer Science</td>
</tr>
<tr>
<td></td>
<td>BS, University of Athens; MA, The City College of New York, CUNY; MPhil, PhD, The</td>
</tr>
<tr>
<td></td>
<td>City University of New York</td>
</tr>
<tr>
<td>Gwendolyn L. Gerber</td>
<td>Professor, Department of Psychology</td>
</tr>
<tr>
<td></td>
<td>AB, MA, PhD, University of California, Los Angeles</td>
</tr>
<tr>
<td>Rachelle Germana</td>
<td>Associate Director of First Year</td>
</tr>
<tr>
<td></td>
<td>Academic Programs, Student Academic Success Programs</td>
</tr>
<tr>
<td></td>
<td>BA, Saint Joseph's University; MA, PhD, Rutgers University</td>
</tr>
<tr>
<td>Katarzyna Gershman</td>
<td>Adjunct Professor, Law, Police Science, and Criminal Justice Administration</td>
</tr>
<tr>
<td></td>
<td>BS, John Jay College of Criminal Justice CUNY</td>
</tr>
<tr>
<td>Jessica M. Gibbs</td>
<td>Senior Credit Evaluator, Office of Testing and Evaluation</td>
</tr>
<tr>
<td></td>
<td>BA, John Jay College of Criminal Justice, CUNY</td>
</tr>
<tr>
<td>Mary Gibson</td>
<td>Professor, Department of History</td>
</tr>
<tr>
<td></td>
<td>BA, Duke University; MA, PhD, Indiana University, Bloomington</td>
</tr>
<tr>
<td>P.J. (Patricia Joann) Gibson</td>
<td>Professor, Department of English</td>
</tr>
<tr>
<td></td>
<td>BA, Keuka College; MFA, Brandeis University</td>
</tr>
<tr>
<td>Lior Gideon</td>
<td>Associate Professor, Department of Law, Police Science and Criminal Justice Administration</td>
</tr>
<tr>
<td></td>
<td>BA, MA, Haifa University; PhD, Hebrew University, Jerusalem</td>
</tr>
<tr>
<td>Elizabeth Gitter</td>
<td>Professor Emerita, Department of English</td>
</tr>
<tr>
<td></td>
<td>BA, Wellesley College; MPhil, PhD, Yale University</td>
</tr>
<tr>
<td>Christine M. Givens</td>
<td>Counselor, Department of Counseling; PhD, Vanderbilt University</td>
</tr>
<tr>
<td>Denis Glasford</td>
<td>Assistant Professor, Department of Psychology</td>
</tr>
<tr>
<td></td>
<td>BA, University of Colorado at Boulder; MA, PhD, University of Connecticut</td>
</tr>
<tr>
<td>Richard L. Glover</td>
<td>Special Projects Coordinator, Office of Graduate and Professional Studies</td>
</tr>
<tr>
<td></td>
<td>BS, Boston University; MSSW, Columbia University</td>
</tr>
<tr>
<td>Anna C. Goldoff</td>
<td>Professor Emerita, Department of Public Management</td>
</tr>
<tr>
<td></td>
<td>BA, Hunter College, CUNY; PhD, The City University of New York</td>
</tr>
<tr>
<td>Alan M. Goldstein</td>
<td>Professor Emeritus, Department of Psychology</td>
</tr>
<tr>
<td></td>
<td>BA, Hunter College, CUNY; MA, PhD, Fordham University</td>
</tr>
<tr>
<td>William Gottdiener</td>
<td>Associate Professor, Department of Psychology and Director of Clinical Psychology</td>
</tr>
<tr>
<td></td>
<td>Doctoral Program</td>
</tr>
<tr>
<td></td>
<td>BA, Hunter College, CUNY; MA, PhD, The New School for Social Research</td>
</tr>
<tr>
<td>Nathan H. Gould</td>
<td>Professor Emeritus, Department of Anthropology</td>
</tr>
<tr>
<td></td>
<td>BA, MA, University of California, Los Angeles; PhD, Harvard University</td>
</tr>
<tr>
<td>Samuel Graff</td>
<td>Professor, Department of Mathematics and Computer Science</td>
</tr>
<tr>
<td></td>
<td>BS, Rensselaer Polytechnic Institute; MS, PhD, New York University</td>
</tr>
<tr>
<td>Leigh Taylor Graham</td>
<td>Assistant Professor, Department of Public Management</td>
</tr>
<tr>
<td></td>
<td>BA, Brandeis University; MBA, New York University; PhD, MIT</td>
</tr>
<tr>
<td>Georgia Grammas</td>
<td>Senior Academic Advisor, Academic Advisement Center</td>
</tr>
<tr>
<td></td>
<td>BMus, Crane School of Music at SUNY Potsdam; MSED, Dowling College</td>
</tr>
<tr>
<td>Dolores Grande</td>
<td>Assistant Professor and Serials Librarian, Lloyd George Sealy Library</td>
</tr>
<tr>
<td></td>
<td>BA, College of Mt. St. Vincent; JD, New York Law School; MLS, Pratt Institute; LLM,</td>
</tr>
<tr>
<td></td>
<td>New York University Law School</td>
</tr>
<tr>
<td>Donald Gray</td>
<td>Labor Designee and Ethics Officer, Office of Legal Counsel</td>
</tr>
<tr>
<td></td>
<td>BBA, MBA, Iona College</td>
</tr>
<tr>
<td>Jonathan Gray</td>
<td>Assistant Professor, Department of English</td>
</tr>
<tr>
<td></td>
<td>BA, Howard University; MA, Fordham University; PhD, The Graduate School and University Center, CUNY</td>
</tr>
</tbody>
</table>
Directories

Amy Green
Associate Professor, Department of Communication and Theatre Arts
BFA, Hofstra University; PhD, The Graduate School and University Center, CUNY

David Green
Associate Professor, Department of Sociology
BS, Worcester State College; MPhil, PhD, University of Cambridge, St. John's College, UK

Kelly Greene
Executive Administrative Coordinator, Office of Marketing and Development
BS, The University of Mississippi

Nereira Greene
Academic Program Coordinator, College Now Program
BA, University of California, Riverside; MA, Columbia University

Laura Greenberg
Associate Professor, Department of Art and Music
BA, Brooklyn College, CUNY; BMus, Manhattan School of Music; MA, The City College of New York, CUNY; DMA, Columbia University

Jessica Greenfield
Clinical Assistant, Women's Center
BA, Georgetown University; MSW, Columbia University

Kate Gribbin
Faculty Workload Manager, Office of Academic Affairs
BA, John Jay College of Criminal Justice, CUNY; MSED, Hunter College, CUNY

Nadia Griffith-Allen
Director of Compliance and Diversity, Division of Student Development
BS, Syracuse University; MA, Teachers College, Columbia University

Carol Groneman
Professor Emerita, Department of History
BA, University of Cincinnati; MA, PhD, University of Rochester

Jillian Grose-Fifer
Associate Professor, Department of Psychology
BS, University of Aston in Birmingham, UK; DOpt, British College of Optometrists; PhD, University of Aston in Birmingham

Salomon Guajardo
Associate Professor, Department of Public Management
BA, University of California, Los Angeles; MPA, MED, PhD, University of Pittsburgh

Louis Guinta
Associate Professor, Department of Communication and Theatre Arts
BA, Montclair State College; MA, Jersey City State College; PhD, Fordham University

Irving B. Guller
Professor Emeritus, Department of Psychology
BA, MA, The City College of New York, CUNY; PhD, New York University

Maria (Maki) Haberfeld
Professor, Department of Law, Police Science and Criminal Justice Administration
BA, MA, Hebrew University of Jerusalem; MPhil, PhD, The Graduate School and University Center, CUNY

Debra Hairston
Director of Special Programs, Office of Graduate and Professional Studies
BS, MPA, John Jay College of Criminal Justice, CUNY

Jay Hamilton
Assistant Professor, Department of Economics
BA, University of Redlands; MA, PhD, University of California

Nikki Hancock-Nicholson
Coordinator of Undergraduate Programs and Initiatives, Office of Undergraduate Studies
BA, MPA, John Jay College of Criminal Justice, CUNY

Stephen Handelman
Director, Center on Media, Crime and Justice
BA, The City College of New York, CUNY; MPA, Kennedy School of Government, Harvard University

Lesley Hansen
Lecturer, Department of English
BS, BA, The University of Iowa; MA, MP, PhD, Columbia University

Devin G. Harner
Associate Professor, Department of English
BA, MA, PhD, University of Delaware

Maria B. Hartwig
Associate Professor, Department of Psychology
BSc, PhLic, PhD, University of Goteburg, Sweden

Donell Harvin
Lecturer, Department of Security, Fire and Emergency Management
BA, MPA John Jay College of Criminal Justice, CUNY; MPH, Hunter College, CUNY; DrPH(c), Downstate Medical Center, SUNY

Kevin Hauss
Executive Director of Human Resources
BA College of Staten Island and from Stony Brook University

Richard Haw
Associate Professor, Department of English
BA (Hons.), Middlesex University, UK; MA, PhD, University of Leeds, UK

Yi He
Associate Professor, Department of Sciences
MEng, Shanghai Jiao Tong University; MSc, National University of Singapore; MPhil, PhD, The City University of New York, CUNY

William C. Heffernan
Professor, Department of Criminal Justice and Director, Master of Arts in Criminal Justice Program
BA, Columbia University; MA, PhD, Harvard University; JD, University of Chicago

Elizabeth B. Hegeman
Professor, Department of Anthropology
BA, Radcliffe College; MA, Columbia University; PhD, New York University

Jeffrey Heiman
Lecturer, Department of English
BA, University of Vermont; MA, The City College of New York, CUNY

Anissa Helie
Assistant Professor, Department of History
DEUG, BA, MA, DEA Université de Provence; MA, The Hague, Netherlands; PhD, Ecole Des Hautes Etudes en Sciences Sociales

Edward Henderson
Professor Emeritus, SEEK Department
BS, MS, PhD, University of Wisconsin

Veronica C. Hendrick
Associate Professor, Department of English
BS, BA, Providence College; MA, Southern Connecticut State University; PhD, The Graduate School and University Center, CUNY
Chapter 8

Zelma Henriques
Professor, Department of Law, Police Science and Criminal Justice Administration
BA, Morgan State College; MSc, MEd, EdD, Columbia University

Jennifer Hernandez
Senior Academic Advisor, CUNY Justice Academy, Academic Advisement Center
BS, Stony Brook University; MPA, Baruch College, CUNY

Judelqui (Judy) Hernandez
Transfer Credit Evaluator, Testing & Evaluation, Division of Enrollment Management
BA, John Jay College of Criminal Justice, CUNY

Holly Hill
Professor Emerita, SEEK Department and Department of Communication and Theatre Arts
BA, Stanford University; MFA, Columbia University; PhD, The Graduate School and University Center, CUNY

Alan Hoenig
Professor, Department of Mathematics and Computer Science
BS, Yale University; SM, PhD, Harvard University

Joan Hoffman
Professor, Department of Economics
BA, Duke University; MA, PhD, The New School for Social Research

Kenneth Holmes
Dean of Students
BA, Mercer University; MA, Northwestern State University

Vielka V. Holness
Director, Pre Law Institute and the Office of Fellowship and Scholarship Opportunities
BA, New York University; JD, University of Michigan School of Law; Higher Education Management Certificate, Harvard Graduate School of Education; MPA, Columbia University School of International and Public Affairs

Martin Horn
Distinguished Lecturer, Department of Law, Police Science and Criminal Justice Administration
BA, Franklin & Marshall College; MA, John Jay College of Criminal Justice, CUNY

Kimberly Hughes
Administrative Coordinator, Department of Law and Police Science and Criminal Justice Administration
BA, James Madison University; MA, John Jay College of Criminal Justice, CUNY

Meghan Hudson
Academic Advisor, Academic Advisement Center
BA, The State University of New York at New Paltz; MA, Adelphi University

Ann A. Huse
Assistant Professor, Department of English
BA, Amherst College; MA, PhD, Washington University in St. Louis

Stanley Ingher
Professor, Department of Criminal Justice
BA, Brooklyn College, CUNY; JD, Yale Law School

Crystal A. Jackson
Assistant Professor, Department of Sociology
BA, Women's Studies Certificate, MA, PhD, University of Nevada, Las Vegas

Jack Jacobs
Professor, Department of Political Science
BA, The State University of New York at Binghamton; MA, MPhil, PhD, Columbia University

Jonathan A. Jacobs
Professor, Department of Philosophy and Director of the Center for Criminal Justice Ethics
BA Wesleyan University; PhD, University of Pennsylvania

Tahera Jaffer
Administrative Specialist, Department of Facilities Management
BBA, Adelphi University

Ritu Jajoo
Senior Enrollment Advisor, John Jay Online
M.Ed, University of Phoenix

Stephanie Jasmin
Blackboard and Distance Learning Student Coordinator
BA, Pace University

David T. Jean-Paul
Director, College Now Program, Office of Academic Support Services
BA, JD, University of Wisconsin-Madison; MA, The University of Chicago

Elizabeth Jeglic
Professor, Department of Psychology
BSc, BA Honors, University of Ottawa; MA, PhD, The State University of New York at Binghamton

Lee Jenkins
Professor Emeritus, Department of English
BA, Fisk University; MA, PhD, Columbia University

Charles R. Jennings
Associate Professor, Department of Security, Fire and Emergency Management
AS, Montgomery College; BS, University of Maryland at College Park; MS, John Jay College of Criminal Justice, CUNY; MRP, PhD, Cornell University

Ping Ji
Professor, Department of Mathematics and Computer Science
BS, Tsinghua University; PhD, The University of Massachusetts at Amherst

Raymond Jiggetts
Director, Classroom Lab Support Services
BA, John Jay College of Criminal Justice, CUNY

Herbert A. Johnson
Director, Security Management Institute, Office of the Provost
BA, Dowling College; MSW, Fordham University

Hunter Johnson
Assistant Professor, Department of Mathematics and Computer Science
BA, Beloit College; MA, PhD, University of Maryland

Laquon S. Johnson
Student LEADS Support Specialist, Office of Accessibility Services
BA, Lehman College, CUNY; MS.Ed, Hunter College, CUNY

Matthew B. Johnson
Associate Professor, Department of Psychology
BA, Rutgers, The State University of New Jersey; MA, Montclair State College; MA, PhD, Adelphi University

Janice Johnson Dias
Associate Professor, Department of Sociology
BA, Brandeis University; MA, PhD, Temple University
Directories

Olivera Jokic
Assistant Professor, Department of English
BA, University of Novi Sad; MA, University of Texas at Arlington; PhD, University of Michigan

Delores Jones-Brown
Professor, Department of Law, Police Science and Criminal Justice Administration and Director, Center on Race, Crime and Justice
BA, Howard University; MA, PhD, Rutgers, The State University of New Jersey; JD, Rutgers University School of Law at Newark

Makeda Jordan
Associate Director, Center for Student Involvement & Leadership
BA, John Jay College of Criminal Justice, CUNY; MA, Queens College, CUNY

Barbara Josiah
Assistant Professor, Department of History
BA, John Jay College of Criminal Justice, CUNY; MA, PhD, Howard University

Holly Kallman
Assistant to the Director, Office of Space Planning and Capital Projects
BLSA, MUP, The City College of New York, CUNY

Shaobai Kan
Assistant Professor, Department of Mathematics and Computer Science
BS, MS, Tongji University; MA, PhD, Wayne State University

Marlene Kandel
Assistant Professor, Coordinator of Technical Services and Cataloger, Lloyd George Sealy Library
BA, University of Pennsylvania; MLS, Queens College, CUNY; MA, Lehman College, CUNY

Susan Kang
Associate Professor, Department of Political Science
BA, University of Illinois at Urbana, Champaign; PhD, University of Minnesota, Twin Cities

Lawrence J. Kaplan
Professor Emeritus, Department of Economics
BA, Brooklyn College, CUNY; MA, PhD, Columbia University

Karen Kaplowitz
Associate Professor, Department of English
BA, Queens College, CUNY; MA, PhD, New York University

Helen Kaplstein
Assistant Professor, Department of English
BA, Brown University; MA, MPhil, PhD, Columbia University

Andrew Karmen
Professor, Department of Sociology
BS, MA, The City College of New York, CUNY; MS, University of Rochester; PhD, Columbia University

Emily Karp
Tuition and Fees Officer, Office of Financial and Business Services
BA, Washington University

Saúl Kassin
Distinguished Professor, Department of Psychology
BS, Brooklyn College, CUNY; MA, PhD, University of Connecticut

Jane Katz
Professor and Head Women’s Swim Team Coach, Department of Health and Physical Education
BS, The City College of New York, CUNY; MA, New York University; MED, EdD, Teachers College, Columbia University

Livia Katz
Lecturer, Department of English and Director of the Writing Center
BA, Long Island University; MA, The Graduate School and University Center, CUNY

Allison B. Kavey
Associate Professor, Department of History
BSc, Cornell University; PhD, The Johns Hopkins University

Lindsey Kayman
Environmental Health and Safety Director, Department of Public Safety
BA, Rutgers University; MS, Harvard University

Lila Kazemian
Associate Professor, Department of Sociology
BSc, MSc, Université de Montréal; PhD, University of Cambridge

Helen Keier
Manager of Support Services, John Jay Online
BA, Lehman College, CUNY; MS.Ed, Purdue University

Alicia Kelly
Administrative Coordinator, Department of English
BA, MA, University at Albany, The State University of New York

Paul M. Kelly
Graduate Degree Auditor, CUNY TIPPS Coordinator, Registrar’s Office, Division of Enrollment Management; BS, Le Moyne College; MSED, EdD, Fordham University

Catherine Kemp
Associate Professor, Department of Philosophy
BA, Earlham College; MA, PhD, The State University of New York at Stony Brook; JD, The University of Texas School of Law

Jerryle Kemp
Director of Alumni Relations, Office of Marketing and Development
BA, Yale University; MBA, The Wharton School, University of Pennsylvania; JD, Harvard University

David Kennedy
Professor, Department of Criminal Justice and Director of the Center for Crime Prevention and Control
BA, Swarthmore College

Dennis Jay Kenney
Professor, Department of Criminal Justice
BA, St. Leo College; MA, Rollins College; PhD, Rutgers, The State University of New Jersey

Bilal Khan
Professor, Department of Mathematics and Computer Science
BSc, Massachusetts Institute of Technology; MSc, The Johns Hopkins University; MSc, The City College of New York, CUNY; PhD, The City University of New York

Katherine Killoran
Executive Academic Director of Undergraduate Studies and Assistant Professor, Lloyd George Sealy Library
BS, The State University of New York College of Environmental Science and Forestry; MPS, Adelphi University; MLS, Queens College, CUNY

Jae T. Kim
Professor Emeritus, Department of Public Management
BA, Yonsei University; MA, PhD, University of Southern California

Jin Woo Kim
Associate Professor, Department of Mathematics and Computer Science
BS, Seoul National University; MS, New York University; DPhil, Georgia Institute of Technology
Chapter 8

Joseph King
Associate Professor, Department of Law, Police Science and Criminal Justice Administration
BA, St. Francis College; MA, John Jay College of Criminal Justice, CUNY; MPhil, PhD, The City University of New York

Charles R. Kingston
Professor Emeritus, Department of Sciences
BS, MCrin, DDr, University of California, Berkeley

Erica King-Toler
Assistant Professor, SEEK Department
BS, Hampton University; MA, MEd, PhD, Teachers College, Columbia University

Kwando M. Kinshasa
Professor, Department of Africana Studies
BA, MA, Hunter College, CUNY; MA, PhD, New York University

Maria Kiriaziaka
Assistant Professor, Collection Development Librarian, and Reference Librarian, Lloyd George Sealy Library
BA, Moscow Institute for Foreign Languages; MA, New York University; MLS, Queens College, CUNY

John I. Kleining
Professor, Department of Criminal Justice
BA (Hons.), MA, University of Western Australia; BA, Melbourne College of Divinity; PhD, Australian National University

Lawrence Kobilinsky
Professor, Department of Sciences and College Health Professions Advisor
BS, MA, The City College of New York, CUNY; PhD, The City University of New York

Ali Kocak
Associate Professor, Department of Sciences
BS, Selahattin University; MS, Gazi University, Turkey; MPH, PhD, The City University of New York

Deborah Koetzle
Associate Professor, Department of Public Management
BA, MA, Indiana State University; PhD, University of Cincinnati

Louis Kontos
Assistant Professor, Department of Sociology
BA, MA, York University; PhD, Northeastern University

Ekaterina Korobkova
Assistant Professor, Department of Sciences
BS, Novosibirsk State University, Russia; MA, Boston University; MS, PhD, The University of Chicago

Margaret Bull Kovera
Professor, Department of Psychology and Director of Psychology and Law Doctoral Program
BA, Northwestern University; PhD, University of Minnesota

Jessica Diller Kovler
Interim Director, Center for Advancement of Teaching
BA, Yale College; MA, Columbia University; PhD Candidate, Harvard University

Jeffrey A. Kroessler
Associate Professor, Lloyd George Sealy Library
BA, Hobart College; MA, New York University; MLS, Queens College, CUNY; PhD, The Graduate School and University Center, CUNY

Thomas A. Kubik
Professor, Department of Sciences
BA, MS, C.W. Post College; MPhil, The City University of New York; JD, St. John's University

L. Thomas Kucharski
Professor, Department of Psychology
BA, Syracuse University; MA, Marist College; PhD, University of Rhode Island

Thurai Kugan
Assistant Professor, Department of Mathematics and Computer Science
BSc (Hons.), University of Peradeniya, Sri Lanka; MS, PhD, University of Illinois at Urbana-Champaign

Amit Kumar
Assistant Professor, Department of Public Management
MIB, University of Delhi; MP, School of International Studies, Jawaharlal Nehru University; PhD, School of Public Affairs, American University

Angelos Kyriacou
Associate Director of Undergraduate Admissions and Designated School Official, Division of Enrollment Management
AA, Borough of Manhattan Community College, CUNY; BA, The City College of New York, CUNY; MA, Brooklyn College, CUNY

Nilsa Lam
Associate Director, Enrollment Management Services
BA, John Jay College of Criminal Justice, CUNY; MSEd., Baruch College, CUNY

Denis Lane
Professor Emeritus, Department of English
BA, University of London; MA, PhD, New York University

Sandra Lanzone
Assistant Professor and Director of Communication Skills, Department of Communication and Theatre Arts
BA, MA, John Jay College of Criminal Justice, CUNY; PhD, Fordham University

Benjamin Lapidus
Associate Professor, Department of Art and Music
BA, Oberlin College; BM, Oberlin Conservatory of Music; MA, Hunter College, CUNY; PhD, The Graduate School and University Center, CUNY

Susan Larkin
Professor, Department of Health and Physical Education
BA, Newton College of the Sacred Heart; MA, Columbia University; MA, Long Island University; MPhil, PhD, New York University

Eric Larsen
Professor Emeritus, Department of English
BA, Carleton College; MA, PhD, University of Iowa

Randall LaSalle
Associate Professor, Department of Public Management
BS, University of Delaware; MS, University of Baltimore; PhD, Drexel University

Barry Latzer
Professor, Department of Criminal Justice
BA, Brooklyn College, CUNY; PhD, University of Massachusetts; JD, Fordham University

Christopher Laudando
Admissions Communication Specialist, Office of Undergraduate Admissions, Division of Enrollment Management
BA, MA, The College of Staten Island, CUNY

Anru Lee
Associate Professor, Department of Anthropology
BA, National Taiwan University; MA, Hunter College, CUNY; PhD, The City University of New York
Kyoo Lee
Associate Professor, Department of Philosophy
BA, MA, Ewha Women's University, Seoul, Korea; PhD, Birbeck College, London University, UK; PhD, Warwick University, UK

Leona Lee
Associate Professor, Department of Sociology
BSocSci, Chinese University of Hong Kong; MPhil, University of Cambridge; PhD, Rutgers, The State University of New Jersey

John Leebens
Coordinator, Center for Student Involvement & Leadership
Division of Student Affairs
BA, Denison University; MSED., Southern Illinois University

Sondra Leftoff
Associate Professor, Department of Psychology
BA, Brooklyn College, CUNY; MA, PhD, New York University

Michael Leippe
Professor, Department of Psychology
BA, University of Rochester; MA, PhD, Ohio State University

Jesse Lemisch
Professor Emeritus, Department of History
BA, Yale University; AM, Columbia University; PhD, Yale University

Nathan H. Lents
Associate Professor, Department of Sciences
BS, St. Louis University; PhD, St. Louis University, School of Medicine

Ynes Leon
John Jay Phase II Project Coordinator
BSArch, BArch, MUP, The City College of New York, CUNY; MS, John Jay College of Criminal Justice, CUNY

James M. Levin
Professor Emeritus, Department of Psychology
BA, University of Vermont; MA, The New School for Social Research; PhD, University of Vermont

James P. Levine
Professor, Department of Criminal Justice
BA, MA, PhD, Northwestern University

Ma'at Erica Lewis-Coles
Deputy Chair and Associate Professor, Department of Counseling
BA, Morgan State University; MA, PhD, Teachers College, Columbia University

Richard Li
Associate Professor, Department of Sciences
BM, Shanghai University; MS, University of New Haven; MS, PhD, University of Wisconsin-Madison

Patricia M. Licklider
Associate Professor, Department of English
BA, Regis College; MA, PhD, Columbia University

Louis Lieberman
Professor Emeritus, Department of Sociology
BA, MA, The New School for Social Research; PhD, New York University

Charles Lindner
Professor Emeritus, Department of Law, Police Science and Criminal Justice Administration
BS, The City College of New York, CUNY; JD, Brooklyn Law School; MSW, Fordham University

Thomas Litwack
Professor Emeritus, Department of Sociology
BA, Dartmouth College; PhD, JD, New York University

James Llana
Associate Provost for Institutional Effectiveness, Office of the Provost
BA Columbia University; MA Hunter College, CUNY; MA, Ph.D. Indiana University

Alexander Long
Associate Professor, Department of English
BA, West Chester University; MFA, Western Michigan University; MA, The Johns Hopkins University; PhD, University of Delaware

Anne Lopes
Associate Provost for Strategic Initiatives and Dean of Graduate Studies, Department of Political Science
BA, Ramapo College; MA, Goddard-Cambridge, Goddard College; PhD, Freie Universität, Berlin

Cyriaco Lopes-Pereira
Assistant Professor, Department of Art and Music
BFA, MFA, Federal University of Rio de Janeiro, Brazil; MFA, University of Maryland, Baltimore County

Diana Lopez
Executive Assistant to the Executive Director of Human Resources, Office of Human Resources

Samuel R Lopez
Coordinator, Jay Express Services
Enrollment Management Services
BA., John Jay College of Criminal Justice, CUNY; M.Ed, The Pennsylvania State University

Sylvia Lopez
Director, Financial Aid Office, Division of Student Development
BS, John Jay College of Criminal Justice, CUNY

Jennifer Lorenzo
Special Events Coordinator, Office of Marketing and Development
BA/MA, John Jay College of Criminal Justice, CUNY

Roy Lotz
Professor, Department of Sociology
AB, Carleton College; MA, PhD, University of Washington

Jean Louis
Administrative Assistant to the Vice President for Enrollment Management, AA, Kingsborough Community College, CUNY; BA, MPA, John Jay College of Criminal Justice, CUNY

Richard Lovely
Associate Professor, Department of Sociology and Director, Master of Science in Forensic Computing Program
BA, University of South Florida; PhD, Yale University

Yi Lu
Associate Professor, Department of Public Management
MPA, Truman School of Public Affairs, University of Missouri-Columbia; PhD, School of Public and International Affairs, University of Georgia

Jo-Alejandra Lugo
Pell/Systems Coordinator, Financial Aid Office, Division of Enrollment Management
BS, John Jay College of Criminal Justice, CUNY

Christian Luperon
Counselor/Adjunct Lecturer, Percy Ellis Sutton SEEK Department
BA, St. John Fisher College; MA, Manhattan College

Marilyn Lutzker
Professor Emerita, Lloyd George Sealy Library
BA, Brooklyn College, CUNY; MA, New York University; MLS, Pratt Institute
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Lynch</td>
<td>Distinguished Professor, Department of Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>BA, MA, PhD, University of Chicago</td>
</tr>
<tr>
<td>Yue Ma</td>
<td>Associate Professor, Department of Law, Police Science and Criminal Justice Administration</td>
</tr>
<tr>
<td></td>
<td>BA, Beijing Teachers College; MA, China University of Political Science and Law; LLM, University of Minnesota; MA, PhD, JD, Rutgers, The State University of New Jersey</td>
</tr>
<tr>
<td>Amie Macdonald</td>
<td>Associate Professor, Department of Philosophy</td>
</tr>
<tr>
<td></td>
<td>BA, Hamilton College; MA, PhD, University of Massachusetts at Amherst</td>
</tr>
<tr>
<td>Rosalie L. Macaluso</td>
<td>Special Events Manager, Office of Marketing and Development</td>
</tr>
<tr>
<td></td>
<td>BA, Hunter College, CUNY</td>
</tr>
<tr>
<td>Joanna Madon</td>
<td>Academic Advisor, Academic Advisement Center</td>
</tr>
<tr>
<td></td>
<td>BA, MA, John Jay College of Criminal Justice, CUNY</td>
</tr>
<tr>
<td>Christen Madrazo</td>
<td>Lecturer, Department of English</td>
</tr>
<tr>
<td></td>
<td>BA, Wagner College; MA, Seton Hall University</td>
</tr>
<tr>
<td>Suzette Mahato</td>
<td>Enrollment Management Officer, Financial Aid Office, Division of Enrollment Management</td>
</tr>
<tr>
<td></td>
<td>BA, MA, The City College of New York, CUNY</td>
</tr>
<tr>
<td>Vincent Maiorino</td>
<td>Deputy Chair and Head Rifle Coach, Department of Health and Physical Education</td>
</tr>
<tr>
<td></td>
<td>BBA, Hofstra University; MA, John Jay College of Criminal Justice, CUNY</td>
</tr>
<tr>
<td>Andrew Majeske</td>
<td>Associate Professor, Department of English</td>
</tr>
<tr>
<td></td>
<td>BA, John Carroll University; JD, Loyola University; MA, Duquesne University; PhD, University of California at Davis</td>
</tr>
<tr>
<td>Samantha Majic</td>
<td>Assistant Professor, Department of Political Science</td>
</tr>
<tr>
<td></td>
<td>BA, University of Toronto, Trinity College; MA, York University; MA, PhD, Cornell University</td>
</tr>
<tr>
<td>Nivedita Majumdar</td>
<td>Associate Professor, Department of English</td>
</tr>
<tr>
<td></td>
<td>MA, University of Delhi; PhD, University of Florida</td>
</tr>
<tr>
<td>Maxwell Mak</td>
<td>Assistant Professor, Department of Political Science</td>
</tr>
<tr>
<td></td>
<td>BA, University of California, Davis; MA, PhD, State University of New York at Stony Brook</td>
</tr>
<tr>
<td>Rosemarie Maldonado</td>
<td>Assistant Vice President and Counsel, Office of Legal Counsel</td>
</tr>
<tr>
<td></td>
<td>BA, Yale University; JD, University of Pennsylvania School of Law</td>
</tr>
<tr>
<td>Issac X. Malki</td>
<td>Assistant Professor, Department of African Studies</td>
</tr>
<tr>
<td></td>
<td>DPhil, University of Oxford</td>
</tr>
<tr>
<td>James A. Malone</td>
<td>Professor Emeritus, Department of Counseling</td>
</tr>
<tr>
<td></td>
<td>BA, University of Akron; MSW, Rutgers, The State University of New Jersey; PhD, Union Graduate School</td>
</tr>
<tr>
<td>Rubie Malone</td>
<td>Professor Emerita, SEEK Department</td>
</tr>
<tr>
<td></td>
<td>BA, Clark College; MSW, Hunter College School of Social Work, CUNY; DSW, Columbia University School of Social Work</td>
</tr>
<tr>
<td>Peter Mameli</td>
<td>Associate Professor, Department of Public Management</td>
</tr>
<tr>
<td></td>
<td>BS, The State University of New York at Oneonta; MA, The University of Colorado at Boulder; MA, PhD, The Maxwell School, Syracuse University</td>
</tr>
<tr>
<td>Norma Manatu</td>
<td>Associate Professor, Department of Communication and Theatre Arts</td>
</tr>
<tr>
<td></td>
<td>BA, John Jay College of Criminal Justice, CUNY; MA, PhD, New York University</td>
</tr>
<tr>
<td>Peter Manuel</td>
<td>Professor, Department of Art and Music</td>
</tr>
<tr>
<td></td>
<td>BA, MA, PhD, University of California, Los Angeles</td>
</tr>
<tr>
<td>Marie-Helen Maras</td>
<td>Associate Professor, Department of Security, Fire, and Emergency Management</td>
</tr>
<tr>
<td></td>
<td>BS/BS, University of Maryland, University College; MA, University of New Haven; MSc, MPhil, DPhil, University of Oxford</td>
</tr>
<tr>
<td>Anthony Marcus</td>
<td>Associate Professor, Department of Anthropology</td>
</tr>
<tr>
<td></td>
<td>BFA, New York University; PhD, The City University of New York</td>
</tr>
<tr>
<td>Alan Margolies</td>
<td>Professor Emeritus, Department of English</td>
</tr>
<tr>
<td></td>
<td>BA, The City College of New York, CUNY; MA, PhD, New York University</td>
</tr>
<tr>
<td>Gerald E. Markowitz</td>
<td>Distinguished Professor, Department of History</td>
</tr>
<tr>
<td></td>
<td>BA, Earlham College; MA, PhD, University of Wisconsin</td>
</tr>
<tr>
<td>Keith A. Markus</td>
<td>Professor, Department of Psychology</td>
</tr>
<tr>
<td></td>
<td>BA, The State University of New York; MS, Baruch College, CUNY; PhD, The Graduate School and University Center, CUNY</td>
</tr>
<tr>
<td>Marisol Marrero</td>
<td>Director of Enrollment Management Services, Division of Enrollment Management</td>
</tr>
<tr>
<td></td>
<td>BA, Hunter College, CUNY; MSEd, Baruch College, CUNY</td>
</tr>
<tr>
<td>Nancy A. Marshall</td>
<td>Director, Administrative Services, Theater Services</td>
</tr>
<tr>
<td></td>
<td>AAS, BS, Adelphi University</td>
</tr>
<tr>
<td>Ellen Engelson Marson</td>
<td>Professor Emerita, Department of Modern Languages and Literatures</td>
</tr>
<tr>
<td></td>
<td>BA, Barnard College; MA, Middlebury College; PhD, The City University of New York</td>
</tr>
<tr>
<td>Lori Latrice Martin</td>
<td>Assistant Professor, Department of Africana Studies</td>
</tr>
<tr>
<td></td>
<td>BA, Fordham University; MS, The State University of New York at Buffalo; PhD, University at Albany, The State University of New York</td>
</tr>
</tbody>
</table>
Terencia R. Martin  
HR Coordinator, Office of Human Resources  
BA, Queens College, CUNY

Iris Martinez  
Assistant to the Director & Budget Manager, Center for Student Involvement & Leadership  
Division of Student Affairs  
BS, Lehman College

Aida Martinez-Gomez Gomez  
Assistant Professor, Department of Modern Languages and Literatures  
BA, MA, PhD, University of Alicante, Spain

John Matteson  
Professor, Department of English  
AB, Princeton University; PhD, Columbia University; JD, Harvard University

Mike Maxfield  
Professor, Department of Criminal Justice  
BA, Ohio State University; MA, PhD, Northwestern University

Silvia Mazzula  
Assistant Professor, Department of Psychology  
BS, MA, The College of New Jersey; MP, PhD, Teachers College, Columbia University

Mark McBeth  
Associate Professor, Department of English  
BA, Beaver College; MA, MA, The City College of New York, CUNY; MPhil, PhD, The Graduate School and University Center, CUNY

Mary Ann McClure  
Assistant Professor, Department of Philosophy  
BA, MA, University of Memphis; PhD, The State University of New York at Stony Brook

Timothy McCormack  
Assistant Professor, Department of English  
BA, St. Bonaventure University; MA, PhD, The Graduate School and University Center, CUNY

Robert McCrie  
Professor and Deputy Chair, Department of Security, Fire and Emergency Management  
BA, Ohio Wesleyan University; MS, University of Toledo; MA, MPhil, PhD, The City University of New York

G. Roger McDonald  
Lecturer, Department of Political Science  
BA, Oberlin College; MA, The New School for Social Research

Sara McDougall  
Associate Professor, Department of History  
BA, MA, Boston University; MPhil, PhD, Yale University

Charles McKenzie  
Assistant Professor, Department of English  
BA, Arkansas Polytechnic; MFA, MA, PhD, The University of Arizona

Adam McIble  
Associate Professor, Department of English  
BA, The State University of New York at Binghamton; MA, PhD, University of North Carolina at Chapel Hill

Shavonne McKlever  
Associate Registrar, Division of Enrollment Management  
BS, John Jay College of Criminal Justice, CUNY

Litna McNickle  
Administrative Director, Honors Program  
AS, BA, John Jay College of Criminal Justice, CUNY

Mickey C. Melendez  
Assistant Professor, Department of Counseling  
BS, EdM, Boston University; PhD, Michigan State University

Jeffrey Mellow  
Professor, Department of Criminal Justice  
BA, American University; MA, PhD, University of Albany, The State University of New York

Susy G. Mendes  
Director, Office of Sponsored Programs  
BA, Iona College; MA, John Jay College of Criminal Justice, CUNY; MBA, Baruch College, CUNY

Dominique Mendez-Rose  
Office Manager, Center for Student Involvement & Leadership  
Division of Student Affairs

Yudelka Mendoza  
HR Coordinator, Office of Human Resources  
BA, MPA, John Jay College of Criminal Justice, CUNY

Cynthia Calkins Mercado  
Associate Professor, Department of Psychology  
BA, The State University of New York at Buffalo; MA, University of Nevada, Las Vegas; MLS, PhD, University of Nebraska, Lincoln

Veronica Michel-Luviano  
Assistant Professor, Department of Political Science  
BA, Universidad Nacional Autonoma de Mexico; MA, PhD, University of Minnesota

Emerson Miller  
Lecturer, Department of Mathematics and Computer Science  
BA, MA, University of California, Berkeley

Jean Mills  
Associate Professor, Department of English  
BA, Mount Holyoke College; PhD, The Graduate School and University Center, CUNY

Linda D. Mitchell  
Graduate Career Advisor, Center for Career & Professional Development  
BA, The State University of New York at Brockport College; MSOL, Mercy College; MLS, St. John's University

Edward Mohylowski  
Director of Corporate and Foundation Relations, Office of Marketing and Development  
BS, Alliance College; MSHP, Columbia University

Lorraine F. Moller  
Associate Professor, Department of Communication and Theatre Arts  
BFA, MA, PhD, New York University

Hugo Monroy-Caceres  
Senior Academic Advisor, Academic Advisement Center  
BA, University of Extremadura, Spain; BA, Hunter College, CUNY; MSW, Lehman College, CUNY

Silvia Montalban  
Assistant Counsel & Director - Compliance and Diversity, Office of Legal Counsel  
BA, Columbia College, Columbia University; JD, Hofstra University School of Law

Brian Montes  
Assistant Professor, Department of Latin American and Latina/o Studies  
BA, The State University of New York at Cortland; PhD, University of Illinois at Urbana Champaign
Jayne Mooney  
Associate Professor, Department of Sociology  
BA, PhD, Postgrad Dip. in Research Methods, Middlesex University, UK

T. Kenneth Moran  
Professor Emeritus, Department of Law, Police Science and Criminal Justice Administration  
BA, MA, PhD, University of Connecticut

Joseph Moretti  
Raiser's Edge Specialist, Office of Marketing and Development  
BS, Penn State University

Valentina Morgan  
Title IV Federal Compliance Manager, Financial Aid Office, Division of Enrollment Management  
BS, York College, CUNY

Jose Luis Morin  
Professor, Department of Latin American and Latina/o Studies  
BA, Columbia University; JD, New York University School of Law

Christopher J. Morse  
Associate Professor, Department of Law, Police Science and Criminal Justice Administration  
BA, St. John’s University; JD, New York Law School

Henry Morse  
Professor Emeritus, Department of Law, Police Science and Criminal Justice Administration  
BS, MPA, John Jay College of Criminal Justice, CUNY; JD, New York Law School

Peter C. Moskos  
Assistant Professor, Department of Law, Police Science and Criminal Justice Administration  
AB, Princeton University; MA, PhD, Harvard University

Bettina Muenster  
Assistant to the President  
BA, MA, John Jay College of Criminal Justice, CUNY

Christina Mujica  
Executive Coordinator for Student Affairs  
BA, Marist College

Catherine Mulder  
Associate Professor, Department of Economics  
BA, Stockton State College; MA, Temple University; PhD, University of Massachusetts

Katherine Munet-Pabon  
Associate Director for Freshman Advising, Academic Advisement Center  
BA, Columbia University

David Munns  
Associate Professor, Department of History  
BA, BS, Australian National University; MP, University of Sydney; PhD, The Johns Hopkins University

Margaret Murphy  
Assistant Director, Instructional Technology Support Services, and Lab Manager, Department of Information Technology  
BA, Central Connecticut State University; MA, College of New Rochelle

Bettina P. Murray  
Assistant Professor, Department of Communication and Theatre Arts  
BA, Hunter College, CUNY; MA, MEd, Teachers College, Columbia University; MS, Long Island University

Theresa Musacchio  
Assistant Professor, Department of History  
AB, Brown University; PhD, University of Pennsylvania

Kevin Nadal  
Assistant Professor, Department of Psychology  
BA, University of California, Irvine; MA, Michigan State University; PhD, Teachers College, Columbia University

Sanjana Nair  
Lecturer, Department of English  
BA, Miami University; MFA, New York University

Mary J. Nampiaparampil  
Director of Enrollment Management Services, Division of Enrollment Management  
BS, MS, St. Theresa's College, Cochin, India; MA, Teachers College, Columbia University

Serena Nanda  
Professor Emerita, Department of Anthropology  
BA, University of Denver; MA, PhD, New York University

J. Paul Narkunas  
Associate Professor, Department of English  
BA, Emory University; MA, University of Chicago; PhD, University of Pittsburgh

Mangai Natarajan  
Professor, Department of Criminal Justice  
BS, MA, University of Madras, India; PhD, Rutgers, The State University of New Jersey

Bonnie R. Nelson  
Professor and Associate Librarian for Information Systems, Lloyd George Sealy Library  
BA, The City College of New York, CUNY; MS, Columbia University; MA, New York University

Jessica Nembhard  
Professor, Department of Africana Studies  
BA, Yale University; MAT, Howard University, School of Education; MA, PhD, University of Massachusetts

Charles (Chuck) P. Nemeth  
Professor and Chair of Security, Fire and Emergency Management  
BA, University of Delaware; JD, University of Baltimore Law; MS, Niagara University; LLM, George Washington University; MA, PhD, Duquesne University

Kevin A. Nesbitt  
Director of Faculty Relations and Affairs, Office of the Provost/Academic Affairs  
BS, New York University; MA, Teachers College, Columbia University; MA, The New School for Social Research

Vincent Nicolosi  
Coordinator, The Writing Center  
MAW, University of Iowa

Jacqueline Nieves  
Administrative Nieves, Department Latin American & Latina/o Studies  
BA, John Jay College of Criminal Justice, CUNY

Mayra Nieves  
Chief of Staff, Office of the President  
BS, John Jay College of Criminal Justice, CUNY

Elizabeth Nisbet  
Assistant Professor, Department of Public Management  
BA, Furman University; MA, University of Pennsylvania; PhD, Rutgers, The State University of New Jersey

Jill L. Norgren  
Professor Emerita, Department of Political Science  
AB, University of Pennsylvania; AM, PhD, University of Michigan
Naomi U. Nwosu  
Deputy Registrar  
BS, SUNY Purchase; MA, New York University; MSED, Baruch College, CUNY; MPhil, The Graduate School and University Center, CUNY

Suzanne Oboler  
Professor, Department of Latin American and Latina/o Studies  
BA, Colorado College; MA, King’s College, University of London; PhD, New York University

Beth O’Brien  
Director of Special Events, Office of Marketing and Development  
BA, University of Notre Dame

Richard Ocejo  
Assistant Professor, Department of Sociology  
BA, Fordham University; MA, Queens College, CUNY; PhD, The Graduate School and University Center, CUNY

Maureen O’Connor  
Professor, Department of Psychology  
BA, Colgate University; MA, JD, PhD, University of Arizona

Barbara Odabashian  
Associate Professor, Department of English  
BA, Hunter College, CUNY; MA, PhD, Columbia University

Eugene O’Donnell  
Lecturer, Department of Law, Police Science and Criminal Justice Administration  
BS, John Jay College of Criminal Justice, CUNY; JD, Touro College

Irene O’Donnell  
Director, Campus Office Services and Records Management, Office of Financial and Business Services  
BA, John Jay College of Criminal Justice, CUNY; MSLIR, Cornell University/Baruch College, CUNY

Michael O’Dowd  
Assistant Registrar, Division of Enrollment Management  
BA, MPA, John Jay College of Criminal Justice, CUNY

Danielle M. Officer  
Director, Center for Student Involvement & Leadership  
Division of Student Affairs  
BA, University of Rhode Island; MPA, Baruch College, CUNY

Patrick O’Hara  
Professor, Department of Public Management  
BBA, MPA, Baruch College, CUNY; PhD, Syracuse University

Karen Okamoto  
Associate Professor, Lloyd George Sealy Library  
BES, York University; MA, University of Alberta; MLIS, The University of Western Ontario

Norman A. Olch  
Associate Professor, Department of Law, Police Science and Criminal Justice Administration  
AB, Columbia University; JD, New York University

Beth O’Brien  
Director of Special Events, Office of Marketing and Development  
BA, University of Notre Dame

Rose O’Neill  
TAP Certifying Officer, Financial Aid Office, Division of Enrollment Management  
BA, John Jay College of Criminal Justice, CUNY

Tiffany Onorato  
Coordinator of Orientation Programs, Division of Student Affairs  
BA, Quinnipiac University; Ed.M, University at Buffalo, SUNY

Altagracia Ortiz  
Professor Emerita, Department of History and Department of Latin American and Latina/o Studies  
AB, Hunter College, CUNY; PhD, The City University of New York

Jury Otero  
Financial Aid Counselor, Financial Aid Office, Division of Enrollment Management  
BA, John Jay College of Criminal Justice, CUNY; MSED, Long Island University

Katherine Outlaw  
Coordinator, Center for Student Involvement & Leadership  
Division of Student Affairs  
BA, Western Connecticut State University; MA, Michigan State University

Esther Owens  
Senior Academic Advisor  
BS, Alabama State University; MA, Atlanta University; EdM, Columbia University

Wanda Owens  
Administrative Coordinator  
Academic Advisement Center  
BS, The Graduate Center, CUNY

Susan Oyama  
Professor Emerita, Department of Psychology  
BA, Mills College; PhD, Harvard University

Chrissy S. Pacheco  
Financial Aid Counselor, Financial Aid Office, Division of Enrollment Management  
AAS, BS, John Jay College of Criminal Justice, CUNY

Sandra Palleja  
Director of Undergraduate Admissions  
Division of Enrollment Management  
BS and MPA John Jay College of Criminal Justice

Daniel Palumbo  
Director of Athletics, Department of Athletics  
BA, Empire College, The State University of New York

William Pammer  
Assistant Professor, Department of Public Management  
AA, Sullivan County Community College; BA, The State University of New York at Stony Brook; MA, University of Akron; PhD, University of Oklahoma

William Pangburn  
Director Anya and Andrew Shiva Gallery, Theater and Event Support Services  
Director Audiovisual Services, Theater and Event Support Services  
BA, Tulane University; MFA, Pratt Institute

Robert Panzarella  
Professor, Department of Law, Police Science, and Criminal Justice Administration  
BA, MA, Catholic University of America; MA, The City College of New York, CUNY; PhD, The City University of New York

Anna Papageorge  
Administrative Executive Coordinator, Office of Finance and Administration  
BA, Brooklyn College, CUNY
Nishan Parlakian
Professor Emeritus, Department of Communication and Theatre Arts
BA, Syracuse University; MA, Teachers College, Columbia University; MA, PhD, Columbia University

Hyunhee Park
Associate Professor, Department of History
BA, Seoul National University; MA, The Hebrew University of Jerusalem; PhD, Yale University

Antonio Pastrana
Assistant Professor, Department of Sociology
BA, New York University; MA, Queens College, CUNY; PhD, The Graduate School and University Center, CUNY

Edward Paulino
Assistant Professor, Department of History
BA, The State University of New York at New Paltz; MA, Arizona State University; PhD, Michigan State University

Joseelyn Paulino
Admissions Coordinator, Office of Undergraduate Admissions, Division of Enrollment Management
BS, John Jay College of Criminal Justice, CUNY

Tara Pauliny
Assistant Professor, Department of English
BA, Siena College; MA, PhD, The Ohio State University

Georgiana Peacher
Professor Emerita, Department of Communication and Theatre Arts
BS, MS, Syracuse University; PhD, Northwestern University

Allison Pease
Interim Dean of Undergraduate Studies and Professor, Department of English
BA, University of Colorado at Boulder; MA, PhD, New York University

Steven Penrod
Distinguished Professor, Department of Psychology
BA, Yale College; JD, Harvard Law School; PhD, Harvard University

Caroline Peppers
Blackboard Support Coordinator, John Jay Online
BA, Baruch College, CUNY

Bertha M. Peralta-Rodriguez
Coordinator/Counselor, Interdisciplinary Studies Program
BA, Hunter College; MSEd, Fordham University

Lisandro Perez
Professor, Department of Latin American and Latino/o Studies
BA, University of Miami; MA, PhD, University of Florida

Maribel Perez
Executive Associate to the Provost and Senior Vice President for Academic Affairs
BA, John Jay College of Criminal Justice, CUNY

Richard Perez
Assistant Professor, Department of English
BA, New York University; MA, The City College of New York, CUNY; PhD, The Graduate School and University Center, CUNY

Matthew Perry
Assistant Professor, Department of History
BS, BA, University of California, Los Angeles; MA, University of Wisconsin-Madison; PhD, University of Chicago

Chamandatt (Sunil) Persaud
Manager, Annual Fund and Assistant Director, Alumni Relations, Office of Marketing and Development
BS, Long Island University, C.W. Post Campus

B. Adrian Peters
Blackboard and Distance Learning Coordinator, Instructional Technology and Support Services
BA, The City College of New York

Judy-Lynne Peters
Lecturer, Department of Public Management
BA, MPA, John Jay College of Criminal Justice, CUNY; PhD, Rutgers, The State University of New Jersey

Nicholas Petraco
Associate Professor, Department of Sciences
AB, Colgate University; PhD, University of Georgia

Natalya Petroff
Associate Director of Transfer and Sophomore Programs, Student Academic Success Programs
BA, MS, Hunter College, CUNY; PhD, The Graduate School and University Center, CUNY

Gohar A. Petrossian
Assistant Professor, Department of Criminal Justice
BA, Hartwick College; MA, John Jay College of Criminal Justice, CUNY; PhD, Rutgers School of Criminal Justice

Frank S. Pezzella
Assistant Professor, Department of Criminal Justice
BS, St. John's University; PhD, The University at Albany, The State University of New York

Michael Pfeifer
Associate Professor, Department of History
BA, Washington University at St. Louis; MA, PhD, University of Iowa

Anh Phan
Assistant to Web Manager, Office of Marketing and Development
BA, The City College of New York, CUNY

Elmer Phelon
Executive Director, Facilities Management
BS, Manhattan College

Alana Philip
Administrative Coordinator, Honors Program
BA, University of the West Indies, St. Augustine

Anthony Phillips
Interim Assistant Director of Athletics and Head Coach, Men's and Women's Cross Country Team, Department of Athletics
BS, MPA, John Jay College of Criminal Justice, CUNY

Robert Pignatello
Senior Vice President for Finance and Administration
BA, Montclair State University; MPA, Rutgers, The State University of New Jersey

Charles Piltch
Professor Emeritus, Department of English
BS, Brooklyn College, CUNY; MA, The John Hopkins University; PhD, The City University of New York

Wallace Pina
Professor Emeritus, Department of Health and Physical Education
BS, Manhattan College; MS, Columbia University

Daniel Pinello
Professor, Department of Political Science
BA, Williams College; JD, New York University; PhD, Yale University
Directories

Victoria Pitcavage
Director, Fire Science Institute,
Department of Security, Fire and
Emergency Management
BS, Manhattan College

Raymond Pitt
Professor Emeritus, Department of
Sociology
BA, Oberlin College; MA, PhD,
Columbia University

John P. Pittman
Associate Professor, Department of
Philosophy
BA, The City College of New York,
CUNY; MA, PhD, The City University of
New York

Eric L. Piza
Assistant Professor, Department of
Law and Police Science
BA, MA, PhD, Rutgers University

Eric Polanco
Lecturer, Department of Mathematics
and Computer Science
BS, John Jay College, CUNY

Harriet Pollack
Professor Emerita, Department of
Political Science
BA, MA, Hunter College, CUNY; PhD,
Columbia University

Joseph Pollini
Lecturer, Department of Law,
Police Science and Criminal Justice
Administration
BS, MA, John Jay College of Criminal
Justice, CUNY

Argeliz Pomales
College Lab Tech-Class, Department of
Sciences

M. Melinda Powers
Associate Professor, Department of
English
BA, Columbia University; M.St.
University of Oxford, Corpus Christi
College; MA, University of Southern
California; PhD, University of California,
Los Angeles

Cornelia Preda
Academic Program Specialist, Student
Success Programs
BA/MA, John Jay College of Criminal
Justice, CUNY

Barbara Raffel Price
Professor Emerita, Department of Law,
Police Science and Criminal Justice
Administration
BA, Smith College; MA, PhD,
Pennsylvania State University

David Primak
Associate Registrar, Division of
Enrollment Management
BS, Brooklyn College, CUNY; MBA,
University of Phoenix

Mechthild Prinz
Associate Professor, Department of
Sciences
MS, University of Cologne, Germany,
PhD, University of Ulm, Germany

Gloria Pruni
Associate Professor, Department of
Sciences
BS, MS, PhD, University of Bologna, Italy

Josephine T. Pujols
Admissions Counselor, Office of
Undergraduate Admissions, Division of
Enrollment Management
AAS, Hostos Community College,
CUNY; BS, John Jay College of Criminal
Justice, CUNY

Michael J. Puls
Professor, Department of Mathematics
and Computer Science
BS, Cleveland State University; MA,
Miami University; PhD, Virginia
Polytechnic Institute and State University

Yvonne W. Purdie
Chief of Operations, Division of Student
Affairs
BS, MPA, John Jay College of Criminal
Justice, CUNY

Carina M. Quintian
IRB Administrator, Office of Institutional
Review Board
BA, MPA, Baruch College, CUNY

Chitra Raghavan
Associate Professor, Department of
Psychology and Director, BA/MA
Program
AB, Smith College; MA, PhD, University
of Illinois at Urbana-Champaign

Michelle A. Rahmeh
Head Athletic Trainer, Department of
Athletics
BS, MS, University of Akron

Valli Rajah-Mandery
Associate Professor, Department of
Sociology
BA, Barnard College, CUNY; MA, MPhil,
PhD, Columbia University

Karen Rambharose
Director, Testing Office, Division of
Enrollment Management
BA, John Jay College of Criminal Justice,
CUNY

Diane Ramirez
Head Women's Basketball Coach and
Equipment Manager, Department of
Athletics
BA, Baruch College, CUNY

Jason Rauceo
Assistant Professor, Department of
Sciences
BA, Hunter College, CUNY; MP, PhD,
The Graduate School and University
Center, CUNY

Joshua Redfearn
Assistant Technical Director,
Gerald W. Lynch Theater
BA, Trinity University

John Reffner
Associate Professor, Department of
Sciences
BS, University of Akron; MS,
Illinois Institute of Technology; PhD,
University of Connecticut

Caroline Reitz
Associate Professor, Department of
English
BA, Princeton University; MA, PhD,
Brown University

Dainius Remeza
Lecturer, Department of English
BA, Dartmouth College; MA, Columbia
University; JD, Georgetown University

Chrissey Rene
Enrollment Bursar Coordinator
BA, Brooklyn College, CUNY

Ernest Rick Richardson
Lecturer, Department of Sociology
BA, MA, John Jay College of Criminal
Justice, CUNY; MA, Fordham University;
MSW, Hunter College School of Social
Work, CUNY

Robert W. Rieber
Professor Emeritus, Department of
Psychology
BS, Pennsylvania State University; MEd,
Temple University; PhD, University of
London

Suzanne Riela
Analyst, Office of Institutional Research
BA, Baruch College, CUNY; MA,
New York University; PhD, State
University of New York at Stony Brook

Belinda Rincon
Assistant Professor, Department of Latin
American and Latina/o Studies
BA, Vassar College; MA, Boston College;
MA, PhD, Cornell University
Nicole J. Rios  
Assistant Coordinator, Jay Express Services  
AA, LaGuardia Community College, CUNY; BA, John Jay College of Criminal Justice, CUNY

Ivette Rivera  
Associate Registrar, Division of Enrollment Management  
AA, Hostos Community College, CUNY; BA, John Jay College of Criminal Justice, CUNY

Raymond Rizzo  
Professor Emeritus, Department of Communication and Theatre Arts  
BA, Columbia College; MA, New York University

Marcel Roberts  
Assistant Professor, Department of Sciences  
BS, John Jay College of Criminal Justice, CUNY; PhD, Boston College

Cindy Robles  
Human Resources Manager, Time and Leave  
BA, John Jay College of Criminal Justice, CUNY

Maria Rodriguez  
Associate Professor, SEEK Department and Department of Communication and Theatre Arts  
BA, Hunter College, CUNY; MS, Fordham University; EdD, New York University

Tanya Rodriguez  
Assistant Professor, Department of Philosophy  
BA, San José State University; PhD, University of Minnesota

Shari Rodriguez-Vasquez  
Assistant Program Officer, Doctoral Program in Criminal Justice  
BA, Lehman College, CUNY; MPA, John Jay College of Criminal Justice, CUNY

Michael Rohdin  
Director of Operations, Office of Undergraduate Studies  
BMus, MA, Queens College, CUNY

Peter Romaniuk  
Assistant Professor, Department of Political Science  
BA, BA, LLB, University of Adelaide; AM, PhD, Brown University

Raul Romero  
Lecturer, Department of Modern Languages and Literatures  
BA, University of Havana, Cuba; MA, The City College of New York, CUNY; PhD, The Graduate School and University Center, CUNY

Rosa A. Rosario  
Confidential Executive Assistant—Compliance and Labor, Office of Legal Counsel  
BA, John Jay College of Criminal Justice, CUNY

Ellen Doree Rosen  
Professor Emerita, Department of Public Management  
BA, MA, Brooklyn College, CUNY; PhD, The City University of New York

Israel Rosenfield  
Professor, Department of History  
AB, New York University; MD, New York University School of Medicine; MA, PhD, Princeton University

Lydia S. Rosner  
Professor Emerita, Department of Sociology  
BA, MA, Hunter College, CUNY; PhD, The City University of New York

Robert Rothchild  
Professor Emeritus, Department of Sciences  
BS, The City College of New York, CUNY; MA, MPhil, PhD, Columbia University

Jodie G. Roure  
Associate Professor, Department of Latin American and Latina/o Studies  
BA, Douglass College, Rutgers, The State University of New Jersey; JD, Western New England College School of Law; PhD, The State University of New York at Buffalo

Linda Rourke  
Lecturer, Department of Sciences  
BA, University of Pennsylvania; MPhil, The Graduate School and University Center, CUNY; MS, John Jay College of Criminal Justice, CUNY

Catherine Rovira  
Professor Emerita, Department of Modern Languages and Literatures  
BA, MA, The City College of New York, CUNY; PhD, The City University of New York

Eileen Rowland  
Professor Emerita, Lloyd George Sealy Library  
BA, Queens College, CUNY; MS, Columbia University; MA, The New School for Social Research; MA, New York University

Janet Rubel  
Executive Associate to the Senior Vice President for Finance and Administration  
BA, Lehman College, CUNY

Marilyn Rubin  
Professor, Department of Public Management and Director, Master of Public Administration in Public Administration and Policy Program  
BA, Douglass College; MA, PhD, New York University

Raul Rubio  
Associate Professor, Department of Modern Languages and Literatures  
BA, Barry University; MA, Middlebury College; PhD, Tulane University

Frederik L. Rusch  
Professor Emeritus, Department of English  
BA, Bates College; MA, New York University; PhD, University at Albany, The State University of New York

Jennifer Rutledge  
Assistant Professor, Department of Political Science  
BA, University of Wisconsin; PhD, University of Minnesota, Twin Cities

Alena Ryjov  
Senior Assistant to the Senior Vice President for Finance and Administration  
MS, Baruch College, CUNY

Sandra Rutherford  
Assistant to the Interim Associate Provost/Dean of Research and Strategic Partnerships  
Douglas E. Salane  
Professor and Chairperson, Department of Mathematics and Computer Science  
BA, Queens College, CUNY; MS, PhD, The State University of New York at Stony Brook

C. Gabrielle Salfati  
Professor, Department of Psychology  
BA, (Hons.), University of Nottingham; MSc, University of Surrey; PhD, University of Liverpool
Sydney Samuel  
Professor, Department of Mathematics and Computer Science  
BEd, London University, UK; DipEd, Nottingham University, UK;  
MA, MEd, EdD, Teachers College, Columbia University

Shelia Samuels  
Assistant Professor, Department of Law and Police Science  
BA, John Jay College of Criminal Justice; JD, Pace University School of Law

Edgardo Sanabria-Valentín  
Pre-Health/Pre-Professional Advisor and Research Coordinator, Program for Research Initiatives for Science Majors (PRISM), Department of Sciences  
PhD, New York University

Caridad Sanchez  
Associate Professor, Department of Counseling  
BA, New York University; MSE, PhD, Fordham University

Rafael Santana, Jr.  
Administrative Assistant, Enrollment Management  
BA, John Jay College of Criminal Justice

Rosann Santos-Elliott  
Associate Director of Student Transition Programs, Division of Student Development  
BA, Syracuse University; MA, University at Albany, The State University of New York

Anne-Marie Sapse  
Professor Emeritus, Department of Sciences  
BA, University of Bucharest; MA, The City College of New York, CUNY; PhD, The City University of New York

Richard Saulnier  
Assistant Professor, Department of Public Management  
BS, St. Peter’s College; MS, Fordham University; MPA, PhD, New York University Wagner School of Public Service

Michael S. Scaduto  
Scholarship Coordinator, Financial Aid Office, Division of Enrollment Management  
BS, John Jay College of Criminal Justice, CUNY; MSED, Bernard M. Baruch College, CUNY

Sara Scaldaffery  
Associate Registrar, Division of Enrollment Management  
BA, Catholic University of Guayaquil, Ecuador; MSED, Bernard M. Baruch College, CUNY

Milton Schaefer  
Professor Emeritus, Department of Art and Music  
BS, Julliard School of Music; MA, The City College of New York, CUNY

Louis B. Schlesinger  
Professor, Department of Psychology  
BA, Rider College; MA, PhD, The New School for Social Research

Arthur Schlüssel  
Professor Emeritus, Department of Mathematics and Computer Science  
BS, Brooklyn College, CUNY; MS, PhD, New York University

Alexander Schlutz  
Associate Professor, Department of English  
BA, MA, University of Tubingen; PhD, University of Washington

Dorothy Moses Schulz  
Professor, Department of Law, Police Science and Criminal Justice Administration  
BA, New York University; MA, John Jay College of Criminal Justice, CUNY; PhD, New York University

Adina Schwartz  
Professor, Department of Law, Police Science and Criminal Justice Administration  
BA, Oberlin College; PhD, The Rockefeller University; JD, Yale Law School

Richard W. Schwester  
Associate Professor, Department of Public Management  
BA, The Johns Hopkins University; MA, PhD, Rutgers, The State University of New Jersey

Sarah Scott  
Assistant Professor, Department of Philosophy  
BA, St. Johns College, Annapolis; MA, PhD, University of North Carolina at Chapel Hill

Ellen Sexton  
Associate Professor and Reference Librarian, Lloyd George Sealy Library  
Dip. LIS, University College, Dublin, Ireland; MA, Trinity College, Dublin Ireland; MS, Hunter College, CUNY; Spec. Dip. Admin., Queens College, CUNY

Rubina Shafi, J.D.  
Theater and Event Support Services  
Audience Services Manager  
Juris Doctorate, Marquette University Law School

Rita Shamulova  
Lecturer, Department of Mathematics and Computer Science  
BS, MS, Tashkent State University, Uzbekistan

Jon Shane  
Associate Professor, Department of Law, Police Science and Criminal Justice Administration  
BS, MA, PhD, Rutgers, The State University of New Jersey, School of Criminal Justice

Rachel Shanken  
Counselor, Department of Counseling  
MSED, Fordham University

Ruth Bers Shapiro  
Professor Emerita, Department of Psychology  
BA, University of Michigan; PhD, New York University

Edward J. Shaughnessy  
Professor Emeritus, Department of Sociology  
BA, Catholic University of America; MA, Fordham University; MA, Manhattan College; MA, PhD, The New School for Social Research

Francis X. Sheehan  
Lecturer, Department of Sciences  
BS, John Jay College of Criminal Justice, CUNY

Chandra Shehigan  
Training and Support Specialist, John Jay Online  
BS, University of New Haven; MA, John Jay College of Criminal Justice

Peter Shenkin  
Associate Professor, Department of Mathematics and Computer Science  
AB, Columbia University; MS, PhD, New York University

Suzanne Sherbell  
Senior Administrative Coordinator, Department of Sciences  
BA, Brooklyn College, CUNY; JD, Golden Gate University School of Law

Dennis M. Sherman  
Professor, Department of History  
BA, JD, University of California, Berkeley; PhD, University of Michigan
Andrew H. Sidman  
Associate Professor, Department of Political Science  
BA, Fordham University; PhD, The State University of New York at Stony Brook

Kevin S. Silva  
Systems Administrator, Department of Information Technology

Isidore Silver  
Professor Emeritus, Department of History  
BS, University of Wisconsin; JD, MA, New York University

Eli B. Silverman  
Professor Emeritus, Department of Law, Police Science and Criminal Justice Administration  
BA, Allegheny College; MA, PhD, Pennsylvania State University

Keisha Simon  
Admissions Counselor and Designated School Official, Office of Undergraduate Admissions, Division of Enrollment Management  
BA, Hunter College, CUNY; MA, Brooklyn College, CUNY

Kristina Simonsen  
Career Resources Counselor, The Center for Career and Professional Development  
BS, New York Institute of Technology; MSEd, Baruch College, CUNY

Antony Eric Simpson  
Professor Emeritus, Lloyd George Sealy Library  
BA, University of Wales; MS, Columbia University; MA, PhD, New York University

Will Simpkins  
Director, Center for Career and Professional Development, Division of Student Affairs  
BA, Virginia Tech; MEd. University of Maryland

Suroojnarine Singh  
Grant Administrator, Office of Sponsored Programs  
BS, Brooklyn College, CUNY

Rahul Sinha  
Academic Advisor, Department of Sociology and Department Liaison and Coordinator, Office of Academic Affairs

Alexander B. Smith  
Professor Emeritus, Department of Sociology  
BSS, MS, The City College of New York, CUNY; LLB, Brooklyn Law School; MA, PhD, New York University

Edward Snajdr  
Associate Professor, Department of Anthropology  
BA, Northwestern University; PhD, University of Pittsburgh

Itai Nartzizenfeld Sneh  
Associate Professor, Department of History  
BA, Hebrew University, Israel; LLB, MA, McGill University, Canada; MPhil, PhD, Columbia University

Natalie J. Sokoloff  
Professor, Department of Sociology  
BA, University of Michigan; MA, Brown University; PhD, The City University of New York

Carmen Leonor Solis  
Associate Professor, SEEK Department  
BA, MSW, Rutgers, The State University of New Jersey; DSW, Hunter Graduate School of Social Work, The Graduate School and University Center, CUNY

Monica Son  
Lecturer, SEEK Department  
BA, MSeD, Fordham University

Lilianna Soto-Fernandez  
Assistant Professor, Department of Modern Languages and Literatures  
BA, Brooklyn College, CUNY; MPhil, PhD, The Graduate School and University Center, CUNY

Ronald R. Spadafora  
Lecturer, Department of Security, Fire and Emergency Management  
BA, Queens College, CUNY; MPS, LIU-CW. Post Center; BS, John Jay College of Criminal Justice, CUNY

Barry Spunt  
Associate Professor, Department of Sociology  
BA, MAT, University of Massachusetts at Amherst; PhD, Fordham University

Daniel Stageman  
Research Programs Manager, Office for the Advancement of Research  
BA, University of Michigan; MA, Central School of Speech and Drama, London, England; MS, Pace University

John D. Staines  
Associate Professor, Department of English  
BA, Harvard University; PhD, Yale University

Barbara Stanley  
Professor, Department of Psychology  
BA, Montclair State College; MA PhD, New York University

Gerald T. Stannard Jr.  
Academic Program Specialist, Department of Psychology  
BBA, SUNY Delhi; MA, Binghamton University

Kathy Stavrianopoulos  
Associate Professor, Department of Counseling  
AAS, Nassau Community College; BA, Hunter College, CUNY; MS, PhD, Fordham University

David Sternberg  
Professor Emeritus, Department of Sociology  
BA, Yale University; JD, Harvard University; MA, PhD, New York University

Hazel Stewart  
Purchasing Agent, Office of Financial and Business Services  
BA, John Jay College of Criminal Justice, CUNY

Adam J. Stone  
Registrar  
BSBA, Aquinas College; MBA, Wayne State University

Charles B. Stone  
Assistant Professor, Department of Psychology  
BA, Western Washington University; MA, New School for Social Research; PhD, Macquarie University

Brett Stoudt  
Assistant Professor, Department of Psychology  
BA, Moravian College; PhD, The Graduate School and University Center, CUNY

Deryn Strange  
Associate Professor, Department of Psychology  
BA and BS (Hons.), PhD, Victoria University of Wellington, New Zealand

Richard Stripp  
Associate Professor, Department of Sciences  
BS, MS, PhD, St. John's University, College of Pharmacy and Allied Health Professions

Staci Strohl  
Assistant Professor, Department of Law, Police Science and Criminal Justice Administration  
BA, Cornell University; MA, John Jay College of Criminal Justice, CUNY; PhD, The Graduate School and University Center, CUNY
Timothy Stroup  
Professor, Department of Philosophy  
BA, MA, The City College of New York, CUNY; MA, The City University of New York; BA, MA, DPhil, Oxford University

Charles B. Strozier  
Professor, Department of Criminal Justice and Director, Center on Terrorism  
BA, Harvard University; MA, PhD, University of Chicago

Jon-Christian Suggs  
Professor Emeritus, Department of English  
BA, Baker University; MA, MPhil, PhD, University of Kansas

Amrish Sugrim-Singh  
Assistant Director, Office of Sponsored Programs  
BBA, Baruch College, CUNY

Premwati Sukhan  
Associate Director, Center for Career & Professional Development  
BA, John Jay College of Criminal Justice, CUNY

Harold J. Sullivan  
Professor, Department of Political Science  
BA, University of Massachusetts; PhD, The City University of New York

Larry E. Sullivan  
Professor, Associate Dean, and Chief Librarian, Lloyd George Sealy Library  
BA, DePaul University; MS, Catholic University of America; MA, PhD, The Johns Hopkins University

Robert R. Sullivan  
Professor Emeritus, Department of Political Science  
BA, Boston College; MA, PhD, The Johns Hopkins University

Hung En Sung  
Professor, Department of Criminal Justice  
Licentiate, Universidad de Belgrano, Argentina; MA, PhD, University at Albany, The State University of New York

Sandra Swenson  
Lecturer, Department of Sciences  
MA, Boston University; EdM, EdD, PhD, Teachers College, Columbia University

Kate Szur  
Senior Director, Student Academic Success Programs  
BA, MA, University of Szeged, Hungary; MEd, University of Exeter, UK

Margaret Mikesell Tabb  
Professor, Department of English  
BA, Earlham College; MA, University of Toronto; PhD, University of Connecticut

Kimberly Tatro  
Accessibility Services Specialist, Office of Accessibility Services  
BS, York College of Pennsylvania

Juan Taveras  
Web Manager, Office of Marketing and Development  
BS, John Jay College of Criminal Justice, CUNY

Rita Taveras  
Executive Assistant, Department of Economics  
BA, MA, John Jay College of Criminal Justice, CUNY

Jeanette Tavarez  
NYPD and In-Service Recruiter, Office of Undergraduate Admissions, Division of Enrollment Management  
BA, John Jay College of Criminal Justice, CUNY

Dante Tawfeeq  
Associate Professor, Department of Mathematics and Computer Science  
BS, MEd, Florida Agriculture and Mechanical University; PhD, Florida State University

Anya Taylor  
Professor Emerita, Department of English  
BA, Sarah Lawrence College; MA, Columbia University; PhD, The City University of New York

Betty Taylor-Leacock  
Counselor, Department of Counseling  
BA, Temple University; MSEd, Professional Diploma, Fordham University

Purnima Taylor  
Deputy Director, Center for Career & Professional Development  
BA, Barnard College; MPA, Columbia University

Ben Termine  
Professor Emeritus, Department of Communication and Theatre Arts  
BA, Temple University; MFA, Catholic University of America

Karen Terry  
Professor, Department of Criminal Justice; Interim Associate Provost/Dean of Research and Strategic Partnerships  
BA, University of California, Irvine; MPhil, PhD, University of Cambridge

Keith Thomas  
Lecturer, Department of Mathematics and Computer Science  
BS, MS, John Jay College of Criminal Justice, CUNY; MA, PhD, The Graduate School and University Center, CUNY

Denise Thompson  
Assistant Professor, Department of Public Management  
MBA, Nova Southeastern University; MA, Institute of Social Studies, The Hague, Netherlands; PhD, Pennsylvania State University

Brandon M. Tighman  
Coordinator for Faculty Services, Office of the Provost  
BS, University of Missouri-Columbia, MS, New York University Polytechnic School of Engineering

Robert C. Till  
Associate Professor, Department of Security, Fire and Emergency Management  
BA, Rutgers, The State University of New Jersey; MS, PhD, Worcester Polytechnic Institute

Natalya Timmer  
Director of Laboratory Operations, Department of Sciences  
BA, John Jay College of Criminal Justice, CUNY

Doris Torres  
Coordinator, Call Center, Division of Enrollment Management  
BA, Fordham University; MSW, New York University; PhD, Fordham University

Patricia Tovar  
Associate Professor, Department of Anthropology  
BA, National University of Columbia; MA, The City College of New York; PhD, The Graduate School and University Center, CUNY

Jeremy Travis  
President and Professor, Department of Law, Police Science and Criminal Justice Administration  
BA, Yale College; MPA, New York University Wagner Graduate School of Public Service; JD, New York University School of Law

Antoinette Trembinska  
Associate Professor, Department of Mathematics and Computer Science  
BA, New York University; MS, PhD, Northwestern University

Carolyn Tricomi  
Professor Emerita, Department of Counseling  
BA, John Jay College of Criminal Justice, CUNY; MS, PhD, Fordham University
Mary Ann Triest  
Associate Director/MPA Career Advisor,  
Center for Career and Professional  
Development, Division of Student Affairs  
BA, Tufts University; MA, Teachers  
College, Columbia University; MS,  
Polytechnic Institute of New York  
University

Dana Trimboli  
Senior Director of Student Affairs,  
Division of Student Development  
BA, Fordham University; MA, New York  
University

Lucia Trimbur  
Associate Professor, Department of  
Sociology  
AB, Brown University; MA, University of  
London; PhD, Yale University

Shonna Trinch  
Associate Professor, Department of  
Anthropology  
BA, Pennsylvania State University; PhD,  
University of Pittsburgh

Robert C. Troy  
Vice President for Enrollment  
Management  
BA, University of Hartford; PhD, Purdue

Toy-Fung Tung  
Assistant Professor, Department of  
English  
BA, Barnard College; MA, PhD,  
Columbia University

Ganimete Ukperaj  
Administrative Coordinator, Office of  
Graduate Studies  
BA/MPA-IG, John Jay College of  
Criminal Justice, CUNY

Gregory Umbach  
Assistant Professor, Department of  
History  
BA, Northwestern University; MA, PhD,  
Cornell University

Davidson Umeh  
Professor, Department of Health and  
Physical Education  
NCE, University of Lagos; BS, MS, The  
State University of New York at Cortland;  
PhD, University of Wisconsin-Madison

Marie Linton Umeh  
Associate Professor, Department of  
English  
BA, St. John's University; MS, Syracuse  
University; MPS, Cornell University;  
MA, PhD, University of Wisconsin-Madison

Brenda Valentin  
Academic Advisor, Academic  
Advisement Center  
BA, MA, The College of Staten Island,  
CUNY

Christopher Valentino  
Admissions Counselor, Office of  
Undergraduate Admissions, Division of  
Enrollment Management  
BA, Mount Saint Mary College

Monica Varsanyi  
Associate Professor, Department of  
Political Science  
BA, PhD, University of California, Los  
Angeles; MA, University of Washington,  
Seattle

Crystal M. Vazquez  
Assistant Director, Office of Accessibility  
Services  
BS, MPA, John Jay College of Criminal  
Justice, CUNY

Nancy Velazquez-Torres  
Associate Professor, Director,  
SEEK Department  
BA, Inter American University of Puerto  
Rico; MS, Queens College, CUNY; PhD,  
New Mexico State University

Brittany Ventura  
HR/Payroll Coordinator, Office of  
Human Resources  
BA, John Jay College of Criminal Justice,  
CUNY

Maria E. Vidal  
Urban Male Initiative Coordinator,  
Division of Student Development  
BA, John Jay College of Criminal Justice,  
CUNY

Sumaya Villanueva  
Senior Director, Academic Advisement  
Center  
BA, University of Wisconsin, Madison;  
MA, PhD, University of Michigan-Ann  
Arbor

Doreen Vinas-Pineda  
Deputy Director of Communications,  
Office of Marketing and Development  
BA, Hunter College, CUNY

Roberto Visani  
Associate Professor, Department of  
Art and Music  
BFA, Mankato State University; MFA,  
University of Michigan-Ann Arbor

Maurice Vodounou  
Assistant Professor, Department of  
Mathematics and Computer Science  
BS, University of Niamey; BBA, Baruch  
College, CUNY; MA, EdM, EdD,  
Teachers College, Columbia University

Maria R. Volpe  
Professor, Department of Sociology and  
Coordinator, Dispute Resolution Program  
BA, The State University of New York  
at Plattsburgh; MA, PhD, New York  
University

Klaus Von Lampe  
Assistant Professor, Department of  
Law, Police Science and Criminal Justice  
Administration  
Diplom-Politologe (MA), Freie  
Universität Berlin; Dr. Jur (PhD), Goethe-  
Universität, Frankfurt am Main

Daniel O'Neal Vona  
Associate Professor, Department of  
Law, Police Science and Criminal Justice  
Administration  
BA, St. John's College of Annapolis; MS,  
PhD, Fordham University

Thalia Vrachopoulos  
Professor, Department of Art and Music  
BA, MA, Hunter College, CUNY; DPhil,  
The Graduate School and University  
Center, CUNY

Barbara Wala  
Administrative Manager, Office of  
Public Safety  
BA, John Jay College of Criminal Justice,  
CUNY

Charlotte Walker-Said  
Assistant Professor, Department of  
Africana Studies  
AB, Princeton University; PhD,  
Yale University

Declan Walsh  
Director, Office of Community Outreach  
and Service Learning, Division of  
Student Development  
BA, MA, John Jay College of Criminal  
Justice, CUNY

Jay Walitalo  
Lecturer, Department of English  
BS, Eastern Michigan University; MEd,  
University of Illinois

Margaret Wallace  
Associate Professor, Department of  
Sciences  
BA, Polytechnic Institute of Brooklyn;  
MPhil, PhD, The Graduate School and  
University Center, CUNY

Mike Wallace  
Distinguished Professor, Department of  
History  
BA, MA, PhD, Columbia University
Martin Wallenstein
Associate Professor, Department of Communication and Theatre Arts
BA, Butler University; MA, Queens College, CUNY; PhD, Indiana University;
JD, St. John’s University School of Law

Adam Wandt
Assistant Professor, Department of Public Management
BA, MPA, John Jay College of Criminal Justice, CUNY; JD, Hofstra University
School of Law

Feng Wang
Director of John Jay Online
BS, Central China Normal University; PhD, University of Georgia

Hao Wang
Unix Administrator, Department of Information Technology
BS, East China Institute of Technology; MS, Wuhan Institute of Advanced Studies

Christopher Warburton
Assistant Professor, Department of Economics
BA, Fourah Bay College, University of Sierra Leone, Freetown; MA, MA, PhD,
Graduate School of Arts and Sciences, Fordham University

Cherryanne Ward
Grants Assistant, Office of Sponsored Programs
BA, Hunter College, CUNY

Joanie Ward
Administrative Coordinator, Department of Anthropology
BA, Queens College, CUNY

Alisse Waterston
Professor, Department of Anthropology
BA, New York University; MA, Columbia University; PhD, The Graduate School
and University Center, CUNY

Rebecca Weiss
Assistant Professor, Department of Psychology
BA, Northwestern University; MA, PhD, Fordham University

Pamela Weppner
Web Content Manager/Prospect Research, Office of Marketing and Development
AA, American Academy of Dramatic Art

Valerie West
Assistant Professor, Department of Criminal Justice
MA, MA, John Jay College of Criminal Justice, CUNY; MPhil, PhD, New York

Sara Whitestone
Lecturer, Department of English
MEd, Tulane University

Johanna Whitten
Managing Director, Gerald W. Lynch Theater
BS, New York University University

Cathy Spatz Widom
Distinguished Professor, Department of Psychology
BS, Cornell University; MA, PhD, Brandeis University

Susan Will
Assistant Professor, Department of Sociology
BA, MA, University of Illinois at Chicago; PhD, University of California, Irvine

Fay Williams
Associate Director, Office of Graduate Admissions, Division of Enrollment Management
BS, John Jay College of Criminal Justice, CUNY; MEd, Baruch College, CUNY

Rabiyah Williams
Administrative Coordinator, Department of Public Safety
BS, MPA, John Jay College of Criminal Justice, CUNY

Basil W. Wilson
Professor Emeritus, Department of Africana Studies
BA, MA, Queens College, CUNY; PhD, The City University of New York

Joshua C. Wilson
Assistant Professor, Department of Political Science
BA, BA, PhD, University of California, Berkeley

Janet Winter
Executive Assistant to the Director of Public Safety
BS, John Jay College of Criminal Justice, CUNY; MPA, New York University

Roger L. Witherspoon
Professor Emeritus, Department of Counseling
BS, North Carolina Agricultural and Technical University; MSW, Adelphi University; EdD, University of Massachusetts

Daryl A. Wout
Assistant Professor, Department of Psychology
BS, Oakwood College; MA, PhD, University of Michigan

Chantelle K. Wright
Associate Director, Center for Career and Professional Development, Division of Student Development
BS, Morgan State University; MA/EdM, Columbia University

Fred Wright
Professor Emeritus, Department of Psychology
BA, MS, The City College of New York, CUNY; PhD, The City University of New York

James S. Wulach
Professor, Department of Psychology and Director, Master of Arts in Forensic Mental Health Counseling Program and MA/JD Program in Forensic Psychology and Law
BA, The Johns Hopkins University; JD, University of Michigan Law School; PhD, The City University of New York

Peggiee Wupperman
Associate Professor, Department of Psychology
BS, University of Texas, Dallas; MS, PhD, University of North Texas

Paul A. Wyatt
Director of Student Relations, Division of Student Development
AA, New York City Community College, CUNY; BA, Brooklyn College, CUNY; MPA, John Jay College of Criminal Justice, CUNY

Kathryn Wylie-Marques
Associate Professor, Department of Communication and Theatre Arts
BA, University of Illinois; MA, University of Chicago; PhD, The Graduate School and University Center, CUNY

Marvin Yablon
Professor Emeritus, Department of Mathematics and Computer Science
BEE, MEE, MS, PhD, New York University

Nancy Yang
Peer Program Specialist, Student Academic Success Programs
BA/MA, John Jay College of Criminal Justice, CUNY

Philip T. Yanos
Associate Professor, Department of Psychology
BA, Wesleyan University; PhD, St. John’s University
Michael W. Yarbrough  
Assistant Professor, Department of Political Science 
AB, University of Chicago; JD, Yale Law School; MA, MPhil, PhD, Yale University

Marcia D. Yarmus  
Professor Emerita, Department of Modern Languages and Literatures 
BA, MA, MPhil, PhD, New York University

Daniel A. Martens Yaverbaum  
Lecturer, Department of Sciences 
BA, Amherst College; MA, The City College of New York, CUNY; MPhil, Columbia University

Amy Youmazzo  
Admissions Counselor, Office of Undergraduate Admissions, Division of Enrollment Management 
BA, Mount Saint Mary College

Barbara Young  
Career Counselor, Center for Career & Professional Development, Division of Student Affairs 
BS, College of Saint Mary; MPA, Baruch College, CUNY

Violet Yu  
Assistant Professor, Department of Criminal Justice 
BA, MA, Simon Fraser University; MA, Rutgers University; PhD, Rutgers University School of Social Justice

Elizabeth Yukins  
Assistant Professor, Department of English 
BA, Princeton University; MA, PhD, University of Pennsylvania

Patricia Zapf  
Associate Professor, Department of Psychology 
BA, University of Alberta; MA, PhD, Simon Fraser University

Gary Zaragovitch  
Graphics Artist, Office of Marketing and Development 
BA, Queens College, CUNY

Guoqi Zhang  
Assistant Professor, Department of Sciences 
PhD, Chinese Academy of Sciences

Philip Zisman  
Distinguished Lecturer, Department of Public Management 
BA, Rutgers, The State University of New Jersey; JD, Washington College of Law, American University

Gulen Zubizarreta  
Director, Office of Human Resources 
MS, Dokuz Eylul University, Izmir, Turkey; MA, University of South Dakota

Claudia Zuluaga  
Lecturer, Department of English 
BA, New School University; MFA, Sarah Lawrence College
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