JOHN JAY

COLLEGE OF CRIMINAL JUSTICE

COLLEGE COUNCIL

AGENDA

& ATTACHMENTS

THURSDAY, FEBRUARY 13, 2025

All meetings begin at 1:40 p.m. and are open to the College Community.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
The College Council
AGENDA

February 13, 2025 – 1:40 pm

I.   Adoption of the Agenda

II.   Approval of the Minutes of the December 12, 2024 College Council (Attachment A), **Pg.4**

III.   Members of the College Council Committees Link
    College Council:
    -Krish Pandya and Amirah Low will serve as new student alternate-at-large members replacing Terrell Murphy and Natalie Chan;
    -Catherine Mulder will replace Joseph Rebello to serve as a full-time faculty representative for the Department of Economics.

    Committee on Faculty & Student Discipline:
    -Ashley Tobar and Daniel Oresanya will no longer serve on the committee;

    Committee on Honors, Prizes, and Awards:
    -Andy Veras and Daniel Oresanya will no longer serve on the committee;

    Committee on Student Interests:
    -Ashley Tobar will no longer serve on the committee.

IV.   Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B4) – Interim Dean of Academic Programs, Andrew Sidman

Programs
    B1. Revision of Minor in Middle East Studies, **Pg.6**

Course Revisions
    B2. HON 202 Leadership and the Common Good (already appd: FC: WC), **Pg.11**
    B3. HON 301 The Idea of the Common Good Across Disciplines (already appd: CO: JCII), **Pg.27**
    B4. SOC 232 Social Stratification, **Pg.39**

V.   Report from the Committee on Graduate Studies (Attachments C1-C6) –Interim Dean of Academic Programs, Andrew Sidman

Programs
    C1. Revision of the MS in Forensic Science, **Pg.42**

New Courses
    C2. FOS 7XX (708) Human Genetics and Forensic DNA Technology, **Pg.48**
    C3. FOS 7YY (709) Applied Statistics and Data Analysis for Forensic Scientists, **Pg.58**

<u>**Course Revisions**</u>

VI.   IT Update- Chief Information Officer, Joseph Laub

VII.   New Business

VIII.   Announcements:
- Student Council (President Yarik Munoz)
- Faculty Senate (President Karen Kaplowitz)
- HEO Council (Vice President Jennifer Lorenzo)
- Administrative Announcements (President Karol Mason)

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL
December 12, 2024

The College Council held its fourth meeting of the 2024-2025 academic year on December 12, 2024. The meeting was called to order at 1:50 p.m. and the following members were present:

In-Person: Adam McKible, Alejandro Garcia Lozano, Alison Perry, Anru Lee, Artem Domashevskiy, Brian Maule, Chevy Alford, Diana Falkenbach, Elton Beckett, Heath Grant, Ignacio Sanchez, Jonathan Epstein, Joseph Maldonado, Karen Kaplowitz, Ray Patton, Robert Till, Robert Garot, Sung-Suk (Violet) Yu, Susan Pickman, Todd Stambaugh, Veronica Hendrick, Vicente Lecuna, Yarik Munoz, Jamella Richmond, Aneesa Thomas, Jeff Matthew, Tiffany Rodriguez, Valeria Pavia Marin, Jennifer Lorenzo, Rulisa Galloway-Perry, Allison Pease, Andrew Sidman, Daniel Matos, Karol Mason, Mark Flower, Angela Crossman*, Anthony Carpi*, Helen Keier*, Dor Nave*.

Remotely: Catherine Kemp, Francis Sheehan, Heath Brown, Susan Kang, Najmul Islam, Cortanay Parker, Ned Benton*, Shilpa Viswanath*, Marie Springer*.

Excused: Nicole Awai, David Mao, In-Deria Barrows, Samuel Lopez, Ruby Aguirre.

Absent: Brian Montes, Joseph Rebello, Nina Fisher, Janice Johnson-Dias, Nicole Elias*, Terrell Murphy*, Natalie Chan*, Carolina Vasquez*.

Guests: Kathy Killoran, Valerie West, Melissa Dolan, Lucia Velotti, Kendra Doychak, Karen Rambharose, Caroline Reitz, Amirah Low, Erica Bond, Christopher Shults, Maria Volpe, Alexa Capeloto.

* - Alternates

I. <u>Adoption of the Agenda</u>
The motion was made to approve the agenda. The motion was seconded an approved unanimously with one correction:
- Item B1 "Revision of BS in Criminal Justice" to be changed to "Revision of BA in Criminal Justice".

II. <u>Approval of the Minutes of the November 11, 2024 College Council</u>
The motion was made to approve the minutes. The motion was seconded and approved unanimously.

III. <u>Approval of Members of the College Council Committees</u>
The motion was made to approve the membership. The motion was seconded and approved unanimously.

IV. <u>Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B6) – Interim Dean of Academic Programs, Andrew Sidman</u>

Programs

The motion was made to approve item B1. Revision of BA in Criminal Justice. The motion was seconded and approved unanimously.

The motion was made to approve item B2. Revision of BA in Criminology. The motion was seconded and approved unanimously.

The motion was made to approve item B3. Revision of BA in English. The motion was seconded and approved unanimously.

The motion was made to approve item B4. Revision of the Certificate and Minor in Dispute Resolution. The motion was seconded and approved unanimously.

Course Revisions

The motion was made to approve item B5. CJBA Bulk Revision: CJBA 210, 220, 230, 240, 241, 250, 361, 365. The motion was seconded and approved unanimously.

The motion was made to approve item B6. MAT 302 Probability and Mathematical Statistics II. The motion was seconded and approved unanimously.

V.   Report from the Committee on Graduate Studies (Attachment C1-C6) –Interim Dean of Academic Programs, Andrew Sidman

Programs

The motion was made to adopt item C1. Revision of the MA in Economics. The motion was seconded and approved unanimously.

The motion was made to adopt item C2. Revision of the Advanced Certificate in Emergency Management. The motion was seconded and approved unanimously.

Course Revisions

The motion was made to adopt item C3. CRJ 779 The Female Offender in Western Society. The motion was seconded and approved unanimously.

The motion was made to take the following items as a slate:
      C4. PSY 716 Assessment and Counseling of the Juvenile Offender
      C5. PSY 754 Advanced Forensic Assessment
      C6. PSY 774 Advanced Issues in Victim Counseling and Psychotherapy
The motion was seconded and approved unanimously. The motion was made to approve items C4-C6. The motion was seconded and approved unanimously.

VI.   Future of Public Safety Presentation - Vice President of Justice Initiatives, Erica Bond
VP Bond made a presentation on the Future of Public Safety and answered questions from the council.

VII.   New Business
December 19th "If Needed" date will not be needed by the council.

The meeting was adjourned at 2:45p.m.

John Jay College of Criminal Justice
Office of Academic Programs

Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to kkilloran@jjay.cuny.edu. (Or provide a Dropbox folder link)

1. **Date submitted**: Nov 11, 2024

2. **Department or program proposing these revisions**:

   a. Name and contact information of proposer(s): James De Lorenzi
      History Department

   b. Email address of proposer: jdelorenzi@jjay.cuny.edu

3. **Name of graduate program, major, minor or certificate program being revised**:

   ### Middle East Studies Minor

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:

   a. Please provide the meeting date for approval: Middle East Studies Minor Curriculum Committee, approved 11/8/2024

   b. Name of department chair, major/minor coordinator or graduate program director approving this proposal:

      James De Lorenzi, Middle East Minor Coordinator
      Stephen Russell, History Department Chair
      Vicente Lecuna, Modern Languages Department Chair

5. **Please describe the curriculum changes you are proposing**:
   (narrative or bullet points are acceptable if there is adequate explanation)

      a. Allow students to take multiple sections of HIS228 with differing topics (three times total) and apply them to the minor.

      b. Remove the limit on the number of language courses that count as minor electives

Approved by UCASC, Dec 13, 2024, to CC, Feb 13, 2025

6. **Please provide a rationale for the changes**:
(narrative format to go to CUNY and NYSED reports)

a. Allow students to take multiple sections of HIS 228

The curriculum of the MES minor requires all students to take HIS228 Critical Perspectives on the Middle East. This seminar is a topics course that addresses a wide range of content via a single course number. For example, recent sections have included the following classes: Imperialism and Colonialism in the Middle East; Politics of Development in the Middle East and North Africa; Islam and Modernity; and Arabic Literature and Film. In recognition of this variety, students in the minor should be able to repeat HIS228 twice, so long as the topics are distinct. The second and third enrollments will count as minor electives, for up to six credits.

b. Remove the limit on the number of language courses that count as minor electives

In its current form, the MES minor limits the number of language courses that can count as minor electives to two courses. This unfairly penalizes those students who wish to focus on language study through the minor, and especially heritage language speakers who obtain credit via exam and wish to continue their language study at the intermediate or advanced level. Removing the restriction to two courses will resolve this issue, which has occasionally emerged in minor advisement.

7. **How do these proposed changes affect other academic programs or departments**?

   a. Which program(s) or department(s) will be affected?

   Revision b will affect the Modern Languages department, since it offers elementary (ARA 101 and ARA 102) and intermediate Arabic (ARA 201).

8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes**:

   UCASC and CGS suggests prior consultation with academic department chairs, UCASC representatives, program directors and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin http://www.jjay.cuny.edu/college-bulletins, a list of UCASC members can be found at: http://www.jjay.cuny.edu/members). CGS members can be found here: https://new.jjay.cuny.edu/members-list.

   The limit on language course electives was discussed with Professor Vicente Lecuna, the chair of the Modern Languages department, as well as Professor Lamees Fadl, Arabic instructor and member of the Middle East Studies minor curriculum committee. They both supported the revision.

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).
   See below

Approved by UCASC, Dec 13, 2024, to CC, Feb 13, 2025

Middle East Studies Minor
[From UG Bulletin 2024-25 reflecting proposed changes]

Description. The interdisciplinary Middle East Studies minor allows students to explore the history, politics, religions, and cultures of the Middle East, broadly conceived. As the birthplace of Judaism, Christianity, and Islam and the center of political and economic dynamics that have profoundly shaped the contemporary world, the Middle East is vital to understanding the global past and present. In this minor, students will examine themes that are central to understanding the region and its peoples, including gender, religion, kinship, ethnicity, and landscape, as well as key topics such as colonialism, nationalism, diaspora, and the nation state. Students will develop critical perspectives on the dominant narratives of the region, and will also have the opportunity to acquire language skills that will enable them to explore its rich literary heritage.

Learning Outcomes. Students will:

- Identify and explain the significance of major events, trends, and themes in Middle East history, politics, and societies.
- Identify, locate, contextualize, and evaluate the usefulness of different forms of evidence (primary sources).
- Effectively read scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
- Construct an argument grounded in evidence from primary and secondary sources and be able to provide a coherent written defense of this argument.

Rationale. This minor is a direct response to our students' deep interest in the Middle East, and it was developed through extensive consultation with the Muslim Students Association, Students for Justice in Palestine, and Hillel. In addition to building on students' curricular interests, it also directly serves John Jay's mission of educating for justice by providing a nuanced and rigorous understanding of the region, its peoples, and its diasporas that is rooted in critical area studies.

Credits required. 18

Minor coordinator / advisor. Professor James De Lorenzi, Department of History (Room 8.65.07 NB, 646-557-4653, jdelorenzi@jjay.cuny.edu).

Requirements. To earn a minor in Middle East Studies, student complete two required courses and choose four electives for a total of 18 credits. Students may apply a maximum of 9 transfer credits to the minor. A maximum of two courses can overlap with a student's major, minors or programs.

Additional information. Students may petition the Minor Coordinator to have LIT 287 Selected Topics in Literature, LIT 346 Cultures in Conflict, SOC 206 Sociology of Conflict and Dispute Resolution, HIS 127 Microhistories, HIS 282 Selected Topics in History, HJS 310 Comparative

Perspectives on Justice, HIS 352 History and Justice in Wider World, or any other course including experiential learning courses count toward the minor if the Middle East is a major focus of the course as taught that semester.

~~No more than two language courses can count towards the elective requirement in the minor.~~ Students may count courses in any Middle East language, broadly defined (i.e., Arabic, Hebrew, Persian, Syriac, Turkish, etc.), that they have taken at another institution and which is accepted by the College as transfer credit. See the Minor Coordinator for approval of these substitutions. Credits earned through foreign language exams or study abroad programs related to the Middle East will also count towards the minor. **Note: Students may apply a maximum of 9 transfer or external (test) credits to the minor. At least nine credits must be taken in residence at John Jay College.**

Students who enrolled for the first time at the College or changed to this major in September 2025 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 Undergraduate Bulletin 2024-25.

Part One. Required Courses   Subtotal: 6 cr.

HIS 228 Critical Perspectives on the Middle East
POL 331 Government and Politics in the Middle East and North Africa

Part Two. Electives   Subtotal: 12 cr.

Select four

ARA 101	Elementary Modern Standard Arabic I
ARA 102	Elementary Modern Standard Arabic II
ARA 201	Intermediate Arabic I
ARA 301	Themes of Social Justice in Arabic Literature and Film
HIS 228	**Critical Perspectives on the Middle East**
HIS 256	History of Muslim Societies and Communities
HIS 281	Imperialism in Africa, South Asia, and the Middle East
HIS 356/GEN 356	Sexuality, Gender, and Culture in Muslim Societies
HIS 359	History of Islamic Law
HIS 366	Religions of the Ancient World
HIS 368	Law and Society in the Ancient Near East

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HIS 370   Ancient Egypt

Note: Six credits of HIS 228 Critical Perspectives on the Middle East can be applied to the minor electives. The course is repeatable as long as the topics are distinct.

Total Credit Hours: 18

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The City University of New York

Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: 9/23/2024

1. Name of Department or Program: Honors

2. Contact information of proposer(s):

    Name(s): Jennifer Rutledge

Email(s): jrutledge@jjay.cuny.edu

    Phone number(s): 646-557-4710

3. Current number and title of course: **HON 202: Leadership and the Common Good**

4. Current course description:

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.

    a. Number of credits: 3

    b. Number of class hours (please specify if the course has lab hours): 3

    c. Current prerequisites: ENG 201 and restricted to students in the John Jay Honors Program or the Macaulay Honors Program

Approved by UCASC, Dec 13, 2024, to CC, Feb 13, 2025

5. Describe the nature of the revision (what are you changing?): Changing the title and course description to reflect a new focus on linking research skills to matters of futurity.

6. Rationale for the proposed change(s):

The honors program is undergoing a curricular revision to bring research methods into the program sooner. This class is designed to introduce students to the mechanics of research through a small, instructor-led research project related to the program theme of the Common Good before they are asked to do research on their own at the 300 level. The revised syllabus embeds practice for these skills earlier in the Honors' experience to allow more familiarity and practice, while demonstrating the connection between research, Common Good theory, and action.

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

a. Revised course description:

This course teaches students to become leaders in the global pursuit of the common good through collaborative inquiry and problem solving. Students will learn basic skills in interdisciplinary research including developing a research question, evaluating literature, project planning, and analysis while also considering cultural and ethical factors related to global leadership and problem solving, such as the relationship between collective goals and 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 by addressing a common good issue affecting the global future of humanity, such as climate change, welfare systems, artificial intelligence or the future of foreign policy.

b. Revised course title: **Shared Futures: Research for the Common Good**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Research Methods - Common Good**

d. Revised learning outcomes: N/A

e. Revised assignments and activities related to revised outcomes

- Literature Review
- Methodological tools appropriate to the question at hand.
    - Survey
    - Interviews
    - Case Studies
- Final research project and poster presentation

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: approx. 25 every spring.

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

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

This course is already approved for the Flexible Core: World Cultures and Global Issues area.

10. Does this change affect any other departments?

___X__ No   _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 9/23/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Raymond Patton, Faculty Director, John Jay and Macaulay Honors Program.

New Syllabus:

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

HONORS PROGRAM
524 W 59ᵀᴴ STREET, 8.64NB
NEW YORK, NY 10019

HON 202: Shared Futures: The Future of Social Policy Around the World

Professor: Jennifer Rutledge
Office: 9.65.08
Office Hours: XXXX
Phone: 646-557-4710
Email: jrutledge@jjay.cuny.edu

BULLETIN COURSE DESCRIPTION

This course teaches students to become leaders in the global pursuit of the common good through collaborative inquiry and problem solving. Students will learn basic skills in interdisciplinary research including developing a research question, evaluating literature, project planning, and analysis while also considering cultural and ethical factors related to global leadership and problem solving, such as the relationship between collective goals and 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 by addressing a common good issue affecting the global future of humanity, such as climate change, welfare systems, artificial intelligence or the future of foreign policy.

Additional Course Info
In this iteration of the course, we ask two basic questions, one normative and one empirical: what should the state provide for its citizens and what can/will the state provide for its citizens? After first familiarizing ourselves with the literature on the welfare state, and becoming comfortable with writing a literature review, we turn to examine present, pressing questions of the welfare state and practice answering those questions with a variety of topic-specific methodological tools, such as case studies OR interviews OR surveys. Finally, we turn to think about how one's research can be used in different forums, such as academic or policy writing and how to engage "the community" in ones' research. This course looks at welfare states across the globe to engage with issues of cultural and regional diversity.

COURSE PREREQUISITES
English 201 and HP Sophomore Cohort

LEARNING OUTCOMES
At the completion of this course students will become familiar with the research process. Specifically they will be able to:

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1. Gather, interpret, and assess information from a variety of sources and points of view
2. Develop a research question
3. Evaluate evidence and arguments critically and analytically
4. Produce well-reasoned written or oral arguments using evidence to support conclusions
5. 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.
6. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
7. 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.

GRADING and COURSE ASSIGNMENTS:

In this class you will do several activities that ask you to engage with the literature and data on the welfare state. You will turn in an annotated article, a response paper to the initial welfare state literature, a full-length literature review, and a final poster to sum up your research. In addition, there will be in class activities or quizzes for which you can earn points and there will be a final reflective writing assignment that will ask you to reflect on your research journey.

How Grades Will Be Determined:

Annotated Article: 5%
1 Response Paper: 10%
1 Literature Review: 15%
10 In class quizzes and activities: 5% each (40% total) (lowest 2 dropped)
Poster Session: 15%
Final Reflective Writing: 10%
Participation and Professionalism: 5%
see assignment descriptions attached at the end of the syllabus

Late Work: Late work will lose 10% of the grade per day it is late.

Office Hours: I encourage students to come to my office hours to discuss any issues they have with the course as well as to further in-class conversations. My office hours are listed above. I am also open to meeting with students at other times, just contact me to set up a meeting.

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TEXTS

This is a zero-cost textbook class. All readings and materials will be available to you via the course Brightspace page.

COURSE SCHEDULE

UNIT I: READING ACADEMICALLY

Week 1: Introduction to the Class

Day 1: Introduction to the Class

Day 2: Reading and Annotating an Academic Article

- Annotating an Article - https://www.youtube.com/watch?v=JtRGUNo2pck
- Béland, Daniel, et al. "Social policy responses to COVID-19 in Canada and the United States: Explaining policy variations between two liberal welfare state regimes." *Social Policy & Administration* 55.2 (2021): 280-294.

In Class Activity: Annotating the Beland article together - read it before class!!

Week 2: Grappling with the Literature

Day 1: Literature Reviews

- Denney, Andrew S., and Richard Tewksbury. "How to write a literature review." *Journal of criminal justice education* 24.2 (2013): 218-234.
- Purdue OWL - How to Write a Literature Review - https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html

In Class Activity: Grading Literature Reviews

Day 2: Origins of the State

- Spruyt, Hendrik. "The origins, development, and possible decline of the modern state." *Annual review of political science 5.1* (2002): 127-149.

- Nwozor, A." Media, Ethnicity and the Challenge of Peace: Exploring the Crisis of State-Building in Nigeria". *Journal of Pan African Studies*,, v. 6, n. 9, p. 146–161, 2014

Annotated Article Due

Week 3:

Day 1: Origins of the Welfare State

- Pierson, Christopher. 2004. "Origins and Development of the Welfare State, 1880-1975" in Deakin, Nicholas, Catherine Jones Finer, and Bob Matthews, eds. *Welfare and the state: critical concepts in political science*. Vol. 1. Taylor & Francis, 2004, pgs 47-85.
- Pierson, Christopher and Matthhieu Leimgruber. 2010. "Intellectual Roots" in The Oxford Handbook of the Welfare State, eds. Francis G. Castles, et. al. pgs 32-44

Day 2: Welfare States in the Global North

- Arts, Wil, and John Gelissen. "Three worlds of welfare capitalism or more? A state-of-the-art report." *Journal of European social policy* 12.2 (2002): 137-158
- Prasad, Monica. "American exceptionalism and the welfare state: The revisionist literature." *Annual Review of Political Science* 19 (2016): 187-203.
- Coates, Ta-Nehisi, "The Case for Reparations" *The Atlantic Monthly*, 2014.

Week 4:

Day 1: Welfare States in the Global South

- Geof Wood and Ian Gough, "A Comparative Welfare Regime Approach to Global Social Policy," *World Development,* 34, 10 (October 2006): 1696-1712.
- Mares, Isabela, and Matthew E. Carnes. "Social policy in developing countries." *Annual review of political science* 12 (2009): 93-113.

Day 2: Welfare Retrenchment

- Lauren M. MacLean, "State Retrenchment and the Exercise of Citizenship in Africa," *Comparative Political Studies* (2010): 1-29.
- Jacob Hacker, "Privatizing Risk without Privatizing the Welfare State: The Hidden Politics of Social Policy Retrenchment in the United States," *APSR* (2004): 243-58.

Week 5:

Day 1: Welfare Today 1

- Koch, Insa, and Deborah James. "The state of the welfare state: Advice, governance and care in settings of austerity." *Ethnos* 87.1 (2022): 1-21.
- Mok, Ka Ho, Yeun-Wen Ku, and Tauchid Komara Yuda. "Managing the COVID-19 pandemic crisis and changing welfare regimes." *Journal of Asian Public Policy* 14.1 (2021): 1-12.

Day 2: Welfare Today 2

- Ian Gough, 2021. "From Welfare States to Planetary Well-Being" in Béland, Daniel, et al., eds. *The Oxford handbook of the welfare state*. Oxford University Press, 2021, pg 901-920.
- Koch, Max. "Social policy without growth: Moving towards sustainable welfare states." *Social Policy and Society* 21.3 (2022): 447-459.

UNIT II: METHODS

Week 6: Asking Questions and Gathering Data

Day 1: Academic Skills: How To Ask a Research Question:
https://www.youtube.com/watch?v=elZ3gPdEENI

In Class Activity: Practicing Our Research Questions.

Day 2: Library Visit
LITERATURE REVIEW DUE

Week 7: Hypotheses and Methods

Day 1: Hypotheses

- Bond, Jon R. "The scientification of the study of politics: Some observations on the behavioral evolution in political science." *The Journal of Politics* 69.4 (2007): 897-907.
- Senthilnathan, Samithamby. " Relationships and Hypotheses in Social Science Research." *Available at SSRN 3032284*(2017).

Day 2: Types of Analysis

- Landman, Todd. *Issues and methods in comparative politics: an introduction.* Routledge, 2017, Ch. 1, 2 and 13

Week 8: Qualitative Analysis

Day 1: Case Studies and Process Tracing

- David Waldner, 2015. "What makes process tracing good? Causal mechanisms, causal inference and the completeness standard in comparative politics" in Process Tracing: From Metaphor to Analytic Tool. Eds. Andrew Bennet and Jeffery T. Checkel
- Mahoney, James. "Long-run development and the legacy of colonialism in Spanish America." *American Journal of Sociology* 109.1 (2003): 50-106. (Excerpts)

Day 2: Interviews

- Smith, Thomas Aneurin. "Unsettling the ethical interviewer: emotions, personality, and the interview: Experiences from fieldwork on environmental education in Tanzania." *Fieldwork in the Global South*. Routledge, 2014. 145-157.
- Leech, Beth L. "Asking questions: Techniques for semistructured interviews." *PS: Political Science & Politics*35.4 (2002): 665-668.

 In Class Activity: Conducting Interviews

Week 9: Quantitative Analysis 1

Day 1: Descriptive Statistics

- Young, Laura D. "Testing Tilly: Does War Really Make States?." *Social Evolution & History* 21.1 (2022): 175-199.

In Class Activity: Practicing Descriptive Statistics by comparing 3 different welfare states

Day 2: Surveys Day 1
- Harzing, Anne-Wil, B. Sebastian Reiche, and Markus Pudelko. "Challenges in international survey research: A review with illustrations and suggested solutions for best practice." *European Journal of International Management* 7.1 (2013): 112-13

In Class Activity: Creating A Survey to take to a different country

Week 10: Quantitative Analysis 2

Day 1: Surveys Day 2

In Class Activity: Finishing and Analyzing a Survey

Day 2: Basics of Excel/Google Sheets

- Watch before class: Excel Basics - https://www.youtube.com/watch?v=rwbho0CgEAE

In Class Activity: Playing with Numbers using the global welfare databases as listed in class

UNIT III: USES OF RESEARCH

Week 11: Research for the Academy

Day 1: Academic Argumentation

- Badley, Graham. "Academic writing as shaping and re-shaping." *Teaching in Higher Education* 14.2 (2009): 209-219.

Day 2: Academic Writing

- Ch 9, 17, and 18 in *They Say, I say, Fifth Ed.*, authors Gerald Graff and Cathy Birkenstein, 2021 - https://archive.org/details/they-say-i-say-5th-edition/page/n23/mode/2up

- "Research as a Second Language" Excerpts from a blog by Thomas Basboll

Week 12: Research for the Policy Community

Day 1: The Policy Process

- Rushton, Simon, and Owain David Williams. "Frames, paradigms and power: global health policy-making under neoliberalism." *Global Society* 26.2 (2012): 147-167.
- Bardach and Patashnik, A Practical Guide for Policy Analysis, 1-14

Day 2: Crafting your Research for the Policy Community

In Class Activity: Group Work to Write Policy Proposals

Week 13: Research for the Community

Day 1: Community Engaged Research and Ethical Considerations

- Barinaga, Ester, and Patricia S. Parker. "Community-engaged scholarship: Creating participative spaces for transformative politics." *Tamara Journal of Critical Organisation Inquiry* 11.4 (2013): 5.

ALSO

- Watch before class:
- Henrietta Lacks, The Tuskegee Experiment and Ethical Data Collection via the library database:
- https://cuny-jj.primo.exlibrisgroup.com/permalink/01CUNY_JJ/11qd863/cdi_alexanderstreet_marcxml_AcademicVideoOnlinePremiumUnitedStatesASP5145238_marc

- AND: The Deadly Deception
- https://www.youtube.com/watch?v=3I3vPgJNFwg

Day 2: Participatory Action Research

- Sandwick, Talia, et al. "Promise and provocation: Humble reflections on critical participatory action research for social policy." *Urban Education* 53.4 (2018): 473-502

Week 14: POSTER SESSIONS
 *Please note you CANNOT receive full credit for your presentation unless you attend both days**

Day 1: Poster Session Group 1

Day 2: Poster Session Group 2

Week 15: FINAL REFLECTIVE WRITING DUE:

Approved by UCASC, Dec 13, 2024, to CC, Feb 13, 2025

COURSE POLICIES

Attendance/Punctuality/Participation
a. Students must arrive on time for class, and attend classes regularly. Students may miss up to three classes; upon the fourth absence, the student will be withdrawn from the class or given a grade of F.
b. Each two instances of arriving late for class will count as an absence.
c. In-class exercises cannot be made up outside of class or at a later date for credit.

Classroom Conduct
a. No use of cell phones or other electronic devices in class, unless pre-approved by the instructor. Students are expected to be respectful of each other and the professor during class.
b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.
c. Active use of derogatory language will not be tolerated: we may discuss derogatory language, and we may analyze it, but we will not use it to hurt others. Violations of these standards of behavior may lead, in extreme cases, to dismissal from the classroom.

Plagiarism
Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.
Use of Artificial Intelligence in your writing is also plagiarism, because those are not your words or ideas.

Plagiarism will result in a ZERO on that assignment.

Incompletes
An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

Withdrawal Procedure
Ceasing to attend class or verbal notice thereof by you does not constitute official withdrawal.

Approved by UCASC, Dec 13, 2024, to CC, Feb 13, 2025

Accessibilities Students

If you have a documented disability as described by the **Rehabilitation Act of 1973 (P.L. 933-112 Section 504**) **and Americans with Disabilities Act (ADA)** and would like to request academic and/or physical accommodations please contact The Office of Services for Students with Disabilities (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided as appropriate.

HON 202
Annotated Article Assignment

Following the guidelines from class choose either the Spruyt or Nwozor article and turn in a HARD COPY of your annotations.

This assignment is worth 5% of your final grade.

HON 202
Response Paper Guidelines

These response papers are designed for you to review and integrate the readings from the week. In your response papers you will take the readings and demonstrate how they make their main argument or point. How well do the authors argue? What do they do particularly well or badly? How do these readings relate to one another? Is one of them particularly convincing? Next, you are to make an argument connecting the articles in some way. How do these pieces speak to one another or help illuminate each other? Finish by listing AT LEAST TWO QUESTIONS to be discussed in class that were raised for you by the reading. This activity is in essence asking you to write a mini-literature review and will be useful as you prepare your final literature review.

NOTE: You MUST discuss ALL of the readings/videos/podcasts/etc. . . listed on the syllabus for that week

The following offers a way to approach the individual readings that will help you write your papers:

> Summarize the article in 3 sentences or less
> 1. What is the author trying to explain?
> 2. What is the argument?
> 3. What evidence does the argument use to support the argument?

Mechanics:
1. 2-3 pages
2. 12 pt font, double-spaced

3. Bring a HARD COPY of your response paper to class

This assignment is worth 5% of your final grade

HON 202
Literature Review Assignment

Write a literature review using the readings from Weeks 3-5, as well as other appropriate sources, based on your interests.

•Provides historical background (if applicable)

•Explains the theories your research explores

•Show how others have defined/measured concepts (if applicable)

•Identifies data sources (if applicable)

•Points out gaps and the way forward in future research, ie your project.

You can organize the review in whatever way is best for the material you are working with, whether that is chronologically, methodologically or thematically.

Grading 100 points total

Stating the arguments/theories: 30
Critical Commentary: 20
Organization: 20
Grammar/spelling: 15
Sources, correctly formatted (at least 10): 15

Mechanics:

5-8 pages
Double-spaced
12 point font

This is worth 15% of your final grade

HON 202
Poster Session

We will hold all "poster sessions" for your research presentations in class. This is not optional – ALL students must give a research presentation. Failure to do so will result in a grade of 0 on your "Research Presentation/Final Project" grade even if you hand in a paper.

Your poster is a visual representation of your research paper. The idea is to put the main points of your paper, including your research question, hypothesis, and analysis into visual format. You should use a combination of text and graphics (charts, pictures, etc.). Posters are commonly used in academic conferences and in policy circles. As a result, please treat this as a serious project and work towards a presentation that helps convey your ideas in the most effective way possible. Here is a site by an academic about designing "academic posters" (http://colinpurrington.com/tips/academic/posterdesign).
We also will discuss effective poster presentations in class.

You should include (at the very least) the following components in your poster presentation:
1. A title.
2. Your research question, and some background information.
3. Your hypothesis (hypotheses)

Most importantly, you must discuss your overall research by addressing questions such as: What are the findings of your research? What did you learn? Why is it important? How did your data inform your research question? What has your research contributed to the literature?

PLEASE NOTE: A portion of your class "participation/attendance" grade will also result from being a good "consumer" of your colleagues' posters. You will need to visit each poster and engage with each presenter, then assign each presentation a score. I'll consult those scores when computing a grade for the presentation.

This is worth 15% of your final grade

HON 202
Final Reflective Writing

Think back to what you knew about research at the beginning of this class. Think back to what you knew about the welfare state. This final writing assignment is designed to have you reflect on what you have learned through this class. Think through the following questions as you prepare your answer.

1. How much did you know about research and the welfare state before this class?

Approved by UCASC, Dec 13, 2024, to CC, Feb 13, 2025

2. How much do you know now?

3. What is the most important thing you will take away from this class?

4. What did you not learn that you wish you would have learned?

5. How does what you learned in this class connect with other content areas and real life?

6. Identify your effort level for this class? How much time did you spend on this class on a weekly basis? (Average it out)

7. If we consider that grades are a reflection of how much knowledge and/or skills were gained during a class (NOT how hard you tried) what grade do you honestly think you deserve in this class? Why?

Mechanics:

2-3 pages
12 pt font, double-spaced

This is worth 10% of your final grade

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Office of Academic Programs

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.

Date Submitted: **9-23-2024**

1. Name of Department or Program: Honors Program

2. Contact information of proposer(s):

Olivera Jokić, Kristin Sanchez Carter, Kathleen Collins
Email(s): ojokic@jjay.cuny.edu; kcarter@jjay.cuny.edu; kcollins@jjay.cuny.edy;

3. Current number and title of course: **HON 301: The Idea of the Common Good Across Disciplines**

4. Current course description:

This course explores how research affects the common good in the United States. Each section of this course is a case study exploration of a struggle for justice as well as the range of research strategies, theories, social movements, and public policies that have been used to resolve it. By the end of the course, each student will write a research proposal on a struggle for justice in the U.S. that demonstrates awareness of at least one methodological approach.

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 3 (no lab)

c. Current prerequisites: HON 201, ENG 201 and restricted to students in the John Jay Honors Program or the Macaulay Honors Program

5. Describe the nature of the revision (what are you changing?): Course title and course description will change to reflect that revised class focuses on individual capstone research and proposal writing for each student. This class is the first part of a two-part capstone research sequence, focusing on selecting a topic and research question, examining scholarship in the field, and selecting a research method.

6. Rationale for the proposed change(s): The Honors Program is undergoing a curricular revision that would introduce students to basic research methods and skills earlier in the program. This shift will be reflected in changes made in the prerequisite courses (HON 201 and HON 202) for 301. As a result, students in HON301 will be able to use this course to develop their individual capstone research and

proposal.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a.   Revised course description:

Part one of a two-part capstone course sequence, this course teaches students to engage in research in pursuit of the common good in the United States or the wider world. Supported by a faculty mentor, students will explore a topic, problem, issue, or question relevant to justice and/or the common good, as well as the research strategies, theories, social movements, and public policies that have been used to understand and resolve it. By the end of the course, each student will write a research proposal addressing a justice or common good topic in the U.S. or globally that demonstrates proficiency in at least one methodological approach in preparation for drafting and completing their capstone project in HON 401.

b. Revised course title: **Capstone Seminar I: Common Good Research across Disciplines**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Capstone Seminar I**

d. Revised learning outcomes: N/A
f. Revised number of credits: N/A
g. Revised number of hours: N/A

h. Revised prerequisites: **ENG 201; HON 201; HON 202 or MHC 226**

8. Enrollment in past semesters:

HON 301 is a required course for all students in the Honors Program. It runs regularly in Fall and Spring semesters to allow all students the opportunity to prepare for developing their capstone research project. Average enrollments are ~35 students per semester.

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?
        No   **Yes X**   If yes, please indicate the area:

This course has already been approved as part of the College Option: Justice Core II – Justice in Global Perspective area.

10. Does this change affect any other departments? **No**

11. Date of Department or Program Curriculum Committee approval: 9/23/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Raymond Patton, Faculty Director, John Jay and Macaulay Honors Programs.

John Jay General Education College Option
Course Submission Form

Course Prefix & Number	HON 301
Course Title	Capstone Seminar I: Common Good Research across Disciplines
Department or Program	Honors Program
Discipline	Honors Program
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	**ENG 201; HON 201; HON 202 or MHC 226**
Co-requisites	
Course Description	**Part one of a two-part capstone course sequence, this course teaches students to engage in research in pursuit of the common good in the United States or the wider world. Supported by a faculty mentor, students will explore a topic, problem, issue, or question relevant to justice and/or the common good, as well as the research strategies, theories, social movements, and public policies that have been used to understand and resolve it. By the end of the course, each student will write a research proposal addressing a justice or common good topic in the U.S. or globally that demonstrates proficiency in at least one methodological approach in preparation for drafting and completing their capstone project in HON 401.**
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

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

John Jay College Option Location

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

Justice Core		
☐ Justice & the Individual (100-level)	☐ Learning from the Past	☐ Communication
☐ Justice & the Individual (200-level transfer seminar)		
☐ Struggle for Justice & Inequality in U.S. (300-level)		

■ Justice in Global Perspective (300-level)		

Learning Outcomes

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

I.   **Justice Core II: Justice in Global Perspective (300 Level) -** Please explain how your course meets these learning outcomes

Students will:

read and write about justice issues in various disciplinary, social, and cultural contexts; discuss how historical and other conditions shape struggles for justice	• Contextualize and analyze struggles for justice
read methodology textbooks and scholarly pieces from various disciplines; write and discuss how scholars design research methods appropriate for justice-oriented research	• Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches
give individual and group presentations on individual readings and other study material, focusing on disciplinary standards of research and connections among different projects' concerns about rigor and dependability	• Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline
Complete a series of scaffolded assignments synthesizing knowledge about significance of careful methodology design, to complete a research project proposal of their own, including preliminary literature review, by the end of semester	• Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form

Honors Program
John Jay College CUNY, 524 W 59th St., New York NY 10019

Semester XXXX **Syllabus for HON 301**
Capstone Seminar 1: Common Good Research across Disciplines

Scheduled Meetings: [in person] Time Place

Professor: Individual meetings: Time and by appointment
Best Contact:
Office Phone:

Etymology: <method *n*+-ology *comb. form*, probably after post-classical Latin *methodologia*
(1727 in J. F. Buddeus *Isagoge*). Compare French *méthodologie* (1829).
Originally: the branch of knowledge that deals with method generally or with the methods of a
particular discipline or field of study; (*arch.*) a treatise or dissertation on method; (*Bot.*)
†systematic classification (*obs. rare*). Subsequently also: the study of the direction and
implications of empirical research, or of the suitability of the techniques employed in it; (more
generally) *a method or body of methods used in a particular field of study or activity*. [Source:
The Oxford English Dictionary Online]

What's Going on Here, or, our Course Description
This course continues and integrates the work of HON 201 and HON 202. You will apply and deepen the
knowledge and skills you developed in those courses and use them to develop your individual capstone
research project. We will spend the semester defining and honing the scope of your projects, calibrating
appropriate research method(s) for each individual project, and defining the ethical parameters of each
project's research methodology. By the end of the course, each student will produce a research proposal
that includes a literature review and a proposed method, in preparation for drafting and completing a
capstone project in HON 401.

What You Can Get from This Class, a.k.a., our Learning Goals
By the end of this semester, you should be able to
- Contextualize and analyze struggles for justice
- Discover, gather, interpret, and assess information from a variety of sources, intellectual
  perspectives, and approaches
- Analyze and explain a text or work using methods appropriate for the genre, medium,
  and/or discipline
- Organize and synthesize information and ideas into a coherently structured, thesis-driven,
  evidence-based argument in oral and written form

How You Can Have It All, a.k.a., What You Bring to This Class
Our goals are good-looking things but they are just goals if we don't all show up to make them reality.
The idea of learning behind this class presumes that everyone here is capable and interested in learning
something new, something that will serve them in the future, and something that will serve the
common good that exceeds this class. Whereas the teacher brings structure to the class and gives some
direction in how we get to the goals, everyone in the class has to contribute in order for our learning
process to be successful. This contribution is crucial in this course: while "methodology" sounds like an
abstract concept that could be interpreted in many ways, your project will require you to engage with

the details of how good work will get done.

Get and stay organized: there is a schedule for this class below and on Brightspace. You can anticipate week by week what the expected work will be and when the assignments are due. All the work is preparation for the more complicated tasks that come later, so it won't be possible to 'make up' for things you don't do on time or if you check out of the group work that keeps the whole class on schedule.

Attendance and participation are expected. More than two absences will negatively affect the participation portion of your grade. If missing a class is completely unavoidable, please get in touch and let me know that you are okay. You will grade your own participation in the class.

Participation *is* critical to active learning: Everyone involved in this class is expected to participate in all aspects of learning. We are here to learn something new and the new thing is very rich and complex and challenging for any one person alone. Everyone should ask questions, say when they are confused, point out inconsistencies in our understanding and the unevenness of our knowledge. When you don't understand something or need clarification or when you are simply wondering about something, wonder out loud. Your questions will help everyone think and learn better.

Because you know best how much work and what sort of energy you put into these activities, you'll determine your own participation grade. Of the total 15 points, you can determine the grade using these criteria to give yourself 3 to 1 points for each:

Criteria	3	2	1
Attendance	pretty much always there	mostly there, mostly on time	more than two absences
Preparation	reading regularly, prepared to share what's good or bad	reading only when I'm presenting; trying to get better at being reliable	reading sporadically or not at all; reading aimlessly; can't be bothered
Assignments on time	all on time	most on time	often late
Group work	initiative, communication, completion	need some pushing and reminding	ghoster
Collegiality	motivated, informed contributor encouraging of others	occasional contributor; often informed	mostly just opinionated; dominator; mystery guest

Our goal is to encourage everyone to bring their contribution to the table and to know their knowledge is valuable. This means we have to be attentive to everyone's ways of communicating, have to listen a lot, and try to figure out how we can make an actual helpful working group out of the people who find themselves together in the room for a semester. You will get as much out of this class as you put in, and everything you learn about working with others will serve you in all your academic courses and in the world outside. Stay actively involved with the material, dig into it for yourself, let your curiosity and creativity drive you, formulate your own questions about the discussion at hand and seek answers (and sometimes more questions!) in collaboration with others.

Collegiality thrives among a diversity of views and personal experiences. It's an amazing thing to be able to have the kind of classroom that we have at a publicly funded university in New York City. This is a unique opportunity to hear from people whose knowledge and view of the world is different from ours or similar to ours despite our different backgrounds or daily lives. We will treat the classroom as a space in which we learn how to hear how everyone else lives and thinks, and make sure everyone feels confident in the value of their contributions to our discussions. In our political space of the classroom, we will understand that we all have something to learn from one another. Be open to challenging the assumptions you bring to class.

Communication is crucial. It's always best to ask for clarification or send a short note to keep everyone up to date than to assume we'll know what's going on. Check your school email regularly. Keep in touch with your collaborators. Between class meetings, I will email you as a group regarding any announcements, reminders, changes to the schedule, etc. Please email me with questions or problems or if you want to arrange a meeting. When in doubt about anything, please ask.

Visiting Scholars. Nearly every week, we'll have a John Jay faculty member visit our class to discuss their work as researchers. They will speak to us about their fields of interest and the methods they use to study their fields, so these visits are occasions to think about how the ideas we are addressing in class remain important for the rest of your academic career. This is also an opportunity to meet faculty as actual people who may be doing work you're interested in. They will always share their contact information with us so you can approach them if you'd like them to consider being your research mentor.

Then There is Writing All the Time, a.k.a., Assignments
General assignment guidelines: All assignment due dates are listed in the course schedule. They are also described fully on Brightspace, under "Assignment Descriptions" on the main menu on the left. The point of each assignment is to make room for you to work through the material and to write down whatever is helpful to you. Some of the writing is a record of your reading; some of it is a summary of the material, some of it is a revision and refinement of whatever you are working on.

You are expected to complete *all* assignments and to submit them on time. Late assignments will lose a point for each day they are overdue. There is no extra-credit or make-up work to replace these smaller steps that bring us to the big piece at the end.

Grades will reflect the work you do in all elements of the course:

Class participation (criteria above)	Xpts
Assignment 1	Xpts
Assignment 2	Xpts
Assignment 3	Xpts
Assignment 4	Xpts
Assignment 5	Xpts
Assignment 6	Xpts
Assignment 7	Xpts
Assignment 8	Xpts
Assignment 9	Xpts
Assignment 10	Xpts
Assignment 11	Xpts
Assignment 12	Xpts

Your grade for the course will be calculated as a weighted average based on the percentages noted above. Your accumulated grades will be converted to a numerical grade according to the following:

A: 93-100	A-: 90-92.9	B+: 87.5-89.9
B: 83-87	B-: 80-82.9	C+: 78-79.9
C: 73-77.9	C-: 70-72.9	D+: 67-69.9
D: 63-66.9	D-: 60-62.9	F: 0-59

You are expected to keep track of your grades, which will be posted regularly in Brightspace. If you are not satisfied with the grades you are receiving, you will need to adjust your performance accordingly. Please feel free to meet with me if you are not sure how to accomplish this.

For information regarding the college's Incomplete Grade Policy, see the *Undergraduate Bulletin.*

How Things Work Around the Institution, a.k.a., Policies
Academic Integrity is crucial to the value of our work; academic dishonesty (i.e., cheating, plagiarism, copying someone else's work, submitting work you didn't do as your own) is unacceptable. There is a whole new level of temptation to 'get help' with your work in the age of ChatGPT and other AI writing and research aids.
We now have College-wide AI Responsible Use Guidelines. All students are expected to uphold the Academic Honor Code published in the student handbook. Examples of academic dishonesty are described here: https://www.jjay.cuny.edu/academic-integrity-0.
Any form of academic dishonesty will result in a zero for the assignment, and you may be subject to disciplinary action by the College and a permanent indication of academic fraud on your college record.

Accessibility. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS, located in L66 (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

For other information related to policies and standards, please refer to the *Undergraduate Bulletin*. If you have questions about anything therein, please let me know.

Counseling Services are available for students in the Wellness Center (L.68NB). The Wellness Center is a fully accredited site. All of the services are free of charge and confidential. Please email chead@jjay.cuny.edu or walk-in to make an appointment. Counseling staff are trained professionals and diverse in ethnicity, race, sexual orientation, religion/spirituality, age, and gender. They also have Spanish-speaking staff.

PART 1: Home, Housing, Justice: Research Across the Disciplines (weeks 1-7)
PART 2: Your Research Proposal (weeks 8-15)

Course Schedule

PART 1: Home, Equity, Justice: Research Across the Disciplines

Readings listed here are either linked or available on Brightspace in the PDF Folder (indicated here as Bs).

Week 1
Fri August 30 Class meets in person.
Topic: Introduction: claim, evidence, warrant, argument.

Read: the syllabus.
Read: Ghaziani, "The Closet" (in class).

Skim (before next week): Stephen Toulmin, *The Uses of Argument* (updated edition; Cambridge UP, 2003), pp. 1-131. Available at
http://johnnywalters.weebly.com/uploads/1/3/3/5/13358288/toulmin-the-uses-of-argument_1.pdf

Submit at end of class: short reading response. / Submit on Brightspace by end of weekend: course survey.

Week 2
Fri Sept 7 Class meets online.
Topic: Identifying Claim, Evidence, and Warrant in academic writing.

Read: Gregory Umbach, "Introduction to Claim, Evidence, Warrant." Available at
https://epistemology2017.commons.gc.cuny.edu/syllabus/hw2-pt-1/ (several parts; don't skip the steps!).

Read: Preface-Chapter 1 of Matthew Desmond, *Evicted* (Bs).

Submit by end of day on Brightspace (11:59 pm 9/7): short Cl/Ev/Wa assignment.

Week 3
Fri Sept 14 Class meets in person.

Topic: Fieldwork, the researcher's relationship to data.

Skim: E.E. Evans-Pritchard, "Appendix IV: Some Reminiscences and Reflections on Fieldwork," in *Witchcraft, Oracles, and Magic among the Azande* (Oxford: Clarendon Press, 1976), 240–254. Available at https://is.muni.cz/el/1423/podzim2017/SAN235/um/E._E._Evans-PritchardWitchcraftEva_Gillies-Oracles_and_Magic_among_the_AzandeAbridged_Edition1976_.pdf

Read: Preface-Chapter 5 and epilogue (you read Preface and Ch 1 already; review those), Matthew Desmond, *Evicted* (Bs).

Read: MacGILLIS/PROPUBLICA, "Jared Kushner's Other Real Estate Empire" (NYTimes 23 May 2017). (Bs).

Submit by 6:30PM EST on Brightspace: Assignment 1.

Week 4
Fri Sept 21 Class meets in person.

Topic: History as source, history as method.

Read: R.G. Collingwood, "Epilegomena 3: Historical Evidence," in *The Idea of History* (Oxford: Oxford University Press, 1946), 249–282. Available at
https://brocku.ca/MeadProject/Collingwood/1946_3.html.
Read: preface and Chapters 1-3 of Mitchell Duneier, *Ghetto: The History of a Place, the Invention of an Idea* (NY: FGS, 2016) (Bs).
Submit by 6:30PM EST on Brightspace: Assignment 2.

Week 5
Fri Sept 28 Class meets online.

Topic: comparative case studies.

Read: Chetty, et al., "The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment" (Bs).
Read: Bjorklund-Young, "Moving to Opportunity: A Housing Experiment that Worked" (Bs and linked here: http://edpolicy.education.jhu.edu/moving-to-opportunity-a-housing- experiment-that-worked/.
Submit by 6:30PM EST on Brightspace: Assignment 3.

Week 6
Fri Oct 5 Class meets online.

Topic: More on methodologies.

Read: Preface-Chapter 3 of Carla Shedd, *Unequal City: Race, Schools, and Perceptions of Injustice* (Russell Sage Foundation, 2015) (Bs).
Submit by 6:30PM EST on Brightspace: Assignment 4.

Week 7
Fri Oct 12 Class meets in person.

Topic: Controlled experiment.

Read: Leavitt, Fred. 2001. "Experimenting: Two Groups." Pp. 90-107 in *Evaluating Scientific Research*. Upper Saddle River, NJ: Prentice Hall (Bs).
Read: Chs 1-4 in Devah Pager, *Marked: Race, Crime, and Finding Work in an Era of Mass Incarceration* (U Chicago UP, 2006) (Bs).
Bring your laptop and be prepared to work on Assignment 5 in class.

Submit by 6:30PM EST on Brightspace: Assignment 5 (review of methods).

PART 2: Your Research Proposal

Week 8
Fri Oct 19 Class meets in person. Topic:
Formulating a Research Question. Read:
Research Proposal Guide (Bs).

Bring your laptop to class and be prepared to work on Assignment 6 in class.

Submit by 6:30PM EST on Brightspace: Assignment 6 (preliminary proposal).

Week 9
Fri Oct 26 class meets online.
Topic: Locating scholarly literature on your topic.

Read: Selections TBA from Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves that Matter in Academic Writing*, 3rd Edition (New York: Norton, 2016) (Bs).
Read: The Lloyd Sealy Library's guide to using library databases at
http://guides.lib.jjay.cuny.edu/c.php?g=288334&p=1922426.
Read: "How to Read a Secondary Source." Available at
https://clas.uiowa.edu/history/teaching-and-writing-center/guides/source-identification/secondary-source
Submit by 6:30PM EST on Brightspace:: Assignment 7 (documentation of method).

Week 10

Fri Nov 2 class meets in person.

Topic: Analyzing scholarly literature on your topic.

Read: selections TBA from Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves that Matter in Academic Writing*, 3rd Edition (New York: Norton, 2016) (Bs).
Read: Ch 15 ("Entering Conversations about Literature") OR Ch 16 ("Writing in the Sciences") OR Ch 17 ("Writing in the Social Sciences") (Bs).
In class: Quiz on Honors Research Proposal Guide.

Submit by 6:30PM EST on Brightspace: Assignment 8 (annotated bibliography).

Week 11
Fri Nov 9 Class meets online.

Topic: Primary and secondary sources.   .

Read: "Identifying Primary and Secondary Sources." Available at
https://libraries.indiana.edu/identifying-primary-and-secondary-sources.
Read: "Primary Sources: Primary Source Guides," available at
http://guides.lib.jjay.cuny.edu/c.php?g=288314&p=1922837. Be sure to follow the most relevant links.
Submit by 6:30PM EST on Brightspace: Assignment 9 (identifying primary sources for your

research).

Week 12
Fri Nov 16 Class meets <u>in person</u>. Topic:
Drafting your proposal.
Read: more selections Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves that Matter in Academic Writing,* 3rd Edition (New York: Norton, 2016) (Bs).
Submit by 6:30PM EST on Brightspace: Assignment 10 (preliminary draft of proposal; bring what you have to class today for some in-class workshopping).

Week 13: No class (Thanksgiving Break; work on revising proposals!).

Week 14
Fri Nov 30 Class meets <u>in person.</u> Topic:
Presenting your proposal.
Read: "Presentation Guidelines," available at
http://cas.umw.edu/historyamericanstudies/history-department-resources/oral-presentations/presentation-guidelines/

Due in Class: Assignment 11 for students with surnames beginning with A through M. (everyone needs to attend!)—project presentations.

Week 15
Fri Dec 7 Class meets <u>in person</u>. Topic:
Presenting your proposal.
Due in Class: Assignment 11 for students with surnames beginning with N through Z. (everyone needs to attend!)—project presentations.

Finals Week Dec 14-Dec 21
Submit by W 12/19 6:30PM EST on Brightspace: Assignment 12, final revision of proposal.

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

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: December 2, 2024

1. Name of Department or Program: Sociology

2. Contact information of proposer(s):

   Name(s): Marisa Tramontano
   Email(s): mtramontano@jjay.cuny.edu
   Phone number(s): 212-393-6418

3. Current number and title of course: **SOC 232, "Social Stratification"**

4. Current course description:

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.

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): 3

   c. Current prerequisites: ENG 101 and SOC 101

5. Describe the nature of the revision (what are you changing?): The title and course description

6. Rationale for the proposed change(s): The current title and course description are out of date and focused too narrowly on issues of class stratification. We are revising them to better reflect the current state of the disciplinary subfield. In revising the course description, and title, we are

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moving away from outdated language of class stratification toward language centered on the multiple lines of inequality that exist in societies and their intersectionality. The updated course description also explicitly names issues of power and oppression and resistance.

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

    a. Revised course description:

This course investigates the origins and consequences of hierarchies of power and oppression. Through theories of stratification and intersectionality as well as empirical studies students will learn about inequalities such as gender, sexuality, race, ethnicity, socioeconomic status, disabilities, mental health challenges, and citizenship status. Students will learn how inequalities impact the life chances of individuals and the vibrant forms of resistance that challenge established systems.

    b. Revised course title: **Social Inequalities**

    c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Social Inequalities**

    d. Revised learning outcomes:

In this course, students will:

1. **Understand, via the sociological imagination, how institutions, social forces, cultural norms, and economic and legal policies both produce and reinforce inequalities.**
2. **Understand how inequalities based on perceptions of social difference (e.g. racial, class, gender, ability) have been created, maintained, and challenged.**
3. **Develop an understanding of the ways sociologists gather, measure, analyze, and display data concerning social inequality.**
4. **Understand and begin to apply key sociological theories and concepts related to social inequality to specific contexts.**
5. **Demonstrate the ability to apply and/or evaluate the methods and theories of social inequality through coherent writing and/or presentational skills.**

    e. Revised assignments and activities related to revised outcomes: N/C

We will provide a detailed Course Info Sheet to teaching faculty with assessment ideas in line with the new WAC guidelines for 200-level courses

    f. Revised number of credits: N/A

    g. Revised number of hours: N/A

    h. Revised prerequisites: N/A

8. Enrollment in past semesters: Fall 2022-Fall 2024 a total of 316 students enrolled in this

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course. There are typically 2-4 sections per semester with 10-30 students per section.

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option

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

10. Does this change affect any other departments?

  __X___ No   _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: November 21, 2024

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Richard Haw, Sociology Department Chair
Carla Barrett, Sociology Curriculum Committee Chair

John Jay College of Criminal Justice
Office of Academic Programs

Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to kkilloran@jjay.cuny.edu. (Or provide a Dropbox folder link)

1. **Date submitted**: November 27, 2024

2. **Department or program proposing these revisions**: MS in Forensic Science

   a. Name and contact information of proposer(s): Marta Concheiro-Guisan
   b. Email address of proposer: mconcheiro-guisan@jjay.cuny.edu

3. **Name of graduate program, major, minor or certificate program being revised**:
   ### MS in Forensic Science

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:

   a. Please provide the meeting date for approval: November 12, 2024
   b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Marta Concheiro-Guisan

5. **Please describe the curriculum changes you are proposing**:
   (narrative or bullet points are acceptable as long as there is adequate explanation)

   - The addition of two new core courses in the program, one merging two current courses (FOS 704 Advanced Genetics and FOS 730 DNA Technology) and a statistics course.
   - Require one elective, instead of two electives.
   - Four credits are being added to the Required courses, and three credits are being reduced in the electives. There is a net increase of 1 credit to the program.
   - FOS 704 is being removed from the Molecular Biology Specialty.
   - FOS 730 is being removed from the Required Courses.

6. **Please provide a rationale for the changes**:
   (narrative format to go to CUNY and NYSED reports)

   We propose merging two courses related to the molecular biology specialization (FOS 704 Advanced Genetics and FOS 730 DNA technology) in one new course FOS 708 Human Genetics and DNA Technology. This change will increase the enrollment number in the new course and avoid current low enrollment issues in FOS 704. Also, this merge will improve the educational core courses in the program.

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We propose adding a statistics core course focused on forensic science applications (FOS 709 Applied Statistics and Data Analytics for Forensic Scientists). The addition of that course aligns with the accreditation program FEPAC (Forensic Science Education Programs Accreditation Commission) requirements and the current professional demands in forensic sciences. FOS 705/FCM 705 is being removed from the elective choices since statistics will now be required and discipline-specific.

FOS 704 is being removed from the Molecular Biology Specialty since it will now be a required course for all students. This leaves the specialty as 10 credits which is in line with the other specialties.

To avoid a substantial increase in the total number of credits, we propose to remove one elective requirement (3 credits), and therefore, with the inclusion of the core statistics course (4 credits), the total number of required credits will increase just in one additional credit from 41-43 to 42-44, depending on the track.

7. **How do these proposed changes affect other academic programs or departments**?

    a. Which program(s) or department(s) will be affected? – N/A

8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes**:

    UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments
    (coordinators can be found in the UG Bulletin http://www.jjay.cuny.edu/college-bulletins, a list of UCASC members can be found at: http://www.jjay.cuny.edu/members)

    N/A

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

    See below.

Forensic Science, Master of Science

[from Graduate Bulletin 2024-25 with proposed revisions]

Program Director: Professor Marta Concheiro-Guisan
(mconcheiro-guisan@jjay.cuny.edu)

The Master of Science in Forensic Science is designed to provide advanced education for scientists, administrators, managers and other professionals currently employed in crime laboratories, medical examiners' offices and in related areas such as public safety, arson investigation, and environmental protection. The program also prepares individuals who are interested in entering such careers. Drawing from the areas of chemistry, biology, physics and law, the program involves the mastery of techniques for the laboratory and the courts. The curriculum meets an urgent national need for broadly trained forensic scientists.

The master's degree program offers specializations in criminalistics, forensic toxicology, or molecular biology. Within these three areas, sub-specialization is available through electives offered periodically at John Jay College or (with permission) at the CUNY Graduate School and University Center.

Admissions. General admissions information for John Jay's graduate programs can be found under the [Admissions](#) section of this bulletin along with any [Program-specific admissions](#) requirements.

Degree Requirements. Program requirements consist of **42-44** 41-43 credit hours. Core courses provide the student with the knowledge and skills required of crime laboratory analysts; elective courses, coupled with research experience, provide training in more specialized areas such as microspectrophotometry, firearm examination, microscopy, forensic anthropology and questioned documents.

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2025 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 2024-25 Graduate Bulletin.

All students are required to write a thesis. There are no alternatives.

Required Courses

FOS 706	Physical and Biological Evidence	3
FOS 707	Fundamentals of Forensic Toxicology	3
FOS 708	**Human Genetics and Forensic DNA Technology**	**3**

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FOS 709	**Applied Statistics and Data Analytics for Forensic Scientists**	**4**
FOS 710	Advanced Criminalistics I	5
FOS 721	Advanced Instrumental Analysis I	5
FOS 722	Advanced Instrumental Analysis II	5
~~FOS 730~~	~~Forensic DNA Technology~~	~~3~~
FOS 795	Thesis Prospectus I	1
FOS 796	Thesis Prospectus II: Graduate Seminar	1
FOS 797	Thesis Prospectus III	1
Total Credit Hours:		**31** ~~27~~

~~FOS 730: Not required for students in the Molecular Biology specialization.~~

Required Courses for the Criminalistics Specialty

FOS 711	Advanced Criminalistics II	5

Select one of the following:

FOS 717	Organic Compound Structure Determination	3
FOS 735	Advanced Topics in Physical Science	3
FOS 736	~~Forensic Examination of Firearms and Toolmarks~~ **Firearms and Toolmark Examination**	3
Total Credit Hours:		**8**

Required Courses for the Molecular Biology Specialty

~~FOS 704~~	~~Advanced Genetics~~	~~3~~
FOS 732	Advanced Molecular Biology I	5
FOS 733	Advanced Molecular Biology II	5
Total Credit Hours:		**10** ~~13~~

Required Courses for the Forensic Toxicology Specialty

FOS 725	Forensic Toxicology I	5
FOS 726	Forensic Toxicology II	5
Total Credit Hours:		**10**

Highly Recommended Electives for All Specialties

Choose **one** ~~two~~.

~~FOS 705~~/~~FCM 705~~	~~Mathematical Statistics for Forensic Scientists~~ (replaced by FOS 709)	~~3~~
FOS 717	Organic Compound Structure Determination	3
FOS 727	Case Analysis in Forensic Toxicology	3
FOS 735	Advanced Topics in Physical Science	3
FOS 736	Firearms and Toolmark Examination (was Forensic Examination of Firearms and Toolmarks)	3
FOS 737	Microscopy, Spectrometry and Diffraction with Electrons in Forensic and Chemical Analysis	3
FOS 738	Crime Scene Investigation for Forensic Scientists	3

FOS 760	Scientific Evidence, Expert Testimony, and Ethics for Research and Forensic Scientists	3
FOS 761	Forensic Anthropology: Osteological & Genetic Identification	3
FOS 762	Current Trends in Forensic Pathology and Entomology	3
CRJ 708	Law, Evidence and Ethics	3
Total Credit Hours:		**3** 6

Total Credit Hours: 42-44 41-43

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JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate graduate degree program, this proposal should be submitted to the Office of Academic Programs for the consideration of the Committee on Graduate Studies.

Date submitted to the Office of Academic Programs: November 12, 2024
Date of Program Approval: November 12th, 2024
Date of CGS Approval: Pending

1. **Contact information of proposer(s):**

Name(s)	Email(s)	Phone number(s)
Lissette Delgado-Cruzata	ldelgado-Cruzata@jjay.cuny.edu	212.621.3743

2. **Course details:**

Program Name	Master's Degree Program in Forensic Science
Course Prefix & Number	FOS 7XX (708)
Course Title	**Human Genetics and Forensic DNA Technology**
Course Description	Genetics and molecular biology have become the center of forensic human/non-human identification. This course will explore selected topics in modern genetics drawn from classical, molecular, and population genetics. It will then expand on the applications of these concepts to forensics. This way, the class will cover core subjects in human genetics and serve as an introduction to forensic genetics for students earning a graduate degree in forensic sciences. Lecture topics will include genome structure, inheritance, recombination, genetic variation and mutations, and gene expression. Forensic biology lectures will cover sample collection, bioethics, DNA typing, databases, quality assurance, and quality control. The

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	course will also discuss ethical issues in these areas. We will also discuss the history of the discipline, highlighting the disparity in opportunities and noted achievements of all those who have contributed to the field. The course will emphasize quantitative analysis and problem-solving skills.
Pre- and/or Corequisites (specify which are pre, co, or both)	None
Credits	3
Contact Hours (per week)	3
Lab Hours	0

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

This course merges and replaces two courses of the program: FOS 730 DNA Technology and FOS 704 Advanced Genetics. In the current program, all students take core introductory courses on toxicology (FOS 707 Principles of Forensic Toxicology) and criminalistics (FOS 706 Physical and Biological Evidence). Still, this situation is different for molecular biology. FOS 730 is required only for students in the toxicology or criminalistics tracks, and FOS 704 is required for those in the molecular biology tracks. This situation forces the students to decide whether to join the molecular biology track before taking an introductory course. The new course will allow the students to acquire basic molecular biology and genetics knowledge and the relevant forensic applications. In turn, it will guarantee they understand these three areas of forensic science (toxicology, criminalistics, molecular biology) before diving into their specializations.

Also, merging FOS 730 and FOS 704 will fix low enrollment issues that may lead to the cancelation of graduate classes. Due to the size of our program (about 23 students per cohort) and the specialization in three tracks, it may happen that the FOS 704 course (cap of 23) does not have enough students to run, negatively impacting the students in the molecular biology track. Merging FOS 730 and FOS 704 makes the class a core class and ensures sufficient enrollment, similar to FOS 706 and FOS 707.

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In addition, forensic genetics and molecular biology have significantly advanced in the last decade and are gaining importance in forensics with the development of new techniques. This course will afford all forensic science graduate students valuable knowledge in these areas, necessary for informed case management in a crime lab or successful employment in other areas of forensic science.

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

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

      Yes _____ No ____x_____

If yes, please provide the following:
      I. Semester(s) and Year(s):
      II. Teacher(s):
      III. Enrollment(s):
      IV. Prerequisite(s):

6. **Course-level student learning outcomes and associated assessment methods:**

(include as many course-specific student learning outcomes as appropriate, one outcome and associated assessment method(s) per row. For guidance on developing course-level student learning outcomes and selecting associated assessment methods, click HERE.

Course-level Student Learning Outcome	Assessment Method(s)
1. Demonstrate knowledge of the fundamental concepts of genetics and explore techniques used in genetic studies	Measured through the midterm exam, weekly assignments, and final paper and presentation
2. Apply genetic principles to the understanding of genetic variation and inheritance	Measured through the midterm exam and weekly assignments
3. Demonstrate understanding of the concepts in the field of forensic DNA analysis, its intersection with other forensic disciplines	Measured through discussion of primary peer-reviewed research articles and the final paper
4. Explain and demonstrate comprehension of how issues of ethics converge with scientific research and its applications in the field of population genetics, focusing on forensic	Measured through class discussions, weekly assignments, and final paper and presentation

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genetics	

7. **Program-level student learning outcomes supported by this course**
(please list as an enumerated list. For guidance on aligning course-level student learning outcomes with program-level student learning outcomes, click HERE.)

Reasoning
- Critically evaluate current biological, chemical, and physical knowledge, recognize the significance of the scientific process in problem-solving, and develop a valid research approach.
- Determine and compose appropriate conclusions based on scientific evidence.

Knowledge
- Develop a good knowledge of basic science and current scientific discoveries relevant to their study and research.
- Correctly apply popular media and primary scientific literature information to support their perspectives and research findings.

Communication
- Develop competence in oral and written forms of scientific communication.
- Use sound scientific reporting techniques.

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

Griffiths, J.F., Wessler, S.R., Lewontin, R.C., and Carroll, S.B. Introduction to Genetic Analysis (8th ed.). New York: W. H. Freeman and Company. ISBN-10. 0716749394

Library resources for this course: Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

The library consulted is Kathleen Collins.

9. Identify and assess the adequacy of available library resources
 a. **Databases:** Students will use ONESearch and Pubmed to extract peer-reviewed research articles.

 b. **Books, Journals and eJournals:** Forensic Science International: Genetics; Journal of Forensic Sciences, International Journal of Legal Medicine.

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10. Identify recommended additional library resources

- Forensic Science subject guide: https://guides.lib.jjay.cuny.edu/forensicscience
- The library's subscription to *Nature*.
- *Introduction to Genetic Analysis* (2015, 11th ed.).

11. Estimate the cost of recommended additional library resources (For new courses and programs): No additional costs.

12. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question). ONESearch and Pubmed.

13. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

Yes _____x_____ No _____

If no, what resources will be needed? With whom have these resource needs been discussed?

14. Proposed instructors: Dr. Delgado-Cruzata, Dr. Prinz

15. Other resources needed to offer this course: No other resources will be needed to offer this course.

16. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:
NA.

17. Syllabus
Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at: [CGS curriculum website]

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers, and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.

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

FOS 708 Human Genetics and Forensic DNA Technology
Spring 2024

INSTRUCTORS: Dr Lissette Delgado-Cruzata, Ph.D., M.P.H.
Email: ldelgado-cruzata@jjay.cuny.edu

Student hours *(also known as Office hours)* to meet and discuss class materials, or general questions. Mondays 2:00-3:00pm & Wednesdays 1:30-2:30pm or by appointment (send an email to the instructor to set up a time and receive a Zoom link)

CLASS SCHEDULE: TBD - Thursdays 3:45pm-5:45pm

COURSE DESCRIPTION: Genetics and molecular biology have become the center of forensic human/non-human identification. This course will explore selected topics in the field of modern genetics drawn from classical, molecular, and population genetics. It will then expand on the applications of these concepts to forensics. This way the class will cover core subjects in human genetics, but also serve as an introduction to the field of forensic genetics for students earning a graduate degree in forensic sciences. Lecture topics will include genome structure, inheritance, recombination, genetic variation and mutations, and gene expression. Forensic biology lectures will cover sample collection, bioethics, DNA typing and databases, as well as quality assurance and quality control. The course will also discuss ethical issues in these areas. We will also discuss the history of the discipline, highlighting the disparity in opportunities and noted achievements of all those who have contributed to the field to this point. Quantitative analysis and problem-solving skills are emphasized.

Learning objectives: In this course, students will:

1) Demonstrate knowledge of the fundamental concepts of genetics and explore techniques used in genetic studies (measured through the midterm exam, weekly assignments and final paper and presentation)
2) Apply genetic principles to the understanding of genetic variation and inheritance (measured through the midterm exam, weekly assignments)
3) Demonstrate understanding of the concepts in the field of forensic DNA analysis, its intersection with other forensic disciplines (measured through discussion of primary peer-reviewed research articles and the final paper)
4) Explain and demonstrate comprehension of how issues of ethics converge with scientific research and its applications in the field of population genetics, focusing on forensic genetics (measured through class discussions, weekly assignments, and final paper and presentation)
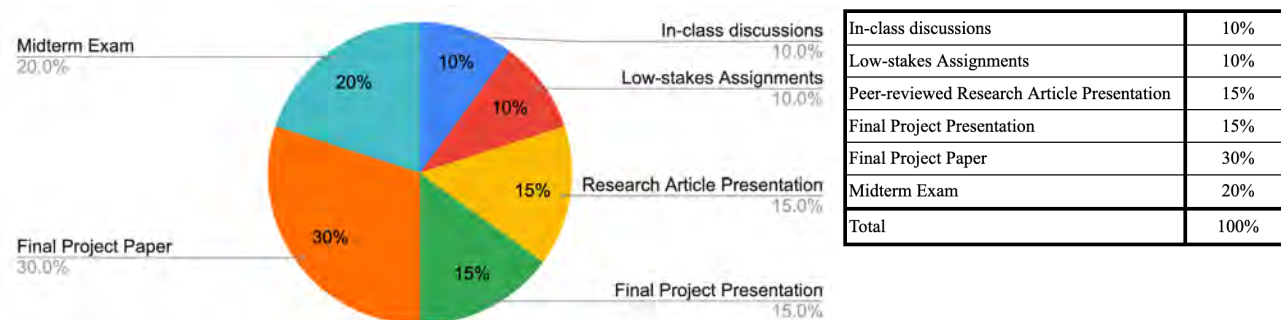

 COURSE MATERIALS:
 All course materials will be available through Brightspace. It would be important to have access to the system during the semester, become familiar with the Brightspace site and

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regularly access it to read announcements and keep up with course materials, deadlines and possible changes. Important course information will always be sent through Brightspace. Please contact Brightspacestudent@jjay.cuny.edu or DoIT (212.237.8200), for help with e-mail or Brightspace.

If you feel you are not familiar with Brightspace, a workshop is available to familiarize students with online learning. The workshop title is "Are You Ready? Preparation for Online Learning" and it can be accessed through this link, http://www.jjay.cuny.edu/Brightspace

Course Materials: Most of the materials used in this course will be extracted from the following textbook: Griffiths, J.F., Wessler, S.R., Lewontin, R.C., and Carroll, S.B. *Introduction to Genetic Analysis* (8th ed.). New York: W. H. Freeman and Company. Weekly lecture power-point and recordings, videos and website links to other material relevant to the course, including blog entries, chapters of other books, and research articles, will be available through Brightspace. The syllabus, general course instructions, instructions for the submission of course materials will also be available there.

Grade distribution for the FOS708 will follow the breakdown below:

In-class discussions	10%
Low-stakes Assignments	10%
Peer-reviewed Research Article Presentation	15%
Final Project Presentation	15%
Final Project Paper	30%
Midterm Exam	20%
Total	100%

CLASS INSTRUCTION:
Each module will have a content page on Brightspace, with a list of deadlines, content to be covered in the form of lecture power-point and recordings, videos, website links, and readings. Assignments in the form of discussion board forums, Wikis, blogs, quizzes, presentations and written papers will all be to engage with the content and as forms of assessment. To perform better in class, get in contact with the instructor as soon as humanly possible when any issues arise and/ or you have difficulties meeting class deadlines. Specific instructions of how assignments will be submitted are available here and on Brightspace.

LECTURES/WEEKLY CLASS MEETINGS: We will meet during every class meet unless indicated otherwise. Class will start promptly at 3:45pm.

Low-stakes assignments: Short low-stakes assignments to help you assess your knowledge of the material will be available every week, in the form of blog posts, Wikis, discussion board forums and short quizzes. These are worth 10 points of your course grade.

Definition of a low-stakes assignment: Low-stakes assignments are forms of evaluation that do not heavily impact students' final grades or other educational outcomes. The purpose of low-stakes assignments is to provide students with an indication of their performance while taking a course and give students an opportunity to improve their performance prior to receiving a final grade (definition source) They also give the instructor critical information on what needs further class discussion and which additional content to share with students.

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Presentation of a peer-reviewed research paper: Every student is required to give a 15-20-minute Powerpoint presentation in class based on a selected research article. This semester students will work in pairs in their peer-reviewed article presentations. In the presentation, you will give the appropriate background for the topic and will go through all or most of the figures in the article, discussing the techniques involved, controls used, and the conclusions made from them. The presentation will clearly establish the hypothesis of the research and discuss the methodologies used to ascertain how the authors address the research question. Papers selected by each student pair will need to be shared with the class at least 2 weeks before the presentation. The presentation will be worth 15 points of the grade of the course.

***In-class Discussions and Exercises*:** The discussion includes participation in the peer-reviewed research article discussions and the discussions of other topics related to the course. One student will guide the discussion, and the rest of the students will discuss the results and the methodology and connect them to the research question and conclusions. Each student will be expected to discuss one specific result from the paper, guided by the presenter. In some meets, the instructor will provide exercise to help students understand the content assigned that week. The average participation grade for the in-class work including discussions and exercises will be 10 points of the final course grade.

***Final Research Paper and Presentation*:** These are two important assignments this semester in which students can incorporate their own interest, identities and input in the completion of these assignments. **I encourage you to find a topic that resonates with you as a scientist within the area of forensic genetics.** The goal is that the student presents a summary of the main concepts of the field of study selected by identifying an important question or problem in the field and discussing how current research is addressing this problem. The paper will also contain an analysis of the impact this question or problem has in society, and the issues of ethics or social justice impacted by addressing this problem.

The assignment includes one five-page paper (not including references) and a short (5-6 slides) presentation of their topic to discuss with the class and they will incorporate feedback into their final paper. A series of assignments are included in the calendar to aid students in the development of this project. The paper and presentation will be worth 30 points and 15 points, respectively.

Lecture Exam: The class will have one exam that will cover main concepts discussed to that point in the course using multiple choice and written short answer questions. It will take place on **TBD** in the time allocated to the class, and it will be administered through Brightspace. More instructions will be provided as the exams approaches. This exam will be worth 20% of the overall course grade.

Statement of the College Policy on Plagiarism:
- Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation.
- Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.
- Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
- It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentations) and restatements of the ideas of

others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

- Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has free guides designed to help students with problems of documentation.
- This course will use **turnitin.com** for all written assignments. Plagiarism will result in an automatic "zero" for the assignment. Depending on the severity of the offense, the instructor reserves the right to report the academic dis- honesty to the college disciplinary mechanisms.

Use of AI and AI-tools: Please see our statement on the use of AI during the course and proper citation of its use.

Americans with Disabilities Act (ADA) Policies: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting dis- ability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor in enough time to be effective. The instructor will not attempt to accommodate disabilities on his/her own.

CLASS SCHEDULE:

WEEK & DATE		TOPIC
1	TBD	**Review of course instructions and expectations:** -Creating class norms & syllabus review -Review of the syllabus and AI statement **History of Genetics** -First discoveries and main important achievements
2	TBD	**Genetics and the organism** -DNA as the molecule of inheritance **Chromosomes** -Chromosome size and number, heterochromatin and euchromatin and centromere and telomeres
3	TBD	**Structure of the genome** -Distribution of coding genetic information -Transposable elements in eukaryotes
4	TBD	**Patterns of Inheritance** -Mendel Laws and Inheritance & Autosomal inheritance -Sex-linked inheritance -Extranuclear Inheritance: heredity of organelle chromosomes
5	TBD	**Gene to Phenotype:** -Genetic variation (SNPs, CNVs, VNTRs) -Genes and gene products -Interactions between the alleles of one gene & Interacting genes and proteins

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6	TBD	**Genetic recombination and Linkage** -Determining linkage and understanding the role of recombination
7	TBD	**Population genetics** -Main concepts in population genetics -Factors impacting allele frequencies and Hardy-Weinberg Equilibrium
8	TBD	**EXAM**
9	TBD	**Forensic biology: an overview** -Biological evidence at the crime scene, collection and triaging-DNA typing success rates
Assignment #1 Final Paper due March 24th: Topic, main ideas and five references		
10	TBD	**Human identification** -Forensic DNA extraction and human DNA quantification techniques -DNA typing and sequencing assays used in casework -DNA mixture interpretation -Statistical evaluation of a DNA match (single source, mixture).
11	TBD	**Databases for forensic identification** -FBI DNA database -Forensic Investigative Genetic Genealogy
12	TBD	**After break**
Assignment #2 Final Paper due April 20th: Extended outline and five additional references.		
TBD		*SPRING BREAK*
13	TBD	**Ethical concerns** - Ethical and professional considerations such as genetic privacy, cognitive bias and court testimony
14	TBD	**Introduction to Genomic Analysis Techniques** -Focus on advanced methods and forensic applications
15	TBD (week of final exams)	Final Paper and Presentation Submission

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JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate graduate degree program, this proposal should be submitted to the Office of Academic Programs for the consideration of the Committee on Graduate Studies.

Date submitted to the Office of Academic Programs: November 25, 2024
Date of Program Approval: November 12th, 2024
Date of CGS Approval: Pending

1. **Contact information of proposer(s):**

Name(s)	Email(s)	Phone number(s)
Nicholas Petraco	npetraco@gmail.com, npetraco@jjay.cuny.edu	(917) 584-3895

2. **Course details:**

Program Name	Master's Degree Program in Forensic Science
Course Prefix & Number	FOS 7YY (709)
Course Title	**Applied Statistics and Data Analytics for Forensic Scientists**
Course Description	Tailored for Forensic Science Master's degree students, this practical introductory course in statistics and data analytics combines theory with hands-on training. Designed to address the practicalities of analyzing and modeling forensic laboratory data for research and practice, the course emphasizes rigorous model selection, testing, and criticism. Lectures and software training/laboratory components are integrated utilizing datasets from trace evidence, toxicology, and molecular biology/DNA analysis.
Pre- and/or Corequisites (specify which are pre, co, or both)	One semester of undergraduate Statistics (must be a mathematically based Statistics course)
Credits	4

Contact Hours (per week)	6
Lab Hours	3

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

Recognizing the evolving landscape of the forensic sciences, this course addresses topics essential for research and practice in professional forensic science laboratories. Beginning with foundational concepts like sampling distributions and confidence intervals, it progresses to advanced topics crucial for modern forensic scientific statistical analysis, such as tolerance intervals, process control, ROC analysis, multiple linear regression/multivariate techniques, binomial/Poisson regression for count data, experimental design techniques and Bayesian analysis. Coverage of these topics is becoming essential for forensic laboratory practice. Understanding documentation for statistical standards of science practice is also essential, especially in modern professional forensic science. For this reason, the course will also cover the National Institute of Standards and Technology (NIST) statistical documentation resources and the International Guide to Measurement Uncertainty (GUM) documentation.

Statistical methodology for the forensic sciences must also be taught in combination with practical hands-on training using modern statistical/scientific computing software. While the underlying mathematics of these methods that go beyond the basics are complicated, a deep dive into theory is not necessary beyond the details needed for judging relevant model assumptions. With modern statistical computing software, graduate students will be trained to use these methods coupled with data related to or drawn directly from their fields of study.

This course will replace one elective, and the total of credits in the program will go from 41-43 to 42-44.

4. **Degree requirements satisfied by the course:** Core course in Statistics.

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

    Yes _____ No ____X_____

    If yes, please provide the following:
    I. Semester(s) and Year(s):
    II. Teacher(s):
    III. Enrollment(s):
    IV. Prerequisite(s):

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6. Course-level student learning outcomes and associated assessment methods: (include as many course-specific student learning outcomes as appropriate, one outcome and associated assessment method(s) per row. For guidance on developing course-level student learning outcomes and selecting associated assessment methods, click HERE.

Course-level Student Learning Outcome	Assessment Method(s)
1. Formulate scientific questions to be answered using data from laboratory experiments and appropriate statistical methodologies.	Computing laboratory exercises with numerical and short written responses to develop critical thinking
2. Demonstrate an understanding of what conditions/assumptions are typically required for the use of specific statistical models; and be able to assess whether those conditions are reasonably met under a set of given experimental conditions.	Three semi-cumulative examinations

Computing laboratory exercises with numerical and short written responses to develop critical thinking

Weekly homework assignments |
| **3.** Draw appropriate inferences from outputs of particular statistical models. | Computing laboratory exercises with numerical and short written responses to develop critical thinking

Three semi-cumulative examinations

Weekly homework assignments |
| **4.** Demonstrate skill in using the R software system to handle/process datasets, display data graphically and perform the statistical analysis pipelines covered in the course. | Computing laboratory exercises

Weekly homework assignments |
| **5.** Demonstrate the importance of accuracy and objectivity in ethically collecting scientific data and drawing inferences from it. | Computing laboratory exercises with short written responses to develop critical thinking

Three semi-cumulative examinations |

7. Program-level student learning outcomes supported by this course (please list as an enumerated list. For guidance on aligning course-level student learning outcomes with program-level student learning outcomes, click HERE.)

1. Reasoning: Draw appropriate scientific conclusions from evidence and experimental data.

2. Practical skills: Accrue hands-on laboratory and practical research skills, including emphasizing the role of quality assurance and objectivity in scientific data collection and how these relate to the system of professional ethics in science. Design hypothesis-driven

experiments and troubleshoot or modify experimental protocols. Use appropriate statistical analyses.

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

A Course in Statistics with R
PN Tattar, S Ramaiah, BG Manjunath
ISBN-10: 1119152720

The R Book
MJ Crawley
ISBN-10: 8126569719
Bureau International des Poids et Mesures - Guide to Measurement Uncertainty:
https://www.bipm.org/en/committees/jc/jcgm/publications

NIST/SEMATECH e-Handbook of Statistical Methods:
https://www.itl.nist.gov/div898/handbook/
https://doi.org/10.18434/M32189

NIST Forensic Statistics:
https://www.nist.gov/spo/forensic-science-program/evidential-statistics

EPA QA/G-9S: Data Quality Assessment: Statistical Methods for Practitioners:
https://www.epa.gov/sites/default/files/2015-08/documents/g9s-final.pdf

FDA Investigating Out-of-Specification Test Results:
https://www.fda.gov/media/158416/download

Library resources for this course: Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted: Ellen Sexton

9. Identify and assess the adequacy of available library resources

a. Databases

Besides the publicly available experimental data for science, the instructor will provide the laboratory and HW exercises. The library maintains an excellent list of statistical sources/data the instructor will use for the course.

b. Books, Journals and eJournals

The Library maintains electronic subscriptions to most of the suite of Journals sponsored by the American Statistical Association and Royal Statistical Society. Besides these benchmark statistical journals, the Library also maintains subscriptions to the Journal of Forensic Sciences, Forensic Science International, and Law Probability and

Risk, all of which are relevant to statistical analyses in the research for MS thesis work in the forensic sciences.

10. Identify recommended additional library resources: NA

11. Estimate the cost of recommended additional library resources (For new courses and programs): NA

12. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question). NA

13. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

Yes _____X_____ No _____

If no, what resources will be needed? With whom have these resource needs been discussed?

14. Proposed instructors: Nicholas Petraco and other Department of Sciences faculty members will teach the lecture and the workshop/laboratory components.

15. Other resources needed to offer this course: For this class, students must have a laptop running Windows, Mac OS, or Linux.

16. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:

Statistics is a ubiquitous subject, with tools widely applied across all fields of academia, including the natural sciences, social sciences, and even some aspects of the humanities. Naturally, this new course will discuss some general subject matter common to the course FCM/FOS 705, Mathematical Statistics for Forensic Scientists.
Despite its name, FCM/FOS 705 is a lecture-only (2 hr/week) elective course abbreviated as a traditional general probability and statistics course. Forensic computing and forensic science graduate students with various interests and abilities have taken the course. The only prerequisite is calculus, which is not strictly necessary. Technically, there is no hands-on modern statistical computing component. The 2 hr/week lecture restricts the depth and breadth of topics that the instructor can cover. The instructor can graft elements of a practical computing component into FCM/FOS 705; however, this is very awkward, severely restricting class lecture time and further restricting the topics covered. This new proposed course is designed completely differently from a traditional probability and statistics course for a general audience, such as FCM/FOS 705. It is explicitly aimed at graduate forensic science students doing laboratory research and who will ultimately be working in professional toxicology, DNA, and criminalistics laboratories.

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The typical forensic science graduate student enters the MS program with a weak or no background in statistics. Thus, the course is also designed to bring forensic science students with weak or no background in statistics up to a professional level of statistical/computational practice within one semester. It is meant specifically to prepare students for professional-level statistical analysis of laboratory data. The augmented lecture time and new statistical computing lab component will allow a much more comprehensive array of methodologies to be introduced, which is simply not enough time to cover in FCM/FOS 705, but are essential for scientific applications and modern practice. These additional topics will include tolerance intervals, process control, and control charting, ROC analysis, multiple linear regression/multivariate techniques, binomial and Poisson regression for count data, model criticism, experimental design/robust multiple hypothesis testing, and elements of Bayesian analysis.

In professional forensic science, it is also important to document standards of practice that are followed for statistical analysis of data, particularly in forensic science laboratories. Thus, unlike FCM/FOS 705, the new course will also cover the National Institute of Standards and Technology (NIST) statistical documentation resources, American Academy of Forensic Sciences-Academy Standards Board (ASB) statistical documentation resources and the International Guide to Measurement Uncertainty (GUM) documentation. Both resources set the standard of statistical practice for modern professional laboratories.

17. Syllabus

Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at: [CGS curriculum website]

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers, and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
524 West 59th Street, New York, NY, 10019

Syllabus for FOS 7YY (709), Section 00
Applied Statistics and Data Analytics for Forensic Scientist

Professor's name: Nicholas Petraco

Semester: Fall/Spring 0000

Course Code: FOS709

Course Section: 00

Lecture location/time: 0.00 Building

Laboratory location/time: 0.00 Building

Office Contact hours: 5.66.10 New Building, T/Th 00:00-00:00 and Open Door Policy

E-mail address: npetraco@gmail.com, npetraco@jjay.cuny.edu

Course website: https://npetraco.github.io/DAT3XX/

Course Prerequisite: XXXXX

Course Co-requisite: XXXXX

Course description:

   Tailored for Forensic Science Master's degree students, this practical introductory course in statistics and data analytics combines theory with hands-on training. Designed to address the practicalities of analyzing and modeling forensic laboratory data for research and practice, the course emphasizes rigorous model selection, testing, and criticism. Lectures and software training/laboratory components are integrated, utilizing datasets from trace evidence, toxicology, and molecular biology/DNA analysis.

Course Focus:

   It is not adequate to simply learn the "theory" behind the statistical methodology encountered in this course. It must be applied on real data of practical interest to the sciences. As such this course will build expertise in the general scientific/statistical computing environment R (http://www.r-project.org/). The course assumes minimal knowledge of computers and statistical procedures. It is designed to build the student's skill set and confidence in both areas. It will address statistical methods that are applicable to data students will encounter in their scientific careers, as well as issues and pitfalls to be aware of when applying these methods. Students must be in possession of a laptop running Windows, Mac OS or Linux for this class. If a student is not in possession of a laptop, one can be borrowed from the school. A tablet will not suffice for this course. Topics covered will include basic data descriptive tools, graphing, distributions, interval

estimates, hypothesis testing, topics in experimental design, regression models, model criticism, introductory Bayesian analysis, and statistical standards resources.

Course lecture materials will be posted on the following website:

https://npetraco.github.io/DAT3XX/

Learning outcomes:

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

- Formulate scientific questions to be answered using data from forensic laboratory experiments and appropriate statistical methodologies.
- Demonstrate an understanding of what conditions/assumptions are typically required for the use of specific statistical models; and be able to assess whether those conditions are reasonably met under a set of given experimental conditions.
- Draw appropriate inferences from outputs of particular statistical models.
- Demonstrate skill in using the R software system to handle/process datasets, display data graphically and perform the statistical analysis pipelines covered in the course.
- Demonstrate the importance of accuracy and objectivity in ethically collecting scientific data and drawing inferences from it.

Required Text and Electronic Resources:

The R Book: (RB)
MJ Crawley
ISBN-10: 8126569719

A Course in Statistics with R: (CSR)
PN Tattar, S Ramaiah, BG Manjunath
ISBN-10: 1119152720

WebAssign:
https://www.webassign.net/

Class Keys:	Lab Section 00
	jjay.cuny XXXX XXXX

Computer:
A laptop running Windows, Mac OS or Linux operating systems is required for this course. If a student is not in possession of a laptop, one can be borrowed from the school. A tablet or Microsoft surface will not suffice for this course.

Supplementary texts and resources:

Bureau International des Poids et Mesures - Guide to Measurement Uncertainty: (GUM)
https://www.bipm.org/en/committees/jc/jcgm/publications

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NIST/SEMATECH e-Handbook of Statistical Methods: (NHB)
https://www.itl.nist.gov/div898/handbook/
https://doi.org/10.18434/M32189

NIST Forensic Statistics: (NFS)
https://www.nist.gov/spo/forensic-science-program/evidential-statistics

EPA QA/G-9S: Data Quality Assessment: Statistical Methods for Practitioners: (EPA)
https://www.epa.gov/sites/default/files/2015-08/documents/g9s-final.pdf

FDA Investigating Out of Specification Test Results: (FDA)
https://www.fda.gov/media/158416/download

Requirements/course policies:

Course announcements and important reminders will be discussed in class and emailed to you. ***As such you must give me email addresses that you check on a regular basis, including your John Jay email***. Home work, labs and exams will be administered through WebAssign. See below for details.

Students must check the course website and the e-mail account(s) they gave for this course regularly.

Students are responsible for all course information, assignments, announcements, and communication that occurs in class, through the course website and your email accounts.

Students must be in possession of a laptop running Windows, Mac OS or Linux for this class. If a student is not in possession of a laptop, one can be borrowed from the school. A tablet or Microsoft surface will not suffice for this course. Students are responsible for being in possession of a laptop installed with the course software (R https://www.r-project.org/ and RStudio https://posit.co/download/rstudio-desktop/) before *each and every* lecture and laboratory session.

Attendance in lecture and laboratory is mandatory. More than five unexcused absences from any of these components will result in an automatic failing grade. Unexcused lateness or early departure will count as ½ an absence, up to 30 minutes. After 30 minutes students will be marked absent.

Unethical/unprofessional conduct which includes cheating will result in a failing grade and referral for additional action. These include copying others' work and sharing work when explicitly forbidden. Exams must be taken in person, in class. **No make up exams will be given without prior instructor approval**. Failure to take a scheduled examination in person, in class without valid and independently supported official documentation from a medical provider at least 24 hours in advance (unless the emergency is induced by force majeure, subsequent to the 24 hour cutoff, where in valid and independently supported official documentation from a medical provider is still required) will result in a zero grade for that examination.

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Americans with Disabilities Act (ADA) Policies:
Students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor in enough time to be effective.

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

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation."

Policy and Source Material:
http://johnjay.jjay.cuny.edu/files/cunypolicies/JohnJayCollegePolicyofAcademicIntegrity.pdf

Grading:
Exams
There will be two regular exams and a final (exam III). Regular exams will take place during the lab period to minimize time pressure. The final (exam III) will take place during the scheduled time, finals week. Exam II and the final (exam III) are semi-cumulative in that all exams build on the concepts of the previous exams. Concepts and methods from the earlier parts of the semester will appear on exams during later parts of the semester. That said, reviews before each exam will be thorough, and each exam will emphasize material that has not yet been tested. All exams must be taken in person, in class. Failure to take an exam in person in class without prior instructor approval and/or arrangements will result in an automatic grade of zero for that exam. Each exam (*i.e.* exam I, II and III) will be worth 20% of the total class grade. See course policy above for missed exams.

Workshops/Laboratories
There will be a workshop and/or computational laboratory exercise for each lab period to accompany lecture. Workshops consist of extended guided tutorials and problem solving with R programming and/or use of a methodology in R followed by a short series of graded questions. Laboratories consist of a short pre-lab discussion of R methodology or programming the student

should be familiar with, followed by extended scientific case studies with graded questions. The workshops and laboratories train students on standard statistical analysis tasks for the lab sciences and research. They are designed to make the concepts in lecture concrete and use lab relevant datasets as a medium. The R language and RStudio software will be used throughout. The questions consist of a mixture of numerical, graphical and short responses associated with the example datasets. Collectively the laboratory exercises and workshop questions will be worth 30% of the total class grade and are due approximately one week after they have been introduced. Labs up to one week late can be turned in for a 25% penalty. After one week of unexcused lateness, a lab will receive a zero grade.

Home Work Sets
Each week there will be a short home work set consisting of exercises which reenforce and illustrate the material being discussed in the lecture. They are due one week after they have been assigned. Collectively the homework exercises will be worth 10% of the total class grade. Home works up to one week late can be turned in for a 25% penalty. After one week of unexcused lateness, HW sets will receive a zero grade.

In summary, the grade for this course will be based on two exams (40%), a final (20%), weekly homework sets (10%) and workshop/laboratory exercises (30%). Thus, the lecture portion of this course is worth 70% of the final grade (40% + 20% + 10%) and the laboratory portion of the course is worth 30% of the final grade. Grading scale/letter grade translation for the course is as follows in the table to the right:

Letter	Percentage
A	93.0-100.0
A-	90.0-92.9
B+	87.1-89.9
B	83.0-87.0
B-	80.0-82.9
C+	77.1-79.9
C	73.0-77.0
C-	70.0-72.9
D+	67.1-69.9
D	63.0-67.0
D-	60.0-62.9
F	Below 60.0

Course Schedule:

Week	Lecture Topics	Reading	Workshop/Lab Topics	HW and Exam
1	Intro, Definitions, Graphs, Estimators.	CSR: Ch 3-4. RB: Ch 2, 5. NHB: EDA.	Workshop: Intro to Scientific Computing, R, CRAN and Packages. Installation of RStudio and getting started.	
2	Working with Probability Distributions.	CSR: Ch 5. RB: Ch 7.	Lab 1: Loading and working with data.	HW Set 1 Due: Data wrangling.
3	Sampling Distributions. The Bootstrap.	CSR: Ch 6, 8.3.	Workshop: Bootstrap coding.	HW Set 2 Due: Integrating PDFs.

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			Lab 2: Bullet lead contamination analysis.	
4	Confidence Intervals. Tolerance Intervals.	CSR: Ch 7. RB: Ch 2. NHB: Sect 7.2. GUM: Sect 2, 3.	Workshop: Coding Interval Estimates, Lab 3: Confidence, Tolerance of RIs and Concentrations.	HW Set 3 Due: Sampling Distribution Characterizations.
5	Outlier Analysis. Review.	CSR: Ch 2.3. RB: Ch 5.6. NHB: Sect 1.3.5.17, Sect 7.1. EPA: Sect 4.4. FDA.	**Exam I**	**Exam I**
6	Control Charts. ROC-Analysis.	NHB: Sect 2.2, Sect 6.3.	Lab 4: Proficiency Testing Analysis	HW Set 4 Due: Interval Estimates.
7	Propagation of error and Combined Uncertainty Analysis. One Sample Hypothesis Testing.	GUM: Sect. 5-7. NHB: Sect. 2.5, 2.6, 2.7. CSR: Ch 7.9-10. RB: Ch 8. EPA: Sect 3.	Workshop: Constructing Uncertainty Budgets. Introduction to the GUM.	HW Set 5 Due: ROC Analysis.
8	Two Sample Hypothesis Testing. Power Analysis.	RG: Ch. 8. NHB: Sect. 7.1. EPA: Sect 3.	Lab 5: Hypothesis Tests Comparing Genotypes.	HW Set 6 Due: Combined Uncertainty.
9	Intro to Experimental Design. One-Way ANOVA.	RB: Ch 11. CSR: Ch 7.15, Ch 13. NHB: Sect. 3.2	Workshop: Building and Interpreting the ANOVA table step by step.	HW Set 7 Due: Hypothesis Testing.
10	Post Hoc Testing. Two-Way ANOVA.	RB: Ch 11. CSR: Ch 7.15. NHB: Sect. 3.2	Lab 6: ANOVAs for Serum Triglyceride Studies.	HW Set 8 Due: ANOVA.
11	Gauge R&R. Review.	NHB: Sect. 2.4.	**Exam II**	**Exam II**
12	Linear Regression. Multiple Linear Regression.	CSR: Ch 12. RB: Ch 10. NHB: Sect. 4.1.4.	Workshop: Implementing a Gauge R&R	HW Set 9 Due: Gauge R&R.
13	Polynomial Regression. Interactions.	CSR: Ch 12. RB: Ch 10.	Lab 7: Calibration Curve Fitting.	HW Set 10 Due: Regression 1.

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	Intro to Model Comparison.			
14	Binomial Logistic Regression. Poisson Regression.	CSR: Ch 17. RB: Ch 13.	Lab 8: Aggregating Evidence with Poisson GLMs	HW Set 11 Due: Regression 2.
15	Bayesian Methods. Review.	CSR: Ch 9. RB: Ch 22. NFS	Workshop: Bayesian Calculations, Bayes Factors and Likelihood Ratios	**Exam III** (**Final**).

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Office of Academic Programs

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: November 26th 2024

1. Name of Department or Program: MS in Forensic Science

2. Contact information of proposer(s):

> Name(s): Marta Concheiro-Guisan
> Email(s): mconcheiro-guisan@jjay.cuny.edu
> Phone number(s): 212-237-8492

3. Current number and title of course: **FOS 710 Advanced Criminalistics I**

4. Current course description:

> a. Number of credits: 5

> b. Number of class hours (please specify if the course has lab hours): 3 hours lecture and 12 hours laboratory per week (as per Graduate Bulletin, 2024-25)

> c. Current prerequisites: FOS 706 Physical and Biological Evidence and FOS 722 Advanced Instrumental Analysis II

5. Describe the nature of the revision (what are you changing?):

In practice, FOS 710 has lecture and lab hours (30 hours lecture, 12 hours laboratory per week). This is how it is described in the 2024-2025 Graduate Bulletin; however, this course is described as only lecture course (no lab) in CUNYfirst. We ask to add the lab component in CUNYfirst.

6. Rationale for the proposed change(s):

The addition of the lab component in CUNYfirst will allow scheduling the lab sessions in Coursedog and facilitate the enrollment of the student in this course (lecture and lab components).

7. Text of proposed revisions (use N/C, No change, where appropriate):

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a.   Revised course description: No change.

b. Revised course title: No change.

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): No change.

d. Revised learning outcomes: No change.

e. Revised assignments and activities related to revised outcomes: No change.

f. Revised number of credits: No change.

g. Revised number of hours: **3 hours lecture and 12 hours laboratory per week.**

 h. Revised prerequisites: No change.

8. Enrollment in past semesters:

Year	# enrolled
2016	16
2017	13
2018	17
2019	15
2020	NA
2021	19
2022	16
2023	11
2024	27

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?
        No __X___   Yes _____   If yes, please indicate the area:

10. Does this change affect any other departments?

        ___X__ No   _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: November 12th, 2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Marta Concheiro-Guisan, MS-FOS Program Director.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Office of Academic Programs

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Academic Programs.

Date Submitted: November 26th 2024

1. Name of Department or Program: MS in Forensic Science

2. Contact information of proposer(s):

   Name(s): Marta Concheiro-Guisan
   Email(s): mconcheiro-guisan@jjay.cuny.edu
   Phone number(s): 212-237-8492

3. Current number and title of course: **FOS 711 Advanced Criminalistics II**

4. Current course description:

   a. Number of credits: 5

   b. Number of class hours (please specify if the course has lab hours): 3 hours lecture and 12 hours laboratory per week (as per Graduate Bulletin, 2024-25)

   c. Current prerequisites: FOS 710 Advanced Criminalistics I

5. Describe the nature of the revision (what are you changing?):

In practice, FOS 711 has lecture and lab hours (30 hours lecture, 12 hours laboratory per week). This is how it is described in the 2024-2025 Graduate Bulletin; however, this course is described as only lecture course (no lab) in CUNYfirst. We ask to add the lab component in CUNYfirst.

6. Rationale for the proposed change(s):
The addition of the lab component in CUNYfirst will allow scheduling the lab sessions in Coursedog and facilitate the enrollment of the student in this course (lecture and lab components).

Approved by CGS, Dec 13, 2024, to CC, Feb 13, 2025

7. Text of proposed revisions (use N/C, No change, where appropriate):

    a.   Revised course description: No change.

    b. Revised course title: No change.

    c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): No change.

    d. Revised learning outcomes: No change.

    e. Revised assignments and activities related to revised outcomes: No change.

    f. Revised number of credits: No change.

    g. Revised number of hours: 3 hours lecture and 12 hours laboratory per week.

    h. Revised prerequisites: No change.

8. Enrollment in past semesters:

Year	# enrolled
2016	3
2017	2
2018	3
2019	4
2020	3
2021	NA
2022	3
2023	4
2024	5

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?
    No __X___   Yes _____   If yes, please indicate the area:

10. Does this change affect any other departments?

    ___X__ No   _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: November 12th, 2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Marta Concheiro-Guisan, MS-FOS Program Director.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Office of Academic Programs

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Academic Programs.

Date Submitted: November 25, 2024

1. Name of Department or Program: MS in Forensic Science

2. Contact information of proposer(s):

   Name(s): Marta Concheiro-Guisan, Peter Diaczyk
   Email(s): mconcheiro-guisan@jjay.cuny.edu; pdiaczyk@jjay.cuny.edu
   Phone number(s):

3. Current number and title of course: **FOS 736 Forensic Examination of Firearms and Toolmarks**

4. Current course description:

After a brief review of the development of firearms and ammunition, a detailed examination of the manufacture of firearms and ammunition will follow. These principles will be developed to provide a robust background for the student to understand the concepts and theoretical basis of comparison microscopy as it is used to associate fired ammunition to the firearm from which it was discharged. The same principles will also be applied to the forensic analysis of toolmarks. This course will address those criticisms and will specifically include the scientific principles that should be applied to examining such evidence. Grading will be based on the written and oral assignments, the examinations and class participation.

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): 30 hours lecture plus conferences

   c. Current prerequisites: FOS 706 Physical and Biological Evidence. Co- or pre-requisite: FOS 710 Advanced Criminalistics I

5. Describe the nature of the revision (what are you changing?): Changing course title and

Approved by CGS, Dec 13, 2024, to CC, Feb 13, 2025

abbreviated title

6. Rationale for the proposed change(s): Changing the title from "FOS736: Forensic Examination of Firearms and Toolmarks" to "FOS736: Firearms and Toolmarks" will enhance clarity for students enrolling in the course through CUNYFirst. Currently, the longer title is truncated to "Forensic Examination" in the system, which may mislead and confuse students about the course's specific focus/title. Revising the title to the more concise "Firearms and Toolmarks" resolves this issue.

7. Text of proposed revisions (use N/C, No change, where appropriate):

   a. Revised course description: No change

   b. Revised course title: **Firearms and Toolmark Examination**

   c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Firearms & Toolmark Exam**

   d. Revised learning outcomes: No change
   e. Revised assignments and activities related to revised outcomes: No change
   f. Revised number of credits: No change
   g. Revised number of hours: No change
    h. Revised prerequisites: No change

8. Enrollment in past semesters:

Year	# enrolled
2016	4
2017	NA- Ran alternative elective
2018	NA- Ran alternative elective
2019	9
2020	NA- Ran alternative elective
2021	NA- Ran alternative elective
2022	11
2023	8
2024	16

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?
        No __X___   Yes ____X_   If yes, please indicate the area:

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

11. Date of Department or Program Curriculum Committee approval:

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Prof. Marta Concheiro-Guisan