

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: _____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____ *Stuart Parker*



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.

*For Assignment of New Course Number, contact **Academic Scheduling**.

| | |
|---|--|
| Department: | Behavioral Science |
| Course Designation/Prefix: | SOC |
| *Course Number: | 4200 |
| Course Title: | Introduction to Criminology |
| Course Description: (Note: Description should include language similar to Course Learning Outcomes.) | This course is designed as an engaging and informative intellectual discourse. Criminology is a multidisciplinary field that comprehensively understands crimes, their causes, and the criminal justice system. The course will allow students to develop critical thinking skills to unpack contemporary challenges relating to crime, victimization, and crime prevention within the framework of criminological theories. In addition, you will engage in evidence-based knowledge and insights that can directly inform criminal justice, decision-making, and policies. |
| Prerequisite(s): | n/a |
| Corequisite(s): | n/a |
| Pre-/Co-requisite(s): | SOC 3100 |
| Open ONLY to Select students (Specify Population): | n/a |
| Frequency course is to be offered (Select All that Apply) | X <input type="checkbox"/> Fall X <input type="checkbox"/> Winter X <input type="checkbox"/> Spring X <input type="checkbox"/> Summer |
| Suggested Class Limit: | 35 |
| Indicate if a special space, such as a lab, and/or special equipment will be required: | No |

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

| | |
|-----------|---|
| 1-credit: | <input type="checkbox"/> 1 hour lecture |
|-----------|---|

2 hours lab/field/gym

2-credits: 2 hours lecture
 1 hour lecture, 2 hours lab/field
 4 hours lab/field

3-credits: 3 hours lecture
 2 hours lecture, 2 hours lab/field
 1 hour lecture, 4 hours lab/field
 6 hours lab/field

4-credits: 4 hours lecture
 3 hours lecture, 2 hours lab/field
 2 hours lecture, 4 hours lab/field
 1 hour lecture, 6 hours lab/field
 8 hours lab/field

More than 4-credits: Number of credits: ____ (explain mix lecture/lab below)
____ Lecture ____ Lab
Explanation: _____

3. **Where** does this course fit? Select from the following:

| | |
|---|---|
| <input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)* | List Degree Program(s)/Certificate(s): 1. Criminal Justice AA |
| <input type="checkbox"/> General Education/Pathways | Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E) |
| <input type="checkbox"/> Pilot/Experimental Course | If proposed as a “real” course, where will this course fit? Select from the following: List Degree Program(s)/Certificate(s): 1. 2. |

| | |
|--|---|
| | <p>Select ONE of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E) |
|--|---|

***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for ALL Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)

30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)

20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measurable/demonstrable, containing “action verbs” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the

Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL** sections of the same course and **MUST** be included on the syllabus.

| Course Learning Outcomes |
|---|
| 1. To demonstrate knowledge of the core literature and debates that make up the discipline of criminology |
| 2. Demonstrate an understanding of the critical components of criminological theory and the ability to apply theory to specific contexts. |
| 3. Demonstrate the ability to make reasoned and informed judgments on issues relating to crime and punishment. |

1. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for **any** qualified instructor to teach the course.

| Course Learning Outcome | Percentage of Grade | Measurement of Learning Outcome (Artifact/Assignment/Activity) |
|---|---------------------|--|
| 1. To demonstrate knowledge of the core literature and debates that make up the discipline of criminology | 40% | Journals, Quizzes |
| 2. Demonstrate an understanding of the critical components of criminological theory and the ability to apply theory to specific contexts. | 30% | Journals, Quizzes and Final Project |
| 3. Demonstrate the ability to make reasoned and informed judgments on issues relating to crime and punishment. | 30% | Final Project, Quizzes |

2. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

A. Students who are Criminal Justice majors and interested in the new Law, Justice and Society concentration.

3. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

This course is part of our expanded partnership with John Jay. John Jay has encouraged us to expand our program so as to better prepare our students for the broader range of opportunities available at John Jay and in the Criminal Justice field in general that have emerged since the program was first developed. Introduction to Criminology is a broadly recognized course in the field and will seamlessly transfer to John Jay as SOC 203 Criminology.

4. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

See attached draft Articulation Agreement worked out in conjunction with John Jay which is concurrently being considered by their governance committee. This course will transfer to John Jay as SOC 203 – Criminology.

5. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

No.

6. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

The course materials will be provided to students via an OER from a number of sources. The CRJ program has converted all of its courses to an OER format and these materials are made available to every instructor who is assigned to a particular course as a resource from which they can design their particular syllabus.

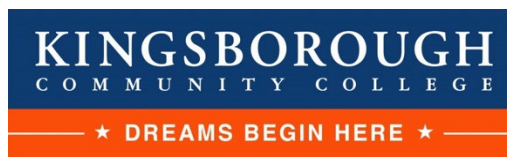
- Baumer, E. P., Vélez, M. B., & Rosenfeld, R. (2018). Bringing crime trends back into criminology: A critical assessment of the literature and a blueprint for future inquiry. *Annual Review of Criminology*, 1(1), 39–61.
<https://doi.org/10.1146/annurev-criminol-032317-092339>.
- Dowding, K. (2019). Rational choice and a theory of action. *Rational Choice and Political Power*, 19–30.
<https://doi.org/10.1332/policypress/9781529206333.003.0002>
- Fletcher, R. (2019). Victimless crime. *Criminology*.<https://doi.org/10.1093/obo/9780195396607-0272>
- Hatch, M. J. (2018). Organizational Social Structure. *Organization Theory*.
<https://doi.org/10.1093/hebz/9780198705406.003.0004>
- Siegel, Larry, J. (2019). *Criminology: The Core*. (7th ed.). Cengage

7. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

Attached

8. Selected Bibliography and Source materials:

Attached



INTRODUCTION TO CRIMINOLOGY (SOC 4200)

Instructor:

Course Meeting Time & Room:

Office Phone:

Email:

Office Hours:

Note: Please take some time to review the entire syllabus. This is an academic contract. Therefore, you are responsible for knowing and following everything outlined. Please ask as many questions as you like for clarification.

PRE-/CO-REQUISITE : SOC 3100

Welcome to the course Introduction to Criminology

This course is designed as an engaging and informative intellectual discourse. Criminology is a multidisciplinary field that comprehensively understands crimes, their causes, and the criminal justice system. The course will allow students to develop critical thinking skills to unpack contemporary challenges relating to crime, victimization, and crime prevention within the framework of criminological theories. In addition, you will engage in evidence-based knowledge and insights that can directly inform criminal justice, decision-making, and policies.

Statement of Equity & Inclusion

As a faculty of the Criminal Justice program, I intend that students from all diverse backgrounds and perspectives be well-served by this course, that student's learning needs are addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. I intend to present materials and activities that respect diversity: gender, identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or other students or student groups. Given the sensitive and challenging nature of the materials for this class, there must be an atmosphere of trust and safety in the classroom. I intend to foster an environment where students can hear and respect each other.

Success Philosophy:

- We will operate as a family – with love, peace, and understanding.
- Please be patient with yourself and with me.
- Seek assistance if you need it.

- Take a breather if you need it.
- Let's have fun!

Course Learning Outcomes:

After the course, students will be equipped to:

- To demonstrate knowledge of the core literature and debates that make up the discipline of criminology
- Demonstrate an understanding of the critical components of criminological theory and the ability to apply theory to specific contexts.
- Demonstrate the ability to make reasoned and informed judgments on issues relating to crime and punishment.

Required Textbook

This is a 'zero-cost' textbook course, which means that all lectures and readings will be available via Blackboard at no cost to you.

- Baumer, E. P., Vélez, M. B., & Rosenfeld, R. (2018). Bringing crime trends back into criminology: A critical assessment of the literature and a blueprint for future inquiry. *Annual Review of Criminology*, 1(1), 39–61. <https://doi.org/10.1146/annurev-criminol-032317-092339>.
- Dowding, K. (2019). Rational choice and a theory of action. *Rational Choice and Political Power*, 19–30. <https://doi.org/10.1332/policypress/9781529206333.003.0002>
- Fletcher, R. (2019). Victimless crime. *Criminology*. <https://doi.org/10.1093/obo/9780195396607-0272>
- Hatch, M. J. (2018). Organizational Social Structure. *Organization Theory*. <https://doi.org/10.1093/obz/9780198705406.003.0004>
- Siegel, Larry, J. (2019). *Criminology: The Core*. (7th ed.). Cengage

General Course Policies

Academic Accommodations Procedure: An appropriate academic adjustment is necessary to ensure complete access to and full participation in the educational process for students with disabilities. An institution must make reasonable accommodations to provide the student with a disability an equal opportunity to participate in the institution's courses, programs, and activities. Students must follow the subsequent procedure to arrange for academic accommodations based on disability.

Access-Ability Services (AAS): services as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. For more information, please contact the office at (718) 368-5175. You can also email them at aas@kbcc.cuny.edu.

Academic Honesty: Academic dishonesty will not be tolerated in any class. It includes but is not limited to, any form of cheating or unapproved help on an exam or academic exercise, copying someone else's written work without citation, and presenting fabricated information as legitimate. Unauthorized collaboration among students or assisting someone to cheat in any way. All students have an ethical responsibility for doing their work. Consistent with university policy, the minimum penalty for academic dishonesty in any form is determined by the individual faculty member in each class and may consist of "a reduced grade (including "F" or zero) for the assignment; a reduced grade (including "F") for the entire course." or other options. The instructor determines that academic dishonesty has occurred and will notify the student in writing of the finding, the penalty, and the process for appeal. If needed, the Office of Academic Affairs will be informed of such. *Academic Dishonesty* undermines the legitimate efforts of students and involves serious repercussions. Each student is responsible for knowing and understanding the College's position and policies on academic integrity.

Other Information for Students:

Preventing Plagiarism <http://plagiarism.org/>

An informative site for college students, it features broad guidelines for citing sources and a plagiarism FAQ.

Email Policy

- Students are advised that the instructor checks and responds to emails during the business day (M-F, 9 AM-5 PM). Responses will generally take 24 hours or less.
- Students are strongly advised to use their official Kingsborough email address for all communications. Further, emails between instructors and students and between students are professional exchanges and should be structured as such. Please put a topic in the subject line, a greeting, a body, and a closing to your email. "Blank" emails (emails with attachments and no message) will not be opened or responded to, nor will messages written in text messaging abbreviations.

The following grading system will be used to grade assignments and writing assignments for the course.

Grading System

| | |
|----|-------------|
| A | 92% or more |
| A- | 90-91% |
| B+ | 88-89% |
| B | 82-87% |

| | |
|----|--------------|
| B- | 80-81% |
| C+ | 78-79% |
| C | 70-77% |
| D+ | 68-69% |
| D | 60-67% |
| F | 59% or lower |

Course grade percentage breakdown

- Journals/Discussions 30%
- Quizzes 25%
- Final Project 30%
- Overall performance 15%

Evaluation of Student Performance

Journals/Discussions

Throughout the semester, you will have three journal logs and three discussions. The Journals are designed to capture stories of crime victimization (community in general, you personally, friends, family). As you will see from the rules, no personal or too graphic information will be collected. On the other hand, the discussion will require you to respond to a question and engage your classmates in their posts. Journals and Discussions will open on Mondays at 9 a.m. and close on Fridays at 11:59 p.m.

Quizzes

You will have five quizzes throughout the semester. As a traditional testing tool, it will assess your understanding and application of essential theories. The formats will be true/false, multiple choice, case studies, or a combination. For consistency, they will open on Mondays at 9a.m and close on Fridays at 11:59 p.m.

Final Project

Topic: Criminological application of Scamming Globally

Note: As in other classes, you are required to use in-text citations (APA 7th edition)

Scams are increasingly in the news, with astonishing estimates of the losses and number of people affected. In 2022 alone, the Federal Trade Commission (FTC) reported consumers lost nearly \$8.8 billion to scams (Off-site)—a 35% increase from 2021—despite receiving half a million (19%) fewer reports of scams (frbservices.org). Scamming ranges from romance to tech support.

Details:

- You will select one of the following scams (romance, amazon, tech support, tax, bank, package delivery and AI)

Paper structure

- 1 page of the ‘overview of scamming’ – what is it, the impact, statistical discussion (cost, etc.)
- 1 page – discuss the details of the specific scam you selected
- 3-4 pages –

- a. Select the country or region the scammer is most likely to come from (the country details)
- b. Select the most applicable criminological theory (no more than two) that applies to understanding the scammer's actions. Define the theory and then explain how it applies.
- c. Identify efforts to combat the crime.

General guide:

- Total pages: 1-page coversheet PLUS 5 – 6 pages of content PLUS 1-page reference sheet (APA 7th edition)
- Spacing: 1.5
- Font: Times New Roman
- Save in Word or PDF
- Coversheet: Your name, Dr. Barnaby, course name, date, and title
- Academic support:
[KCC Library](#)
[Purdue Owl](#)

Due date: TBA

Overall Participation

This grade encompasses your attendance, preparedness, and performance in the course. Attending class regularly and being prepared are critical elements to success. It also serves as an accountability meter.

- Attendance = 12 points
- Preparedness = 10 points
- Overall performance (assessment by the professor) = 10 points

Miscellaneous Information

- All assignments and tasks have specified due dates that must be respected.
- All assignments and tasks must be submitted via Brightspace and not via email.
- Please challenge yourself to submit your work on time to avoid any delay in grading.
- If you miss the late submission deadline due to extenuating circumstances, you must email the instructor immediately, along with documentation (medical, police report, etc.). Failure to contact within 24 hours of missing the late submission deadline will result in a grade of '0'.

See the Lecture Schedule Below

| Schedule | | | Assignments |
|---------------|---------------------------------------|--|--------------------------------|
| | Law, Crime & Criminology | | |
| Week 1 | Crime & Criminology | Folder # 1 <ul style="list-style-type: none"> ▪ The elements of criminology ▪ Deviant or Criminal? ▪ Criminology & Criminal Justice ▪ Ethical issues in Criminology | Introductory Discussion |
| | The Nature and Extent of Crime | Folder # 2 <ul style="list-style-type: none"> ▪ Primary sources of crime data ▪ Crime trends ▪ Crime patterns ▪ Chronic offenders/Criminal careers | Journal #1 |
| Week 2 | Victims and Victimization | Folder # 3 <ul style="list-style-type: none"> ▪ The victim's role ▪ The costs of victimization ▪ Nature of victimization ▪ Theories of victimization ▪ Caring for the victim | Quiz #1 |
| | Theories of Crime Causation | | |
| Week 3 | Rational Choice theory | Folder # 4 <ul style="list-style-type: none"> ▪ Concepts of Rational choice ▪ Situational crime prevention ▪ Deterrence ▪ Incapacitation ▪ Criminal Justice and Rational choice theory | Discussion #1 |
| Week 4 | Social Structure theory | Folder # 5 <ul style="list-style-type: none"> ▪ Economic Structure and American Society ▪ Social Structure theories | Quiz #2 |
| Week 5 | Social Structure theory | <ul style="list-style-type: none"> ▪ Social disorganization theory ▪ Strain theory ▪ Cultural deviance theory | Journal #2 |
| Week 6 | Social Process theory | Folder # 6 <ul style="list-style-type: none"> ▪ Institutions of Socialization ▪ Social learning theories ▪ Social control theory | Quiz #3 |

| | | | |
|----------------|---|---|----------------------|
| | | | |
| Week 7 | Social conflict, Critical Criminology & Restorative Justice | Folder # 7 <ul style="list-style-type: none"> ▪ How critical criminologists define & view crime? ▪ Instrumental vs Structural theory ▪ The issue of Restorative Justice | Discussion #2 |
| Week 8 | Crime Typologies | Folder # 8 <ul style="list-style-type: none"> ▪ Causes of violence ▪ Violence and human nature | Quiz #4 |
| Week 9 | Political Crime & Terrorism | Folder # 9 <ul style="list-style-type: none"> ▪ Political crimes & Types of ▪ Terrorism ▪ Contemporary forms of terrorism | Journal #3 |
| | | | |
| Week 10 | Economic crimes: Blue-collar, White-collar, and Green-collar | Folder # 10 <ul style="list-style-type: none"> ▪ History of Economic crimes ▪ Blue-collar crimes & criminals. ▪ Theories of White-collar & Green-collar crimes | Discussion #3 |
| | | | |
| Week 11 | Public Order Crimes | Folder # 11 <ul style="list-style-type: none"> ▪ Law & Morality ▪ The theory of social harm | Quiz #5 |
| | | | |
| Week 12 | Crimes of the New Millennium: Cybercrime and Transnational Organized Crime | Folder # 12 <ul style="list-style-type: none"> ▪ Contemporary cybercrime ▪ Cybervandalism: cybercrime with malicious intent ▪ Costs of cybercrime ▪ Combating cybercrime | Final Project |
| | | | |

Important Note

Please be advised that the schedule, readings, and course assignments are subject to change at the discretion of the instructor with adequate notice. It is your responsibility to comply with all requirements.