

Program Improvement Grant Application

International Crime and Justice MA Program: Curriculum Redesign Taskforce

Program Director: Jana Arsovska, PhD

Curriculum Redesign Taskforce Members: Katarzyna Celinska, Mangai Natarajan, Rosemary Barberet, and Klaus von Lampe.

1. Project summary

A. Goal Statement

The Master of Arts Degree Program in International Crime and Justice was approved in 2009, admitting its first cohort in January, 2010 and starting full force in September, 2010. After four years of operation of the program, in fall 2015 a thorough review of all aspects of the program was undertaken. Using a variety of data including enrollment data, data from the Office of Institutional Research, foreign language proficiency testing data, internship placement data, outcomes assessment data (which is aimed at assessing students' knowledge and skills) and alumni satisfaction survey data along with faculty input, our self-study assisted in identifying the strengths and weaknesses of the program in fall 2016.

Based on an evaluation of the information provided in the self-study, we were able to identify a list with immediate and long-term goals to enhance the program in the future. One of the immediate needs was to make some changes in the curriculum. This improvement grant was timely for our program and enabled us to form a *Curriculum Redesign Taskforce* to address the following two issues: (1) Develop a comprehensive research methods course that could incorporate a variety of analytical methods appropriate for the study of international and transnational crime and justice. Currently the students take ICJ 715 (research methods in ICJ) and CRJ 716 (computer applications in criminal justice). In order to be specific to IC&J program we agreed upon to develop one primary skills-based applied research methods course that focuses specifically on international crime and justice issues which will help the students to obtain the basic understanding of data collection and analytical strategies in one single course. This will help students to save their course credits to take advanced research methods courses (for example, crime mapping, social network analysis, intelligence analysis that are pertinent for law enforcement investigation.

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B. IC&J MA Self-Study Outcome

The MA IC&J program is a small program but of good quality. The ICJ MA governance committee however concluded that there is a lot of space for improvement and growth. The courses for two of the IC&J MA tracks suffer from frequent under enrollment. ICJ 780 (internship course) and ICJ 793 (Comprehensive examination review) frequently have very low numbers. In the short term, the governance committee agreed to examine the possibility of creating an online preparatory course for the comprehensive exam or of asking students to take two additional (approved) elective courses in lieu of the comprehensive exam.

We also concluded, based on the self-study results, that the research methods course ICJ 715 needed some revisions and that CRJ 716 in its current format wasn't very beneficial to our ICJ students. Also, we concluded that the program may benefit from a course (core or elective) on international ICJ organizations that will cover the work of the UN, Interpol, Europol, ICC, and potentially a course that deals with international investigations and policing in a global context.

C. Proposed Action Plan

We proposed to have a *Curriculum Redesign Task Force* that will look at the three major issues mentioned above. Five faculty led this committee (Katarzyna Celinska, Mangai Natarajan, Rosemary Barberet, Klaus von Lampe and Jana Arsovska). Other faculty contributed as well (Gohar Petrossian, Maki Haberfeld, Hung-En Sung, etc.).

Table 1: Action Plan (January-December 2017)

Redesign ICJ 715 (Lead: Katarzyna Celinska and Mangai Natarajan)	Develop an International Investigations course (Lead: Klaus von Lampe)	Redesign the program tracks (focus on Comprehensive Exam) (Lead: Rosemary Barberet)
Review and assess existing syllabi for ICJ 715 and CRJ 716	Meet with representatives from the UN Internal Oversight Office and other relevant agencies (FBI, Homeland Security, Interpol) to discuss job market needs and topics relevant for fraud and corruption examiners and international/transnational crime investigators	Review the Program tracks and study what other programs have offered as tracks on campus and online and which tracks enhance learning and are found to be most beneficial to students
Study student feedback and faculty feedback (surveys); meet with faculty teaching these course, and if necessary with ICJ student representatives	Look at relevant syllabi, course materials and books on the topic and run a two-day workshop on international investigations in cooperation with the UN where MA student can participate and provide feedback	Redesign the comprehensive exam track and provide alternatives to this track; consult with faculty, and if necessary with ICJ student representatives
Develop a new course description and syllabus appropriate for both the on-campus (14 weeks) and online version (8 weeks) of ICJ 715	Develop a new course proposal and prepare Graduate Course forms and submit new course for approval	Adjust the tracks for online delivery and asses which tracks are most appropriate for online delivery
Prepare Graduate Course change forms and submit new course for approval	Run the course during Fall 2017 or Spring 2018	Prepare Graduate Course change forms and submit new course for approval

2. Program Improvements: An Update

A. New Research Methods Course

Our recent self-assessment of the IC&J MA program prompted the need to redesign the ICJ 715 course on research methods to prepare students with the more practical aspects of research. The new (recently approved) Applied Research Methods for International Criminal Justice (ICJ 715) will integrate qualitative and quantitative methods including a variety of statistical techniques with the emphasis on skills for collecting and analyzing the many kinds of data that International criminal justice scholars and practitioners works with. The course assignments will prepare the students not only to undertake their thesis projects but also future applied research activities in their career. Essentially this course will strengthen the students' ability to link theory (taught in various courses e.g. ICJ 700 – International Crime and Justice Theory), research methods and statistics.

Currently students take two courses in research methods — ICJ 715 and using computers (CRJ 716, which uses generic criminal justice data that is not international in scope) which limits them to take additional courses that are essential for knowledge building in International Criminal Justice, an evolving field. For example, the faculty decided that it is essential to have a course that studies transnational crimes in an International Crime and Justice Program. Also, after assessment of all of our courses, the finding was that various aspects related to research methods are discussed in all of our core courses, and therefore there was no need for two methods courses, one of which doesn't deal with international issues or data. Hence, we carefully crafted the proposed course to combine the ICJ 715 and CRJ 716 courses to enhance the requirements of the ICJ Program's curriculum and to meet the needs of the students for the field (syllabus attached).

All of these changes have been already made and approved by CGS (May) and College Council (October).

FROM (strike through the changes)		TO (<u>underline</u> changes)	
Program	ICJ MA	Program	ICJ MA
Course	ICJ 715 Research Methods in International Crime and Justice	Course	ICJ 715 <u>Applied</u> Research Methods in International Crime and Justice
Pre- and/or Corequisites (specify which are pre, co, or both)	Undergraduate statistics course	Pre- and/or Corequisites (specify which are pre, co, or both)	
Hours	3	Hours	
Credits	3	Credits	
Description	The purpose of this course is to provide an understanding of the basic use of different methods used to obtain data in criminology and CRJ research in comparative, international and global contexts. The focus will be equally on thinking statistically and qualitatively. Statistical thinking involves	Description	<u>Applied Research Methods in International Crime and Justice (ICJ) is a skills-based course that aims to provide an overview of different research methods and the underlying logic of qualitative and quantitative analysis using primary and secondary data in comparative and global</u>

	drawing sensible conclusions from various kinds of data by interpreting appropriate statistics. This course covers basic bivariate statistics and some models with multiple independent variables. Qualitative methods will focus primarily on participant-observation, on asking questions, on writing field notes, and on the transformation of these primary field data into written ethnographic documents. This is a basic requirement for both doing social science research and for becoming an educated consumer of such research.		<u>contexts. The course familiarizes the students with an array of research designs such as narrative research, ethnography, case studies, content analysis, survey and experiment. The course prepares students to undertake a variety of statistical analyses using a commercial statistical software package. The course examines the challenges of ethical issues in conducting international crime and justice research.</u>
		Effective Term	Fall 2018

B. Removal of Comprehensive Exam Track

Our five-year evaluation noted a persistent problem with the exam track. Only a small number of students opt for this track. Most students chose internship and thesis tracks.

In place of the tracks, the program proposed to offer the Internship (3-9 credits) and Thesis (I & II, 6 credits) as electives. Students will no longer need to wait until their last semester to earn academic credit for an internship; and they can also start their theses earlier.

The capstone course (ICJ 770) will become the culminating experience in our program. Students will combine their skills and knowledge gained during their graduate studies (e.g., methods, statistics, comparative criminal justice, theory, policy, international law, cross-cultural research, etc.) in order to deliver a final project in the capstone course. The capstone course, ICJ 770, will synthesize the knowledge and perfect the skills gained throughout Masters coursework and allow students to compare and contrast the multidisciplinary perspectives gained throughout their studies. The course will consist of a series of in depth case studies of research, legal cases, or crime events, viewed from various disciplinary perspectives. When possible, the capstone course will be project-based as it has been in the recent past, with students completing research projects for the U.S. State Department, UNODC and HEUNI.

The changes have been implemented and approved by CGS (March 2017) and College Council (May 2017).

FROM		TO	
List of Course (Prefix, Number, and Name)	Crs.	List of Course (Prefix, Number, and Name)	
Requirements for the Degree Program: **strike through what is to be changed. The program requires 36 credits of coursework. Students take an eight-course core curriculum for a total of 24 credits and fulfill remaining credits in courses chosen from a list of approved electives. The program culminates with one of three options: a		Requirements for the Degree Program: **underline the changes. The program requires 36 credits of coursework. Students take an eight-course core curriculum for a total of 24 credits and fulfill remaining 12 credits in courses chosen from a list of approved electives.	

<p>thesis, an internship, or a comprehensive examination. Students must also demonstrate competency in a foreign language of their choice.</p> <p>There are three tracks in the ICJ program. Students choose one to graduate:</p> <p>The Thesis Track includes 24 credits in the program's core courses, 6 credits from elective courses and an additional 6 credits for the thesis, a two-semester sequence ICJ791 and ICJ792. This option is available only to students who received a grade of A or better in both Research Methods in International Crime and Justice (ICJ 715) and CRJ 716, and maintain a 3.5 GPA. Pursuit of the thesis track also requires permission of the program director.</p> <p>Students who choose the Comprehensive Examination Track must complete the 24 credits in the program's core courses and must pass the comprehensive examination. The Comprehensive Review Course is recommended but not required. If the Comprehensive Review Course is taken for credit, 9 additional credits of electives are needed. If not taken, 12 credits of electives are needed.</p> <p>The Internship Track includes 24 credits in the program's core courses, 6 credits from elective courses and an additional 6 credits for the internship option (ICJ780). ICJ780 is an online course which is accompanied by a mandatory 280 hours in an internship site. This option is available only to students who maintain a 3.5 GPA and the permission of the program director. Placements in internship sites are arranged at the initiative of the student in consultation with the Center for Career and Professional Development Center and the program director. Students interested in the internship track should start their search for an internship site at least a semester in advance.</p> <p>All students should make an appointment with the Graduate Career Advisor, Linda Mitchell, during their first semester of study: ldmitchell@jjay.cuny.edu. It is recommended that all students pursue one or more internships during their graduate studies, even if they are not pursuing the internship track for credit. Research has consistently shown that internships are the route to successful professional employment. However, international students may be restricted to internships in the summer period. For more details about procedures and requirement concerning the internship placement of international students, please click here.</p>		<p><u>Students who have completed 15 credits and have a GPA of 3.5 or above are eligible to take the following approved electives; Internship (6 credits) & Thesis I & Thesis II (6 credits).</u> The Thesis elective is taken over a period of two semester sequence ICJ791 and ICJ792. The Internship course (ICJ780) is an online course which is accompanied by a mandatory 280 hours in an internship site. Placements in internship sites are arranged at the initiative of the student in consultation with the Center for Career and Professional Development Center and the program director. Students interested in the internship elective should start their search for an internship site at least a semester in advance. <u>It is recommended that all students pursue one or more internships during their graduate studies, even if they are not taking the Internship elective course, potentially as an Independent Study (3 credits).</u></p> <p><u>Students may use their 12 elective credits to complete the Advanced Certificate in Transnational Organized Crime Studies or Terrorism Studies or can simply take a combination of different electives chosen from a list of approved electives.</u></p>
<p>Sub-total Electives Total credits required: 36</p>		<p>Sub-total Electives Total credits required: 36</p>

C. Develop a New Course “International Investigations”

In the Spring 2017 semester a process was set in motion to create a new course on international investigations for the International Crime and Justice MA program. The impetus for this effort came from different directions. Students had expressed an interest in additional practice-oriented courses and specifically a course dealing with international policing. There was also the concern that the current curriculum does not properly prepare for the kinds of private and non-profit sector jobs that many of the ICJ MA graduates choose, for example in the areas of corporate compliance, anti-money laundering or human rights investigations. Also, the suggestion for a course on international investigations had come from the Investigations Division of the UN Office of Internal Oversight Services where a number of ICJ MA students have interned.

In the process of creating an international investigations course, three aims were pursued:

- identify individuals willing and able to develop and teach the course
- define the scope and content of the course
- develop a model syllabus

The first aim of forming a group of individuals interested in working towards offering a course on international investigations has been accomplished. This group includes current John Jay faculty from different departments, representatives of the Investigations Division of the UN Office of International Oversight Services, and practitioners with an international law-enforcement (FBI) or international private sector (compliance, anti-money laundering, anti-corruption, anti-fraud) background.

Following an initial meeting on 27 February 2017 the group discussed the general outline and various rough drafts of a model syllabus. To support this work, a Google Drive folder was created to collect pertinent material on human rights, international crime, private-sector and non-profit-sector investigations and on international police cooperation.

To date no consensus has been reached on the content and structure of the course. There are differences in opinion on how substantial the differences are between public, private and non-profit sector investigations. It appears, for example, that interviewing witnesses is much more relevant in public and non-profit-sector investigations than in private-sector investigations. Accordingly, there are differences in opinion about what can be covered in a first section of the course that would address issues that universally apply to all types of international investigations. This is a question that is difficult to answer without a thorough understanding of the commonalities and differences between international investigations across all sectors.

The work on a model syllabus is currently put on hold with a view to a workshop on international investigations that will be offered to ICJ MA students on 30 November 2017 in collaboration with the UN Office of International Oversight Services. It is expected that this workshop will provide further insights into what the focus and content of the international investigations course should look like.

3. Outcome Assessment Instruments

The revised course ICJ 715 was just approved by the College Council (May 2017) (Please see attached course proposal approved) and we hope to start teaching the course in Fall 2018. During Fall 2018 and Spring 2019 we will conduct satisfaction survey in ICJ 715 (on campus and on online). The survey will focus on gauging students' satisfaction with the new course and their perception of reaching learning goals. It is possible that we will continue with conducting the survey for several more semesters as the course is a major revision and we might need to continue its evaluation.

In spring 2018, we will develop course assessment rubric for this course as well, including learning and performance outcome geared to knowledge and skills in using both qualitative and quantitative research in international crime and justice field. In order to be consistent, both online and classroom teaching faculty members and the Director of the program will develop the rubric for the course during Spring 2018.

Since the new version of ICJ 715 combines two courses (the current version of ICJ 715 and CRJ 716) we will develop a course assessment rubric for the Capstone course in this program (ICJ 770), which is the culminating experience in our ICJ program. In this course students are required to demonstrate knowledge of research skills. We will conduct a short pre- and post-survey where we will assess the students' overall knowledge of research methods and skills in using both qualitative and quantitative research in international crime and justice field. We will conduct pre-test survey in the Capstone course in Spring 2018 and Fall 2018, and then Fall 2019 and Spring 2019 we will conduct the same post-test outcome assessment survey. This way we can compare how the students that took ICJ 715 and CRJ 716 as two separate courses preformed compared to the students that took only the revised version of ICJ 715.

Although we will work on developing and completing the rubric during Spring 2018, some suggestions for the rubric include: (1) conduct a course-based, multiple-choice quiz. Although the quiz is not an assessment of what students' learn in the course, it will help in identifying students' retention of the basic research method and statistical concepts. The quiz will be conducted at the end of each semester; (2) select and review several final papers and/or exams from each semester. The Redesign Taskforce will work on the rubric and surveys for both ICJ 715 and ICJ 770.

4. A summary of the data collected, whether quantitative or qualitative

The program changes will be effective in Fall 2018- including, the track changes, the new course development, the course revision. In Spring 2018, we will develop a data base to gather data for monitoring the student enrollment in the electives track. This will help us not only assess if our changes made an impact in the program but also make plans for improvement.

5. Budget

The PG grant was used to pay for small stipends at faculty's Non-Teaching Adjunct rate for those working on the curricular revisions (\$600 x 4= \$2,400). The Program Director took part in

the work of the ICJ Curriculum Redesign Task Force but did not ask for compensation for this work. Each faculty member put a number of hours into developing and redesigning new courses, redesigning existing tracks, and meeting potential experts and faculty in order to be able to develop a better understanding of the needs of specific skills and courses for ICJ students. Each faculty member spent more hours than compensated for in order to make the necessary adjustments and improve our program. The PG grant was used to support their effort and compensate them for part of their work.

The next step for us is to conduct assessments after these courses and program changes are implemented (Fall 2018). We would like to ask for additional funding to conduct such assessment and prepare assessment rubrics, satisfaction survey and pre- and post-test during Spring 2018. Those additional requirements are time-consuming and it will be necessary to obtain funding for designing the survey and quiz, and for the data analysis for our new ICJ 715 course as well as for our capstone course.

We are also thinking about developing a more advanced research methods/statistical course for those students who plan to go to a PhD program and this new course will be offered as an elective. CRJ 716 will remain an elective course for those interested in criminal justice statistics and quantitative research skills. Further funding to support the development of a new advanced methods course will also help our program and faculty tremendously.

**APPLIED RESEARCH METHODS IN INTERNATIONAL CRIME AND JUSTICE
ICJ 715**

SYLLABUS

Course Description:

Applied Research Methods in International Crime and Justice (ICJ) is a skills-based course that aims to provide an overview of different research methods and the underlying logic of qualitative and quantitative analysis using primary and secondary data in comparative and global contexts. The course familiarizes the students with an array of research designs such as narrative research, ethnography, case studies, content analysis, survey and experiment. The course prepares students to undertake a variety of statistical analyses using a commercial statistical software package. The course examines the challenges of ethical issues in conducting international crime and justice research.

Goals and Learning Objectives:

Using a hybrid approach of teaching (classroom lectures and lab sessions) the main goals of this course are: to provide students with essential skills to evaluate existing studies in the International Criminal Justice System, to understand diverse qualitative and quantitative research designs, and to conduct descriptive and inferential statistics using statistical computer programs. The specific objectives of the course are to:

- (1) provide students with knowledge of empirical research involving issues of research design and measurement;
- (2) expose students to small and large international criminal justice data sets;
- (3) prepare students in using appropriate computer program to conduct statistical analysis;
- (4) teach students how to communicate results clearly and effectively in concise short papers and reports

Upon completion of the course, students will be able to:

- think critically and understand problems in conducting cross-cultural, comparative and international research, including ethical issues
- understand the nature and structure of small and large international criminal justice data sets
- critically appraise various methodologies in conducting international research
- understand and explain concepts such as a research hypothesis, variables, levels of measurement, a unit of analysis, statistical significance, and subjectivity versus objectivity
- understand and perform univariate and bivariate statistical analysis and create graphs, charts and tables via use of appropriate computer software such as EXCEL and SPSS
- communicate data and findings clearly, orally and in writing

Course Requirements & Policies:

Contacting Your Professor:

I will be available to students during my office hours on Tuesdays from 2.30 to 3.30 pm. Students can also contact me by e-mail. I usually respond to e-mails within 24-48 hours.

Required Text:

Creswell, J.W. (2013). *Research design. Qualitative, quantitative, and mixed methods approaches* (4th edition). Sage Publications.

Scholarly articles and documents listed on the schedule and available on the Blackboard course web site.

Handouts distributed in class.

Recommended and supplementary books and scholarly articles are listed at the end of this syllabus in **APPENDIX**.

Blackboard:

Every student in class is asked to check e-mail and Blackboard regularly. All additional readings (excluding the readings distributed in class) will be posted on the Blackboard. The grades will be posted on the Blackboard. Finally, **DISCUSSION FORUM** on the Blackboard is your place for information exchange and discussions on topics related to this class.

You can access Blackboard directly via link: <https://doorway.cuny.edu/> or navigate from the [College home page](#), under John Jay Students, select Blackboard Online. You will be prompted to login with your CUNY portal login. To access Blackboard, you must have a CUNY portal account. To apply for an account, you must navigate to the [CUNY portal page](#) and click the Login link at bottom of left navigation bar, then click Register Now! Once you have registered, you will create your own login password. For additional help with Blackboard, see the [Login in to Blackboard](#) section.

Student evaluation:

GRADING PROTOCOL:

Final grades will be computed on the following basis:

Attendance and participation	10%
CITI Certificate	5%
Short papers (3 x 10 points)	30%
Computer lab assignment (4 x10 points)	40%
Final exam	15%

A	(93 points +), A - (90 – 92) (90%),
B+	(87-89), B (83-86), B - (80-82) (80%),
C+	(77-79), C (73-76), C - (70-72) (70%),
F	(below 70)

Please note: The grades for each assignment will be posted on the Blackboard.

Explanation of Grades: A, A- Excellent, B+, B, B- Very Good, C+, C Satisfactory, C-, Poor—Passing, but too many of these grades can lead to dismissal from the College because of a low grade point average, F Failure, an F is not erased when the course is taken again and passed.

1. Attendance and Participation (10%)

Regular class attendance and active participation is essential. Missing more than one week of class will result in a reduced grade. Every student is expected to arrive on time and stay for the duration of class. Following college policy, attendance will be taken in the first 10 minutes of the class. All students are expected to participate in **class discussions (during Q & A)**. Every student should come to class prepared. I will encourage participation of all students by occasionally calling on students from the class roll. Finally, I created a **DISCUSSION FORUM** on the Blackboard for students to exchange information and have discussions related to this class. You are not required but strongly encouraged to take part in the **FORUM**.

Classroom Etiquette: Talking during the lectures is very distracting to your instructor and other students, and therefore is strongly discouraged. All electronic devices (e.g., cell phones, blackberries and other electronic messaging or communication devices) must be turned off or on silence prior to entering the classroom. Please do not leave the classroom during the class session unless excused by your professor. **Violating any of the above listed rules may result in a reduced grade.**

2. CITI training and certificate (5%)

Students are asked to complete at home or in the College's computer lab the CITI certificate. Protection of human research participants-computer-based training (CBT) certificate: CITI (the Collaborative IRB Training Initiative) may be accessed at <https://www.citiprogram.org>. Register as a new user. Under "participating institutions" choose City University of New York. Your "role in research" is student researcher-graduate. Under "Department" you may put International Crime and Justice, and for the Office Phone, you may put 212 237 8032. Under "Curriculum" select, 'I am here to take the Human Subjects Protections Course (IRB) for the first time, also known as the Basic Course'. Under "group", select graduate students. At the end of your registration you will see a main menu with instructions to Enter and start the course. At the completion of all the modules please print the certificate that is awarded to you as proof, and bring it to class by the date indicated on the syllabus. **If you have already completed this certificate you can do the refresher course.**

3. Short papers (30%)

There will be 3 short paper assignments, each worth 10% of your final grade. The topics of the short assignments will focus on the application of qualitative and quantitative research methods. In these papers students will show their comprehension of learned textbook material and understanding of studies described in the scholarly peer-reviewed articles assigned for the class.

4. Computer lab assignments (40%)

There will be 4 computer lab assignments, each worth 10% of your final grade. Students will utilize several different international criminal justice data sets to complete exercises that will include: organizing the data, conducting descriptive and inferential statistics, and presenting data and results in tables, graphs and charts. Each assignment will be explained in the beginning of the class and students will work independently. At the end of the class time students will turn in their assignments for grading. The fourth computer lab assignment will include several steps in the data analysis, including testing a hypothesis and conducting the appropriate statistical tests.

5. Final exam (15%)

The final exam is a scenario-based type exam that will synthesize lessons learned on research methods and on statistical analysis. Student will be asked to show their ability to make appropriate choices of research design, research instruments, ethical considerations, and data analysis.

PLEASE NOTE: Cheating and plagiarism are ABSOLUTELY PROHIBITED. See CUNY policy on academic integrity at the end of the syllabus.

WRITING:

Grammatical errors will lower your grade, so proof read your assignments before submitting them. All papers must be formatted in the APA citation method. Students will use the American Psychological Association (APA) style for written assignments, as appropriate. APA guidelines can be found on the John Jay College Library website <http://www.lib.jjay.cuny.edu/> under "Library publications."

The Writing Center - <http://jjcweb.jjay.cuny.edu/writing/homepage.htm> located in Room 01.68 NB, (212) 237-8569 is a service that provides free tutoring in writing to students of John Jay College. The

Center emphasizes formulating a thesis, organizing and developing ideas, documenting American Psychological Association (APA) style, evaluating evidence and revising a paper, and writing specific to the disciplines. The Center's tutorial staff offers help in all stages of writing. Trained tutors work with students on conceptual and sentence level skills, rules of grammar and help them achieve greater eloquence and clarity in their writing.

Course Schedule:

You are expected to complete the required readings by the date indicated on the syllabus. Students who miss class without a valid excuse should obtain a copy of any readings and assignments handed in class from another student.

The schedule outlined below represents my intended timetable, but adjustments may be made during the semester and additional readings may be assigned (to be announced in class).

DATE	TOPIC/ ASSIGNMENT	ASSIGNED READINGS
<p>Week 1</p>	<p>OVERVIEW OF THE COURSE</p> <p>UNDERSTANDING INTERNATIONAL AND COMPARATIVE RESEARCH</p>	<p>Bennett, R. R. (2004). Comparative criminology and criminal justice research: The state of our knowledge. <i>Justice Quarterly</i>, 21(1), 1-21.</p> <p>Harrendorf, Stefan. (2014). How Can Criminology Contribute to an Explanation of International Crimes? <i>Journal of International Criminal Justice</i> 12. 2, 231-252.</p>
<p>Week 2</p>	<p>CHALLENGES IN CONDUCTING INTERNATIONAL AND COMPARATIVE CRIME AND JUSTICE RESEARCH</p> <p>CONCEPTUALIZATION AND MEASUREMENT</p>	<p><i>Writing Strategies and Ethical Considerations</i>. Chapter 4 Pages: 77-102.</p> <p>Nelken, D. (2009). Comparative Criminal Justice: Beyond ethnocentrism and relativism. <i>European Journal of Criminology</i> 6, 4, 291-311.</p> <p>Travers, M. (2008). Understanding comparison in criminal justice research. An interpretive perspective. <i>International Criminal Justice Review</i> 18, 4, 389-405.</p> <p>Estienne, E., & Morabito, M. (2016). Understanding differences in crime reporting practices: a comparative approach. <i>International Journal of Comparative and Applied Criminal Justice</i> 40, 2, 123-143.</p>
<p>Week 3</p>	<p>RESEARCH DESIGN I.</p> <p>DESIGNING INTERNATIONAL CRIME AND RESEARCH</p>	<p><i>The Selection of a Research Approach</i>. Chapter 1, pages: 1 - 22.</p> <p>Freilich, J. D.; Chermak, S.M.; & Gruenewald, J. (2015). The</p>

	<p>CITI CERTIFICATE IS DUE</p>	<p>future of terrorism research: a review essay. <i>International Journal of Comparative and Applied Criminal Justice</i> 39, 4, 353-369.</p> <p>Deckert, A. (2016). Criminologist, duct tape, and Indigenous people: quantifying the use of silencing research methods. <i>International Journal of Comparative and Applied Criminal Justice</i> 40, 1, 43-62.</p> <p>Aranburu, X.A. (2010). Sexual violence beyond reasonable doubt: using pattern evidence and analysis for international cases. <i>Law and Social Inquiry</i> 25, 4, 855-879</p>
<p>Week 4</p>	<p>RESEARCH DESIGN II.</p> <p>THE INTRODUCTION</p> <p>THE PURPOSE STATEMENT</p> <p>RESEARCH QUESTIONS AND HYPOTHESES</p> <p>SHORT PAPER 1 IS DUE (Issues in international and comparative research)</p>	<p><i>Designing Research. The Introduction.</i> Chapter 5, pages: 105-121.</p> <p><i>The Purpose Statement.</i> Chapter 6, Pages: 123-138</p> <p><i>Research Questions and Hypotheses.</i> Chapter 7, Pages 130-153.</p>
<p>Week 5</p>	<p>QUALITATIVE METHODS: ETHNOGRAPHY, CASE STUDY AND FIELD RESEARCH</p>	<p><i>Qualitative methods.</i> Chapter 9, Pages 183-213</p> <p>Bukrapue, P. (2015). Fraudulent activities against foreign tourists in Thailand: A case study of jewelry business. <i>International Journal of Criminal Justice Sciences</i> 10, 2, 165-172.</p> <p>MacDiarmid, L. (2012). A rough aging out: Graffiti writers and subcultural drift. <i>International Journal of Criminal Justice Sciences</i> 7, 2, 605-617.</p> <p>Kazemian, L. (2015). Conducting prison research in a foreign setting. <i>International Journal for Crime, Justice & Social Democracy</i> 4. 1, 113-127.</p> <p><u>Liang, B. and Lu, H. (2006).</u> Conducting fieldwork in China: Observations on collecting primary data regarding crime, law, and the criminal justice system. <i>Journal of Contemporary Criminal Justice</i>, 22, 2,157-172.</p> <p>Howard, J.G., Gottschalk, M., and Newman, G. (2011). <i>Criminology, methods, and qualitative comparative analysis.</i> In Natarajan, M (ed.). <i>International Crime and Justice</i> (pp. 486-492). New York: Cambridge University Press.</p>

<p>Week 6</p>	<p>QUALITATIVE METHODS: INTERVIEWING AND FOCUS GROUPS</p>	<p>Atkinson, R. (1998). <i>The life story interview</i>. Qualitative Research Methods Series 44. A Sage University Paper.</p> <p>McCracken, G. (1988). <i>The long interview</i>. Qualitative Research Methods Series 13. A Sage University Paper.</p> <p>Holstein, J., & J.F. Gubrium (1995). <i>The active interview</i>. A Qualitative Research Methods Series 37. A Sage University Paper.</p> <p>Morgan D. (1988). <i>Focus groups as qualitative research</i> (2nd edition). Qualitative Research Methods Series 16. A Sage University Paper.</p>
<p>Week 7</p>	<p>QUALITATIVE METHODS: CONTENT ANALYSIS</p> <p>SHORT PAPER 2 IS DUE (Qualitative methods)</p>	<p>Mishra, A.J. & Patel, A.B. (2013). Crimes against the Elderly in India: A content analysis on factors causing fear of crime. <i>International Journal of Criminal Justice Sciences</i> 8, 1, 13-23.</p> <p>Ozascilar, M., & Ziyalar, N. (2015). Framing prostitution in Turkey: News media coverage of prostitution. <i>International Journal of Criminal Justice Science</i> 10, 2, 152-164.</p> <p>Singh Deol, S. Honour killings in Haryana state, India: A Content analysis. <i>International Journal of Criminal Justice Sciences</i> 9, 2, 192-208.</p> <p>Gottschalk, P. (2012). Rotten apples versus rotten barrels in white collar crime: A qualitative analysis of white collar offenders in Norway. <i>International Journal of Criminal Justice Sciences</i> 7, 2, 575-590.</p> <p>Denton, E. (2010). International news coverage of human trafficking arrests and prosecution: A content analysis. <i>Women and Crime Justice</i> 20, 10-26.</p> <p>Arsovska, J. and Temple, M. (2016). <u>Adaptation, rationality, and advancement: Ethnic Albanian organized crime in New York City.</u> <i>Crime, Law and Social Change</i>, 66, 1, 1-20.</p>
<p>Week 8</p>	<p>QUANTITATIVE METHODS: SURVEY AND EXPERIMENT</p> <p>RELIABILITY AND VALIDITY</p>	<p><i>Quantitative methods</i>. Chapter 8, Pages 155-181</p> <p>Natarajan, M. (2006). Understanding the Structure of a Large Heroin Distribution Network: A Quantitative Analysis of Qualitative Data. <i>Quantitative Journal of Criminology</i>, 22(2),</p>

		<p>171-192.</p> <p>Van Dijk, J. (2015). The case for survey-based comparative measures of crime. <i>European Journal of Criminology</i>. 12 (4), 437-456.</p> <p>Van Dijk, J. (2007). Mafia markers: Assessing organized crime and its impact upon societies. <i>Trends in Organized Crime</i> 10, 39-56.</p> <p>Fry, L. (2013). Trust of the police in South Africa: A research note. <i>International Journal of Criminal Justice Sciences</i> 8, 1, 36-46.</p> <p>Pluye, P., & Hong, Q.N. (2014). Combining the power of stories and the power of numbers: Mixed methods research and mixed studies review. <i>Annual Review of Public Health</i> 35, 29-45.</p> <p>Neupane, G., & Chesney-Lind Meda (2014). Violence against women on public transport in Nepal: sexual harassment and the spatial expression of male privilege. <i>International Journal of Comparative and Applied Criminal Justice</i> 38, 1, 23-38.</p>
Week 9	<p>INTRODUCTION TO INTERNATIONAL DATA SETS</p> <p>INTRODUCTION TO EXCEL AND SPSS</p> <p>WHY STUDY STATISTICS?</p> <p>SHORT PAPER 3 IS DUE (Content analysis and quantitative methods)</p>	<p>COMPUTER LAB</p> <p>University of Gothenburg, Sweden, cross-sectional and longitudinal data merged from major agencies such as UN and the World Bank</p> <p>The International Crime Victims' Survey</p> <p>Other data sources will be identified</p>
Week 10	<p>DESCRIPTIVE STATISTICS</p> <p>Review of levels of measurement, discrete and continuous variables, levels of measurement, presenting data visually, descriptive statistics: percentages, ratios, rates, tables, charts and graphs</p>	<p>COMPUTER LAB</p> <p>Handout on levels of measurements and descriptive statistics</p>
Week 11	<p>DESCRIPTIVE STATISTICS AND MEASURES OF CENTRAL TENDENCY</p>	<p>COMPUTER LAB</p>

	<p>Descriptive statistics: percentages, proportions, ratios, rates, frequency distribution, tables, charts and graphs. Measures of central tendency: mode, median, mean. Computing measures of central tendency. Measures of dispersion: range and standard deviation.</p> <p>LAB ASSIGNMENT 1 IS DUE</p>	<p>Handout on measures of central tendency</p>
<p>Week 12</p>	<p>INFERENCEAL STATISTICS AND HYPOTHESIS TESTING</p> <p>Sampling, random sampling, t-test, and ANOVA (analysis of variance).</p> <p>LAB ASSIGNMENT 2 IS DUE</p>	<p>COMPUTER LAB</p> <p>Handout on t-test, and ANOVA.</p>
<p>Week 13</p>	<p>ASSOCIATION BETWEEN VARIABLES. BIVARIATE AND MULTIVARIATE CORRELATION</p> <p>Chi-square, Pearson's Correlation Coefficient and multiple regression</p> <p>LAB ASSIGNMENT 3 IS DUE</p>	<p>COMPUTER LAB</p> <p>Handout on Chi-square and simple regression</p>
<p>Week 14</p>	<p>COMPREHENSIVE LAB ASSIGNMENT</p> <p>WHAT WE LEARNED IN THE COMPUTER LAB?</p> <p>Hypothesis, variables in the hypothesis (independent, dependent, the levels of measurement), descriptive, analytical strategy (inferential statistical test you are using and why), results (output from EXCEL or SPSS) and conclusions</p> <p>LAB ASSIGNMENT 4 IS DUE</p>	<p>COMPUTER LAB</p>
<p>Week 15</p>	<p>FINAL EXAM</p>	

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CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

Definitions and Examples of Academic Dishonesty

I. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (all or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

II. 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.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

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.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

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. (*John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards)

COLLEGE WIDE POLICIES FOR GRADUATE COURSES: see the *Graduate Bulletin*, Chapter IV Academic Standards.

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 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.”

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3.
http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf

APPENDIX

Recommended and supplementary books and scholarly articles:

- Maxfield, M.G., & E. R. Babbie (2014). *Research methods for criminal justice and criminology* (7th edition). Wadsworth Centage Learning.
- Creswell, J.W. (2013). *Qualitative inquiry & research design*. (3rd edition). Sage Publications.
- Morgan D. (1988). *Focus groups as qualitative research* (2nd edition). Qualitative Research Methods Series 16. A Sage University Paper.
- Atkinson, R. (1998). *The life story interview*. Qualitative Research Methods Series 44. A Sage University Paper.
- McCracken, G. (1988). *The long interview*. Qualitative Research Methods Series 13. A Sage University Paper.
- Holstein, J., & J.F. Gubrium (1995). *The active interview*. Qualitative Research Methods Series 37. A Sage University Paper.
- Fox, J.A.; J.A. Levin, & D.R. Forde (2013). *Elementary Statistics in Criminal Justice Research* (4th edition). Pearson Publisher
- Healey, J.F. (2014). *Statistics: A tool for social research* (10th edition). Cengage.
- Barrett, C.R. & Cason, J.W. (2010). *Overseas Research: A Practical Guide* (2nd edition). New York: Routledge.
- Hantrais, L. (2008). *International comparative research: theory, methods and practice*. Palgrave

Macmillan.

- Aldrich, J.O., & J.B.Cunningham (2016). *Using IBM SPSS Statistics* (2nd edition). Los Angeles: Sage Publication.
- Ragin, C. (1987). *The comparative method: Moving beyond qualitative and quantitative strategies*. University of California Press.
- Eriksson, A. (2011). Researching community restorative justice in Northern Ireland: A cross-cultural challenge. *Victims and Offenders* 6, 3, 260-274.
- Hussein, R.A. (2015). The existing tensions in the defining of human trafficking at a UK and international level: A critical overview. *International Journal of Comparative and Applied Criminal Justice* 39, 2, 129-138.
- Troshynski, E., and Blank, J. (2008). Sex trafficking: an exploratory study interviewing traffickers. *Trends in Organized Crime*. 11 (1), 30-41
- Kaye, J., Winterdyk, J., Quarterman, L. (2014). Beyond criminal justice: A case study of responding to human trafficking in Canada. *Canadian Journal of Criminology & Criminal Justice*, 56 (1), 23-48.
- Natarajan, M., Zanella, M., & Yu, C. (2015). Classifying the variety of drug trafficking organizations. *Journal of Drug Issues* 45, 4, 409-430.
- Varese, F. (2012). How Mafias Take Advantage of Globalization. *British Journal of Criminology*. 52 (2) 235-253.
- Green, J.G., Furlong, M. J., Astor, R. A., Benbenishty, R., and Espinoza, E. (2011) Assessing school victimization in the United States, Guatemala, and Israel: Cross-cultural psychometric analysis of the School Victimization Scale. *Victims and Offenders* 6, 3, 290-305.
- Hagan, J., and Raymond-Richmond, W. (2008). The collective dynamics of racial dehumanization and genocidal victimization in Darfur. *American Sociological Review*, 73, 6, 875-902.