

# General Education Review Committee Agenda

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November 21, 2008

ADM 204

**12:30 p.m. – 1:30 p.m.**

## I. Call to Order

### Roll

( ) Erik Hirschman	Mat-Su/ <b>UAB</b>	Social Sciences
( ) Mari Ippolito	CAS/ <b>UAB</b>	
( ) Patricia Fagan	CAS	Humanities
( ) Robert Capuozzo	COE	
( ) Jack Pauli	CBPP	
( ) Jeane Breinig	CAS	Written Communication
( ) Len Smiley	CAS	Quantitative Skills
( ) Suzanne Forster	CAS/ <b>UAB</b>	
( ) Robin Wahto	CTC/ <b>UAB</b>	
( ) Walter Olivares	CAS	Fine Arts
( ) Tom Miller	OAA	
( ) Catherine Sullivan	CHSW/ <b>UAB</b>	
( ) Doug Parry	CAS	Oral Communication
( ) Jeff Miller	SOE	
( ) Karl Wing	USUAA	
( ) Hilary Davies	UAB Chair	

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2-3)

IV. Report from Vice Provost Tom Miller

V. Chair's Report

VI. Course Action Requests

Chg JUST A460 Justice in Crisis (3 cr) (3+0) (pg. 4-12)

Chg GEO A460 Geomatics Design Project (3 cr) (2+2)

**No revisions received**

VII. Old Business

A. Update on GER Capstone Assessment Plans

VIII. New Business

A. Review of GER courses which need to be updated (pg. 13)

IX. Informational Items and Adjournment

# General Education Review Committee Summary

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November 14, 2008

ADM 204

**12:00 p.m. – 1:30 p.m.**

## I. Call to Order

### Roll

(x) Erik Hirschman	Mat-Su/ <b>UAB</b>	Social Sciences
(x) Mari Ippolito	CAS/ <b>UAB</b>	
(x) Patricia Fagan	CAS	Humanities
(x) Robert Capuozzo	COE	
(e) Jack Pauli	CBPP	
(x) Jeane Breinig	CAS	Written Communication
(x) Len Smiley	CAS	Quantitative Skills
(x) Suzanne Forster	CAS/ <b>UAB</b>	
(x) Robin Wahto	CTC/ <b>UAB</b>	
( ) Walter Olivares	CAS	Fine Arts
(x) Tom Miller	OAA	
(x) Catherine Sullivan	CHSW/ <b>UAB</b>	
(x) Doug Parry	CAS	Oral Communication
(e) Jeff Miller	SOE	
( ) Karl Wing	USUAA	
(x) Hilary Davies	UAB Chair	

## II. Approval of Agenda (pg. 1-2)

**Approved**

## III. Approval of Summary (pg. 3-4)

**Approved**

## IV. Report from Vice Provost Tom Miller

## V. Chair's Report

## VI. Course Action Requests

Add ENVI A470 Environmental Planning and Problem Solving (4 cr) (2+6) (pg. 5-10)

**Approved**

Chg ANTH A101 Introduction to Anthropology (3 cr) (3+0) (pg. 11-15)

**Approved**

Chg ANTH A200 Natives of Alaska (3 cr) (3+0) (pg. 16-20)

**Approved**

Chg ANTH A202 Cultural Anthropology (3 cr) (3+0) (pg. 21-24)

**Approved**

Chg ANTH A250 The Rise of Civilization (3 cr) (3+0) (pg. 25-29)

**Approved**

Chg SWK A106 Introduction to Social Welfare (3 cr) (3+0) (cross listed w/ HUMS A106)  
(pg. 30-36)

**Approved**

Chg HUMS A106 Introduction to Social Welfare (3 cr) (3+0) (cross listed w/ SWK A106)  
(pg. 37-43)

**Approved**

Chg JUST A110 Introduction to Justice (3 cr) (3+0) (pg. 44-50)

**Approved**

Chg JUST A460 Justice in Crisis (3 cr) (3+0) (pg. 51-58)

**This will come back to GER with revisions for an additional reading**

Chg GEO A460 Geomatics Design Project (3 cr) (2+2) (pg. 59-65)

**Tabled**

Add ME A438 Design of Mechanical Engineering Systems (3 cr) (3+0) (pg. 66-75)

Add EE A438 Design of Electrical Engineering Systems (3 cr) (3+0) (pg. 76-85)

Add CSE A438 Design of Computer Engineering Systems (3 cr) (3+0) (pg. 86-95)

**Approved**

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment



Course Content Guide – Justice 460  
 College of Health and Social Welfare  
 Justice Center  
 BA Justice

**I. Date of Initiation:** October 1, 2008

**II. Course Information**

- A. College: College of Health and Social Welfare
- B. Course Subject/Number: JUST A460
- C. Course Title: Justice in Crisis
- D. Credit Hours: 3 Credits
- E. Contact Hours: 3+0 Contact Time
- F. Grading Basis: A-F
- G. Implementation Date: Summer/2009
- H. Course Description: Critically examines various perspectives on justice and the ability of a society to maintain the ideal of justice. Compares conditions in different countries and investigates different social and historical conditions when justice was challenged and analyzes the influence of culture, race/ethnicity and socioeconomic inequality on the operation of the American Justice System.
- I. Course Prerequisites: JUST A200, A201, A221, A250, A251, A330, A360.
- J. Test Scores: N/A
- K. Co-requisites: None
- L. Other Restrictions: Major; class
- M. Registration Restrictions: Completion of all GER Tier 1 (Basic College-Level Skills) Courses, Justice Major and Senior Standing
- N. Course Fee: None

**III. Instructional Goals and Student Outcomes**

<b>Instructional Goals – The instructor will:</b>	<b>Student Outcomes – The students will:</b>
Present and critically review different perspectives on justice	Demonstrate a critical understanding of different perspectives on justice
Direct and assist students to develop an appreciation and understanding of the operation of systems of justice	Critically evaluate different systems of justice

<b>Instructional Goals – The instructor will:</b>	<b>Student Outcomes – The students will:</b>
Examine the strengths and weaknesses of different systems of justice	Analyze the qualities of different systems of justice
Review and critique different strategies for achieving justice	Evaluate different strategies for achieving justice
Consider the role of historical events, information and social science literature on the operation of justice	Assess the role of historical events, information and social science literature on justice systems
Assess the relationship between the operation of contemporary criminal law and justice	Appraise the operation of contemporary criminal law and its ability to achieve justice
Critically examine and critique the operation of the contemporary criminal justice process	Evaluate the influence of social and economic forces on the criminal justice process
Review and critique the influence of socioeconomic inequality and racial/ethnic bias on the criminal justice system	Appreciate and assess the enduring influence of racial/ethnic bias and socioeconomic inequality on the operation of the criminal justice system
Review and critique differing sources of academic literature, research reports, and statistical information and the impact of such material on justice policy	Assess and evaluate appropriateness and quality of academic literature, research reports, and statistical information and recognize effect of such material on justice policy development

#### **IV. Guidelines for Evaluation:**

Assessment methods are selected at the discretion of the course instructor who may use some or all for any particular outcome.

Student performance will be evaluated based upon:

<b>Student Outcomes – The students will:</b>	<b>Assessment Methods</b>
Demonstrate a critical understanding of different perspectives on justice	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance
Critically evaluate different systems of justice	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance
Demonstrate the ability to analyze the qualities of different systems of justice	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance
Evaluate different strategies for achieving justice	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance

<b>Student Outcomes – The students will:</b>	<b>Assessment Methods</b>
Comprehend the role of historical events and information on justice systems	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance
Critically analyze the operation of contemporary criminal law and its ability to achieve justice	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance
Evaluate the influence of social and economic forces on the criminal justice process	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance
Appreciate and assess the enduring influence of racial/ethnic bias and socioeconomic inequality on the operation of the criminal justice system	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance
Assess and evaluate appropriateness and quality of academic literature, research reports, and statistical information and recognize effect of such material on justice policy development	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance

**V. Course Level Justification:**

This course is designed to fulfill the Integrative Capstone course requirement. Administratively this requires senior standing and completion of all required courses for the Justice BA degree prior to enrolling in the course. The structure and substantive content of the course requires students to generate artifacts demonstrating complex knowledge integration, effective communication, critical thinking, and information literacy.

**VI. Integrative Capstone Assessment:**

**Knowledge Integration:** The course will require students to integrate ideas on justice from sociology, philosophy, history, law, criminology, criminal justice and relevant GER foundation courses. Students are expected to understand the development and operation of different systems of justice and compare their strengths and weaknesses. The course will require students to evaluate research analyzing the operation of the criminal justice system and its ability to achieve justice.

**Effective Communication:** Students are expected to complete a variety of written assignments that include weekly study questions and a research paper and oral presentations of selected study guide questions and the completed research paper. The different assignments will provide students the opportunity to demonstrate a range of written and oral communication skills.

**Critical Thinking:** This course will require students to integrate and critically evaluate different perspectives on the idea of justice and the operation of justice systems. The course will require students to develop arguments from the readings based on their critical thinking skills. The written assignments and oral presentations will be used to assess student abilities to accurately understand material, clearly define concepts and issues, and critically evaluate arguments and present reasoned solutions to problems.

**Information Literacy:** This course will require students to understand how information and misinformation can be used to form public policy in justice and legal systems. Students will critically evaluate differing sources of academic literature, research reports, and statistical information; will recognize the appropriateness and quality of each source; and will understand how information shapes policy. Almost all instructional goals and student outcomes will include a focus on information literacy. Students will demonstrate their progress and success in information literacy through examinations, assignments, and presentations that will require the analysis, critique, and usage of information from various information sources.

## **VII. Course Outline:**

- A. What is Justice?
  - 1. Religion as Justice
  - 2. Justice and Philosophy
  
- B. Justice and the State
  - 1. The Social Contract
  - 2. Liberty, Equality and Justice
  - 3. Criminal Justice
  
- C. Social Justice
  - 1. Human Rights
  - 2. Justice and Economics
  - 3. Environmental Justice
  
- D. Formal Systems of Justice
  - 1. Common Law Systems
    - a. History
    - b. Characteristics
    - c. Modern Structure of the Legal System
  - 2. Civil Law Systems
    - a. History
    - b. Characteristics
    - c. Modern Structure of the Legal System
  - 3. Islamic Law Systems
    - a. Sources of Islamic Law
    - b. Crime and Punishment
    - c. Criminal Procedure
  - 4. Justice American Style



- a. Efficiency and Inefficiency and Justice
  - b. Criminal Justice Process
  - c. Distinguish Justice and Crime
  - d. Disciplinary Views of Justice Studies
  - e. Theoretical Approaches to Law and Criminal Justice
  - f. Critical Issues
- E. Strategies for Achieving Justice
- 1. Individual Strategies
  - 2. Organizational Strategies
  - 3. Global Strategies
- F. Investigations of Justice in Crisis - History
- 1. Hitler's Justice: Courts of the Third Reich
    - a. Role of Judges
    - b. Enforcement of Conformity
  - 2. General Legal System (1933 – 1945)
    - a. Treason and Treachery: Political Opposition and the Courts
    - b. Creation of the Concentration Camps
    - c. Arbitrary Decisions in Everyday Life
    - d. Resistance from the Bench
  - 3. Collapse and Reconstruction of the Legal System
    - a. Restoration
    - b. Coming to Terms with the Past
    - c. Injustice Confirmed
    - d. An Attempt at an Explanation
- G. Investigations of Justice in Crisis – The Death Penalty
- 1. When Justice Goes Wrong (Death Penalty and Wrongful Convictions)
    - a. Actual Innocence
    - b. DNA
  - 2. Recent Empirical Research on the Death Penalty
  - 3. Recent Debates on Punishment Rationales for the Death Penalty
  - 4. Characteristics and Common Elements of Wrongful Convictions
    - a. Seeing Things and False Identification
    - b. False Confessions
    - c. Faulty Science
    - d. Lawyers
  - 5. Lessons
  - 6. Current Debates and the Future of the Death Penalty
- H. Investigations of Justice in Crisis – Race, Poverty, Drugs and Corruption
- 1. Tulia: Race, Cocaine, and Corruption in a Small Texas Town
    - a. Police and Community
    - b. Race and Legal Representation
  - 2. Empirical Research on Police Corruption
  - 3. Undercover Police Investigations
    - a. Discretion and Race
    - b. Race and Power

- c. Selective Enforcement
- 4. Prosecutorial Discretion: Power and Privilege
- 5. Social and Political Theories of Plea Bargaining
- 6. The Power of Plea Bargaining
- 7. Prosecutorial Misconduct: The Abuse of Power and Discretion
- 8. Prosecutorial Ethics
- 9. Court Process and Issues of Race
  - a. Evidence and Convictions
  - b. Juries and Beyond a Reasonable Doubt
  - c. Media Attention
- 10. Questions and Doubt
  - a. Legal Review
  - b. Appeals
- 11. Negotiations
  - a. Release and Pardons
  - b. Prosecution of Police Corruption
  - c. Prosecutorial Misconduct
  - d. Prosecutorial Accountability
- 12. Race, Poverty and the Justice Process

### **VIII. Suggested Texts:**

Blakeslee, N. (2005). *Tulia: Race, cocaine, and corruption in a small Texas town*. New York: Public Affairs.

Grishman, J. (2007). *The innocent man*. New York: Dell.

Muller, I. (1991). *Hitler's justice: The courts of the Third Reich* (D. L. Schneider, Trans.). Cambridge, MA: Harvard University Press.

Scheck, B., Neufeld, P., & Dwyer, J. (2003). *Actual innocence: When justice goes wrong and how to make it right*. New York: New American Library.

Weisheit, R., & Morn, F. (2004). *Pursuing justice*. Belmont, CA: Thomson Wadsworth.

### **IX. Bibliography:**

#### **Manuscripts and Edited Volumes:**

Allen, F. A. (1996). *The habits of legality: Criminal justice and the rule of law*. New York: Oxford University Press.

Berman, G., & Feinblatt, J. (2005). *Good courts: The case for problem-solving justice*. New York: The New Press.

Crank, J. P. (2003). *Imagining justice*. Cincinnati, OH: Anderson Publishing.

- Davis, A. J. (2007). *Arbitrary justice: The power of the American prosecutor*. New York: Oxford University Press.
- Fisher, G. (2003). *Plea bargaining's triumph: A history of plea bargaining in America*. Stanford, CA: Stanford University Press.
- Friedman, L. M. (1993). *Crime and punishment in American history*. New York: Basic Books.
- Garland, D. (1990). *Punishment and modern society: A study in social theory*. Chicago: University of Chicago Press.
- Garland, D. (2001). *The culture of control: Crime and social order in contemporary society*. Chicago: University of Chicago Press.
- Gest, T. (2001). *Crime and politics: Big government's erratic campaign for law and order*. New York: Oxford University Press.
- Goldsmith, J. (2007). *The terror presidency: Law and judgment inside the Bush administration*. New York: W.W. Norton.
- Johnson, C. C. (with Hampikian, G.). (2003). *Exit to freedom*. Athens, GA: University of Georgia Press.
- Mayer, J. (2008). *The dark side: The inside story of how the war on terror turned into a war on American ideals*. New York: Doubleday.
- Mays, G. L., & Ruddell, R. (2008). *Making sense of criminal justice: Policies and practices*. New York: Oxford University Press.
- Nolan, J. L. (2001). *Reinventing justice: The American drug court movement*. Princeton, NJ: Princeton University Press.
- Robinson, P., & Cahill, M. T. (2006). *Law without justice: Why criminal law doesn't give people what they deserve*. New York: Oxford University Press.
- Smith, P., & Natalier, K. (2005). *Understanding criminal justice: Sociological perspectives*. Thousand Oaks, CA: Sage.
- Stith, K., & Cabranes, J. A. (1998). *Fear of judging: Sentencing guidelines in the federal court*. Chicago: University of Chicago Press.
- Taylor, I. (1999). *Crime in context: A critical criminology of market societies*. Boulder, CO: Westview Press.

### **Journals:**

*American Sociological Review*

*American Journal of Sociology*  
*Criminology*  
*Justice Quarterly*  
*Law and Policy*  
*Law and Society*  
*Punishment and Society*  
*Social Problems*

Date: November 17, 2008

From: Hilary Davies

To: UAB

Subj: Informational item

The following list of courses are on the GER list, but have not been updated since 2000.

ANTH A200 Natives of Alaska

CHIN A101 Elementary Chinese I

CHIN A102 Elementary Chinese II

HIST A341 History of Alaska

HS A220 Core Concepts in the Health Sciences

JUST A330 Justice and Society

SOC A201 Social Problems and Solutions

SOC A202 The Social Organization of Society

SOC A222 Small and Rural Communities

SOC A342 Sexual, Marital and Family Lifestyles