General Education Review Committee
Agenda

November 21, 2008
ADM 204
12:30 p.m. – 1:30 p.m.

I. Call to Order
Roll
( ) Erik Hirschman Mat-Su/UAB Social Sciences
( ) Mari Ippolito CAS/UAB
( ) Patricia Fagan CAS Humanities
( ) Robert Capuozzo COE
( ) Jack Pauli CBPP
( ) Jeane Breinig CAS Written Communication
( ) Len Smiley CAS Quantitative Skills
( ) Suzanne Forster CAS/UAB
( ) Robin Wahto CTC/UAB
( ) Walter Olivares CAS Fine Arts
( ) Tom Miller OAA
( ) Catherine Sullivan CHSW/UAB
( ) 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
I. Call to Order
Roll
(x) Erik Hirschman Mat-Su/UAB Social Sciences
(x) Mari Ippolito CAS/UAB Humanities
(x) Patricia Fagan CAS COE
(x) Robert Capuozzo COE
(e) Jack Pauli CBPP
(x) Jeane Breinig CAS Written Communication
(x) Len Smiley CAS Quantitative Skills
(x) Suzanne Forster CAS/UAB
(x) Robin Wahto CTC/UAB
( ) Walter Olivares CAS Fine Arts
(x) Tom Miller OAA
(x) Catherine Sullivan CHSW/UAB
(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
1a. School or College  
HW CHSW

1b. Division  
AJUS Division of Justice

1c. Department  
Justice Center

2. Course Prefix  
JUST

3. Course Number  
A460

4. Previous Course Prefix & Number  
n/a

5a. Credits/CEU  
3

5b. Contact Hours  
(Lecture + Lab)  
(3+0)

6. Complete Course/Program Title  
Justice in Crisis

7. Type of Course  
- Academic
- Non-credit
- CEU
- Professional Development

8. Type of Action  
- Add
- Change [mark appropriate boxes]
- Delete

9. Repeat Status No  
# of Repeats

Max Credits

10. Grading Basis  
- A-F
- P/NP
- NG

11. Implementation Date  
From: Summer/2009  
To: 12/9999

12. Cross Listed with  
N/A

13. List any programs or college requirements that require this course  
n/a

14. Coordinate with Affected Units:  
UAA Faculty Listserv and UAB Department, School, or College

Initiator Signature  
Date

15. General Education Requirement  
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

16. 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.

17a. Course Prerequisite(s) (list prefix and number)  
JUST A200, A201, A221, A250, A251, A330, A360

17b. Test Score(s)  
N/A

17c. Co-requisite(s) (concurrent enrollment required)  
N/A

17d. Other Restriction(s)  
- College
- Major
- Class
- Level

17e. Registration Restriction(s) (non-codable)  
Completion of all GER Tier 1 (Basic College-Level Skills) Courses, Justice Major and Senior Standing

18. Mark if course has fees  
None

19. Justification for Action  
Adds Capstone course to Justice BA as an elective and fulfills Integrative Capstone requirement
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**

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

- Examine the strengths and weaknesses of different systems of justice
- Review and critique different strategies for achieving justice
- Consider the role of historical events, information and social science literature on the operation of justice
- Assess the relationship between the operation of contemporary criminal law and justice
- Critically examine and critique the operation of the contemporary criminal justice process
- Review and critique the influence of socioeconomic inequality and racial/ethnic bias on 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

**Student Outcomes – The students will:**

- Analyze the qualities of different systems of justice
- Evaluate different strategies for achieving justice
- Assess the role of historical events, information and social science literature on justice systems
- Appraise the operation of contemporary criminal law and its ability to achieve justice
- Evaluate the influence of social and economic forces on the criminal justice process
- Appreciate and assess the enduring influence of racial/ethnic bias and socioeconomic inequality on the operation of the criminal justice system
- 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:

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

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

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:


IX. Bibliography:

Manuscripts and Edited Volumes:


**Journals:**

*American Sociological Review*
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