General Education Review Committee

Agenda

February 27, 2009
ADM 204
1:00 p.m. – 1:30 p.m.

I. Call to Order
Roll
( ) Erik Hirschman Mat-Su/UAB Social Sciences
( ) Mari Ippolito CAS/UAB Social Sciences
( ) 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
( ) Bart Quimby OAA
( ) Catherine Sullivan CHSW/UAB
( ) Doug Parry/ Shawnalee Whitney 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)

IV. Report from Associate Vice Provost Bart Quimby

V. Chair’s Report

VI. Course Action Requests

Chg DN A415 Community Nutrition (3 cr) (3+0) (pg. 3-7)
Chg SOC A201 Social Problems and Solutions (3 cr) (3+0) (pg. 8-12)
Add SOC A223 Crime and Delinquency (3 cr) (3+0) (pg. 13-17)
Chg CHIN A101 First Year Chinese I (4 cr) (4+0)
Chg CHIN A102 First Year Chinese II (4 cr) (4+0)
No revisions received

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment
I. Call to Order
Roll
(e) Erik Hirschman Mat-Su/UAB Social Sciences
(x) Mari Ippolito CAS/UAB Humanities
(x) Patricia Fagan CAS COE
(x) Robert Capuozzo COE CBPP
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(x) Doug Parry/ Shawnalee Whitney CAS Oral Communication
( ) Jeff Miller SOE
( ) Karl Wing USUAA
(x) Hilary Davies UAB Chair

II. Approval of Agenda (pg. 1)
Approved

III. Approval of Summary (pg. 2)
Approved

IV. Report from Associate Vice Provost Bart Quimby

V. Chair’s Report
Had 2nd capstone pilot presentations
15 people attended
If people are unable to attend the mandatory meeting, should they still be included in the pilot and be compensated?

VI. Course Action Requests
Chg SOC A201 Social Problems and Solutions (3 cr) (3+0) (pg. 3-7)
Tabled

Add SOC A223 Crime and Delinquency (3 cr) (3+0) (pg. 8-12)
Questions from JUST about cross listing
Tabled

Chg CHIN A101 First Year Chinese I (4 cr) (4+0)
Chg CHIN A102 First Year Chinese II (4 cr) (4+0)
No revisions received

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment

Meeting adjourned
1. School or College
   CT CTC

2. Course Prefix
   DN

3. Course Number
   A415

4. Previous Course Prefix & Number
   N/A

5. Credits/CEU
   3 credits

6. Complete Course/Program Title
   Community Nutrition

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

8. Type of Action
   ☑ Course  ☐ Program

9. Repeat Status No  # of Repeats 0  Max Credits 0

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

11. Implementation Date
    From: Fall/2009  To: /9999

12. ☐ Cross Listed with  N/A  ☐ Stacked with  N/A  Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
    Adding to the new BS in Dietetics and the new BS in Nutrition: community nutrition emphasis

14. Coordinate with Affected Units:
    Community Campuses, UAA Listserv

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

16. Course Description
    Applies nutrition principles to populations in various community environments and stages of life cycle, with consideration given to interrelated health, social, and economic concerns. Examines public policy related to nutrition concerns of target populations, and the marketing and management of community nutrition programs.

17a. Course Prerequisite(s) (list prefix and number)
    [DN A203 or DN A101] and [DN A145 or DN A147] with a minimum grade of C

17b. Test Score(s)
    N/A

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

17d. Other Restriction(s)
    N/A  ☐ College  ☐ Major  ☐ Class  ☐ Level
    Completion of all GER tier 1 (Basic College Level Skills) courses.

18. N/A  ☐ Mark if course has fees

19. Justification for Action
    Seeking integrated capstone status as this is the culminating course for the BS in Nutrition: community nutrition emphasis.

Initiator (faculty only)  Date

Carrie King
Initiator (TYPE NAME)

Approved  Disapproved:
Dean/Director of School/College  Date

Approved  Disapproved:
Department Chairperson  Date

Approved  Disapproved:
Curriculum Committee Chairperson  Date

Approved  Disapproved:
Provost or Designee  Date
Department: Culinary Arts and Hosp./Dietetics & Nutrition  
Course Number: DN A415  
Course Title: Community Nutrition  
Credits: 3.0

I. Course Description:
Applies nutrition principles to populations in various community environments and stages of life cycle, with consideration given to interrelated health, social, and economic concerns. Examines public policy related to nutrition concerns of target populations, and the marketing and management of community nutrition programs.

II. Course Design
A. Designed for students in the new BS in Dietetics and BS in Nutrition majors.
B. 3.0 credits
C. Total time of student involvement – 135 hours per semester
   - Lecture: 3 hours per week instruction
   - Homework: 6 hours per week outside reading, study or information gathering
D. Required for the new BS in Dietetics and the new BS in Nutrition: community nutrition emphasis areas.
E. None.
F. Course may be taught during any time frame, but not less than three weeks.
G. This is a revised course.
H. Community campuses, UAA listserv.
I. Course level justification: Seeking integrated capstone status as this is the culminating course for the BS in Nutrition: community nutrition emphasis.

III. Course Activities:
Course activities will be composed of course lectures and discussion. Reading of assigned information and projects including assessing target population’s nutritional status, survey of community nutrition needs and resources, and designing community nutrition interventions will comprise outside activities.

IV. Course Prerequisite:
[DN A203 or DN A101], and [DN A145 or DN A147] with a minimum grade of C.

V. Course Evaluation:
Course will be graded A-F.

VI. Course Curriculum:

1.0 Safety
   1.1 Campus or online safety
   1.2 Classroom/laboratory or virus protection

2.0 Opportunities in Community Nutrition
   2.1 Community Nutrition Practice and Entrepreneurship
2.2 Social and Economic Trends for Community Nutrition

3.0 Assessing Community Nutrition Resources
   3.1 Community Needs Assessment
   3.2 Examples of Community Needs Assessments

4.0 Assessing the Target Population’s Nutritional Status
   4.1 Plan for Collecting Data
   4.2 Issues in Data Collection
   4.3 Examples of Data Collection

5.0 Principles of Epidemiology
   5.1 Basic Epidemiological Concepts
   5.2 Types of Epidemiological Studies
   5.3 Nutritional Epidemiology

6.0 Food Insecurity and the Food Assistance Programs
   6.1 Hunger in the United States
   6.2 Historical Background of Food Assistance Programs
   6.3 Examples of Food Insecurity Programs

7.0 National Nutrition Agenda for the Public’s Health
   7.1 National Nutrition Policy
   7.2 National Nutrition Survey Results

8.0 Art and Science of Policy Making
   8.1 Process of Policy Making
   8.2 Legislative and Regulatory Process
   8.3 Political Process
   8.4 Grassroots Community Nutrition

9.0 Addressing the Obesity Epidemic
   9.1 Defining Obesity and Overweight
   9.2 Obesity Prevention and Treatment Interventions
   9.3 Public Health Policy Options

10.0 Health Care Systems and Policy
    10.1 Overview of the Health Care Industry
    10.2 Demographic Trends in Health Care
    10.3 Health Care Reform in the United States

11.0 Community Nutrition Programs for Mothers and Infants
    11.1 Trends in Maternal and Infant Health
    11.2 Healthy Mothers
    11.3 Healthy Babies
    11.4 Domestic Maternal and Infant Nutrition Programs
12.0 Community Nutrition Programs for Children and Adolescents
   12.1 What Children and Adolescents are Eating
   12.2 History of Child Nutrition Programs in Schools
   12.3 Impact of Child Nutrition Programs on Children’s Diets
   12.4 Nutrition Education Programs

13.0 Community Nutrition Programs for the Elderly
   13.1 Healthy Adults
   13.2 Aging and Nutritional Status
   13.3 Community-Based Programs and Services

14.0 World Hunger and Food Insecurity
   14.1 Mapping Poverty and Undernutrition
   14.2 Food Insecurity in Developing Countries
   14.3 Agenda for Action

15.0 Community Program Planning
   15.1 Factors that Trigger Program Planning
   15.2 Steps in Program Planning

16.0 Designing Community Nutrition Interventions
   16.1 Selection of an Intervention Strategy
   16.2 Current Research on Consumer Behavior

17.0 Cultural Competence in Community Nutrition
   17.1 Gaining Cultural Competence
   17.2 Cross-Cultural Communication
   17.3 Culturally Appropriate Intervention Strategies

18.0 Principles of Nutrition Education
   18.1 Applying Nutrition Education Principles to Program Design
   18.2 Designing Nutrition and Health Messages
   18.3 Effective Writing

19.0 Marketing
   19.1 Marketing Plan Development
   19.2 Social Marketing

20.0 Managing Community Nutrition Programs
   20.1 Planning
   20.2 Organizing
   20.3 Leading
   20.4 Controlling

21.0 Grant Writing Skills
   21.1 Funding Sources
   21.2 Building a Proposal
VII. Suggested Text:

VIII. Bibliography:

Neidert KC, Dorner B. *Nutrition Care of the Older Adult*. 2nd ed. Chicago: American Dietetic Association; 2000


IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. **Instructional Goal:**
Prepares students for participation and leadership in community nutrition programs in their communities by increasing student awareness of the nutrition needs of subgroups and available nutrition programs and resources.

B. **Student Outcomes/Assessment Procedures:**

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Relationship to GER Capstone Requirements</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze community nutrition programs in local community for ability to meet target population’s nutrition needs.</td>
<td>Critical thinking</td>
<td>Discussion Project</td>
</tr>
<tr>
<td>Diagram national and international food insecurity issues and the impact of the process of policy making and the legislative process.</td>
<td>Information literacy</td>
<td>Discussion Project</td>
</tr>
<tr>
<td>Create a proposal to transform an existing community nutrition program by designing a nutrition intervention for a target population.</td>
<td>Effective communication, knowledge integration</td>
<td>Discussion Group Work Project</td>
</tr>
<tr>
<td>Construct a nutrition education program utilizing a marketing plan and management functions.</td>
<td>Effective communication</td>
<td>Project</td>
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# Curriculum Action Request

**University of Alaska Anchorage**  
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>Sociology</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
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<th>5a. Credits/CEU</th>
<th>5b. Contact Hours</th>
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<th>6. Complete Course/Program Title</th>
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<tbody>
<tr>
<td>Social Problems and Solutions</td>
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<table>
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<th>7. Type of Course</th>
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<th>Non-credit</th>
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<th>Program</th>
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<th>A-F</th>
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<th>13. List any programs or college requirements that require this course</th>
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<th>14. Coordinate with Affected Units: Faculty List Serve</th>
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<th>15. General Education Requirement</th>
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<td>Oral Communication</td>
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<th>16. Course Description</th>
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<td>Survey of contemporary social problems. Focuses on the causes and consequences of social problems and examines processes through which social problems are identified, prioritized, and addressed.</td>
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<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<th>17d. Other Restriction(s)</th>
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<td>College</td>
<td>Major</td>
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| 18. Mark if course has fees NA |

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<tr>
<th>19. Justification for Action</th>
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<tr>
<td>Revision of the course to meet current GER guidelines and changing standards in the field.</td>
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</table>
I. Date of Initiation: Spring, 2009

II. Course Information
College or School: CAS
Course Subject/Number: Soc A201
Credits and Contact Hours: 3.0 Credits, 3+0 Contact Hours
Course Title: Social Problems and Solutions
Grading Basis: A – F
Implementation Date: Fall 2009

Course Description: Survey of contemporary social problems. Focuses on the causes and consequences of social problems and examines processes through which social problems are identified, prioritized, and addressed.

Course Prerequisite(s)/Test Score(s)/ Corequisite(s)/ Registration Restriction(s): None
Course Attributes: UAA GER Social Sciences Requirement
Course Fee: No

III. Instructional Goals and Student Outcomes
A. Instructional Goals:
The instructor will:

1. Introduce students to competing theoretical perspectives on social problems while relating perspectives to the historical context in which they developed and the human problems they address.
2. Describe empirical approaches to the study of social problems including basic quantitative skills and distinguish between empirical and non-empirical truth claims.
3. Foster critical thinking skills needed for students to compare and contrast the major theoretical perspectives on social problems.
4. Guide students in a research project or a service learning assignment that will allow them to investigate the complexity of human institutions and behavior and better understand contemporary efforts to address social problems.

B. Student Outcomes:
Students who successfully complete this course will demonstrate knowledge and skills in the following areas:

1. Students will identify and describe competing theoretical perspectives on social problems while relating these perspectives to the historical context in which they developed and the human problems they address.
2. Students will identify and describe major empirical approaches to the study of social problems including basic quantitative skills and distinguish between empirical and non-empirical truth claims.
3. Students will compare and contrast theoretical perspectives on social problems with particular attention to the identification, causes, consequences, and amelioration of social problems.

4. Students will explore a particular aspect of a social problem by completing a term paper/project using sources of empirical information identified in the course; or complete 10-20 hours of service learning with a local social service agency that addresses a social problem and complete a paper describing that experience.

IV. Guidelines for Evaluation or Assessment Methods

A. Written assignments and examinations.
B. An optional service learning project may be used in evaluation of the student's ability to investigate the complexity of human institutions and behavior and better understand contemporary efforts to address social problems.

V. Course Level Justification

This is a survey of sociological perspectives on selected social problems. Students will compare and contrast sociological explanations for social problems and examine empirical approaches to research and the analysis of public policy. This course provides basic concepts and identifies major sociological perspectives useful in the study of social problems.

VI. Topical Course Outline

A. SOCIOLOGY AND THE STUDY OF SOCIAL PROBLEMS

1. Defining Social Problems
2. Explaining Social Problems: Competing Theoretical Perspectives
3. Empirical Approaches to the Study of Social Problems

B. OVERVIEW OF SELECTED SOCIAL PROBLEMS

1. Poverty
2. Political Inequality
3. Discrimination
4. Access to Education
5. Access to Health Care
6. Environmental Justice
7. Crime
8. War and Terrorism

C. SOLVING SOCIAL PROBLEMS

1. Public Sector Policies: Objectives, Strategies, and Assessment
2. Private Sector Initiatives: Objectives, Strategies, and Assessment
3. International Approaches: Objectives, Strategies, and Assessment

VII. Suggested Texts


VIII. Bibliography


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<tr>
<td>Sociological Perspectives on Crime and Delinquency</td>
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<td>Cross-Listed Coordination Signature</td>
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<th>14. Coordinate with Affected Units:</th>
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<td>Justice Center &amp; UAA List Serve</td>
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<tr>
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<td>Natural Sciences</td>
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<th>16. Course Description</th>
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<tbody>
<tr>
<td>Sociological perspectives on the causes, consequences, and control of crime and delinquency. Survey of the major theoretical perspectives in the study of crime and delinquency with special attention to the application of empirical research methods to important theoretical issues.</td>
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<th>17a. Course Prerequisite(s) (list prefix and number)</th>
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<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<th>18. Mark if course has fees</th>
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<table>
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<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>This is a traditional area of specialization in sociology. A recent American Sociological Association survey indicates that law and crime offerings constitute the single most popular area of concentration in American sociology departments and it is an area of significant interest for our students.</td>
</tr>
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<table>
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<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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<tbody>
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<td>John Riley</td>
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I. Date of Initiation: Spring, 2009

II. Course Information
Course Subject/ Number: Soc A223
Credits and Contact Hours: 3.0 Credits, 3+0 Contact Hours
Course Title: Sociological Perspectives on Crime and Delinquency
Grading Basis: A – F
Implementation Date: Fall, 2009
Course Description: Sociological perspectives on the causes, consequences, and control of crime and delinquency. Survey of the major theoretical perspectives in the study of crime and delinquency with special attention to the application of empirical research methods to important theoretical issues.
Course Prerequisite(s)/Test Score(s)/ Corequisite(s)/ Registration Restriction(s): None
Course Attributes: UAA GER Social Sciences Requirement
Course Fee: No

III. Instructional Goals and Student Outcomes
A. Instructional Goals:
The instructor will:

1. Introduce students to competing theoretical perspectives on crime and delinquency while relating knowledge in this field to the historical context in which it developed and the human problems it addresses.

2. Describe empirical approaches to the examination of relevant theoretical issues and distinguish between empirical and non-empirical truth claims.

3. Foster critical thinking skills needed for students to compare and contrast the major theoretical perspectives.

4. Guide students in the investigation of the complexity of criminal and delinquent behavior and explore institutional arrangements and practices that may have an impact on patterns of crime and delinquency.

B. Student Outcomes:
Students who successfully complete this course will demonstrate knowledge and skills in the following areas:

1. Students will identify and describe competing theoretical perspectives on crime and delinquency and to relate knowledge in this field to the historical context in which it developed and the human problems it addresses.

2. Students will identify and describe major empirical approaches to the study of criminal and delinquent behavior and distinguish between empirical and non-empirical truth claims.
3. Students will compare and contrast the major theoretical perspectives on crime and delinquency with particular attention to the identification, causes, consequences, and control of crime and delinquency.

4. Students will investigate the complexity of criminal and delinquent behavior and explore institutional arrangements and practices that may have an impact on patterns of crime and delinquency.

IV. Guidelines for Evaluation

A. Written assignments, class presentations, and examinations may be used to evaluate student performance.

V. Course Level Justification

This is a survey of sociological perspectives on crime and delinquency, requiring a basic understanding of social organization and the ability to identify and apply fundamental sociological concepts. Students will compare and contrast sociological explanations for crime and delinquency and examine empirical approaches to research and public policy.

Students enter this course after having successfully completed Sociology A101. This course provides basic concepts and identifies major sociological perspectives useful in the study of crime and delinquency.

VI. Topical Course Outline

I. The Nature and Extent of Crime and Delinquency In America

1. Defining Crime and Delinquency
   b. Crimes, Torts, and Violations of Administrative Law
   c. Delinquency: the Needs and Culpability of Juveniles

2. Twentieth Century Crime Trends
   a. Violent Crime
   b. Property Crime
   c. Governmental, Corporate and White Collar Crime
   d. Delinquency: Criminal Offenses and Status Offenses

3. Crime Rates Today
   a. Violent Crime
   b. Property Crime
   c. Governmental, Corporate and White Collar Crime
   d. Delinquency: Criminal Offenses and Status Offenses
II. Empirical Approaches to the Study of Crime and Delinquency

   a. Uniform Crime Reports
   b. Victimization Surveys
   c. International Crime Statistics

2. Understanding Crime:
   a. Self Reports
   b. Observational Research
   c. Life Histories and Life Course Research

III. Theoretical Perspectives on Crime and Delinquency

1. Pre-Scientific Perspectives
   a. “Evil Spirits”
   b. Rational Choice

2. Science: Individual Perspectives
   a. Biological Differences
   b. Psychology

3. Early Sociological Perspectives
   a. Focus on Structure: Anomie and Social Disorganization
   b. Focus on Process: Differential Association, Control Theories

4. Contemporary Sociological Perspectives
   a. Labeling Theory
   b. Conflict Theory
   c. Feminist Theory
   d. Routine Activities

IV. Public Policies and Practices Intended To Control Crime and Delinquency

1. Criminal Justice System Strategies
   a. Identification and Arrest
   b. Juvenile Diversion
   c. Trial and Conviction
   d. Sentencing: Incapacitation and Deterrence
   e. Crime Control in a Democratic Society

2. Community Crime Prevention
   a. Eliminating Poverty
   b. Addressing Discrimination
   c. Strengthening Neighborhoods
   d. Violence and Male Socialization Practices

3. Developmental Crime Prevention
a. Early Intervention Programs for High Risk Children
b. Aid to Families: Day Care, Health Care, Shelters
c. Educational Intervention: Improving Schools

VII. Suggested Texts


VIII. Bibliography


