

# General Education Review Committee

## Agenda

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February 27, 2009

ADM 204

**1:00 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
( ) Bart Quimby	OAA	
( ) Catherine Sullivan	CHSW/ <b>UAB</b>	
( ) 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

# General Education Review Committee Summary

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February 20, 2009

ADM 204

**12:30 p.m. – 1:30 p.m.**

## I. Call to Order

### Roll

(e) Erik Hirschman	Mat-Su/ <b>UAB</b>	Social Sciences
(x) Mari Ippolito	<b>CAS/UAB</b>	
(x) Patricia Fagan	CAS	Humanities
(x) Robert Capuozzo	COE	
(x) Jack Pauli	CBPP	
(x) Jeane Breinig	CAS	Written Communication
(x) Len Smiley	CAS	Quantitative Skills
(x) Suzanne Forster	<b>CAS/UAB</b>	
(e) Robin Wahto	<b>CTC/UAB</b>	
(x) Walter Olivares	CAS	Fine Arts
(x) Bart Quimby	OAA	
( ) Catherine Sullivan	<b>CHSW/UAB</b>	
(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 2<sup>nd</sup> 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**



## COURSE CONTENT GUIDE

**Department:** Culinary Arts and Hosp./Dietetics & Nutrition  
**Course Number:** DN A415  
**Course Title:** Community Nutrition  
**Credits:** 3.0

**Date:** February 2, 2009

### 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:**

Boyle MA, Holben DH. *Community Nutrition in Action*. 5<sup>th</sup> ed.. Belmont, CA: Wadsworth Publishing; 2009

**VIII. Bibliography:**

Brown JE. *Nutrition Through the Life Cycle*. 3<sup>rd</sup> ed. Boston: Wadsworth Publishing; 2008

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

Robinson GE, Leif BJ. *Nutrition Management and Restorative Dining*. Chicago: American Dietetic Association; 2001

Rolfes SR, Pinna K, Whitney E. *Understanding Normal and Clinical Nutrition*. 7<sup>th</sup> ed.. Belmont, CA: Wadsworth Publishing; 2006

Satter E. *Child of Mine. Feeding with Love and Good Sense*. Berkeley: Bull Publishing; 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:**

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



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

1a. School or College AS CAS		1b. Division ASSC Division of Social Science		1c. Department Sociology	
2. Course Prefix SOC	3. Course Number A201	4. Previous Course Prefix & Number NA		5a. Credits/CEU 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Social Problems and Solutions <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No      # of Repeats      Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG Update			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date      semester/year From: Fall/2009      To:      /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course None					
14. Coordinate with Affected Units: Faculty List Serve Department, School, or College _____ Initiator Signature      Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. 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.					
17a. Course Prerequisite(s) (list prefix and number) None		17b. Test Score(s) NA		17c. Co-requisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) NA		
18. <input type="checkbox"/> Mark if course has fees NA					
19. Justification for Action Revision of the course to meet current GER guidelines and changing standards in the field.					



## COURSE CONTENT GUIDE

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
  4. Major Resources: Official Statistics, Scholarly Research, Private Foundations and Research Enterprises
  
- 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**

Eitzen, D. Stanley. 2009. *Social Problems*. 11th ed. New York: Allyn and Bacon.

Eitzen, D. Stanley. 2007. *Solutions to Social Problems*. New York: Allyn and Bacon.

**VIII. Bibliography**

Barrera, Mario. 2008. "Are Latinos a Racialized Minority?" *Sociological Perspectives* 51(2):305-24.

Feagan, Joe R. 2001. "Social Justice and Sociology: Agendas for the Twenty-First Century." *American Sociological Review* 66(1):1-20.

Finsterbusch, Kurt. 2008. *Annual Editions: Social Problems*. 35<sup>th</sup> ed. New York: McGraw Hill.

Goffman, Irving. 1961. *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. New York: Anchor Books.

Grodsky, Eric and Devah Pager. 2001. "The Structure of Disadvantage: Individual and Occupational Determinants of the Black-white Wage Gap." *American Sociological Review* 66(4):542-67.

Howell, Joseph T. 1991. *Hard Living on Clay Street: Portraits of Blue Collar Families*. Prospect Heights, IL: Waveland Press.

Laurer, Robert H. and Jeanette C. Laurer. 2008. *Social Problems and the Quality of Life*. 11<sup>th</sup> ed. New York: McGraw Hill.

- Liszka, Allen E. and Steven F. Messner. 1999. *Perspectives on Crime and Deviance*. 3<sup>rd</sup> ed. Upper Saddle River, NJ: Prentice Hall.
- McClanahan, Alexandra J. 2000. *Growing Up Native in Alaska*. Anchorage, AK: CIRI Foundation.
- Simon, David R. and D. Stanley Eitzen. 2006. *Elite Deviance*. 8<sup>th</sup> ed. Boston, MA: Allyn and Bacon.
- Sutherland, Edwin H. 1983. *White Collar Crime: The Uncut Version*. New Haven, CT: Yale University Press.



## Curriculum Action Request

### University of Alaska Anchorage

#### Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College AS CAS		1b. Division ASSC Division of Social Science		1c. Department Sociology	
2. Course Prefix SOC	3. Course Number A223	4. Previous Course Prefix & Number None		5a. Credits/CEU 3cr	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Sociological Perspectives on Crime and Delinquency Crime and Delinquency <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No      # of Repeats      Max Credits		
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date      semester/year From: Fall/2009      To:      /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course None					
14. Coordinate with Affected Units:      Justice Center & UAA List Serve      Department, School, or College Initiator Signature _____ Date _____					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. 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.					
17a. Course Prerequisite(s) (list prefix and number) SOC A101		17b. Test Score(s) NA		17c. Co-requisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) NA			
18. <input type="checkbox"/> Mark if course has fees NA					
19. Justification for Action 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.					

\_\_\_\_\_  
Initiator (faculty only)      Date

John Riley  
Initiator (TYPE NAME)

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Disapproved: \_\_\_\_\_  
Department Chairperson      Date

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Disapproved: \_\_\_\_\_  
Curriculum Committee Chairperson      Date

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Disapproved: \_\_\_\_\_  
Dean/Director of School/College      Date

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Disapproved: \_\_\_\_\_  
Undergraduate or Graduate  
Academic Board Chairperson      Date

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Disapproved: \_\_\_\_\_  
Provost or Designee      Date

# COURSE CONTENT GUIDE

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
    - a. Changing Conceptions of Crime and Delinquency 1700-2008
    - 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

1. Measuring Crime: Official Crime Statistics
  - 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**

Barkan, Steven E. 2009. *Criminology: A Sociological Understanding*. Upper Saddle River, NJ: Pearson/ Prentice Hall.

Hagan, Frank E. 2008. *Introduction to Criminology*. Los Angeles, CA: Sage.

Reid, Sue Titus. 2003. *Crime and Criminology*, 10<sup>th</sup> ed. Boston, MA: McGraw Hill.

## **VIII. Bibliography**

Barkan, Steven. E. and Lynne L. Snowden. 2001. *Collective Violence*. Boston, MA: Allyn and Bacon.

Carper, Donald. L., Norbert J. Mietus, T.E. Shoemaker, and Bill W. West. 1995. *Understanding the Law*. 3<sup>rd</sup> ed. New York: West Publishing.

Chambliss, William J. 1988. *On the Take: From Petty Crooks to Presidents*, 2<sup>nd</sup> ed. Bloomington, IN: Indiana University Press.

Cohen, Albert K. 1955. *Delinquent Boys*. Glencoe, IL: The Free Press.

Hillyard, Paddy 1993. *Suspect Community*. London: Pluto Press.

Lupton, Deborah and John Tulloch. 2000. "Theorizing Fear of Crime: Beyond the Rational/Irrational Opposition." *British Journal of Criminology*. 50(3):507-23.

Sutherland, Edwin H. 1983. *White Collar Crime: The Uncut Version*. New Haven, CT: Yale University Press.

Turkel, Gerald. 1998. *Law and Society: Critical Approaches*. Boston, MA: Allyn and Bacon.