General Education Review Committee
Agenda

February 20, 2009
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
( ) 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 SOC A201 Social Problems and Solutions (3 cr) (3+0) (pg. 3-7)
Add SOC A223 Crime and Delinquency (3 cr) (3+0) (pg. 8-12)
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
(x) Erik Hirschman  Mat-Su/UAB  Social Sciences
( ) Mari Ippolito  CAS/UAB
( ) Patricia Fagan  CAS  Humanities
(x) Robert Capuozzo  COE
(x) Jack Pauli  CBPP
( ) Jeane Breinig  CAS  Written Communication
( ) Len Smiley  CAS  Quantitative Skills
(x) Suzanne Forster  CAS/UAB
(x) Robin Wahto  CTC/UAB
( ) Walter Olivares  CAS  Fine Arts
(x) Bart Quimby  OAA
(x) Catherine Sullivan  CHSW/UAB
(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
Pilot Program:
Writing appointment letters for volunteers
Sent email to faculty teaching capstone courses

V.  Chair’s Report

VI.  Course Action Requests

Chg  PARL A101  Introduction to Law (3 cr) (3+0) (pg. 3-11)
Approved

VII.  Old Business
A.  Review and approve draft memo to faculty piloting all three pieces of the capstone assessment plan (not in your packet because not yet drafted) and finalize plans for the pilot.

VIII.  New Business

IX.  Informational Items and Adjournment
For next meeting with light curriculum: may need to revisit GER outcomes
Possibility of having another meeting in February

Meeting adjourned
1. **School or College**
   - AS CAS

2. **Division**
   - ASSC Division of Social Science

3. **Department**
   - Sociology

4. **Course Prefix**
   - SOC

5. **Course Number**
   - A201

6. **Previous Course Prefix & Number**
   - NA

7. **Credits/CEU**
   - 3 cr

8. **Contact Hours**
   - (Lecture + Lab) (3+0)

9. **Complete Course/Program Title**
   - Social Problems and Solutions

10. **Abbreviated Title for Transcript (30 character)**

11. **Type of Course**
    - Academic

12. **Type of Action**
    - Course

13. **Repeat Status No**
    - # of Repeats
    - Max Credits

14. **Grading Basis**
    - A-F
    - P/NP
    - NG

15. **Implementation Date**
    - From: Fall/2009
    - To: /9999

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)**
    - College
    - Major
    - Class
    - Level

17e. **Registration Restriction(s)**
    - (non-codable)
    - NA

18. **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

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


## 1. School or College
- AS CAS

### 2. Course Prefix
- SOC

### 3. Course Number
- A223

### 4. Previous Course Prefix & Number
- None

### 5. Credits/CEU
- 3 cr

### 6. Division
- ASSC Division of Social Science

### 7. Department
- Sociology

## 8. Course Title
- Sociological Perspectives on Crime and Delinquency
- Crime and Delinquency

## 9. Abbreviated Title for Transcript
- 30 character

## 10. Type of Course
- Academic

## 11. Type of Action
- Course

### 12. Repeat Status
- No

### 13. Grading Basis
- A-F

## 14. Implementation Date
- From: Fall/2009
- To: /9999

## 15. General Education Requirement
- Oral Communication
- Written Communication
- Quantitative Skills
- Social Sciences

## 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.

## 17. Prerequisite(s)
- SOC A101

## 18. Other Restriction(s)
- College
- Major
- Class
- Level

## 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.
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
   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  


