

General Education Review Committee Agenda

12:30-1:30

November 20, 2009

ADM 204

I. Call to Order

Roll

() Suzanne Forster	UAB/CAS	Written Communication
() Oliver Hedgepeth	UAB/CBPP	
() Utpal Dutta	UAB/SOE	
() Kevin Keating	UAB/Library	
() Deborah Fox	UAB/Mat-Su	
() Kenrick Mock	UAB/CAS	
() Len Smiley	CAS	Quantitative Skills
() Marcia Stratton	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
() Patricia Fagan	CAS	Humanities
() Beverly Barker		Natural and Physical Sciences
() Catherine Sullivan	CHSW	
() Robert Capuozzo	COE	
() Sandra Pence	CTC	
() Vacant		Social Sciences
() Hilary Davies	UAB	Ex officio/UAB Chair
() Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

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

Add JUST A462 Biobehavioral Criminology (3 cr) (3+0) (pg. 3-10)

VII. Old Business

A. GER Policy- Language from Suzanne

Baccalaureate Degrees, (page 58, paragraph one)

Students may elect to graduate under the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation. The only exception to that policy is that a course satisfying a particular General Education Requirement (GER) in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.

The committee correctly pointed out that it would be incorrect to include the proposed language in the section under Associate's Degrees since the associate degrees do not have GE requirements. There was also some discussion about whether the language would be better included in the section headed Age Limit of Credits (page 58) and whether the language needed to be included on page 80.

B. Discussion on Spring '09 Pilot Data

VIII. New Business

IX. Informational Items and Adjournment

General Education Review Committee Summary

12:30-1:30

November 13, 2009

ADM 204

I. Call to Order

Roll

(x) Suzanne Forster	UAB/CAS	Written Communication
(x) Oliver Hedgepeth	UAB/CBPP	
(x) Utpal Dutta	UAB/SOE	
(e) Kevin Keating	UAB/Library	
(e) Deborah Fox	UAB/Mat-Su	
(e) Kenrick Mock	UAB/CAS	
(x) Len Smiley	CAS	Quantitative Skills
(e) Marcia Stratton	CAS	Oral Communication
(e) Walter Olivares	CAS	Fine Arts
(e) Patricia Fagan	CAS	Humanities
(x) Beverly Barker		Natural and Physical Sciences
(x) Catherine Sullivan	CHSW	
(x) Robert Capuozzo	COE	
(x) Sandra Pence	CTC	
() Vacant		Social Sciences
(x) Hilary Davies	UAB	Ex officio/UAB Chair
(x) Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Summary (pg. 2-4)

Approved both summaries

IV. Report from Associate Vice Provost Bart Quimby

No report

V. Chair's Report

VI. Course Action Requests

VII. Old Business

A. GER Policy- Language from Suzanne

Suzanne took language to CAS Course and Curriculum Committee

Continued review of language from Suzanne

Suzanne will update the memo and send it to Christine to send to the GERC

B. Discussion on Spring '09 Pilot Data

Continued discussion

VIII. New Business

IX. Informational Items and Adjournment

Meeting adjourned

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Marny Rivera</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

**University of Alaska Anchorage
College of Health and Social Welfare
Course Content Guide**

- I. Date of Initiation:** August 2009
- II. Curriculum Action Request**
- A. School: College of Health and Social Welfare
 - B. Course Subject: JUST
 - C. Course Number: A463
 - D. Number of Credits: 3
 - E. Contact Hours: 3+0
 - F. Course Program: Bachelor of Arts, Justice
 - G. Course Title: Biobehavioral Criminology
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall 2010
 - J. Cross-listed: N/A
 - K. Course Description: Examines biobehavioral correlates of crime and ways these factors interact with socio-environmental and psychophysiological factors to alter or influence the propensity for violent and non-violent crime. Analyzes historical and contemporary theories and research. Applies interacting factors to explain specific types of violent and non-violent crime.
 - L. Course Prerequisites: JUST A200 and JUST A201 and JUST A221 and JUST A250 and JUST A251/SOC A251 and JUST A330 and JUST A360
 - M. Course Co-requisites: None
 - N. Other Restrictions: Class
 - O. Registration Restrictions: Completion of all GER Tier 1 (Basic College-Level Skills) Courses, and Senior Standing
 - P. Course Fees: None
 - Q. Course Attribute: GER Integrative Capstone
- III. Instructional Goals and Student Outcomes**
- A. The instructor will:
 - 1. Review and present historical and contemporary theories and research on socio-environmental, biobehavioral, psychophysiological and integrative theories of crime
 - 2. Assist students in their development of research, writing, argumentation, and presentation skills
 - 3. Create opportunities for critical thinking
 - 4. Guide class discussions

B. Upon completion of this course, the student will be able to:

Outcomes and Assessment Measures		
Student Outcomes	Assessment Measures May Include	Integrative Capstone Goals
1. Analyze theories and research (on socio-environmental factors, mental illness and biobehavioral factors) that characterize, explain and attempt to predict criminal behavior	Analytic Writing Assignments Class Discussions	Knowledge Integration Critical Thinking
2. Compare and contrast the balance of risk and protective factors that influence the behavior of criminal and non-criminal individuals	Analytic Writing Assignments Class Discussions Tests Oral Research Presentation	Knowledge Integration Effective Communication Critical Thinking
3. Provide examples of biobehavioral factors interacting with socio-environmental and/or psychophysiological factors to increase the propensity for crime	Analytic Writing Assignments Answering Reading Comprehension Questions Tests Oral Research Presentation	Knowledge Integration Effective Communication Critical Thinking
4. Evaluate policies designed to prevent or control crime in terms of their effectiveness and impact on social service and justice agencies	Analytic Writing Assignments Class Discussions	Critical Thinking
5. Develop and support with evidence logical arguments regarding the causes and control of violence and offending	Analytic Writing Assignments Oral Research Presentation	Effective Communication Information Literacy

IV. Course Level Expectations

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 demonstrate complex knowledge integration, effective communication and critical thinking.

V. Topical Course Outline

A. Socio-environmental sources of violence and offending

1. Review of classical and sociological perspectives in criminology
 2. Social perceptions: Why are we so fascinated with violence?
 3. Socio-environmental risk and protective factors
 4. Structural sources of violence and offending
 - a. Poverty
 - b. Disorganized neighborhoods
 5. Social processes that contribute to violence and offending
 - a. Parenting practices
 - b. Child abuse
 - i. Historical perspective and development of law
 - ii. Contemporary perspective
 - a). Extent and consequences of child abuse in the United States
 - b). Crime control policy implications: Prevention of and response to child abuse
 6. Negative peer influences
 7. Negative academic experiences
 8. Exposure to violence
 9. Crime control policy implications: Retribution, deterrence, incapacitation, and rehabilitation
- B. Biobehavioral sources of violence and offending: Nature interacting with nurture
1. Paradigm shift: From classical to positivist criminology
 2. Historic biological theories: Physical type theories
 3. Classification of biological theories and research
 - a. Historic versus contemporary
 - b. Genetic and inherited, genetic but not inherited, neither genetic nor inherited
 - c. Genetics, brain structure and brain chemistry
 4. Evolution and genetic theories and research
 5. Theories and research on brain chemistry and function
 - a. Sex and stress hormones
 - b. Neurotransmitters: Serotonin, norepinephrine, dopamine and monoamine oxidase
 - c. Prenatal exposure to alcohol and/or drugs
 6. Theories and research on brain damage and malfunction
 - a. The prefrontal cortex and executive cognitive function
 - b. Brain imaging studies: Positron emission tomography, single photon emission computed tomography, and functional magnetic resonance imaging
 - c. Neurologic impairment and cognitive deficits
 - d. Nervous system sensitivity, arousal, and response to stress
 - e. Crime control policy implications: Biological evidence in criminal trials
 7. Psychophysiological correlates of violence and offending: Stimulation-seeking, impulsivity, aggressiveness, hyperactivity, attention deficit hyperactivity disorder, and inability to empathize

8. Developmental processes: Interweaving environmental and biological influences over the life course
 9. Adolescent and adult substance use and abuse
 10. Shortcomings and controversies of the biobehavioral perspective
 11. Crime control policy implications: Biological and environmental
 12. Controversial issues: Free will and rationality in light of biobehavioral theories and research
- C. Application to offenders and offending
1. Bullying
 - a. Brains rewarded by other's pain and the inability to experience empathy
 - b. Poor behavior controls due to prefrontal and temporoparietal damage or malfunction
 - c. The bullied bully
 2. Domestic violence
 - a. The batterer's brain: Neurological impairment, and the impact of child abuse and exposure to violent models
 - b. Biological bases of intermittent explosive disorder
 3. Rape
 - a. High testosterone, low serotonin, childhood sexual abuse and desire for power and control
 - b. Physiological arousal in response to domination, humiliation and pain of the victim
 4. Mentally ill offenders
 - a. Victimization and offending patterns of mentally ill offenders
 - b. Extent of mental illness among jail and prison inmates relative to the general population
 - c. Co-occurring disorders: Mental illness and substance abuse
 5. Murderers
 - a. A killer combination: Neurotransmitter abnormalities, frontal lobe damage or malfunction, and child abuse and/or exposure to trauma or violence
 - b. Psychopaths: Cold-blooded killers
 6. Psychopathy
 - a. Historical review of labels and diagnoses: Psychopathy, sociopathy and antisocial personality disorder
 - b. Symptoms of psychopathy: Personality, behavioral and lifestyle characteristics
 - c. Suspected causes of psychopathy: Biobehavioral and socio-environmental
 - d. Violence and offending among psychopaths

VI. Suggested Texts

- Fishbein, D. (2001). *Biobehavioral perspectives in criminology*. Belmont, CA: Wadsworth/Thomson.
- Hare, R. D. (1993). *Without conscience: The disturbing world of the psychopaths among us*. New York, NY: Guilford.
- Lewis, D. O. (1998). *Guilty by reason of insanity: Inside the minds of killers*. New York, NY: Ivy Books.
- Simon, R. I. (2008). *Bad men do what good men dream: A forensic psychiatrist illuminates the darker side of human behavior* (2nd ed.). Washington DC: American Psychiatric.

VII. Bibliography

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- Bennett, A. M., Lesch, K. P., Heils, A., Long, J. C., Lorenz, J. G., Shoaf, S. E., ... Higley, J.D. (2002). Early experience and serotonin transporter gene variation interact to influence primate CNS function. *Molecular Psychiatry*, 7, 118-122.
- Buss, D. M. (2005). *The murderer next door: Why the mind is designed to kill*. New York, NY: Penguin.
- Crime times: Linking brain dysfunction to disordered/criminal/psychopathic behavior*. Retrieved July 20, 2009, from <http://www.crimetimes.org/>.
- DeLisi, M., Beaver, K. M., Vaughn, M. G., & Wright, J. P. (2010). Contemporary perspectives on biological and biosocial theories of crime. In H. Copes & V. Topalli (Eds.). *Criminological theory: Readings and retrospectives* (pp. 74-83). New York, NY: McGraw Hill.
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- James, D. J., & Glaze, L. E. (September 2006). *Mental health problems of prison and jail inmates*. Bureau of Justice Statistics Special Report (NCJ Publication No. 213600). U.S. Department of Justice.
- Lussier, P., Farrington, D. P., & Moffitt, T. E. (2009). Is the antisocial child father of the abusive man?: A 40-year prospective longitudinal study on the developmental antecedents of intimate partner violence. *Criminology* 47(3), 741-780.

- Rafter, N. (2008). *The criminal brain: Understanding biological theories of crime*. New York University Press.
- Rain, A. (1993). *The psychopathology of crime: Criminal behavior as a clinical disorder*. San Diego, CA: Academic Press.
- Reiss, A. J., Jr., Micazek, K. A., & Roth, J. A. (1994). *Understanding and preventing violence, volume 2: Biobehavioral influences*. Washington DC: National Academies Press.
- Rowe, D. C. (2002). *Biology and crime*. Los Angeles, CA: Roxbury.
- Seabrook, J. (2008, November 10). Suffering souls: The search for the roots of psychopathy. *The New Yorker*, 64-73.
- Strueber, D., Lueck, M., and Roth, G. (December 2006/January 2007). The violent brain: How biology and trauma prime the criminal mind. *Scientific American Mind*, 17(6), 20-27.
- Tancredi, L. (2005). *Hard wired behavior: What neuroscience reveals about morality*. Cambridge University Press.
- Walsh, A., & Beaver K. M. (Eds.). (2009). *Biosocial criminology: New directions in theory and research*. New York, NY: Routledge.
- Walsh, A., & Ellis. L. (Eds.). (2003). *Biosocial criminology: Challenging environmentalism's supremacy*. New York, NY: Nova Science.
- Wilson, M., & Daly, M. (1988). *Homicide: Foundations of human behavior*. Edison, NJ: Transaction.
- Wright, J. P., Beaver, K. M, DeLisi, M., Vaughn, M. G., Boisvert, D., & Vaske, J. (2008). Lombroso's legacy: The miseducation of criminologists. *Journal of Criminal Justice Education*, 19(3), 325-338.
- Wright, J. P., Tibbets, S. G., & Daigle, L. E. (2008). *Criminals in the making: Criminality across the life course*. Los Angeles, CA: Sage.