

LSC Use Only Proposal No: \_\_\_\_\_ UWUCC Use Only Proposal No: 11-112  
 LSC Action-Date: AP-3/8/12 UWUCC Action-Date: App-3/27/12 Senate Action Date: App 4-17-12

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person(s) John A. Lewis	Email Address j.a.lewis@iup.edu
Proposing Department/Unit Criminology	Phone 7.7740

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: CRIM 101 Crime and Justice Systems

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

**2. Liberal Studies Course Designations, as appropriate**

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)  
 Learning Skills  Knowledge Area                       Global and Multicultural Awareness                       Writing Intensive (include W cover she  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship                       Information Literacy                       Oral Communication  
 Quantitative Reasoning                       Scientific Literacy                       Technological Literacy

**3. Other Designations, as appropriate**

Honors College Course                       Other: (e.g. Women's Studies, Pan African)

**4. Program Proposals**

Catalog Description Change                       Program Revision                       Program Title Change                       New Track  
 New Degree Program                       New Minor Program                       Liberal Studies Requirement Changes                       Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Kathle Hancock</i>	<u>2/20/12</u>
Department Chairperson(s)	<i>[Signature]</i>	<u>2/20/12</u>
College Curriculum Committee Chair	<i>Jan K Wachter</i>	<u>2/29/12</u>
College Dean	<i>Henry E. Smith</i>	<u>2/29/12</u>
Director of Liberal Studies (as needed)	<i>Dr. H. [Signature]</i>	<u>3/20/12</u>
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Schuist</i>	<u>3/27/12</u>

1

Received  
 MAR 20 2012  
 Liberal Studies

Received  
 MAR 2 2012  
 Liberal Studies

## SYLLABUS OF RECORD

### I. Catalog Description

CRIM 101: Crime and Justice Systems	3 class hours
	0 lab hours
Prerequisites: None	3 credits
	(3c-01-3cr)

Introduces the field of criminology through the examination of historical data, statistical information, theories of criminal causation, social control of behavior, development of laws, evaluation of criminal justice system policies, procedures, and trends. Students learn the terminology of the field, gain an awareness of the methods of inquiry utilized in the field, and have the opportunity to examine personal attitudes and values regarding crime and responses to crime.

### II.

#### **Objective 1:**

Recognize the origin, development, and maintenance of the U.S. Criminal Justice System (CJS).

#### **Expected Student Learning Outcomes 1 and 3:**

Informed and Responsible Learners

**Rationale:** Assignments and classroom activities will require students to recognize the impact that various historical, philosophical and social perspectives have had on the criminal justice system, to include the incorporation of a European model of justice in the U.S. colonies. Assignments and discussions will incorporate comparative perspectives (i.e., race, gender, culture, age, and economic status), as well as theoretical perspectives (Philosophy, Biology, Psychology, Sociology, Marxism, etc.)

#### **Objective 2:**

Assess the trends in crime in the United States.

#### **Expected Student Learning Outcomes 1, 2, and 3:**

Informed, Empowered, and Responsible Learners

**Rationale:** Assignments and classroom activities will require students to assess trends in crime (i.e., incarceration rates; codifying morality, virtues, and vices; the war on drugs, etc.). Assignments and discussions will include using the CJS as a means to assimilate various cultures; as well as incarceration rates, cost and benefit analysis, ethical concerns, and cultural impact, especially in the African American communities. Identify the tension between public safety and civil liberties and the role that the criminal justice system plays in these opposing and important goals.

**Objective 3:**

Identify the tension between public safety and civil liberties and the role that the criminal justice system plays in these opposing and important goals.

**Expected Student Learning Outcomes 1, 2, and 3:**

Informed, Empowered, and Responsible Learners

**Rationale:** Assignments and classroom activities will require students to assess their own views about the judicial pendulum that swings between public safety issues and the right of the state to protect citizens, and the civil liberties that are forfeited as the state mandates additional restrictions (i.e., airport security, ATOD policies, Patriot Act, video games, etc.). Assignments and discussions will incorporate cultural, moral and ethical perspectives.

**Objective 4:**

Explain major ethical issues related to the administration of justice in the United States – for example, plea-bargaining, police misconduct, and punishment of offenders.

**Expected Student Learning Outcomes 2 and 3:**

Empowered and Responsible Learners

**Rationale:** Assignments and classroom activities will require students to identify their philosophical perspective about the justification for punishment (i.e., deterrence, retribution, incarceration, rehabilitation). Assignments and discussions also will discuss various degrees of corruption within the criminal justice components (police, courts, corrections) along with the U.S. Supreme Court's distinction between coercion and tough choices.

**Objective 5:**

Assess various models of criminal justice and consider the impact that each has on those employed in the criminal justice system and the individuals who are processed through the system.

**Expected Student Learning Outcomes 1 and 2:**

Informed and Empowered Learners

**Rationale:** Assignments and classroom activities will require students to assess the impact of criminal justice models on those employed in the criminal justice system and the individuals who are processed through the system based on a theoretical foundation other than the current philosophical model (classical – deterrence) used in the U.S. Students will identify the strengths and weaknesses of different theoretical perspectives for a criminal justice system either attempted previously in the U.S., currently in other countries, or theoretically based on material presented in the class.

### III. Course Outline

- A. Course Introduction and CJS Overview (6 hours [6])
  - 1. What is Criminal Justice?
  - 2. The Crime Picture
  - 3. Criminal Law – Social Contract – Deterrence Theory**Exam 1** (1 hour [7])
  
- B. Policing (10 hours [17])
  - 1. Purpose & Organizations
  - 2. Policing: Legal Aspects
  - 3. Policing: Issues & Challenges**Exam 2** (1 hour [18])
  
- C. The Courts (10 hours [28])
  - 1. US Bifurcated Court System
    - a. Criminal/Civil
    - b. Federal/State
    - c. Adult/Juvenile
    - d. Specialty Courts (drug, DUI, female, etc.)
  - 2. The Courtroom/Trial
  - 3. Sentencing**Exam 3** (1 hour [29])
  
- D. Corrections (8 hours [37])
  - 1. Probation
  - 2. Parole
  - 3. Community Corrections
  - 4. Prison & Jails
  - 5. Prison Life
  
- E. Juvenile Justice (4 hours [41])
  - 1. Chicago Courts
  - 2. Legal Issues and Select Court Decisions
  - 3. Transfer – Juvenile to Adult**Exam 4** (1 hour [42])
  
- Final Culminating Activity (Comprehensive Exam) (2 hours)

### IV. Evaluation Methods

*Attendance and Participation: (0-50 points) (Specific evaluation criteria will be established by each professor). For this professor: Attendance and participation are crucial in any class, especially an introductory course, for increasing student learning and success. Where students often start at zero points and work upward, for this activity you start at 50 points and work downward. For each unexcused absence a student acquires, s/he will lose five points.*

Excused absences are identified as (late registration – week one), illness, active military service, and emergencies. All absences must be documented, with the documentation submitted to the professor during the first class attended after the absence. A determination of whether an incident constituted an emergency will rest with the professor [examples of what does not constitute an emergency are: 1) absences for hunting and fishing, 2) returning late from or leaving early for break, 3) missing class for weather when the University is not closed, 4) social events (Homecoming pre-activities, weddings, etc.)] . For each class period for which you arrive late or do not actively participate by providing answers, questions, etc.; you will lose one point. Minus week one and exams (4), there are 35 class periods, so if you habitually arrive to class late or fail to participate you could lose up to 35 of the available 50 points allotted in this area. Participation points will not be deducted from excused or unexcused absences. Anytime you have questions about participation points please see me immediately prior to class, immediately after class, or during office hours. Finally, for each time your cell phone ringing becomes a problem or I inform you to stop texting two points will be deducted from the attendance and participation points.

**Class Activities: (0-50 points) These activities are unannounced.** Class Activities will be made up of critical thinking questions, minute papers, group activities, and other activities decided upon by the professor. There will be seven class activities assigned throughout the semester. Each activity assignment will be worth 10 points. The two lowest grades will be dropped. Since the lowest two grades are discarded, there will be no make-up activities.

**Out of Class Assignments: (0-25 points each)** Two separate out of class assignments are scheduled based on selective readings. Both of these assignments will be submitted electronically. Late assignments will receive zero (0) points.

**Content Exams: (0-50 points each)** There will be four content exams throughout the semester. Each of the four content exams will be taken at the conclusion of each section (Juvenile Justice Chapter will be tested with Corrections Section). The content exams will not be comprehensive. The lowest content exam grade will be dropped at the end of the semester. There will be no makeup exams.

**Final Exam: (0-100 points)** The final exam will be scheduled for finals week and will be a comprehensive exam covering all the material addressed throughout the semester. Students who miss the exam with an excused absence can coordinate to reschedule a different version of the final exam, which must be completed by the end of finals week.

## V. Grading Scale

Course Requirement	Maximum Points	Percent of Total Grade
Attendance/Participation	50	12.5
Class Activities (top 5 of 7)	50	12.5
Out of Class Activities	50	12.5
Content Exams (top 3 of 4)	150	37.5
Final Exam	100	25
<b>Total:</b>	<b>400</b>	<b>100</b>

**Grading:** Grades will be assigned using the standard scale. Your total number of points will be averaged and letter grades assigned as follows:

A = 90 to 100%	358 points or more
B = 80 to 89%	318 - 357 points
C = 70 to 79%	278 - 317 points
D = 60 to 69%	238 - 277 points
F = $\geq$ 59%	237 or fewer points

## VI. Undergraduate Course Attendance Policy

*Attendance:* It is required that an attendance policy be developed by individual faculty and included in students' syllabi. (See undergraduate catalog for Undergraduate Course Attendance Policy.)

## VII. Required Course Material

(Text) Schmallegger, F. (2011). *Criminal justice: A brief introduction* (9<sup>th</sup> ed.). Boston: Pearson, Prentice-Hall.

(Non-Text) Beccaria, C. (1986). *On crimes and punishments*. (D. Young, Trans.) Indianapolis, IN: Hackett Publishing Company. (Original work published 1764).

Supplemental articles will be assigned throughout the semester and distributed in class or made available on-line.

## VIII. Special Resource Requirements

None

## IX. Additional Classroom Policies

*Disabilities policy:* If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, s/he should contact Disability Support Services (DSS) for information about appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact DSS if they are not certain whether a medical condition/disability qualifies.

Mailing Address:

Disability Support Services  
Pratt Hall, Room 216  
201 Pratt Drive  
Indiana, PA 15705

Contact Information:

<http://www.iup.edu/advisingtesting/DisabilitySupport/>  
724.357.4067

*Academic Honesty:* Students are expected to do their own work. A very high price can be paid when you are caught cheating: too high to risk. Please refer to the following site for a more detailed description of the University's policy concerning academic dishonesty:

*Classroom Conduct:* Creating an effective and pleasant learning environment requires cooperation. This is especially important in a course like this one, in which we discuss controversial topics. Remember to respond to *ideas*, not people, and to treat each other with respect. In addition, please be on time, turn off cell phone ringers, and do not text during class (see – IV. Evaluation Methods: Attendance and Participation).

## **X. Bibliography (Current)**

- Allen, H. E., Latessa, E. J., & Ponder, B. S. (2009). *Corrections in America: An introduction* (12<sup>th</sup> ed.). Boston: Pearson, Prentice-Hall.
- Benekos, P. J. & Merlo, A. V. (2008). *Controversies in juvenile justice and delinquency* (2<sup>nd</sup> ed.). Cincinnati, OH: Anderson.
- Bohm, R. M. (2009). *Introduction to criminal justice* (6<sup>th</sup> ed.). Boston: McGraw-Hill.
- Hess, K. M. & Wroblewski, H. M. (2011). *Introduction to law enforcement and criminal justice* (10<sup>th</sup> ed.). Franklin, KY: Delmar Cengage Learning.
- McCaghy, C. H., Capron, T. A., Jamieson, J. D., & Carey, S. H. (2007). *Deviant behavior: Crime, conflict, and interest groups* (8<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Mutchnick, R. (2010). *Criminal Justice Interactive*. Boston: Pearson, Prentice-Hall.
- Neubauer, D. W. & Fradella, H. F. (2010). *American courts and the criminal justice system* (10<sup>th</sup> ed.). Belmont, CA: Thomson – Wadsworth.
- Nielsen, M. O. & Silverman, R. A. (2009). *Criminal justice in Native America*. Tucson, AZ: University of Arizona Press.
- Reiman, J. & Leighton, P. (2009). *The rich get richer, and the poor get prison: Ideology, class, and criminal justice* (9<sup>th</sup> ed.). Boston: Pearson, Prentice-Hall.
- Robinson, M. B. (2008). *Justice blind: Ideals and realities of American criminal justice* (3<sup>rd</sup> ed.). Boston: Pearson, Prentice-Hall.
- Schmallenger, F. (2010). *Criminal justice today: An introductory text for the 21<sup>st</sup> century* (11<sup>th</sup> ed.). Boston: Pearson, Prentice-Hall.
- Siegel, L. J. & Senna, J. J. (2007). *Introduction to criminal justice* (11<sup>th</sup> ed.). Belmont, CA: Thomson – Wadsworth.

Siegel, L. J. & Worrall, J. L. (2012). *Essentials of criminal justice* (8<sup>th</sup> ed.). Belmont, CA: Thomson – Wadsworth.

Walker, S. & Katz, C. (2010). *The police in America: An introduction* (7<sup>th</sup> ed.). Boston: McGraw-Hill.

Waller, B. N. (2008). *You decide: Current debates in criminal justice*. Boston: Allyn and Bacon.

## **X. Bibliography (Historical)**

Adler, F. (1975). *Sisters in crime. The rise of the new Female Criminal*. New York: McGraw-Hill.

Beccaria, C. (1986). *On crimes and punishments*. (D. Young, Trans.) Indianapolis, IN: Hackett Publishing Company. (Original work published 1764).

Berlin, I. (1956). *The age of enlightenment* (Volume: IV). Boston: Houghton Mifflin.

Chesney-Lind, M. & Pasko, L. (2004). *The female offender: Girls, women, and crime*. Thousand Oaks, CA: Sage.

Gabbidon, S. L., Greene, H. T., & Young, V. D. (2001). *African American classics in criminology and criminal justice*. Thousand Oaks, CA: Sage.

Gibbs, J. J. (1995). *Dancing with your books* (5<sup>th</sup> ed.). New York: Plume.

Morris, N. & Hawkins, G. (1970). *The honest politicians guide to crime control*. Chicago: University of Chicago.

Naffine, N. (1987). *Female crime: The construction of women in Criminology*. Boston: Allen and Unwin.

Petersilia, J. (2003). *When prisoners come home: Parole and prisoner reentry*. New York: Oxford University Press.

Ross, L. E. (1998). *African American Criminologists, 1970 - 1996: An annotated bibliography (Bibliographies and indexes in Afro-American and African Studies)*. New York: Greenwood Press.

Shaw, G. B. (1946). *The crime of imprisonment*. New York: Greenwood Press.

Turk, A. T. (1972). *Criminality and legal order*. Chicago: Rand McNally & Company.

Wilson, J. Q. (1985). *Thinking about crime*. New York: Random House Inc.



## **Part II.**

### **2. Summary of the proposed revisions.**

1. Objectives – the course objectives were revised from the original syllabus of record and aligned with both the Social Science Required Course Content and the Social Science Common Learning Objectives.

These objectives are:

#### **Social Science Common Learning Objectives**

At the conclusion of the course, the student should be able to demonstrate knowledge and understanding of:

- the ways of modeling individual and social behavior and its interrelationships with other disciplines.
  - the past and present from historical, philosophical, social, and spatial perspectives.
  - the ethical and behavioral consequences of decisions on individuals, societies, and the physical world as appropriate.
  - him- or herself and a respect for the identities, politics, and cultures of others.
  - skills in problem solving, critical thinking, synthesis, and a commitment to intellectual honesty.
2. Updated textbook reading to a more current book.
3. Updated and added to bibliography.

## **Part II.**

### **3. Justification/Rationale for the revision.**

The course currently is approved as a Liberal Studies Social Science course and is being revised to meet the new curriculum criteria for this category.

**Two essay questions with responses (25 points)**

**Writing Ability** (questions and model answers) \_\_\_\_\_ 5 points  
(5 points)

**Question:** \_\_\_\_\_ 6 points

Solicit response to a central idea (2 points)

Acceptable response required (1 point)

more than one sentence

Allowed for different responses (3 points)

**Model Answer:** \_\_\_\_\_ 14 points

Response was within 5% (2 points)  
of 100 words (95 – 105)

Student's Thinking Skills (6 points)  
Response was well thought  
through and justifiable

Quality of Response (6 points)  
Systematic  
In-depth Thinking  
Demonstrated reasoning  
and thinking skills

**Your score is \_\_\_\_\_ / 25**

**Grading Scale:** (multiple your received points x 4 to obtain a percentage)

A = 23 – 25 points

B = 20 – 22 points

C = 18 – 19 points

D = 15 – 17 points

F = less than 14 points

## **Liberal Studies Course Approval General Information**

1. Criminology 101 is a multiple-section, multiple-instructor course, required of all first year criminology students, COSC Information Assurance Majors, Information Assurance minors regardless of discipline, and offered to all students as a liberal studies social science option. The Criminology Department will assure basic equivalency in objectives, content, assignments, and evaluation by assigning responsibility for course coordination to the department's undergraduate curriculum committee, which is our department's current practice. Periodic discussion has been and will continue to take place during regular department meetings and at semi-annual meetings dedicated to the topic for faculty to exchange ideas about resources, text selection, and teaching strategies. Official and unofficial exchange of individual instructor syllabi will further ensure an appropriate degree of equivalency where applicable.
2. All sections offered under the rubric of the proposed CRIM 101 will include perspectives, experiences, and contributions of women (i.e., Adler, Chesney-Lind, Glueck, Horney, McCord, Millett, Moffitt, Naffine, Petersilia, Rafter, Zahn, etc.) as well as racial and ethnic minorities (i.e., Brown, Du Bois, Gabbidon, Frazier, Georges-Abeyie, Hawkins, Mann, Wells-Barnett Wilson, Work, and Young) [See course outcomes 1-3 and 5]. Methods of study such as statistical analysis, cohort studies, self-report surveys, victimization reports, individual case studies, participant observations, etc., will be introduced. Examples of research that have influenced crime control policies will be employed to demonstrate the impact of and necessity for research. Often these examples will be drawn from comparative perspectives such as race, gender, culture, age, and economic status differences.
3. The reading and use by students of a least one or more substantial works of fiction and non-fiction in addition to a text is a requirement for this course (see Syllabus, Roman Numeral VII for required course material – this non-text reader will be selected by individual course instructors).
4. This course is required by the department as a mandatory social science, but is designed and taught to offer a general overview of the criminal justice system to other students; a system that impacts or regulates their actions on a daily basis regardless of their discipline. As many laws are based on social consensus, students are challenged to examine personal attitudes and values regarding crime and responses to crime, and the social implications of these decisions.