Code # HSS13 (2014)

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

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| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

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| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

CRIM 4243

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Social Justice

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture only

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Social justice in the criminal justice system, including issues of race, class, gender, and sexual orientation.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

no

b. Why?

N/A

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall, Spring

10. Contact Person (Name, Email Address, Phone Number)

Leslie McCallister, [lmccallister@astate.edu](mailto:lmccallister@astate.edu); 972-3145

11. Proposed Starting Term/Year

Fall 2015

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

If yes, what course?

Enter text...

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

The offering of Social Justice increases the number of CRIM courses available to students, and fills a noticeable gap in our Criminology curriculum. Currently, the CRIM major relies heavily on SOC courses for electives, and the department wishes to reduce this reliance by developing new CRIM courses. Social Justice is an upper-level elective that will address this need. It is designed to examine the humanity, historical background, and structural issues involved in the criminal justice system. It will focus on issues of race, class, gender, and sexual orientation in the criminal justice system.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The Criminology program aims to prepare future law-enforcement professionals by teaching best practices and most current techniques in the field. One of the goals for the AY 2014-15 was to revise the CRIM curriculum to provide CRIM-specific courses for our majors. Although the department regularly offers the CRIM major required courses, there have been too few CRIM-specific electives for our majors and minors. As a result, many students take SOC courses as CRIM electives. Although there is definitely overlap between the two disciplines, CSG faculty strongly believe that the CRIM major needs to be strengthened through the development of additional CRIM-specific courses. Social Justice is one such course. It will serve as a 4000-level elective; students are receptive to this course, as it was offered as a Special Problems course in Spring ’15.

c. Student population served.

Undergraduate students in Criminology, BGS, and the ASU degree centers

d. Rationale for the level of the course (lower, upper, or graduate).

Upper-level, 4000. The course focuses on theoretical reflection on the criminal justice system, and thus students will be advised to take it once they have completed more basic coursework in the major. The department also needs to develop additional upper-level electives to meet the needs of both Jonesboro and Degree-Center CRIM students.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.) *The outline below reflects the Spring 2015 schedule.*

**Course Content:**

**Introduction and Syllabus**

**January 13, 2015**

Oscar Grant video

**January 15, 2015**

Atlantic Magazine article available at <http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

**January 20, 2015 and January 22, 2015**

*The farm: Life inside Angola Prison* (1998)-Arts and Entertainment (shown in class)

**They Say it’s Not Racism But….**

**January 27, 2015**

**Weekly reading summary due**

Chapter 2 in Bennett, W., DiLulio, J., & Walters, J. (1996). *Body count.* New York, NY : Simon and Schuster

**Jim Crow South**

**January 29, 2015**

Chapters 4 in Oshinksi, D. (1996). *Worse than slavery: Parchman Farm and the ordeal of Jim Crow justice.* New York, NY: Free Press Paperbacks

**Northern Migration and Zoning as a Tool of Oppression**

**February 3, 2015 and February 5, 2015**

Chapters 1 and 2 in Wilson, W. (1996). *When work disappears*. New York, NY: Vintage Books

**Crime as a Function Economic Opportunity**

**February 10, 2015 and February 12, 2015**

Chapters 3, 4, and 5 in Wilson, W. (1996). *When work disappears*. New York, NY: Vintage Book

**The War on Drugs**

**February 17, 2015 and February 19, 2015**

US Drug Enforcement Agency (2003). *Speaking out against drug legalization*. Washington, DC: US Drug Enforcement Agency **AND** Goldsmith, W. (2010) Drug war and inner-city neighborhoods. In K Donaghy and N. Brooks (eds.)*Urban economics handbook*. New York, NY: Oxford Press

**Midterm** **Distributed**

**Do We Really Want Rehabilitation**

**February 24, 2015**

Video shown in class

**Busses, Bettering the Community???**

**February 26, 2015**

Video shown in class

**MIDTERM DUE: Thursday: February 26, 2015**

**Feminism, Patriarchy, and Crime**

**March 3, 2015 and March 5, 2015**

Chapter 4 in Davis, A. (2003). *Are prisons obsolete?* New York, NY: Seven Stories Press.AND Chapters 2, 3, 4, and 6 in Maher, L. (1997). *Sexed work: Gender race and resistance in a Brooklyn drug market.* New York, NY: Oxford

**The Gay and Lesbian Experience**

**March 10, 2015 and March 12, 2015**

Pages 18-78 and 140-160 in Leyland, W. (2002). *Out in the Castro.* San Francisco, CA: Leyland Publications

**Student Presentations**

**March 17, 2015 and March 19, 2015**

Student Presentations

**Cutting Down on Incarceration (May change)**

**March 31, 2015**

California 2014 Prop 47

**Prison Industrial Complex**

**April 2, 2015**

Schlosser, E. (1998, December). The prison-industrial complex. *The Atlantic Monthly,* 51-77

**Marshal Plan for the Inner City**

**April 7, 2015**

Chapters 7 and 8 in Wilson, J. (1996) *When work disappears*. New York, NY: Vintage Books

**New York City Reentry Initiative**

**April 9, 2015**

Barbaro, M and Santos, F (2011, August 4). Bloomberg to use own funds in plan to aid minority youth. *New York Times,* p. A1. Available online at

<http://www.nytimes.com/2011/08/04/nyregion/new-york-plan-will-aim-to-lift-minority-youth.html?emc=eta1>

**Prison Abolition**

**April 14, 2015**

Chapters 1, 3, 5 and 6 in Davis, A. (2003). *Are prisons obsolete?* New York, NY: Seven Stories Press

**April 16 and 21, 2015**

**TBD-Per class agreement**

**April 23, 2015**

**Pizza session**

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Weekly reflection questions (13.5% of grade); midterm exam (26.5% of grade); paper or service learning project (50% of grade); presentation (10% of grade)

18. Special features (e.g. labs, exhibits, site visitations, etc.)

NA

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No additional faculty or supplies are needed.

20. What is the primary intended learning goal for students enrolled in this course?

To reflect on issues of race, class, gender, sexual orientation, and the criminal justice and social systems in light of views of leading contemporary social commentators.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Davis, A. (2003). *Are prisons obsolete?* New York, NY: Seven Stories Press Open Media Series.

Maher, L. (1997). *Sexed work: Gender race and resistance in a Brooklyn drug market*. New York, NY: Oxford

Wilson, W. (1996). *When work disappears*. New York, NY: Vintage Books.

b. Number of pages of reading required per week: 20-30

c. Number of pages of writing required over the course of the semester: 12-15

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

To articulate the points of view expressed by leading contemporary social commentators regarding race, class, gender, sexual orientation, and the criminal justice and social systems

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Students are given weekly readings by social justice commentators. Prior to the start of class each week, students must summarize readings and ask a question or express an opinion. Class discussion is based off of information students take from the readings

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Students will reflect on the readings of social justice commentators in a paper or service-learning project, which will be graded using a rubric.

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

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| Major in Criminology (cont.)  **Bachelor of Arts**  A complete 8-semester degree plan is available at http://registrar.astate.edu/.  **Electives (select 21 hours from the following):**  CRIM 2043, Community Relations  CRIM 2253, Criminal Investigation  CRIM 2263, Criminal Evidence and Procedure  *If not used for major core course requirement.*  CRIM 3323, Juvenile Delinquency  **CRIM 4243 Social Justice**  CRIM 460V, Special Problems  CRIM 470V, Internship  GEOG 3603, World Regional Geography  GEOG 3643, Introduction to Cultural Geography  GEOG 3703, Political Geography  GEOG 3813 Introduction to Geographic Information Systems  GEOG 4623, Environmental Management  GEOG 4643, Geography of Arkansas  HIST 3583, History of Law Enforcement  POSC 3113, American Municipal Government  POSC 3143, State and Local Government  POSC 3183, Criminal Law and the Constitution  *If not used for major core course requirement.*  POSC 4533, Environmental Law and Administration  PSY 3413, Adolescent Psychology  PSY 4533, Abnormal Psychology  SOC 2223, Social Problems  SOC 3273, Social Stratification **OR**  GEOG 3683 Economic Geography  SOC 3353, Minority Groups  SOC 4003, Perspectives on Death and Dying  SOC 4063, Sociology of Disasters  SOC 4073, Sociology of Family Violence **OR**  SW 4213, Introduction to Domestic Violence  SOC 4203, Social Deviance  SOC 4223, Urban Sociology **OR**  GEOG 4223 Urban Geography  SOC 4233, Social Organization  SOC 4243, Social Theory  SOC 4253, Rural Sociology  SOC 4263, Terrorism as a Social Movement  SOC 4273, Population and Demography  SOC 4323, Applied Research  SOC 4343 Geographic Information Systems for the Social Sciences  SOC 4363, Environmental Sociology  SW 3323, Substance Abuse: Intervention and Treatment  SW 3343, Child Abuse and Neglect |

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**Criminology (CRIM)**

**CRIM 1023. Introduction to Criminal Justice** The introductory survey course in criminology, dealing with the main components of the criminal justice system including the police, courts, and corrections, as well as issues and procedures pertinent to the operation of these components. Prerequisite for CRIM 4103. Fall, Spring, Summer. (ACTS#: CRJU 1023)

**CRIM 2043. Community Relations in the Administration of Justice** Provides an understanding of the complex factors in human relations. The philosophy of law enforcement is examined with the emphasis on the social forces which create social change and disturbance. Spring.

**CRIM 2253. Criminal Investigation** Includes fundamentals and theory of an investigation, conduct at crime scenes, collection and presentation of physical evidence, and methods used in the police service laboratory. Fall.

**CRIM 2263. Criminal Evidence and Procedure** Rules of Evidence of import at the operational level in law enforcement and criminal procedures, personal conduct of the officer as a witness, examination of safeguarding personal constitutional liberties. Fall.

**CRIM 3183. Institutional Corrections** An examination of the context, structure, and dynamics of local, state, and federal criminal confinement facilities. Fall.

**CRIM 3193. Community Corrections** An examination of non-institutional correctional agencies and techniques including probation, parole, diversion, pretrial release, community service, restitu­tion, halfway house, and similar programs. Spring.

**CRIM 3223. Police and Society** Explores the relationship of the police to courts, probation, com­munity corrections, institutional corrections, and parole. Also explores the relationship between police and other social institutions and the philosophy of police as an agent of social control. Spring.

**CRIM 3263. Criminology** Sociological patterns of crime and criminals, with emphasis on causes, effects, and prevention. Fall, Spring.464

*The bulletin can be accessed at http://www.astate.edu/a/registrar/students/*

**CRIM 3323. Juvenile Delinquency** Causative factors in home, school, and community, extent of the problem, and methods of prevention and treatment. Fall.

**CRIM 4103. Criminal Justice Systems** General functions of the individual agencies and the duties and responsibilities of the individuals who perform these functions. Fall.

**CRIM 4243 Social Justice~~:~~** Social justice in the criminal justice system, including issues of race, class, gender, and sexual orientation.

**CRIM 460V. Special Problems** Individually directed problems in Criminology. Must be arranged with the professor and approved by department chair. Demand.

**CRIM 470V. Internship** Combines supervised work experience with study of selected agencies and organizations. Must be arranged with the professor and approved by the department chair. Fall, Spring, Summer.