

RECEIVED

FORMAT 2

MAR - 9 2017  
 College of Liberal Arts

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	<b>JUSTICE</b>	College/School	<b>CLA</b>
Prepared by	<b>Rob Duke</b>	Phone	<b>474-6501</b>
Email Contact	<b><u>jrduke@alaska.edu</u></b>	Faculty Contact	<b>Rob Duke</b>

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept  Course #  No. of Credits

COURSE TITLE

**2. ACTION DESIRED: ✓ Check the changes to be made to the existing course.**

Change Course  If Change, indicate below what is changing. Drop Course

NUMBER	<input checked="" type="checkbox"/>	TITLE	<input type="text"/>	DESCRIPTION	<input type="text"/>
PREREQUISITES*	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING		<input type="text"/>	<input type="text"/>

\*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)  COURSE CLASSIFICATION

ADD A STACKED LEVEL (400/600)  Dept.  Course #

Include syllabi.

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

ADD NEW CROSS-LISTING  Dept. & No.  Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

STOP EXISTING CROSS-LISTING  Dept. & No.  Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

OTHER (specify)

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)  1  2  3  4  5  6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.)

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES  NO

IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive, \*Format 6 also submitted  W = Writing Intensive, \*Format 7 submitted  X = Baccalaureate Core

4.A **Is course content related to northern, arctic or circumpolar studies?**

YES  NO  X

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO  X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)  
3 Credits  
Offered As Demand Warrants  
Case-study Comparative approach ~~in assessing Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

JUST F251 Criminology (s)  
3 Credits Offered Spring

The study of major areas of deviant behavior and its relationship to society, law and law enforcement, including the theories of crime causation. (3 + 0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

JUST F251X Criminology (s)  
3 Credits Offered Spring

The study of major areas of deviant behavior and its relationship to society, law and law enforcement, including the theories of crime causation. ~~Prerequisites: JUST F110.~~ (3 + 0)

8. **GRADING SYSTEM:** Specify only one.

LETTER:  PASS/FAIL:

9. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None. Course is currently being offered every semester.

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  Yes

11. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

There will little effect on the departments as the course is currently offered every term. If enrollments increase significantly, additional capacity can be offered on a case-by-case basis through eLearning.

12. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Students across the University will be able to consider taking a course on criminology—a topic that is increasingly touching all lives.

13. JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Students across the University will be able to consider taking a course on criminology—a topic that is increasingly touching all lives.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

Signature, Chair, Program/Department of: JUSTICE Date: 3/9/17

DocuSigned by: Rob Duke Date: March 23, 2017 Curriculum Council for: CLA

DocuSigned by: Date: March 24, 2017 Dean, College/School of: CLA

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

	Date	
Signature of Provost (if applicable)		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

	Date	
Signature, Chair		
Faculty Senate Review Committee:   ___Curriculum Review           ___GAAC		
___Core Review               ___SADAC		

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	
Signature, Chair,		
Program/Department of:		

	Date	
Signature, Chair, College/School		
Curriculum Council for:		

	Date	
Signature, Dean, College/School		
of:		

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:  
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.  
 Supplementary readings (indicate whether  required or  recommended) and  
 any supplies required.

**4. Course description:**

Content of the course and how it fits into the broader curriculum;  
 Expected proficiencies required to undertake the course, if applicable.  
 Inclusion of catalog description is *strongly* recommended, and  
 Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

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**TITLE:** Criminology  
**NUMBER:** JUST F251  
**CREDITS:** 3 Credits  
**PREREQUISITES:** JUST 110 or approval of instructor  
**LOCATION:** GRUE 202  
**MEETING TIME:** Tuesdays and Thursdays, 2 p.m. to 3:30 p.m.

**INSTRUCTOR:** J. Robert Duke, DPA  
**OFFICE LOCATION:** 501C Gruening  
**OFFICE HOURS:** Tuesday/Thursday 11am-2pm, and by appointment  
**TELEPHONE:** 907-474-6501  
**EMAIL ADDRESS:** jrduke@alaska.edu

## **COURSE DESCRIPTION**

The study of the major areas of deviant behavior and its relationship to society, law and law enforcement, including the theories of crime causation.

## **COURSE GOALS**

Students should be able to recognize the general components of criminology theory and practice. Students should understand what criminologists do. Students should be able to identify and critique criminal justice theory, practice, and conduct basic program evaluation.

## **STUDENT LEARNING OUTCOMES**

1. Gain a basic knowledge regarding the theoretical and empirical foundations of criminology. Students should be familiar with the sociological theories of Karl Marx, Max Weber, and Emile Durkheim. Furthermore, students should understand how these theorists developed these ideas through philosophy, case studies, and scientific analysis of statistical data (Marx, Weber, and Durkheim, respectively).
2. Develop an understanding of historical underpinnings of criminological theories and research. Students should understand that modern theory is related to three main foundations (Positivist, Classicist, and Critical). Students should also understand in general terms what theories are associated with the Frankfurt and Chicago Schools of sociology (e.g. Frankfurt: Critical Theory; Chicago: Social Disorganization, Strain, and Deviant Subculture).
3. Be able to differentiate between micro theories like Social Learning Theory and similar macro theories like Differential Association.
4. Be able to differentiate between the various theories and theorists by developing a concept map that defines, describes and sorts theories according to the Positivist, Classical, and Critical Foundations; and which places and explains how the theories are related to one another.
5. Understand the relevance of historical and contemporary theories as applied to public social and criminal justice system response. Be able to explain how policy and practice are influenced by each family of criminological theories.
6. Be able to critically evaluate research in criminology. Be able to discuss the

**strengths and weaknesses of philosophy, the scientific method (i.e., experiments, statistical analysis), and quasi-scientific methods (i.e., case studies, field observations, etc.).**

- 7. Be able to discuss the future and leading trends in criminological theory. Students should be able to predict how theory is trending based upon observation of current policy; and through exposure to "new" theories (e.g. Fusion theories, restorative processes, etc.)**
- 8. Be able to make reasonable policy analysis recommendations. Given case facts, students should be able to apply theory and make policy and practice recommendations.**

## **COURSE READINGS/MATERIALS**

*Text: Description: Criminology, Eleventh Edition*

*Larry J. Siegel, © 2012 Wadsworth, 715 pages*

*ISBN: 0-495-91246-8, 978-0-495-91246-0*

## **TECHNICAL REQUIREMENTS FOR COURSE**

Students must have regular access to a computer and the Internet to access online materials in Blackboard. Students will be expected to download course material as well as upload assignments. Students will need to create a scoop.it account and be able to access one of the online presentation methods (i.e., Screen-cast-o-matic, soundcloud, etc.)

## **INSTRUCTIONAL METHODS**

*Face-to-face lectures and miscellaneous exercises, BlackBoard quizzes, supplemental readings and videos.*

## **COURSE SCHEDULE**

**Note:** The Readings and Assignments are subject to change and/or be adjusted according to need as perceived by the instructor. We will discuss any changes to the schedule in class.

This course is designed with a semester-based student in mind, with eight units (typically with one completed every two weeks), as well quizzes that are available online through Black Board. The mid-term and final will be constructed in class (Crawford-Slip Method that I will introduce) and will be available to take on BlackBoard. There is a final presentation project as a capstone event at the end of the term. Students also have a (Scoop.it) blog activity due in each unit.

## **COURSE SCHEDULE CHECKLIST**

*See separate document*

\*This is a tentative schedule. Assignments and dates are subject to change.

Unit	Dates	Topic	Due Dates *all times Alaska Time (AST)
<b>1</b>	Jan 17 Jan 19   Jan 26 Jan 29	1. Intro to the course 2. Institutions Exercise 3. Lecture 4. Lecture	All assignments due midnight Jan. 29th.
<b>2</b>	Feb. 3   Feb. 5	1. Underground Economy Monopoly 2. Lecture	All assignments due midnight Feb. 5th.
<b>3</b>	Feb 7 Feb 9   Feb 14 Feb 16	1. Lecture 2. Scorched & exercise 3. Lecture 4. The Sting--exercise lead in to Structure & Process Theory	All assignments due midnight Feb. 19th.
<b>4</b>	Feb 21 Feb 23   Feb 28 Mar 2	1. Lecture 2. American Meth--Social Disorganization and the War on Drugs 3. Lecture 4. Build the mid-term exam	All assignments due midnight Mar 5th.
	Mar 6   Mar 19	<b><u>Take Mid-Term Exam and then begin Spring Break!</u></b>	Mid-Term Exam due midnight Mar 11th.
<b>5</b>	Mar 21 Mar 23   Mar 28 Mar 30	1. Chicago School and Methods 2. Lecture 3. Imprisoners Dilemma/what caused the drop in crime? 4. Lecture	All assignments due midnight Apr 2nd.
<b>6</b>	Apr 4 Apr 6   Apr 11 Apr 13	1. General Theory of Crime--impulsivity exercises 2. Lecture a. Presentations; b. April 12: Extra Credit: Cyber Conference c. Critical Theory: Ron & Roxanne 3. Conflict Exercise a. Presentations 4. Lecture a. Presentations	All assignments due midnight Apr 16th.
<b>7</b>	Apr 18   Apr 20	1. White Collar Crime: the Johnstown Flood a. Presentations 2. Presentations	All assignments due midnight Apr 23rd.
<b>8</b>	Apr 25   Apr 27	1. Presentations Continued. 2. Construct Final Exam	All assignments due midnight May 1st.



## Course Schedule\* - Course # -- Semester\*

	May 2   May 5	Final Exam Week (Taken Online)	Final Exam due midnight May 5th.
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\*This is a tentative schedule. Assignments and dates are subject to change.

Unit	Dates	Topic	Due Dates <i>*all times Alaska Time (AST)</i>
1	Jan 17   Jan 29 **Meets Tues/Thurs 2-3:30 in Grue 202	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>● Introduction:</li> <li>● Overview of course</li> <li>● Measuring Crime</li> <li>● Victims</li> </ul> <p><b><u>Reading/Review/View:</u></b></p> <ul style="list-style-type: none"> <li>● View: Professor Duke's Sound Clouds and Power Points</li> <li>● Required Readings: Criminology: Pg. 1-98</li> <li>● Recommended Readings: Contemporary Readings in Criminology: Pg. 3-8; Pg. 9-18, Pg. 19-24.</li> </ul> <p><b><u>Work Due this Unit:</u></b></p> <ol style="list-style-type: none"> <li>1. Scoop.it blog comments: review my blog and make comments on three (3) or more articles. Claim your points in BlackBoard.</li> </ol>	All assignments due midnight <b>Jan. 29th.</b>
2	Jan. 30   Feb. 5	<p><b><u>Classical Theory or Deterrence Theory:</u></b></p> <p><b><u>Reading/Review/View:</u></b></p> <ul style="list-style-type: none"> <li>● Required Readings: Criminology: P. 101-138</li> <li>● Broken Windows Theory (10 pages):</li> <li>● <a href="http://www.manhattan-institute.org/pdf/_atlantic_monthly-broken_windows.pdf">http://www.manhattan-institute.org/pdf/_atlantic_monthly-broken_windows.pdf</a></li> <li>● Recommended Readings: Contemporary Readings: P. 27-56</li> </ul> <p>Work due this Unit:</p> <ol style="list-style-type: none"> <li>1. Scoop it blog posts</li> <li>2. Quiz 1</li> </ol>	All assignments due midnight <b>Feb. 5th.</b>
3	Feb. 6   Feb 19	<p><b><u>Positivism Theory (arrived at using science) Part 1:</u></b></p> <ul style="list-style-type: none"> <li>● Trait Theory(Biological Positivism, Bio-social, and Psychological Trait);</li> <li>● Developmental Theories (Life Course, Latent Trait, and Trajectory)</li> </ul> <p><b><u>Reading/Review/View:</u></b></p> <ul style="list-style-type: none"> <li>● Required Readings: Criminology: Pgs. 139-184; 295-328;</li> <li>● Recommended Readings: Contemporary Readings: Pgs. 59-80. Pgs. 83-88, 229-236.</li> </ul> <p>Work due this Unit:</p> <ol style="list-style-type: none"> <li>1. Scoop.it blog entries</li> </ol>	All assignments due midnight <b>Feb. 19th.</b>
4	Feb 20   Mar 5	<p><b><u>Positivism (Part II)</u></b></p> <ul style="list-style-type: none"> <li>● Social Structure Theory (Social Disorganization, Strain, and Deviant Subculture);</li> <li>● Social Process Theory (Differential Association, Social Learning, Differential Reinforcement, and Neutralization).</li> </ul>	All assignments due midnight <b>Mar 5th.</b>

## Course Schedule\* - Course # -- Semester\*

		<p><b><u>Reading/Review/View:</u></b></p> <ul style="list-style-type: none"> <li>• Required Readings: Criminology: Pgs. 185-228; Pgs. 229-245</li> <li>• Recommended Readings: Contemporary Readings: Pgs. 107-114, Pgs. 125-132, Pgs. 133-140, Pgs. 157-162</li> </ul> <p>Work due this Unit:</p> <ol style="list-style-type: none"> <li>1. Scoop.it blog entries (10 pts.)</li> </ol>	
	Mar 6   Mar 19	<p><b><u>Take Mid-Term Exam and then begin Spring Break!</u></b></p>	Mid-Term Exam due midnight <b>Mar 11th.</b>
<b>5</b>	Mar 20   Apr 2	<p><b><u>Positivism (Part II)</u></b></p> <ul style="list-style-type: none"> <li>• Control Theory (Social Control, Control Balance Theory, and Self-Control)</li> <li>• Social Reaction Theory (Labeling, Re-integrative Shaming)</li> </ul> <p><b><u>Reading/Review/View:</u></b></p> <ul style="list-style-type: none"> <li>• Required Readings: Criminology: Pgs. 245-264</li> <li>• Recommended Readings: Contemporary Readings: Pgs. 199-206, Pgs. 163-170</li> </ul> <p>Work due this Unit:</p> <ol style="list-style-type: none"> <li>1. Scoop.it blog entries</li> </ol>	All assignments due midnight <b>Apr 2nd.</b>
<b>6</b>	Apr 3   Apr 16	<p><b><u>Critical Theory:</u></b></p> <ul style="list-style-type: none"> <li>• Structural Theory: (Anomie, General Anomie, Strain, Functionalism)(Durkheim, Weber, Merton)</li> <li>• Instrumental Theory:(Marxism, Left-Realism, Power-Control, Postmodern, Feminist, Peacemaking, Restorative Justice)</li> </ul> <p><b><u>Reading/Review/View:</u></b></p> <ul style="list-style-type: none"> <li>• Required Readings: Criminology: Pgs. 265-294</li> <li>• Recommended Readings: Contemporary Readings: Pgs. 269-281</li> </ul> <p>Work due this Unit:</p> <ol style="list-style-type: none"> <li>1. Scoop.it blog entries</li> <li>2. Quiz 3</li> </ol>	All assignments due midnight <b>Apr 16th.</b>
<b>7</b>	Apr 17   Apr 23	<p><b><u>Public Order Crimes: Victimless Crimes:</u></b></p> <p><b><u>Reading/Review/View:</u></b></p> <ul style="list-style-type: none"> <li>• Required Readings: Criminology: Pgs. 475-518</li> <li>• Recommended Readings: Contemporary Readings: Pgs. 309-316</li> </ul> <p>Work due this Segment:</p> <ol style="list-style-type: none"> <li>1. Presentation</li> </ol>	All assignments due midnight <b>Apr 23rd.</b>
<b>8</b>	Apr 24   May 1	<ol style="list-style-type: none"> <li>1. Presentations Continued.</li> <li>2. Quiz 4</li> </ol>	All assignments due midnight <b>May 1st.</b>
	May 2   May 5	<b>Final Exam Week (Taken Online)</b>	Final Exam due midnight <b>May 5th.</b>