

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	JUSTICE	College/School	CLA
Prepared by	Rob Duke	Phone	474-6501
Email Contact	<a href="mailto:jrduke@alaska.edu">jrduke@alaska.edu</a>	Faculty Contact	Rob Duke

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

Dept	JUST	Course #	251	No. of Credits	3
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COURSE TITLE	Criminology
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**2. ACTION DESIRED:**  Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER	<input checked="" type="checkbox"/>	TITLE		DESCRIPTION	
PREREQUISITES*	<input checked="" type="checkbox"/>			FREQUENCY OF OFFERING	

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

CREDITS (including credit distribution)		COURSE CLASSIFICATION	<input checked="" type="checkbox"/>
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ADD A STACKED LEVEL (400/600) Include syllabi.		Dept.		Course #	
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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.
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STOP EXISTING CROSS-LISTING		Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
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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 <u>all</u> that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
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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	<input type="checkbox"/>	S = Social Sciences	<input checked="" type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
-------------------------------------------------------------------------------	-----	-------------------------------------	----	--------------------------

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

O = Oral Intensive, *Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, *Format 7 submitted	<input type="checkbox"/>	X = Baccalaureate Core	<input checked="" type="checkbox"/>
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4.A *Is course content related to northern, arctic or circumpolar studies?*

YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

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How many times may the course be repeated for credit?

	TIMES
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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
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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 ~~A~~original Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in assessing ~~A~~original to analyzing Indigenous rights and policies in different nationstate systems. ~~Seven~~ Multiple countries and specific policy developments ~~A~~original 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 F251~~X~~ Criminology (s)

3 Credits Offered Spring

This is a broad survey course covering the study of major areas of deviant behavior and its relationship to society, law and law enforcement, including the theories of crime causation; and the methods and data of criminology. 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 campuswide 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.

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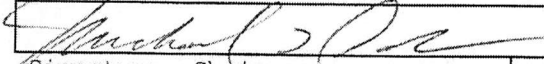
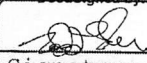
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APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

	Date	3/9/17
Signature, Chair, Program/Department of:	JUSTICE	
DocuSigned by: Rob Duke	Date	March 23, 2017
Signature, Chair, College/School Curriculum Council for:	CLA	
DocuSigned by: 	Date	March 24, 2017
Signature, Dean, College/School of:	CLA	

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

Handwritten signature: Andy Seitz, Chair Core Review, March 29, 2017

**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.

Revised 3/27/2017

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**TITLE:** Criminology  
**NUMBER:** JUST F251  
**CREDITS:** 3 Credits  
**PREREQUISITES:** None.  
**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

## COURSE POLICIES

I will trust that you are familiar with the expected conduct of being a university student, with the honor code for students, and the understanding that plagiarism is not tolerated. While you can certainly collaborate with others, you are to maintain academic integrity of turning in your own original work, cite appropriately those ideas and materials that are not yours, and avoid plagiarism. Failing to do so can result in your failing the course or possible further disciplinary action. (Refer the UAF catalog: [http://www.uaf.edu/catalog/catalog\\_09-10/academics/regs3.html#Student\\_Conduct.](http://www.uaf.edu/catalog/catalog_09-10/academics/regs3.html#Student_Conduct.))

The office hours for this class are **Tues/Thurs from 11am to 2pm** (Alaska time zone) via email, phone or Blackboard.

Feel free to ask questions. That is how people learn the most. If there is anything that is not easy to understand, you may not be the only one. It is my job to make the explanations understandable and accurate. You can ask in class, before or after class; or, in each segment, there is a "Questions for the Instructor" tab (it can also be accessed from the Discussion Board tab). You may post a question for me there, and I will answer the question within 24 hours. (I encourage you to answer each other's questions if you know the answer as well.) I also encourage you to email me with your questions.

### Late Work Policy

Late work is generally not accepted. Please keep track of the due dates. These are typically on Sundays at 11:59 p.m. unless otherwise posted. I will typically be available by phone and email in the hours before an assignment deadline.

## EVALUATION POLICIES

The entire course has a potential total of 675 points. Letter grades are awarded based the following point breakdown: 607-675=A; 540-606=B; 472-539=C; 371-471=D; and below 371 fails the course. +/- grades are awarded according to accepted practices (e.g. 90-92.9%=A-).

- There are four quizzes, two exams, scoop.it blog responses, and a final presentation.
- Refer to the course schedule for the remainder of your assignments. These are also posted in Black Board in the units/week they are due.

Quizzes:	30 points each	120 points total
Scoop its:	10 points each	80 points total
Mid-term:	150 points	150 points total
Presentation:	100 points	100 points total
Final Exam:	105 points	105 points total
Participation & Attendance:	120 points	120 points total
<hr/>		675 points Grand Total

C– (1.7) is the minimum acceptable grade that undergraduate students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course. A minimum grade of C (2.0), however, MAY be required by specific programs for prerequisite and/ or major / minor courses. Please consult specific program listings in the UAF Catalog.

C– (1.7) is the minimum acceptable grade required for all Core (X) Courses.

## EXPLANATION OF NB/I/W GRADES

**This course adheres to the UAF regarding the granting of NB Grades** *The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.*

### **Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy:**

“The letter “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student’s control, such as sickness, he has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an “I” grade.”

**Successful, timely completion of this course depends on committing yourself early and maintaining your effort.** To this end, this course adheres to the following UAF eLearning Procedures:

1. The first contact assignment (Introduction) is due one week after the first day of instruction. *Failure to submit this assignment within the first two weeks of the course could result in withdrawal from the course.*
2. The first content assignment (Lesson 1) is due one week after the first day of instruction. *Failure to submit this assignment within the first two weeks of the course could result in withdrawal from the course.*
3. *Failure to submit the first three content assignments (Assignments 1, 2 and 3) by the deadline for faculty-initiated withdrawals (the ninth Friday after the first day of classes) could result **in instructor initiated withdrawal from the course (W).***

## INSTRUCTOR RESPONSE TIME

*As explained above, I will reply to emails and phone messages within 24 hours (M-F); and, graded work will be returned within 5 working days after the assignment due date (feel free to inquire by email or phone if you’re concerned about a grade: [jrduke@alaska.edu](mailto:jrduke@alaska.edu) or 907-474-6501).*

## HOW TO CHECK YOUR GRADE

To check your grades for assignments and find comments from your instructor, click on the My Grades link in the sidebar menu. All the assignments and their due dates are

listed. If your instructor has left comments, there will be a Comments link. Click on this link to view comments.

If the score is for a test or quiz, click on the check mark or your score to see results and feedback.

If the score is for an assignment, the title of the assignment is a link and by clicking this link you'll be taken to your submission, grade and comments.

If you see a green exclamation point, your assignment has not been graded yet.

## **EXPECTATION OF STUDENT EFFORT**

Students should expect to spend at least 9 hours per week on this class. Students are expected to complete the weekly assignments by their due dates. If circumstances arise that cause you to need extra time on any assignment(s), e-mail your instructor for guidance. Extensions of due dates may be granted, but your instructor expects to be informed in advance if you are not able to submit your assignment on time. (Emergency situations will be dealt with as needed.) Students are expected to maintain a working backup plan to be implemented in the event of a computer malfunction or an interruption of their normal Internet service during the course.

## **ACADEMIC INTEGRITY**

As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author's words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of "F." For more information go to Student Code of Conduct. (<http://uaf.edu/usa/student-resources/conduct>)

## **SUPPORT SERVICES**

**UAF eLearning Student Services** helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process, and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their distance learning experience. Contact the UAF eLearning Student Services staff at 907.455.2060 or toll free 1.800.277.8060 or contact staff directly – for directory listing see: <http://elearning.uaf.edu/contact>

### **UAF Help Desk**

Go to <http://www.alaska.edu/oit/> to see about current network outages and news.

Reach the Help Desk at:

- e-mail at [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu)
- fax: 907.450.8312
- phone: 450.8300 (in the Fairbanks area) or 1.800.478.8226 (outside of Fairbanks)

### **DISABILITIES SERVICES**

The **UAF Office of Disability Services** operates in conjunction with UAF eLearning. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.

If you believe you are eligible, please visit their web site (<http://www.uaf.edu/disability/>) or contact a student affairs staff person at your local campus. You can also contact Disability Services on the Fairbanks campus by phone, 907.474.5655, or by e-mail ([uaf-disabilityservices@alaska.edu](mailto:uaf-disabilityservices@alaska.edu)).

### **TITLE IX PROTECTION**

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident.

Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.