

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-016-156

SOC 3345 – Crime, Criminalization and Society (GE Area D4)

General Education Committee

Date: 01/03/2017

Executive Committee
Received and Forwarded

Date: 01/18/2017

Academic Senate

Date: 02/01/2017
First Reading
02/22/2017
Second Reading

BACKGROUND:

This is a new course seeking GE status.

RESOURCES CONSULTED:

Faculty

Department Chairs

Associate Deans

Deans

Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found to satisfy the GE SLO's and other requirements for Area D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-016-156, SOC 3345 – Crime, Criminalization and Society for GE Area D4.

SOC - 3345 - Crime, Criminalization and Society

C. Course - New General Education* Updated

General Catalog Information

College/Department

Psychology and Sociology

Semester
Subject Area

SOC

Semester 3345
Catalog Number

Quarter Subject
Area

Quarter Catalog None
Number

Course Title Crime, Criminalization and Society

Units*

(3)

C/S
Classification *

C-02 (Lecture Discussion)

To view C/S Classification Long Description click: <http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix C CS Classification.pdf>

Component*

Lecture

Instruction Mode*	<input type="button" value="Asynchronous Local"/> <input type="button" value="Face-to-Face"/> <input type="button" value="Fully Asynchronous"/> <input type="button" value="Fully Synchronous"/> <input type="button" value="Hybrid w/Asynchronous Component"/> <input type="button" value="Hybrid w/Synchronous Component"/> <input type="button" value="Synchronous Local"/> <input type="button" value="Web-Assisted"/>
Grading Basis*	<input type="button" value="Graded Only"/>
Repeat Basis*	<input type="button" value="May be taken only once"/>
If it may be taken multiple times, limit on number of enrollments	<input type="text" value="1"/>
Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)	
Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)	
Choose appropriate type (s) of course(s)*	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
General Education Area / Subarea*	<input type="text" value="D4"/>

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description

The course will introduce students to a social science understandings of crime. Topics covered include: criminalization of youth, drug policy, policing, internet crime, and the underground economy.

II. Required Coursework and Background

Prerequisite(s)

SOC 2201, Completion of D1, D2, D3.

Corequisite(s)

**Pre or
Corequisite(s)**

Concurrent

III. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.* Students are expected to gain a general understanding of:

The history and consequences of American drug policy and criminalization of youth

The scope of corrections in the United States Challenges of policing

The nature of the underground economy

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

Program Objectives->	S1a	S1b	S2a	S2b	S2c	S2d	S2e	S2f	S3a	S3b	S3c	S4a	S4b
	Course Objectives												
1	D	D	D	I	I	I	D	D	D	D	D	D	D
2	D	D	D	I	I	I	D	D	D	D	D	D	D
3	D	D	D	I	I	I	D	D	D	D	D	D	D
4	D	D	D	I	I	I	D	D	D	D	D	D	D

The Sociology (S) major's specific instructional goals and objectives are the following:

S1. Understand groups. Students will obtain a sociological understanding of diverse social groups, organizations, and institutions. This includes the ability to critically analyze the characteristics of social forces shaping them, and the impact of group and inter-group interactions on the micro and macro levels. Specifically, students will be able to:

S1a. Understand conceptually the core sociological principles, debates, and major theoretical perspectives including, but not limited to social conflict, symbolic interactionism, and the functional, post-modern, and feminist perspectives.

S1b. Explain how the above sociological perspectives relate to their own life experiences, as well as contemporary political, economic, and cultural issues.

S2. Research. Students will have the knowledge and skills to apply sociological perspectives to their own lives and to the social environment of which they are a part. Specifically, students will be able to:

S2a. Think critically by differentiating fact from opinion and by referring to data.

S2b. Analyze sociological problems from various points of view.

S2c. Understand the basic facts and concepts related to research design in sociology.

S2d. Independently design and conduct a sociological research project, including generating their own research questions.

S2e. Accurately analyze and interpret data generated through their own studies or those of others, in order to come to an appropriate conclusion.

S2f. Respect and appreciate the need for data, not only for public policy decisions, but also for life decisions that are impacted by various institutions in society.

S3. Diversity. Students will gain an understanding of the 'sociological imagination,' where they are able to see how their biography relates to the time in history in which they live, as well as to the social structure in which they find themselves. Specifically, students will be able to:

S3a. Analyze a problem or situation from a sociological and cross-cultural perspective.

S3b. Understand the significance and interaction of race, class, sexuality, and gender in social life.

S3c. Understand and appreciate cultural diversity and relativity within and among societies.

S4. Social institutions. Students will understand the effects of domestic and global forces on social institutions, on their own lives, and on the lives of other individuals and groups. Specifically, students will be able to:

S4a. Critically analyze (see S2a) the social world - everything from the news of the day to how changes in the global economy can affect other major social institutions, including the government, the military, the family, and education.

S4b. Analyze how these sociological events impact their own lives, their families, and communities, and how the ways that they live their lives also impacts the larger society.

LEGEND

I	Students are introduced to the outcome.
D	Students have the opportunity to further develop this outcome (some use P (practice) or R (reinforced) to represent this level)
M	Students can demonstrate basic mastery at the exit level
M+	Students go beyond basic mastery and develop advanced skills and knowledge (typical only in elective courses)
A	Evidence is collected and evaluated for program-level assessment

Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.

This course focuses on the myriad of factors that impact crime. What is viewed as a crime, how crimes are punished, who is incarcerated and similar factors are central. Insights from criminology, sociology, criminal justice, psychology, ethnic and area studies, political science and other social science fields are integrated to explore the issue of crime in the United States today. The history of crime and cross cultural comparisons are also covered.

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.

1a) Write effectively for various audiences. This course requires students to engage in several written assignments aimed at a range of audiences. Students are asked to write for the instructors, classmates, and a variety of constituents such as the general public, to a political figure or agency or for a public presentation.

1b) Speak effectively for various audiences. Students are required to present ideas and research to the class.

1c) Find, evaluate, use and share information effectively and ethically. To complete the assignments referenced above, students are required to either analyze existing or create original data, contextualize this data relative to the field, and present this to an audience. Students learn to cite appropriately.

1d) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion. Students are required to take a position on key debates within the field on key issues, debates and research conundrums.

2d) Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions. This course is inherently interdisciplinary, drawing on several fields in the social sciences. Theories, research, debates and the impact on the larger culture of multiple fields in the social sciences is considered.

3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies. The impact of diverse cultures within the United States, and the role of different cultures on shaping institutions, groups and debates in the field is central to the course.

3b) Analyze ethical principles, methods, value systems, and ethics of social issues confronting local and global communities. This class covers ethics in methods and practice and debates on key ethical issues. Contrasting views on ethical issues and issues of diversity are key.

**General
Education
Outcomes*****Ia. Write effectively for various audiences****Ic. Find, evaluate, use, and share information effectively and ethically.****Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.****Ie. Apply and communicate quantitative arguments using equations and graphical representations of data.****IIc. Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.****IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.****IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.****IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.**

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

**Instructional
Materials***

Texts:

Domanick, Joe. (2015). *Blue: The LAPD and the Battle to Redeem American Policing*. New York: Simon & Schuster.

Glasner, Barry. (2010). *The Culture of Fear: Why Americans Are Afraid of the Wrong Things: Crime, Drugs, Minorities, Teen Moms, Killer Kids, Mutant Microbes, Plane Crashes, Road Rage, & So Much More*. New York: Basic Books.

Leovy, Jill. (2014). *Ghettoside: A True Story of Murder in America*. New York: Spiegel & Grau.

Reiman, Jeffrey and Paul Leighton. (2012) *The Rich Get Richer and the Poor Get Prison: Ideology, Class and Social Justice*. New York: Routledge.

Venkatesh, Sudhir. (2008). *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets*. New York: Penguin Books

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Material* Internet access, course texts

VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities* SMART classroom

VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

A. The history and Reality of American Drug Policy

a. Introduction of drug policy

b. Global drug trade

c. New Ideas in Addiction and Criminalization

B. Criminalization of Youth

a. Scope

b. History

c. Cost

C. Prisons

D. Underground Economy

a. Drug trade as case study

b. Human trafficking

c. 'Vice' crime and Public Morals

VIII. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods*

Lecture, discussion, online activities, and group activities.

IX. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*

A) Exams/Quizzes

B) Short Papers

C) Term or Empirical Paper

D) Presentation

Describe the meaningful writing assignments to be included.*

Written assignments (at least one of the following) is required for this course. It is generally expected that at least two will be used.

1. Reading reflections- detailed and cited engagement with course readings. A prompt may be used to instigate discussion, or the student may be asked to select a topic from the reading.
2. Literature review- an integrated overview of the body of research and key debates within a subfield.
3. Term paper/research paper- an indepth exploration of a key topic or debate in the field. Correct citations are expected.
4. Original research project with written report- a written analysis based on empirical research.
5. Essay exams- a component of the course exams will contain a written response to questions or prompts that require students to respond with a coherent narrative answer.
6. Short response essays or posts- students will respond in class, on line or on paper, to a short prompt for discussion.

Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.

	Exams/Quizzes	Short papers	Research or Empirical Paper	Presentation
Program Objectives:				
S1. Understand groups	X	X	X	X
S2. Research			X	
S3. Diversity	X	X	X	X
S4. Social institutions	X	X	X	X
Course Objectives:				
1	X	X	X	X
2	X	X	X	X
3	X	X	X	X
4	X	X	X	X

If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods.

	Exams/Quizzes	Term Paper	Short Papers	Participation
Program Objectives:				
1a) Write effectively for various audiences.	X	X	X	X
1b) Speak effectively for various audiences.				X
1c) Find, evaluate, use and share information effectively and ethically.	X	X	X	X
1d) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.	X	X	X	X
2d) Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.	X	X	X	X
3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.	X	X	X	X
3b) Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.				

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.