PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE
(cover sheet)

Name of faculty member         James Paul Heuser, Ph.D.

Title of proposed course        AJ 330 : Crime Control Strategies (Revised)

When will the course be offered? Fall, Winter, and Spring (plus Summer?)

Name of Cluster/Cluster coordinator Healthy People/Healthy Places - Sy Adler (US)

Please address the following items in your narrative, keying your text to the corresponding item below:

A. COURSE DESCRIPTION (100 words or less).

B. COURSE DEVELOPMENT. Please indicate whether the course is based on an existing course (and if so, please specify), or is a new course in development. If the course is a revision of an existing course, please explain what form the revision will take (this may be addressed under item C.). Please be aware that the new General Education requirement is based on different premises from the former "distribution" requirement, and therefore the academic role of upper division courses in General Education will necessarily be different from the previous role.

C. GENERAL EDUCATION GOALS. Please describe how your pedagogical goals for the course promote the University's goals of General Education as adopted by the Faculty Senate. Please review the relevant sections of the General Education Working Group Report (the document adopted by the Senate in 1993) or the September 16, 1994, report of the General Education Committee (both documents are available in the Office of University Studies, 245 CH). Applicants are reminded that the upper division courses are expected to focus on program goals related to Human Experience and Ethical Issues & Social Responsibility, while continuing to build on the Inquiry and Communication program goals. Course instructors should use active learning strategies and challenge students to display increasingly sophisticated research and communication abilities. Examples of strategies for each of the General Education program goals are listed in the General Education Working Group Report and the in report of the General Education Committee. Attention should also be given to how this course functions in tandem with other courses in the cluster in working toward curricular integration within the cluster. Colleagues are also reminded that upper division UnSt courses are a replacement of the former distribution requirement for coursework in the Arts and Letters, Sciences, and Social Sciences. The Committee therefore anticipates upper division courses with scholarly content of the highest standard, consistent with the content level of the "distribution" courses under the previous General Education requirement, and befitting the University's core undergraduate curriculum.

D. COURSE OUTLINE. Please provide a detailed outline of the proposed course. This need not be a completed syllabus, but should include an outline of topics, a preliminary reading list,
Course Description:

This course is designed to provide students with an analysis of the methods used to control crime in American society. Emphasis is placed on understanding the sometimes conflicting goals of the criminal justice system. Attention is paid to the general categories of deterrence, aggressive law enforcement, environmental defensive measures, and modification of the social order.

Course Development:

This course is based on research literature and professional practice across various behavioral sciences -- all of which have applied concerns with crime control in the community. While a central theme for much of this research and professional practice centers on the concept of "social control," this revised course will also emphasize the role of social support as "an organizing concept" for enhancing our understanding of crime control and crime prevention efforts.

General Education Goals:

Inquiry and Critical Thinking:

Students will examine the statistics of the social problem of crime, theories of criminal behavior, theories of intervention and prevention, concepts of community development and social support related to levels and amounts of crime, and the role of social support as an organizing concept for understanding a wide variety of human conditions underlying the crime problem in America-- particularly those affecting "at-risk" youth.

Communication:

Students will be required to produce oral presentations and written products -- including various graphics. Students will use various technologies for these products including the use of computers, statistical analyses, and in some cases video equipment.

Human Experience:

Controlling crime in a free society will be examined from the perspective of citizens and their involvement in various institutions and social support networks.

Ethical Issues and Social Responsibility:

The primary content of the course, readings, and assignments is directed toward appreciating social control mechanisms and the role of social support networks within the community in terms of crime control and crime prevention. Assignments will promote the
ideas of scientific research and the ideals associated with how well-informed citizens can contribute to the development of healthier citizens and healthier places -- especially in terms of crime and delinquency.

Course Outline:

The weekly course outline will approximate the chapter readings in the Keve text listed below with selected introduction of topics related to social control and social support.

Course Readings: (Preliminary List)


(Additional packet of readings possible or in lieu of certain texts above).

Instructor:

James Paul Heuser, Ph.D.
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