WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department: Sociology/Criminal Justice

Course No.: SOC 210
Course Name: Crime & Justice in America
Credits: 3

Prerequisites: None

Date: 2/13/12

GEP Goal Area(s):*

CORE GOAL AREAS

- Goal 1: Communication
- Goal 3: Natural Science
- Goal 4: Mathematics/Logical Reasoning
- Goal 5: History and the Social and Behavioral Sciences
- Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- Goal 7: Human Diversity
- Goal 8: Global Perspective
* Goal 9: Ethical and Civic Responsibility
- Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

- Intensive:
  - 1. Writing
  - 2. Oral Communication
  - 3. a. Mathematics/Statistics
  - b. Critical Analysis

- Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a General Education Program Approval Form.

Department Contact Person for this Proposal:

Mark Norman
Name (please print)

5670
Phone

mnorman@winona.edu
e-mail address

[Revised 9-6-11]
WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

<table>
<thead>
<tr>
<th>Department Approval</th>
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<tbody>
<tr>
<td>Name</td>
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<td>2/14/12</td>
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<td>Dean of College</td>
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*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.

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<th>GEPS Recommendation</th>
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Please forward to Registrar.

Registrar |
Date entered Please notify department chair via e-mail that curricular change has been recorded.

[Revised 7-13-11]
WINONA STATE UNIVERSITY
REQUIRED CHECKLIST FOR ALL CURRICULAR PROPOSALS

Course or Program: 506 210

This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals as submitted to A2C2, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the “Approval Form” have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.
   ✔️ Completed

2a. The “Financial and Staffing Data Sheet” has been completed and is enclosed in this proposal, if applicable.
   ✔️ Completed  ✗ NA

2b. For departments that have claimed that “existing staff” would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department’s representative is prepared to address A2C2’s questions on this matter.
   ✔️ Completed  ✗ NA

3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.
   ✔️ Completed

   Name and office phone number of proposal’s representative: Jenny Chasnoff  # 5428

4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.
   ✔️ Completed  ✗ NA

5. The course name and number is listed for each prerequisite involved in this proposal.
   ✔️ Completed  ✗ NA

6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations.
   ✔️ Completed  ✗ NA

7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
   a. The course name and number.
   b. A brief course description.
   c. A brief statement explaining why the program should include the course.
   ✔️ Completed  ✗ NA

8. This course or program revision proposal:
   a. Clearly identifies each proposed change.
   b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.
   ✔️ Completed  ✗ NA

9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.
   ✔️ Completed  ✗ NA

Department’s A2C2 Representative or Alternate    Date
[Revised 9-05]
SOC 210: Crime and Justice in America (3 S.H.)

Proposal for Goal Area 9: Ethical and Civic Responsibility.

<table>
<thead>
<tr>
<th>Student Competencies “Students will be able to...” (for Goal 9)</th>
<th>Learning Activities</th>
<th>Assessment Plan (“process by which evidence will be collected to demonstrate that the course meets student competencies”)</th>
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<tr>
<td><strong>a. Examine, articulate, and apply their own ethical views.</strong></td>
<td>Lectures, reading and discussions will examine a wide variety of topics associated with ethical views. Specifically, this course will examine the US Constitution and its Bill of Rights; ethical practices of the police, courts and corrections; and, due process and equal protection under the law.</td>
<td>Each paper/exam/quiz will ask students to illustrate their knowledge regarding the course material covered in each section, demonstrating mastery of the lecture material and readings over a wide range of topics. Example: students may be asked to illustrate, through the application of amendments to the US Constitution, limitation on governmental control.</td>
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<td><strong>b. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.</strong></td>
<td>Lectures, reading and discussions will examine a wide variety of topics associated with the concepts of rights and justice in America. Specifically, this course will examine the US Constitution and its Bill of Rights as it applies to governmental control of citizens; concepts of restorative justice as it applies to the obligations of the citizenry to protect itself; emphasis on punishment as it applies to concepts of liberty and individual rights; and, the role of politics and political decisions as they apply to the criminal justice system.</td>
<td>Each paper/exam/quiz will ask students to illustrate their knowledge regarding the course material covered in each section, demonstrating mastery of the lecture material and readings over a wide range of topics. Example: students will be able to illustrate how political environments effect how laws are made in the US.</td>
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<td><strong>c. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.</strong></td>
<td>Lectures, reading and discussions will examine a wide variety of topics associated with ethical dimensions of legal and social</td>
<td>Each paper/exam/quiz will ask students to illustrate their knowledge regarding the course material covered in each section, demonstrating</td>
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<td>d. Recognize the diversity of political motivations and interests of others.</td>
<td>Lectures, reading and discussions will examine how politics and political motivation plays a major role in the decision making of those embroiled in the criminal justice system. Specifically, this course will examine funding for the system; political pressure to make or enforce law; and, how political pressure affects equal enforcement of the law.</td>
<td>Each paper/exam/quiz will ask students to illustrate their knowledge regarding the course material covered in each section, demonstrating mastery of the lecture material and readings over a wide range of topics. Example: Students will be able to apply and discuss the major implication that the political era of policing had on the context of modern policing as well as civil liberties.</td>
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<td>e. Identify ways to exercise the rights and responsibilities of citizenship.</td>
<td>Lectures, reading and discussions will examine a wide variety of topics associated with the concepts of rights and justice in America. Specifically, students will gain an understanding of citizen involvement and participation in the criminal justice system; understand both the historical and contemporary role of citizen policing; citizen role in jury duty, crime prevention and protection of vulnerable citizens; and, understanding the restorative justice process.</td>
<td>Each paper/exam/quiz will ask students to illustrate their knowledge regarding the course material covered in each section, demonstrating mastery of the lecture material and readings over a wide range of topics. Example: students will be able to discuss how victimization impacts the entire community and then discuss the role and responsibility of the citizenry in its own protection.</td>
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SOCIOLOGY 210:  
CRIME AND JUSTICE IN AMERICA  
Goal Area 9: Ethical and Civic Responsibility

INSTRUCTOR: J. Mark Norman, Ph.D.  
OFFICE: Minne Hall 130  
PHONE: 457-5670  
Email: mnorman@winona.edu

Office Hours: M/T/W/T/F 9:00AM TO 10:00AM.  
T/Th 10:00AM TO 11:00AM.  
M/W/F 11:00AM TO 12:00PM.  
or By Prior Appointment.

Class Meeting: M/W/F 10:00am to 10:50am  
Location: Minne Hall 102

REQUIRED TEXT:  
Belmont: Thomson/Wadsworth Publishing.

COURSE DESCRIPTION:  
This is an introductory course focusing on the criminal justice system in America. To develop student’s capacity to understand the concepts of crime, justice, ordered liberty, fundamental fairness and individual rights and liberties. The course will include an examination and analysis of the agencies of justice with the intent of developing skills to understand evolving methodologies for identifying and managing offenders in a pluralistic society.

COURSE GOALS:  
To offer an overview of the components, functions, and structures of the criminal justice system in America. Special attention will be given to ethical and civic responsibilities of citizens and citizen participation in that system. This course will develop the student’s capacity to reflect upon the ethical dimensions of the criminal justice system in America. This course will also develop the student’s capacity to recognize ways that citizens can participate in the system as a means of exercising responsible citizenship.
STUDENT COMPETENCIES:

Upon successful completion of this course, students will be able to demonstrate the following:

a. Examine, articulate, and apply their own ethical views.
   2. Examine ethical practices of the police, courts and corrections.
   3. Examine due process and equal protection under the law.

b. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
   1. Examine the US Constitution and its Bill of Rights as it applies to governmental control of citizens
   2. Examine concepts of restorative justice as it applies to the obligations of the citizenry to protect itself.
   3. Examine an emphasis on punishment as it applies to concepts of liberty and individual rights.
   4. Examine the role of politics and political decisions as they apply to the criminal justice system.

c. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
   1. Examine the impact of race, gender, ethnicity, and poverty on the concept of justice.
   2. Examine both internal and external stressors that may lead to unethical behavior.

d. Recognize the diversity of political motivations and interests of others.
   1. Examine funding for the system and its impact on decision making.
   2. Examine how political pressure make or enforce law.
   3. Examine how political pressure affects equal enforcement of the law.

e. Identify ways to exercise the rights and responsibilities of citizenship.
   1. Examine citizen involvement and participation in the criminal justice system.
   2. Examine the historical and contemporary role of citizen policing.
   3. Examine citizen role in jury duty, crime prevention and protection of vulnerable citizens.
   4. Examine the restorative justice process.

D2L WEB-SITE:

A D2L has been set up for this course. Information regarding all aspects of this course will be placed on the web-site. Included on the web-site will be the syllabus, outlines of lecture notes, exams, and course announcements. The D2L Web-site can be found at www.winona.msus.edu and the student may access it by clicking on “D2L” and then logging in.
COURSE INFORMATION AND EXPECTATIONS:

1. ATTENDANCE AND PARTICIPATION: Class attendance is expected of all students for each class meeting. The nature of the subject requires class instruction, in addition to the required reading, to gain appropriate knowledge of the subject matter.

2. LAPTOPS/COMPUTERS ARE NOT ALLOWED IN THE CLASSROOM. In the past laptops have proven extremely disruptive to the instructor and other students and are therefore banned from class. This course is also not a Laptop course. Lecture and discussion notes are provided on blackboard and that information can be printed off and brought to class to aid the student.

3. FOOD IS NOT PERMITTED IN THE CLASSROOM. The consumption of food is not allowed in class. Food consumption is too great a disruption for class. Drinking is allowed. Remember, it is your responsibility to place your trash in the appropriate places.

4. MISSED CLASS: The nature of the subject requires class instruction in addition to the required reading to gain appropriate knowledge of the subject matter. It remains the responsibility of the student to identify and makeup any missed class information.

COURSE ASSESSMENTS:

1. EXAMINATIONS: A total of FOUR examinations will be given during this course. The exams will be objective, consisting of true-false and multiple choice items. Exam dates are noted on the syllabus and are “written in stone”. NO MAKEUP EXAMS WILL BE GIVEN.

   a. D2L EXAMS: All exams will be taken via the D2L Web-site. The student will have 1 hour, within the 24 hours of the allotted day, to complete the exam. For example, the student will have 1 hour between 12:01am and 11:59pm on January 31st to complete the examination. Specific details for this process will be given prior to the exam.

   b. No Makeup Will Be Given, a missed exam will receive a zero. If the student is aware of time that he/she will miss an exam, that student may be able to take the exam early if arrangements with the instructor can be made.

   c. Examination Points: each exam will be worth 100 points.

   d. Exam Dates: Exam dates are noted on the syllabus, the dates are noted and “written in stone”

      EXAM 1: Chaps: 1, 2, 3 & 4.
      EXAM 2: Chaps: 5, 6 & 7.
      EXAM 3: Chaps: 8, 9, 10 & 11.
      EXAM 4: Chaps: 12, 13 & 14.
      EXAM 5: Chaps: 15, 16 & 17.

   e. NOTE: The final exam will not be comprehensive.
2. **QUIZZES:** A total of FIVE quizzes will be given during this course. The quizzes will be objective, consisting of true-false and multiple choice items. Each quiz will be given unannounced and given in class, not on blackboard. Each quiz will only cover materials from lectures of the course topic areas, not from chapter materials.
   a. **No Makeup Will Be Given, a missed exam will receive a zero.** If the student knows that he/she will miss an exam, that student may be able to take the exam early if arrangements with the instructor can be made.
   b. Students will need to bring scantron sheets in anticipation of taking a quiz.
   c. **Quiz Topic Areas:** Examine, articulate, and apply their own ethical views; Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues; Analyze and reflect on the ethical dimensions of legal, social, and scientific issues; Recognize the diversity of political motivations and interests of others; and, Identify ways to exercise the rights and responsibilities of citizenship.
   d. **Quiz points:** Each quiz is worth 25 points.

3. **COURSE GRADING:** Course grades are based on the points from the quizzes and examinations and the bonus points earned. Grades are computed on a straight percentage:
   - 100-90%=A
   - 89-80%=B
   - 79-70%=C
   - 69-60%=D
   - 59% & Below=F

**QUESTIONS, PROBLEMS, AND STUDENT INPUT:**

Please feel free to approach the instructor with any questions, problems, or concerns. The instructor is very aware that there may be times in class when information covered may trigger the recollection of a traumatic incident. If this occurs and the student no longer feels comfortable with the lecture, he or she may leave the class or may approach the instructor so that alternatives can be made.

**WARNING:** Some students may find some of the information, video presentations and discussions in this course (e.g. about sexual assault, racial and sexual biases, police actions, and violent offenders) upsetting or offensive. However, the instructor believes that these issues must be confronted and discussed in order for improvements to occur in the criminal justice system and society. If anyone has any concerns regarding the material covered in class, the student may approach the instructor at any time with those concerns.