

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School

Watts College of Public Service & Community Solutions (CPP)

Department/School

School of Criminology and Criminal Justice (CCRIMJUS)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

CRJ

Course Number

100

Units/Credit Hours

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Introduction to Criminal Justice

Course Catalog Description

History and current practice of the criminal justice system. Roles of law enforcement agencies, courts and correctional agencies.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

N/A

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Social and Behavioral Sciences (SOBE)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[CRIJ 100 syllabus TEMPLATE AY2024-25.docx](#)

Social and Behavioral Sciences (SOBE)

Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

SOBE Learning Outcome 1: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

1. Chapter Quizzes (e.g., Chs. 1, 2, 4, 6, 7, 12, 14)
2. PlayPosit Lectures
3. Unit Exams 1, 2, 3

1. Many chapters contain key terms related to behavioral or social science approaches and how they are used to examine human behavior. The quizzes assess student understanding of these terminologies and the application of those terminologies. For examples, Ch. 1's quiz tests the definition of "evidence-based practice;" Ch. 2's quiz includes "empiricism;" Ch. 4's quiz includes

“social norms,” types of “social control,” and societal “stratification;” Ch. 6’s quiz tests on the types of “distributive justice;” Ch. 7’s quiz tests the political system’s “public policy window” and “public policy restraint;” Ch. 12’s quiz tests police “working personality, “problem-oriented policing,” and the “Ferguson effect;” and Ch. 14’s quiz tests rates of offender “recidivism.” Such terms are provided in the textbook chapters, with primary research source referencing throughout.

2. Repeatable lectures with embedded questions are scored similarly to the chapter reading quizzes.
3. Unit exams assess students’ knowledge of such terminology and application of terminology. See example questions provided in the below Appendix A, Part 1.

Chapter Quizzes: These are low-stakes multiple choice and multiple answer (e.g., SATA) questions, with a traditional, objective format. They provide an early assessment check for students as they learn the material and prepare for exams.

PlayPosit Video Questions: These are video content lectures with embedded, predominantly objective, questions. They are a low-stakes, formative, repeatable assignment.

Unit Exams: These are high-stakes multiple choice and multiple answer (e.g., SATA) questions, with a traditional, objective format, providing a summative assessment per unit.

Example Unit Exam Questions

PART 1

LO: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

Yeshi is an officer concerned about vagrant crimes in his urban area. He argued to his superior officer that the department should be focusing less on pure arrest rates and more on conducting sessions with local businesses and community leaders on how to partner to reduce crime in the area. His approach relates to (select two that best apply)

Problem-oriented policing

Community-oriented policing

Team policing

Broken windows policing

Michel is a non-white person of low socio-economic status who identifies as transgender. Increased risks associated with the criminal justice system exist because of Michel’s

Intersectionality

Higher agency

Cisgendered experiences

Castle doctrine

The crime rate is generally studied (select two that best apply)

As a standardized measure

As a number per 100,000 people

As the population per million people

As an understudy per capital

A focus on empiricism has to do with

data analysis

undoing the effects of colonizing empires

how piracy as a crime impacts others

a prior reasoning

Broken windows policing is a famous strategy that focused on

using small fixes to signal community strength

addressing peoples' housing needs to reduce drug crime

attacking in strength even if damage is done to surroundings

avoiding damage to structures when policing

Marginalization has its largest effect on criminal justice outcomes when

Race intersects with socio-economic class

Someone changes their gender at least once

Poverty sees discrepancies both up and down

Whites are found to be without education

In the study of historical criminology, the “classical school” would be contrasted with

The positivist school

The deterrence school

Enlightenment thinkers

The pragmatist school

Officer Lin has become distrustful of regular people in his community, as most of his contacts with them over the past 5 years as an officer have been negative situations that required police assistance. Officer Lin now is willing at times to lie on police forms and in court, to make sure the right outcomes occur to the people who deserve it. This is an example of

The Dirty Harry problem

Broken windows policing

The Ferguson effect

The thin blue line

Confidence in police has been shown to be statistically dependent on

Race

Gender

Occupation

Age

As we learn about the common “myths” surrounding policing, it becomes clear that agencies should focus on

how officers are specifically used

the numbers of officers and vehicles

investigators and their investigations

removing their hierarchy/bureaucracy

Our ongoing experience with sexual assault kits has taught us that

strategic policy efforts are necessary beyond legal definitions

changing legal definitions of rape was enough to reach our goals

we need not reform laws to reach our desired effects

there is a net monetary loss when using these kits in forensic labs

Research about inequality has taught us that it is (select two that best apply)

a problem within education, health care, and other institutions, as well as criminal justice

highly structural, meaning persistent in systems though generally unintentional

largely a problem within criminal justice but not so much other institutions

mostly in our minds, not something demonstrable from research about our institutions

The measure of how often former offenders commit crimes later on is known as

Recidivism

Clearance rate

Restitution

Prisonization

Research has found that interpersonal violence is related to a number of

Social characteristics, including sex and gender identity

Biological characteristics, including body mass and type

Specific cities and states, especially coastal locations

Religious criteria, with denomination contributing to rates

The essential tension of research has brought about a contemporary correctional focus on (select two that best apply)

Disproportionate minority confinement

Recognizing the panacea phenomenon

Instituting truth-in-sentencing laws

The failures of electronic monitoring

The U.S. has a notoriously high (select two that best apply)

Rate of incarceration

Rate of recidivism

Doctrine of manumission

Jailable standard of care

After serving 8 years in prison, Kevin has struggled to return to traditional life in his community. He has trouble keeping up with the pace of his personal and work life. He doesn't know how to engage with those around him, and he's having problems with administrative and financial services he needs, like housing, health care, internet, and utilities. This story is a reflection of

Prisonization

Truth in sentencing

The importation hypothesis

Recidivism

The historical school-to-prison pipeline appears to correlate to some degree with (select two that best apply)

Class

Race

Year

Party

In later adolescence, peers are often responsible for the process of

secondary socialization

mixed methods socialization

primary socialization

tertiary socialization

Yasmine stopped stealing from department stores because she kept getting caught and hassled by police and a juvenile court. This is an example of (select two that best apply)

External socialization

Formal social control

Internal socialization

Informal social control

SOBE Learning Outcome 2: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

1. Chapter Quizzes (e.g., Chs. 1, 2, 5, 14)
2. PlayPosit Lectures
3. Unit Exams 1, 2, 3

1. Several chapters contain key terms related to the strengths and limitations of such approaches. For example, Ch. 1's quiz tests the major methods of obtaining crime research, including the "Uniform Crime Reports (UCR)", the "National Incident-Based Reporting System (NIBRS)", the "National Crime Victimization Survey (NCVS)" and "self-report surveys" of crime. Their limitations are a major focus of the chapter, and the "dark figure" of unreported crime is tested on the quiz. Ch. 5's quiz includes the many opposing theories of explaining criminal behavior, and their merits and weaknesses is a major focus of the chapter. Ch. 14's quiz includes the "panacea phenomenon" of society's unreasonable expectations and foundering support for positive but imperfect behavioral programs.

2. Repeatable lectures with embedded questions are scored similarly to the chapter reading quizzes.

3. Unit exams assess students' knowledge of such terminology and application of terminology. See example questions provided in Appendix A, Part 2.

Chapter Quizzes: These are low-stakes multiple choice and multiple answer (e.g., SATA) questions, with a traditional, objective format. They provide an early assessment check for students as they learn the material and prepare for exams.

PlayPosit Video Questions: These are video content lectures with embedded, predominantly objective, questions. They are a low-stakes, formative, repeatable assignment.

Unit Exams: These are high-stakes multiple choice and multiple answer (e.g., SATA) questions, with a traditional, objective format, providing a summative assessment per unit.

PART 2

LO: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

Our methods of gathering crime statistics have come to show that (select two that best apply)

Our data is important but not perfect

Data can be manipulated for political goals

Our data is mostly worthless scientifically

We gather data annually that exactly reflects reality

Criminal justice policy and practice in recent decades have tried to become more (select two that best apply)

translational

evidence-based

territorial

bias-evincing

Uma found that people were very concerned with a problem she had identified. Plus, she had identified a satisfactory solution, within a local political climate ready to accept it. This sequence would be known as

A policy window

Masked federalism

The social contract

A political culture

Two important strategies in the pursuit of police legitimacy include (select two that best apply)

Body-worn cameras

De-escalation techniques

Perforation policies

The Ferguson effect

The large-scale event of “deinstitutionalization” is directly related to which topic?

The historical medicalization of deviance

Modern rehabilitation strategies/techniques

Reversing the school-to-prison pipeline

Keeping young offenders out of jails

Major historical sources of crime data for researchers include the following (select all that apply)

agency reports

self-report studies

victim reports

media aggregates

Which crime measurement tool focuses on surveying individuals about their experiences with crime, regardless of whether they reported it to law enforcement?

National Crime Victimization Survey (NCVS)

Uniform Crime Reports (UCR)

National Incident-Based Reporting System (NIBRS)

Crime Analysis Toolkit (CAT)

The original and most famous method of gathering crime data is the

Uniform Crime Report

National Crime Victimization Survey

National Incident-Based Reporting System

Justice Quarterly

Somatyping was about

Tying body physiques to behavior

Typing the genome into categories

The effects of somnambulism

Electronics and behavioral anomalies

Demonology is (select two that best apply)

One of the earliest forms of criminology

Attributing behavior to spiritual influence

Resurging within contemporary universities

Combining avatism and phrenology

Which theories of criminal behavior argue that societal power dynamics contribute to defining and controlling deviance?

Conflict theories

Classical and rational choice theories

Routine activities theories

Psychoanalytic theories

The “concentric zones theory” is most closely tied to which broader theory?

Social disorganization theory

Neutralization theory

Rational choice theory

Differential association theory

While historically biological theories of criminal behavior focused on body types and family lines, modern day biological theories focus on (select two that best apply)

genetics

chemical impacts

eugenics

phrenology

Classical criminology was focused on

free will and the thoughts that affect decisions

families and the learning that is passed down

economics and the stratifications that result

biology and the study of physical differences

Although Johnny loves his cat, he is often too rough with it. To stop the behavior, his parents tell him they will get him a toy if he stops. Based on operant conditioning, this is considered

Positive reinforcement

Negative reinforcement

Positive punishment

Negative punishment

Routine activities theory is clearly a modern offshoot of which historical theory?

Rational choice

Psychodynamic

Social disorganization

Conflict criminology

An example of an integrated theory of criminal behavior would be

Life Course Theory

Social Bond Theory

Rational Choice Theory

Labeling Theory

Phrenology was known to be (select two that best apply)

about charting bumps on the someone's skull

a failed pseudo-science theory

about how one's body type impacts crime

a legitimate theory of criminal personalities

[Blank] had misguided beginnings in research, and they lost ground in the mid-20th century. But these have found alternative, evidence-based data in recent decades.

Biological theories

Psychological theories

Sociological theories

Conflict theories

SOBE Learning Outcome 3: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

1. Chapter Quizzes (e.g., Chs. 4, 5, 6, 7, 8, 9, 11, 12, 14)
2. PlayPosit Lectures
3. Unit Exams 1, 2, 3

1. Many of the textbook's chapter quiz topics relate to public policy debates concerning the arguments about justice and criminal justice. This is seen, for example, in Ch. 4's options concerning formal v. informal social control techniques; Ch. 5's scholarly proposals and comparisons of criminological theories to explain criminal behavior; Ch. 6's alternative theories of justice, social justice, and distributive justice; Ch. 7's review of the public policy process; Ch. 8's presentation of inequality perspectives; Ch. 9's debate about due process v. crime control mentalities; Ch. 11's opposing theories to justify punishment including the death penalty; Ch. 12's multiple debates about policing hiring/practices/oversight; and Ch. 14's debates about the use and styles of incarceration.

2. Repeatable lectures with embedded questions are scored similarly to the chapter reading quizzes.

3. Unit exams assess students' knowledge of terminology relating to such issues and their arguments. See example questions provided in Appendix A, Part 3.

Chapter Quizzes: These are low-stakes multiple choice and multiple answer (e.g., SATA) questions, with a traditional, objective format. They provide an early assessment check for students as they learn the material and prepare for exams.

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PART 3

LO: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Officer James says a lot of things like, "Move along – nothing to see here people."

Officer Ravi says a lot of things like, "You were going 2 over – here's your ticket."

Officer Peralta says a lot of things like, "Let's discuss how we can avoid this situation in the future."

In comparison to the other two, Officer James would be an example of which of James Q. Wilson's research-based styles of policing?

Watchman

Service

Legalistic

Modern

Officer James says a lot of things like, "Move along – nothing to see here people."

Officer Ravi says a lot of things like, "You were going 2 over – here's your ticket."

Officer Peralta says a lot of things like, "Let's discuss how we can avoid this situation in the future."

In comparison to the other two, Officer Ravi would be an example of which of James Q. Wilson's research-based styles of policing?

Legalistic

Service

Watchman

Modern

Officer Tyson opposes the use of private company prisons because he believes criminal justice should be performed in the pursuit of justice, not the pursuit of profit. Officer Naomi also opposes the use of private company prisons, but she does so because she believes that empirical evidence shows sub-standard care in her local facilities through less staff training and fewer amenities. Here we see that Officer Tyson's view is more [blank] than Officer Naomi's.

Idealist

Pragmatist

Ethicist

Utilitarian

Officer Tyson opposes the use of private company prisons because he believes criminal justice should be performed in the pursuit of justice, not the pursuit of profit. Officer Naomi also opposes the use of private company prisons, but she does so because she believes that empirical evidence shows sub-standard care through in her local facilities through less staff training and amenities. Here we see that Officer Naomi's view is more [blank] than Officer Tyson's.

Pragmatist

Idealist

Ethicist

Utilitarian

Juvenile treatment facilities are often private company-owned, and modern studies find that troubled kids should remain in their home communities whenever feasible. This is an example of which two essential tensions within corrections? (select two that best apply)

Research

Finances

Invisibility

Discretion

Nelson was an active child, but through his teenage years he became more isolated. He often doesn't go to school, and he quit his extra-curricular activities. He also was working part-time but stopped. He's now started committing property crimes and thrill-seeking crimes. A good explanation for this story would be

Social bond theory

Social disorganization

Neutralization theory

Routine activities theory

Prisha was annoyed that her clothing was never as cool as others at her school. And she knew someone who drove a very expensive car, while she still had to walk to school each day. Eventually, Prisha both slashed that particular car's tires and shoplifted certain clothing labels/merchandise from a mall. Her behavior connects well to

Strain theory

Irrational choice theory

Rational choice theory

Labeling theory

Whitney argues that our large prison system will not go away because too many powerful people have been able to make money off the current system. She would rather see prisons utterly reduced and preventative programs funded instead. This is an example of (select two that best apply)

Conflict theory

Abolitionism

Recidivism

Disproportionate minority confinement

Dexter argued that a policy of putting drug dealers in prison for a long time, while admittedly bad for those individuals and for those close to them, would be better for everyone over time, because there would be fewer and fewer drugs impacting families. If true, this policy argument would be supported by

Bentham's utilitarian justice

Bentham's commutative justice

Aristotle's utilitarian justice

Aristotle's commutative justice

Utilitarian justice is considered an "economic" approach because

It considers a cost/benefit analysis

Unity requires public tax distributions

Proportionality should trump individual need

Fair outcomes don't depend on money

Theories of how policing agencies began and developed include (select all that apply)

responding to widespread disorder and riots

the need to control the economic lower class

dealing with increased crime opportunities in cities

creating a working power structure for illuminati

A court reviewed what led to a dispute between Jeanie and her roommate, which culminated in one taking money from the other's bedroom and then Jeanie striking her roommate. The court compromised after hearing the testimony and after hearing the two pledge to mediate their dispute and come to an agreement on how to move forward. This would be considered which of Black's styles of social control?

Conciliatory

Therapeutic

Penal

Compensatory

A crime reduction program that helps people see all the different ways in which people subjugate and harm each other and their environments would be reflective of

Peacemaking Criminology

Utopian Justice Theory

Rational Choice Theory

Social Disorganization Theory

List all course-specific learning outcomes. Where appropriate, identify the associated SOBE learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SOBE learning outcome.

1. Define critical terms and concepts, including deviance, crime, criminal justice, criminology, law, and justice. [SOBE LO1]
2. Explain the measurement of crime and its shortcomings. [SOBE LO2]
3. Discuss what law is, why we utilize it, and how the law shapes the criminal justice system. [SOBE LO1]
4. Critique various perspectives on law, morality, and justice. [SOBE LO2]
5. Analyze different viewpoints on deviance, crime, and social control. [SOBE LO2]

6. Summarize the major theoretical approaches to crime causation. [\[SOBE LO1\]](#)
7. Explain how competing perspectives of justice shape criminal justice system policies and outcomes. [\[SOBE LO3\]](#); [\[SOBE LO1\]](#)
8. Examine how marginalization, intersectionality, and bias produce inequality in the criminal justice system. [\[SOBE LO2\]](#)
9. Describe the nature and use of criminal law, criminal procedures, and criminal punishment in the justice system.[\[SOBE LO1\]](#)
10. Examine the structure and functioning of major criminal justice institutions, including the police, the courts, and correctional systems. [\[SOBE LO1\]](#); [\[SOBE LO2\]](#)
11. Effectively demonstrate the skills associated with criminal justice practice, including written and oral communication, critical thinking, and problem solving. [\[SOBE LO1\]](#); [\[SOBE LO3\]](#)

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Alexis Cibrian - February 24, 2025 at 3:24 PM (America/Phoenix)

Department Approval

Approved

Chris Hiryak

Cody Telep - February 24, 2025 at 5:31 PM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - February 25, 2025 at 2:15 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 25, 2025 at 2:33 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 28, 2025 at 3:47 PM (America/Phoenix)

April Randall

Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledgement Requested

Dawn DeLay

Cara McDaniel

Jen Eden

Emily Mertz - March 25, 2025 at 11:17 AM (America/Phoenix)

Revise and Resubmit: Thank you for the submission. The SOBE subcommittee recommends revise and resubmit based on the following feedback. For LO1, the description of the assessments provided do not align with the learning outcome. For example, multiple choice quiz questions do not assess students' ability to utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena. Please review Bloom's Taxonomy and adjust the assessment focus so that students are *using* behavioral sciences approaches to examine human experiences and behavior. For LO2, the assessments provided do not require learners to describe the strengths and weaknesses of behavioral science methodologies. For LO3, there is the same concern, multiple choice quiz questions do not measure if students can communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau
April Randall

Proposer Notification

Notification

Alexis Cibrian

College Notification

Notification

Stephanie Alvey
Judy Krysik
Margaretha Bentley
Cody Telep
Olya Sharifi
Chris Hiryak
William Terrill
