

## General Studies Gold Request Form

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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 reviewed by the Senate.

### Submission Information

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College/School

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Watts College of Public Service & Community Solutions (CPP)

Department/School

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School of Criminology and Criminal Justice (CCRIMJUS)

Submission Type

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New Request

Requested Effective Date

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Fall 2024

ASU Request

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Is this request for a permanent course or a topic?

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Permanent Course

Subject Code

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CRJ

Course Number

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422

Units/Credit Hours

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3

Course Information

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

Course Title

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Violence in America

Course Catalog Description

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Theories, patterns, prevention and policy responses to violence in the United States. Varieties of violence including domestic, gang-related, hate crimes, school violence and sex crimes.

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

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Prerequisite(s) with C or better: Criminology & Criminal Justice major; CRJ 302; CRJ 303 OR Public Service & Public Policy (Criminology, Emergency Management & Homeland Security, or Law & Policy) BS major; PAF 301; PAF 302 OR Visiting University Student

Is this a crosslisted course?

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No

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

No

### General Studies Gold Designation Request

#### Requested Designation

American Institutions (AMIT)

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

[2023FallC-CRJ422G-Zapor.docx](#)

American Institutions (AMIT)

In each American Institutions course, students will discuss people, ideas, institutions, movements and structural forces that have created and transformed the United States. Students will analyze struggles over the meaning of America's constitutional democracy. Throughout the course, students will analyze a wide range of sources drawn from both past and present and contemplate American history, ideals, and institutions in global as well as national contexts. In doing so, students will refine their ability to make and evaluate reasoned arguments, engage in civil debate, and participate constructively in civic life.

In an American Institutions course, students must be exposed to the following knowledge or sources:

AMIT Element 1: Principles of American constitutional democracy and how they are applied under a republican form of government.

1. Identified Topic or Source	1. Location in Syllabus
Enduring role of violence in American society	Module 1

2. Identified Topic or Source	2. Location in Syllabus
Government responses to violence reduction	Module 6

AMIT Element 2: The US Constitution and major American constitutional debates.

1. Identified Topic or Source
Constitutional safeguards to prevent victimization when under government control (e.g., in prison, in the military)
1. Location in Syllabus

Module 3

2. Identified Topic or Source

Mob violence and the need for Constitutional protections to address vigilantism, White supremacy

2. Location in Syllabus

Module 4, 5

AMIT Element 3: Founding documents that have shaped American institutions.

1. Identified Topic or Source

Second Amendment, gun control, and addressing murder and mass shootings

1. Location in Syllabus

Module 2

2. Identified Topic or Source

Fourth and Eighth Amendment debates about the legality/Constitutionality of state-imposed violence (e.g., police use of force)

2. Location in Syllabus

Module 1

AMIT Element 4: Landmark policy achievements and Supreme Court cases.

1. Identified Topic or Source

James Byrd Jr., Matthew Shepard and modern hate crime legislation

1. Location in Syllabus

Module 4

2. Identified Topic or Source

Violence Against Women Act

2. Location in Syllabus

Module 3

3. Identified Topic or Source

Controlled Substance Abuse Act of 1970, Anti-Drug Abuse Act 1988, Fair Sentencing Act of 2010 (War on Drugs)

3. Location in Syllabus

Module 3

AMIT Element 5: Economic knowledge necessary to assess policy options affecting both the public and private sectors.

1. Identified Topic or Source

1. Location in Syllabus

Economically motivated violence- street robbery and bank robbery

Module 4

2. Identified Topic or Source

2. Location in Syllabus

Economic costs of violence for society and crime victims

Module 6

3. Identified Topic or Source

Violence prevention strategies – partnership development and community-wide support focusing on risk and protective factors

3. Location in Syllabus

Module 6

AMIT Element 6: International context of American institutions and the evolution of America's role in international affairs.

1. Identified Topic or Source

Violence in America vs. other countries and unique role of gun violence in America

1. Location in Syllabus

Module 1, 2

2. Identified Topic or Source

Violence that spans national borders- terrorism, genocide, and human trafficking

2. Location in Syllabus

Module 5

## AMIT 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.**

AMIT Learning Outcome 1: Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions.

Learning Activity Assignments (3)

Each of these activities involves students applying theory to violence issues during an in-class activity that involves watching a video, reading a peer-reviewed article, or discussing questions in groups. Students also always submit a written assignment as part of the activity. Activities will focus on assault and murder, violence in the home, and stranger violence and will involve applying readings to show how violence and responses to violence have changed over time in America.

AMIT Learning Outcome 2: Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes. This will include differential impacts on disparate communities.

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### Photo Analysis Presentation

Students will use 8-10 photos for their presentation to the class and paper to showcase a key topic related to violence. The photos should elucidate a theme of a problem related to violence and its impacts with a particular emphasis on showcasing the impacts of violence on disadvantaged communities. The goal is for students to be creative and experimental, while grounding their presentation in class material. Each photo has to be part of a coherent narrative on a topic of the students choosing related to violence.

AMIT Learning Outcome 3: Describe the impact of key ideas, people, events, institutions, or movements on the nature, history, and boundaries of American citizenship and the various forms of civic participation in a self-governing society.

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### Final Exam

The cumulative final exam will include objective questions and essays. While the questions will vary by semester, the focus is on the impacts that violence has on American society and government responses to this violence. In particular, students will be asked to answer questions about how American government is designed, in part, to keep citizens safe from violence, though violence has remained persistent (and in some time periods and communities at high levels).

AMIT Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

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### Critical Reflection Essays (2)

Each critical reflection essay are scholarly papers that involve applying quantitative and qualitative material from the readings to discuss the implications of the work for theory and policy. Each of the critical reflection essays prompts students to synthesize what is known about pressing violence issue in America and then assess current policy and criminal justice system responses and propose how local, state, and federal governments could better respond to this violence issue in the future. This is an opportunity for studies to apply material from the course directly to a current issue related to violence.

## Form Submission - Proposer

Submitted for Approval | Proposer

Alexis Cibrian - March 12, 2024 at 4:53 PM (America/Phoenix)

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## Department Approval

Approved

Chris Hiryak

Cody Telep - March 12, 2024 at 10:48 PM (America/Phoenix)

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## GSC Coordinator Review

Sent Back

Kaitlyn Dorson - March 13, 2024 at 5:16 PM (America/Phoenix)

Per the instructions on the form, current syllabus information must also be entered in Quali Curriculum Management (CM). If you don't have access to Quali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Quali CM course proposals. Please see the General Studies Request FAQ for more information: [https://docs.google.com/document/d/1BF\\_lpZ4neXWRQgZfXj-5ILS07EEEnNu34Z35S8CrAEVk/](https://docs.google.com/document/d/1BF_lpZ4neXWRQgZfXj-5ILS07EEEnNu34Z35S8CrAEVk/)

April Randall

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## Form Submission - Proposer

Submitted for Approval | Proposer

Alexis Cibrian - March 13, 2024 at 6:33 PM (America/Phoenix)

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## Department Approval

Approved

Chris Hiryak

Cody Telep - March 13, 2024 at 9:58 PM (America/Phoenix)

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## GSC Coordinator Review

Approved

Kaitlyn Dorson - March 14, 2024 at 10:47 AM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - March 14, 2024 at 11:42 AM (America/Phoenix)

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## Pre-GSC Meeting

Approved

Kaitlyn Dorson - March 14, 2024 at 11:55 AM (America/Phoenix)

April Randall

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## American Institutions (AMIT) Subcommittee

Acknowledgement Requested

Susan Miller

Ruby Arjona

Mark Ramirez - March 26, 2024 at 11:04 AM (America/Phoenix)

All AMIT category learning outcomes need to be reflected in the course learning outcomes and evident in the syllabus.

AMIT category elements also need to be represented in the syllabus.

In general, the course does not meet the AMIT requirements as very little of the course focuses on institutions. This course would be a better match for the category SOBE.

Brent Scholar

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## General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Alexis Cibrian

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## College Notification

Notification Error

The workflow will fail at this step:

There are no users in the Notification Only (General Studies) role of Watts College of Public Service & Community Solutions (CPP)

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## ATCS ASU Course Notification

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

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## DARS Notification

Notification

Leticia Mayer

Peggy Boivin

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