

**FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE**
Course Change/Deletion Request

DO NOT TYPE IN THIS BOX	
Bulletin # :	_____
Academic Year :	_____

INSTRUCTIONS: Fill out Part I completely. In Part II, fill out the items which have changed and explain reason for change.

I. 1a. SCHOOL/COLLEGE Arts and Sciences DIV./DEPT. IN WHICH TAUGHT Biological Sciences

b. DIV./DEPT. NO. ASBI DEPT. ACCOUNT NO. 202600101
(9 digits)

2a. Present Course Title Physiology of Aging

b.

<u>PCB</u>	<u>3</u>	<u>241</u>	<u>3</u>		
Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Cr. Hrs.	HEGIS No. (6 digits)
					CIP Code (Leave this blank)

3. Deletion Request? Yes Effective Date ____ / ____ / 20____

a. Reason for Deletion: _____

b. Skip Change Information Section (Part II)
No Fill out Part II.

II. CHANGE INFORMATION ONLY

4a. New Title: Biology of Aging Change Effective ____ / ____ / 20____

b. Abbreviated course Title (for computer class schedules, transcripts)
25 Characters (including spaces)

5a.

<u>New</u>	<u>1st</u>	<u>last 3</u>	<u>"C"-lec-lab</u>	Credit Hours: From ____ To ____
Alpha Prefix	Digit	Digits	"L"-Lab	

6. Catalog Description (not to exceed 200 characters including spaces)
Biologic changes that occur in aging with emphasis on underlying regulatory mechanisms, including the aging genome and structural and functional changes in organ systems. [C]

7. New Prerequisite(s): BSC 1010 and BSC 1011 New Corequisite(s): _____

8. Explain Reclassification Request: Need to change course description to better reflect scientific and medical advancements in the field of aging. Adds lower division prerequisites. +

CHANGE REQUESTED BY:

Faculty Contact	<u>Marcy Lowenstein</u>	<u>Marcy Lowenstein</u>	<u>2 / 23 / 20 12</u>
	(Type name)	(Signature)	
	<u>mlowenst@fiu.edu</u>	<u>305-348-3584</u>	
	(Email address)	(Phone number)	
Chairperson (Dept./Div.)	<u>Gene Rosenberg</u>	<u>Gene Rosenberg</u>	<u>3 / 9 / 20 12</u>
	(Type name)	(Signature)	
Chairperson (Curr. Comm.)	_____	_____	<u> / / 20</u>
	(Type name)	(Signature)	
College/School Dean	<u>Gisela Casines</u>	_____	<u> / / 20</u>
	(Type name)	(Signature)	

APPROVED BY:

University Curriculum Committee _____ / ____ / 20____

Faculty Senate Chairperson _____ / ____ / 20____

Academic Affairs V.P. _____ / ____ / 20____

Submit one original copy of this form. Attach one hard copy and one electronic copy of the course syllabus containing: Objectives, Learning Outcomes, Major Topics and Textbooks.

Physiology of Aging PCB 3241

Marcy Lowenstein, PhD

Spring 2012. MWF 11:00-11:50am, Golden Panther Arena 119

OE 221

mlowenst@fiu.edu

Office hours: Tues, Wed 2:00-4:00

If you didn't know how old you are, how old would you be?

Satchel Paige

By the year 2030, one-fifth of the US population will be over 65. Despite the rising number of older people, we know relatively little about the aging process. What we do know is that some people live life to the fullest and are active and vital to their last days, while others are infirm and suffer for many years. We all age, but why these differences? And must we all age? Does aging stop? Can aging stop? Can aging be slowed down? If we slow the aging process, will we be healthy for a longer period of time or will we be extending disability and suffering? So many questions and so many mysteries to unravel. People want to know. The real question is: how do we live out our later years gracefully and healthfully? Part of that answer is that it all starts now.

Course Description: Introduction to the overall physiological changes we experience as we age, with an emphasis on changes in structure and function within organ systems. Potential strategies for the prevention of disability and disease will be explored.

Course Objectives: To recognize and be able to discuss the changes in structure and function of the main organ systems in the human body and how they relate to the aging process. Genomic changes underlying structure/function in the aging individual will be explored.

Student Learning Outcomes: (1) Students will be able to discuss the current theories of aging and whether or not aging is a disease process or a normal component of life. (2) Students will be able to identify organs in which decline begins prior to the external manifestation of aging and how the interactions between organs belies the complexity of aging. (3) Students will be able to discuss the progression of changes associated with aging. (4) Students will be able to discuss potential health-promoting strategies that may postpone or prevent certain illnesses associated with aging.

Textbook: Physiological Basis of Aging and Geriatrics, 4th ed., editor Paola S. Timiras

other text: The Healthy Aging Brain: sustaining attachment, attaining wisdom
by Louis Cozolino

Grade Scheme: A: 90-100

B+: 87-89

- B: 80-85
- C+: 77-79
- C: 70-75
- D: 60-69
- F: <59

Grades will not be curved.

- Point Distribution:**
- I. Exams - 72% (4 exams of equal weight)
 - II. Quizzes - 0%
 - III. Summaries - 14%
 - IV. Term paper: Unraveling the Mysteries of Aging - 14%

I. Exams (72% total grade; each exam is worth 18pts)

A combination of definitions, matching, short answer and long essay questions which includes all information discussed up to the day of the exam.

II. Quizzes (0% - for your practice)

Given Mondays at the beginning of class, questions will serve as easy examples of exam questions.

III. Summaries (14% total grade; 7% each: 1pt for submitting reference, 2pts for participating in article selection and 4pts for summary)

We will read 2 recent papers (2008-present) related to topics covered in class. You will choose the paper, and here is how:

- find a paper you are interested in, and submit the reference to me (via Moodle) for approval;
- on the appointed day, you will break up into groups of 4-5, present your paper to the group and then you will choose one for the group to submit to me;
- I will choose one paper from those submitted; and then,
- You will write a 1-2 page summary, double spaced, and submit to me via Turnitin and Moodle

These summaries should not be simply a copy of the abstract of the paper - you should go over the entire paper (several times) and write your own summary. The purpose of this exercise is to give you experience reading scientific articles prior to researching and writing your term paper.

If you plagiarize, you will get a "0" on your summary (same goes for the term paper or any other work for this class).

**IV. Term paper: Unraveling the Mysteries of Aging
(14% total grade; 4pts for detailed outline, 10pts for completed paper)**

During the first day of class, we will brainstorm topics you consider interesting in the realm of aging. This will serve as a foundational platform from which you will develop a topic for your term paper. Details are as follows:

- 1) 5-7 pages long, double spaced, not including bibliography.
- 2) Identify a very specific question you want to research.
- 3) Read about your topic in our textbook.
- 4) Minimum of 5 papers. At least 3 out of the 5 papers must be recent (2005-2011) primary literature papers. Original research papers contain Introduction, Materials and Methods, Results and Discussion sections. You may include one or two review papers among your references and in fact, I encourage you to read review papers in addition to the information in our textbook to gain a basic understanding of your topic.
- 5) To find papers use the reference databases available through our library or through the web (Google is okay as a *starting point* if you are careful and discriminating; PubMed is my preferred website: <http://www.ncbi.nlm.nih.gov/sites/entrez> or Web of Knowledge). You should NOT PURCHASE any papers. If you cannot download a paper for free when on our FIU network, order it through interlibrary loan.
- 6) The papers should be intelligible and interesting to you. If you decide to include a review, be careful to NOT COPY it. It is important that you find your own angle to approach the topic you choose to review. Copying even a sentence is considered plagiarism. No two people can construct the same exact sentence independently - many studies have been done to evaluate the ability of individuals to write the same thing. We don't. So no excuses for plagiarizing.
- 7) For each of the papers you will include as a reference:
 - a. Read the paper once through, making sure you understand all of it, including the figures.
 - b. Then, read it again, making notes this time in the margins, etc., highlighting important concepts and findings.
 - c. In your own words summarize into 1-2 paragraphs, which include: purpose of study (including the big question asked or hypothesis being tested), brief summary of methods and data that are pertinent to the question and what the results mean.
- 8) You need to use 5 or more papers for your review in order to have enough information to write a good introduction about the background of the subject and give an idea of where the field is right now and where it is going.
- 9) Term papers should be 5-7 pages long, double spaced, 12-pt font, normal margins. Staple pages together. (Note: I will stop reading at the bottom of the 7th page.)

****Put your thoughts together in a meaningful way.****

****Proof read your work.****

- 10) References are single spaced with a double space between references. Bibliography not included in page restriction. Format as follows:

Sperka T, Song Z, Morita Y, Nalapareddy K, Guachalla LM, Lechel A, begus-Nahrman Y, Burkhalter MD, Mach M, Schlaudraff F, Liss B, Ju Z, Speicher MR, Rudolph KL. 2011. Puma and p21 represent cooperating checkpoints limiting self-renewal and chromosomal instability of somatic stem cell in response to telomere dysfunction. *Nat Cell Biol.* 14(1):73-9.

Within the text, cite as: (Sperka et al. 2011).

Your Responsibilities:

1. Come to class prepared. You can do this in one of two ways: (a) read the chapter, or (b) at least skim headings and main points prior to coming to class. I cannot promise many things, but I can promise that if you do one of these two things you will remember and understand the material much more than coming into lecture with a blank slate. This will translate into more interesting classes and a better final grade.

2. Weekly quizzes will be given during the first 10 minutes of class on Mondays. These serve as examples (although simple examples) of exam questions.

3. **Do not miss an exam.** If a serious illness or a personal emergency prevents you from taking an exam, **you must inform me before the exam.** You will need to provide relevant documentation such as a doctor's note and an X-ray detailing where the rattlesnake bit your leg (or hospitalization record, death certificate of close family member). If you cannot provide proper documentation, you will receive a "0" for that exam.

4. If an exam falls on a religious holiday, let me know during the first two weeks of class and I will change the exam date.

5. Turn off cell phones. Out of the 168 hours in the week, we only have 2.5 hours to discuss the material at hand. If you have a particular extenuating circumstance for which having your cell phone on (vibrate) is necessary, let me know immediately.

6. Plagiarism is a serious offense. All writing assignments will be submitted to Turnitin.com (to check for plagiarism) in addition to the on-line or hard copy you will submit to me by 11:59pm on the day it is due. **Our Turnitin account (class ID 4690630; pswd - youngasufel)** is set so you can check your drafts for inadvertent plagiarism before submitting your final report to me.

Schedule:

Date	TOPIC	READING	What's Happening
	Unit I: General Perspectives		
9-Jan	Intro		
11-Jan	Why study aging?		Feeling old activity
13-Jan	Theories of aging	Chap 5	
16-Jan	Martin Luther King Day - no school		
18-Jan	The aging genome, pt I		
20-Jan	The aging genome, pt II		
23-Jan	Sensory systems	Chap 8	Quiz 1
25-Jan	Sensory systems	Chap 8	Reference due Summary 1
27-Jan	Stress, adaptation & longevity	Chap 9	

30-Jan	Female reproductive aging	Chap 10	Quiz 2
1-Feb	Female...male reproductive aging	Chap 10, 11	Choose article. Summary 1
3-Feb	Male reproductive aging	Chap 11	Extra credit opportunity
6-Feb	-----		Exam I
	Unit II: Systems		
8-Feb	Thyroid, parathyroid & pineal glands	Chap 12	
10-Feb	Endocrine pancreas	Chap 13	
13-Feb	Immune system	Chap 14	Quiz 3 Summary 1 due
15-Feb	Immune system	Chap 14	
17-Feb	Skin	Chap 21	
20-Feb	Kidneys...prostate	Chap 18	Quiz 4
22-Feb	Kidneys...prostate	Chap 18	
24-Feb	Jeopardy		Reference due Summary 2
27-Feb	-----		Exam II
	Unit III: Systems		
29-Feb	Cardiovascular I	Chap 15	
2-Mar	Cardio II	Chap 16	Choose article. Summary 2
5-Mar	Breath & blood, pt I	Chap 17	Quiz 5
7-Mar	Breath & blood, pt II		
9-Mar	TBA		Outline for term paper due*
12-Mar	Spring Break!!		Start reading <i>The healthy aging brain</i>
14-Mar	Woohoo!!		
16-Mar	Yippee!!		
19-Mar	Nervous system, pt I	Chap 6	Quiz 6 (on <i>The healthy aging brain</i> through p. 147) Summary 2 due Outline returned
21-Mar	Nervous system, pt II	Chap 7	
23-Mar	Nervous system, pt III	<i>The healthy aging brain</i>	
26-Mar	The aging brain	<i>The healthy aging brain</i>	Quiz 7 (on the 2nd half of <i>The healthy aging brain</i>) (Resubmit outline if necessary)
28-Mar	The healthy aging brain		article
30-Mar	Jeopardy		

2-Apr	-----		Exam III
	Unit IV: Prevention - is it possible?		
4-Apr	Accelerated aging		
6-Apr	Gastrointestinal tract	Chap 19	
9-Apr	Is that fried Twinkie worth it?	Chap 23	Quiz 8 Term paper due
11-Apr	Move it or lose it	Chap 24	
13-Apr	Late life...phase III		
16-Apr	Does aging stop?		Quiz 9
18-Apr	Elder law: guest speaker		Attendance mandatory
20-Apr	Where do we go from here?	Chap 25	
	-----		Exam IV

*Outline for term paper = 1-2 sentences describing each listing & an annotated bibliography (a paragraph of two describing the article)

Syllabus and Schedule are subject to change at the discretion of the professor.

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INSTRUCTIONS: Fill out Part I completely. In Part II, fill out the items which have changed and explain reason for change.

I. 1a. SCHOOL/COLLEGE College of Arts and Sciences DIV./DEPT. IN WHICH TAUGHT Department of Criminal Justice

b. DIV./DEPT. NO. CRIM10MS DEPT. ACCOUNT NO. 244100101
(9 digits)

2a. Present Course Title COMPARATIVE CRIME AND CRIMINAL JUSTICE SYSTEMS

b.

<u>CCJ</u>	<u>5</u>	<u>040</u>	<u>3</u>		
Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Cr. Hrs.	HEGIS No. (6 digits)

CIP Code
(Leave this blank)

3. Deletion Request? Yes Effective Date / / 20

a. Reason for Deletion: _____

b. Skip Change Information Section (Part II)

No X Fill out Part II.

II. CHANGE INFORMATION ONLY

4a. New Title: _____ Change Effective 8 / 15 / 20 12

b. Abbreviated course Title (for computer class schedules, transcripts)
25 Characters (including spaces)

5a.


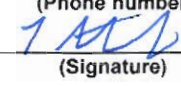
<u>CCJ</u>	<u>6</u>	<u>040</u>		
New Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Credit Hours: From <u> </u> To <u> </u>

6. Catalog Description (not to exceed 200 characters including spaces)

7. New Prerequisite(s): _____ New Corequisite(s): _____

8. Explain Reclassification Request: To allow doctoral students to enroll in this course for credit. +

CHANGE REQUESTED BY:

Faculty Contact	<u>Lisa Stolzenberg</u> (Type name)	 (Signature)	<u>3</u> / <u>28</u> / <u>20</u> <u>12</u>
	<u>stolzenb@fiu.edu</u> (Email address)	<u>305-348-6276</u> (Phone number)	
Chairperson (Dept./Div.)	<u>Lisa Stolzenberg</u> (Type name)	 (Signature)	<u>3</u> / <u>28</u> / <u>20</u> <u>12</u>
Chairperson (Curr. Comm.)	_____ (Type name)	_____ (Signature)	<u> </u> / <u> </u> / <u>20</u>
College/School Dean	<u>Ken Furton</u> (Type name)	_____ (Signature)	<u> </u> / <u> </u> / <u>20</u>

APPROVED BY:

University Curriculum Committee _____ / _____ / 20

Faculty Senate Chairperson _____ / _____ / 20

Academic Affairs V.P. _____ / _____ / 20

Submit one original copy of this form. Attach one hard copy and one electronic copy of the course syllabus containing: Objectives, Learning Outcomes, Major Topics and Textbooks.

CCJ 6040 COMPARATIVE CRIME AND CRIMINAL JUSTICE SYSTEMS (3)

Department of Criminal Justice
Florida International University

Course Description

This course provides a cross-national survey of crime and criminal justice. Emphasis will be on crime rates, forms of criminality, police, courts, and corrections.

Learning Outcomes

The student will have an understanding of the differences in both procedural and substantive law, policymaking, law enforcement, court systems and correctional systems between the United States and other countries.

Required Readings

Comparative Criminal Justice Systems by Philip L. Reichel (Fifth Edition).

Major Topics

An International Perspective
Domestic Crime, Transnational Crime, and Justice
An American Perspective on Criminal Law
Legal Traditions
Substantive Law and Procedural Law in the Four Legal Traditions
An International Perspective on Policing
An International Perspective on Courts
An International Perspective on Corrections
An International Perspective on Juvenile Justice
Japan: Examples of Effectiveness and Borrowing

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I. 1a. SCHOOL/COLLEGE College of Arts and Sciences DIV./DEPT. IN WHICH TAUGHT Department of Criminal Justice
 b. DIV./DEPT. NO. CRIM10MS DEPT. ACCOUNT NO. 244100101
 (9 digits)
 2a. Present Course Title History of the American Criminal Justice System
 b.

<u>CCJ</u>	<u>5</u>	<u>056</u>	<u>3</u>		
Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Cr. Hrs.	HEGIS No. (6 digits)

 CIP Code
(Leave this blank)
 3. Deletion Request? Yes Effective Date / / 20
 a. Reason for Deletion: _____
 b. Skip Change Information Section (Part II)
 No Fill out Part II.

II. CHANGE INFORMATION ONLY


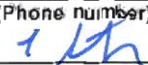
4a. New Title: _____ Change Effective 8 / 15 / 2012
 b. Abbreviated course Title (for computer class schedules, transcripts)
 25 Characters (including spaces)
 5a.

<u>CCJ</u>	<u>6</u>	<u>056</u>		
New Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Credit Hours: From <u> </u> To <u> </u>

 6. Catalog Description (not to exceed 200 characters including spaces)

 7. New Prerequisite(s): _____ New Corequisite(s): _____
 8. Explain Reclassification Request: To allow doctoral students to enroll in this course for credit. +

CHANGE REQUESTED BY:

Faculty Contact	<u>Lisa Stolzenberg</u>		<u>3</u> / <u>28</u> / 20 <u>12</u>
	(Type name)	(Signature)	
	<u>stolzenb@fiu.edu</u>	<u>305-348-6276</u>	
	(Email address)	(Phone number)	
Chairperson (Dept./Div.)	<u>Lisa Stolzenberg</u>		<u>3</u> / <u>28</u> / 20 <u>12</u>
	(Type name)	(Signature)	
Chairperson (Curr. Comm.)	_____	(Signature)	<u> </u> / <u> </u> / 20 <u> </u>
	(Type name)	(Signature)	
College/School Dean	<u>Ken Furton</u>	(Signature)	<u> </u> / <u> </u> / 20 <u> </u>
	(Type name)	(Signature)	

APPROVED BY:

University Curriculum Committee _____ / _____ / 20____
 Faculty Senate Chairperson _____ / _____ / 20____
 Academic Affairs V.P. _____ / _____ / 20____

Submit one original copy of this form. Attach one hard copy and one electronic copy of the course syllabus containing: Objectives, Learning Outcomes, Major Topics and Textbooks.

CCJ 6056 History of the American Criminal Justice System (3)
FIU Department of Criminal Justice

COURSE DESCRIPTION

This course focuses on the historical and philosophical background of criminal justice and is designed to provide students with an understanding of the evolution of the criminal justice system in America. We will examine the development of justice, law, order maintenance, and punishment in the context of broader historical trends and events as a way of understanding both the development of the justice system and the society in which that system is set.

LEARNING OUTCOMES

Students who successfully complete this course should be familiar with the development of the criminal justice system in the United States of America, and be able to discuss how modern criminal justice issues are affected by past historical events.

Upon successfully completing this course, students will be able to: (1) understand how religion and religious values have affected the development of the criminal justice system in America; (2) discuss the historical development and structure of the major components of the American criminal justice system; (3) comprehend how views towards punishment changed in America from the colonial to the modern period; (4) understand how the frontier affected the development of both crime and the criminal justice system; (5) demonstrate an understanding of early English criminal justice antecedents and the beginnings of American systems of justice; (6) explain the importance of politics in the development of the criminal justice system; (7) understand early social fears of and reluctance to expand the power of the federal government in the area of criminal justice, and explain why those attitudes changed in the 20th century; (8) discuss how current controversies about the criminal justice system in the United States are reflected in past historical perspectives.

REQUIRED READING

Friedman, Lawrence W. (1993). *Crime and Punishment in American History*. New York: Basic Books.

Morris, Norval and David J. Rothman (1998). *The Oxford History of the Prison: The Practice of Punishment in Western Society*. New York: Oxford University Press.

MAJOR TOPICS

Criminal justice in the colonial period
Criminal justice during/after the American Revolution
Criminal justice in the latter half of the 19 th century
The Progressive Era (early 20 th century)
The crime control decades (1919-1940)
CJ in the mid-20 th century (1940-1960)
Decades of turbulence (1960-1980)
Contemporary criminal justice (1980-2000)
Criminal justice in the 21 st century

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- I. 1a. SCHOOL/COLLEGE College of Arts and Sciences DIV./DEPT. IN WHICH TAUGHT Department of Criminal Justice
- b. DIV./DEPT. NO. CRIM10MS DEPT. ACCOUNT NO. 244100101
(9 digits)
- 2a. Present Course Title Ethics in Criminal Justice
- b.

<u>CCJ</u>	<u>5</u>	<u>489</u>	<u>3</u>			
Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Cr. Hrs.	HEGIS No. (6 digits)	CIP Code (Leave this blank)
3. Deletion Request? Yes Effective Date / / 20
- a. Reason for Deletion: _____
- b. Skip Change Information Section (Part II)
No Fill out Part II.



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- 4a. New Title: _____ Change Effective 8 / 15 / 2012
- b. Abbreviated course Title (for computer class schedules, transcripts) _____
25 Characters (including spaces)
- 5a.

<u>CCJ</u>	<u>6</u>	<u>489</u>			
New Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Credit Hours: From	To
6. Catalog Description (not to exceed 200 characters including spaces)

7. New Prerequisite(s): _____ New Corequisite(s): _____
8. Explain Reclassification Request: To allow doctoral students to enroll in this course for credit.

CHANGE REQUESTED BY:

Faculty Contact	<u>Lisa Stolzenberg</u>		<u>3</u> / <u>28</u> / 20 <u>12</u>
	(Type name)	(Signature)	
	<u>stolzenb@fiu.edu</u>	<u>305-348-6276</u>	
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Chairperson (Dept./Div.)	<u>Lisa Stolzenberg</u>		<u>3</u> / <u>28</u> / 20 <u>12</u>
	(Type name)	(Signature)	
Chairperson (Curr. Comm.)	_____	_____	____ / ____ / 20____
	(Type name)	(Signature)	
College/School Dean	<u>Ken Furton</u>	_____	____ / ____ / 20____
	(Type name)	(Signature)	

APPROVED BY:

University Curriculum Committee _____ / ____ / 20____

Faculty Senate Chairperson _____ / ____ / 20____

Academic Affairs V.P. _____ / ____ / 20____

Submit one original copy of this form. Attach one hard copy and one electronic copy of the course syllabus containing: Objectives, Learning Outcomes, Major Topics and Textbooks.

CCJ 6489 Ethics in Criminal Justice (3)
FIU Department of Criminal Justice

COURSE DESCRIPTION

This graduate level course is designed to introduce students to ethical decision making in the criminal justice system. We will begin by discussing basic philosophical concepts of ethics and morality in a broad sense and then will specifically analyze ethical dilemmas among members of the criminal justice system. This course, therefore, focuses on how criminal justice practitioners may apply ethical concepts to their professional lives. Finally, we will discuss how ethics and morality shape decision making among various players in the criminal justice system.

LEARNING OUTCOMES

After successful completion of this course the student will be able to: (1) Appreciate the role that ethics plays in everyday life. (2) Apply ethical concepts to the day to day life of the criminal justice practitioner. (3) Appreciate and evaluate ethical decision making opportunities in criminal justice. (4) Educate other criminal justice practitioners as to the ethical implications of their anticipated behavior on the job.

REQUIRED READING

Pollock, J. Ethical Dilemmas and Decisions in Criminal Justice, Sixth Edition, Wadsworth Cengage (2010).

MAJOR TOPICS

Morality & Ethics
Moral Behavior; Making Ethical Decisions
The Origins and Concept of Justice
Law & The Individual
Ethics & The Criminal Justice Professional
The Police Role: Crime Fighter or Public Servant
Corruption & The Code; Reducing Police Corruption
Ethics & Legal Professionals
Judicial Ethics
The Ethics of Punishment & Corrections
Ethics & Institutional Corrections; Ethics & Community Corrections

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 b. DIV./DEPT. NO. CRIM10MS DEPT. ACCOUNT NO. 244100101
 (9 digits)
 2a. Present Course Title SPECIAL TOPICS
 b.

<u>CCJ</u>	<u>5</u>	<u>935</u>	<u>3</u>			
Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Cr. Hrs.	HEGIS No. (6 digits)	CIP Code (Leave this blank)

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 No Fill out Part II.

II. CHANGE INFORMATION ONLY

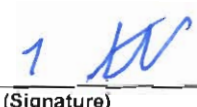
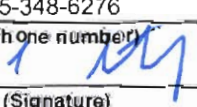
4a. New Title: _____ Change Effective 8 / 15 / 2012
 b. Abbreviated course Title (for computer class schedules, transcripts)
 25 Characters (including spaces)
 5a.

<u>CCJ</u>	<u>6</u>	<u>935</u>			
New Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Credit Hours: From <u> </u> To <u> </u>	

 6. Catalog Description (not to exceed 200 characters including spaces)

 7. New Prerequisite(s): _____ New Corequisite(s): _____
 8. Explain Reclassification Request: To allow doctoral students to enroll in this course for credit

CHANGE REQUESTED BY:

Faculty Contact	<u>Lisa Stolzenberg</u>	<u></u>	<u>3</u> / <u>28</u> / 20 <u>12</u>
	(Type name)	(Signature)	
	<u>stolzenb@fiu.edu</u>	<u>305-348-6276</u>	
	(Email address)	(Phone number)	
Chairperson (Dept./Div.)	<u>Lisa Stolzenberg</u>	<u></u>	<u>3</u> / <u>28</u> / 20 <u>12</u>
	(Type name)	(Signature)	
Chairperson (Curr. Comm.)	_____	_____	<u> </u> / <u> </u> / 20 <u> </u>
	(Type name)	(Signature)	
College/School Dean	<u>Ken Furton</u>	_____	<u> </u> / <u> </u> / 20 <u> </u>
	(Type name)	(Signature)	

APPROVED BY:

University Curriculum Committee _____ / _____ / 20____
 Faculty Senate Chairperson _____ / _____ / 20____
 Academic Affairs V.P. _____ / _____ / 20____

Submit one original copy of this form. Attach one hard copy and one electronic copy of the course syllabus containing: Objectives, Learning Outcomes, Major Topics and Textbooks.

CCJ 6935 SPECIAL TOPICS - CRIMINAL TRIALS (3)

Department of Criminal Justice
Florida International University

Course Description

This course provides the student with an in depth understanding to the concepts of a criminal trial. Topics include but are not limited to; writing pretrial motions, jury selection, opening statements, direct examination, cross examination and closing arguments. The development of how to prove and defend a criminal case and introduce the defenses to most crimes.

Learning Outcomes

After successful completion of this course the student will be able to: (1) Cultivate an extensive knowledge base in how a criminal trial works. (2) Become conversant in vocabulary and terminology appropriate to the field. (3) Develop the ability and the vision to actually perform a jury trial, either proving a case or defending a case. (4) Know the typical defenses to crimes.

Required Readings

Jay Goldberg Preparation and Trial of a Federal Criminal Case, Xlibris Press 2010.

Major Topics

A Criminal Case from Beginning to End
Pretrial Concerns: Bail & Statements of Defendants
Pretrial Concerns: Government Surveillance -Exculpatory Evidence
Pretrial Concerns: Subpoenas-Pleas
Trial Concerns: Jury Trial- Jury Selection
Trial Concerns: Opening Statements
Trial Concerns: Direct Examination
Trial Concerns: Cross Examination
Trial Concerns: Evidence Issues (objections)
Trial Concerns: Judgment of Acquittal - Jury Instructions
Trial Concerns: Closing Arguments
Post Trial Concerns: Sentencing
Post Trial Concerns: Appeals

**FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE**
Course Change/Deletion Request

DO NOT TYPE IN THIS BOX

Bulletin #: _____
Academic Year: _____

INSTRUCTIONS: Fill out Part I completely. In Part II, fill out the items which have changed and explain reason for change.

I. 1a. SCHOOL/COLLEGE College of Arts and Sciences DIV./DEPT. IN WHICH TAUGHT Department of Criminal Justice

b. DIV./DEPT. NO. CRIM10MS DEPT. ACCOUNT NO. 244100101
(9 digits)

2a. Present Course Title Correctional Administration

b. CJC 5 320 3
Alpha 1st last 3 "C"-lec-lab Cr. Hrs. HEGIS No. CIP Code
Prefix Digit Digits "L"-Lab (6 digits) (Leave this blank)

3. Deletion Request? Yes Effective Date ____ / ____ / 20 ____
a. Reason for Deletion: _____
b. Skip Change Information Section (Part II)
No Fill out Part II.

II. CHANGE INFORMATION ONLY

4a. New Title: _____ Change Effective 8 / 15 / 20 12

b. Abbreviated course Title (for computer class schedules, transcripts) _____
25 Characters (including spaces)


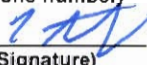
5a. CJC 6 320
New 1st last 3 "C"-lec-lab Credit Hours: From ____ To ____
Alpha Digit Digits "L"-Lab
Prefix

6. Catalog Description (not to exceed 200 characters including spaces)

7. New Prerequisite(s): _____ New Corequisite(s): _____

8. Explain Reclassification Request: To allow doctoral students to enroll in this course for credit.

CHANGE REQUESTED BY:

Faculty Contact	<u>Lisa Stolzenberg</u> (Type name)	 (Signature)	<u>3</u> / <u>28</u> / 20 <u>12</u>
	<u>stolzenb@fiu.edu</u> (Email address)	<u>305-348-6276</u> (Phone number)	
Chairperson (Dept./Div.)	<u>Lisa Stolzenberg</u> (Type name)	 (Signature)	<u>3</u> / <u>28</u> / 20 <u>12</u>
Chairperson (Curr. Comm.)	_____ (Type name)	_____ (Signature)	____ / ____ / 20
College/School Dean	<u>Ken Furton</u> (Type name)	_____ (Signature)	____ / ____ / 20

APPROVED BY:

University Curriculum Committee _____ / ____ / 20 ____

Faculty Senate Chairperson _____ / ____ / 20 ____

Academic Affairs V.P. _____ / ____ / 20 ____

Submit one original copy of this form. Attach one hard copy and one electronic copy of the course syllabus containing: Objectives, Learning Outcomes, Major Topics and Textbooks.

CJC 6320 Correctional Administration (3)
FIU Department of Criminal Justice

COURSE DESCRIPTION

Contemporary correctional administrators are faced with significant challenges. Correctional budgets have been reduced but the offender population has continued to grow. So administrators and staff are continuously told: "Do More with Less". Traditional modes of organization can no longer be maintained and traditional ways of doing business have to change. So administrators must understand how their agencies operate and identify the changes that can be implemented in an organizational context. There will be a comprehensive examination of leadership, management, organizational culture, and results as they apply to correctional agencies. Also, the concept of organizational capacity will be applied to the correctional field. There will be many discussions about these points and many disagreements. Every member of this class is expected to respect the position of all class members, regardless of personal viewpoint.

LEARNING OUTCOMES

After successful completion of this course the student will be able to: (1) Understand the unique aspects of managing correctional agencies or institutions. (2) Appreciate all aspects of change management in correctional agencies or institutions. (3) Learn techniques to prepare to manage correctional agencies or institutions. (4) Learn about evidence-based practices and how they affect the corrections field.

REQUIRED READING

Correctional Administration and Change Management (1st Edition), Hurley, Martha H. & Hanely, Dena, CRC Press (2010).

MAJOR TOPICS

History of change in Correctional Administration
Evidence-Based Practices
Evaluations and Outcomes
Introduction to Change Management
Administration and Guidance
Communication
Information Capital
Human Resource Capital

**FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE**
Course Change/Deletion Request

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Academic Year : _____

INSTRUCTIONS: Fill out Part I completely. In Part II, fill out the items which have changed and explain reason for change.

I. 1a. SCHOOL/COLLEGE College of Arts and Sciences DIV./DEPT. IN WHICH TAUGHT Department of Criminal Justice
 b. DIV./DEPT. NO. CRIM10MS DEPT. ACCOUNT NO. 244100101
 (9 digits)
 2a. Present Course Title Police Administration
 b. CJE 5 025 3
 Alpha 1st last 3 "C"-lec-lab Cr. Hrs. HEGIS No. CIP Code
 Prefix Digit Digits "L"-Lab (6 digits) (Leave this blank)
 3. Deletion Request? Yes Effective Date ____ / ____ / 20 ____
 a. Reason for Deletion: _____
 b. Skip Change Information Section (Part II)
 No Fill out Part II.

II. CHANGE INFORMATION ONLY

4a. New Title: _____ Change Effective 8 / 15 / 20 12
 b. Abbreviated course Title (for computer class schedules, transcripts) _____
 25 Characters (including spaces)
 5a. CJE 6 025 _____
 New 1st last 3 "C"-lec-lab
 Alpha Digit Digits "L"-Lab
 Prefix
 Credit Hours: From ____ To ____
 6. Catalog Description (not to exceed 200 characters including spaces)

 7. New Prerequisite(s): _____ New Corequisite(s): _____
 8. Explain Reclassification Request: To allow doctoral students to enroll in this course for credit.

CHANGE REQUESTED BY:

Faculty Contact Lisa Stolzenberg [Signature] 3 / 28 / 20 12
 (Type name) (Signature)
stolzenb@fiu.edu 305-348-6276
 (Email address) (Phone number)
 Chairperson (Dept./Div.) Lisa Stolzenberg [Signature] 3 / 28 / 20 12
 (Type name) (Signature)
 Chairperson (Curr. Comm.) _____ / ____ / 20 ____
 (Type name) (Signature)
 College/School Dean Ken Furton _____ / ____ / 20 ____
 (Type name) (Signature)

APPROVED BY:

University Curriculum Committee _____ / ____ / 20 ____
 Faculty Senate Chairperson _____ / ____ / 20 ____
 Academic Affairs V.P. _____ / ____ / 20 ____

Submit one original copy of this form. Attach one hard copy and one electronic copy of the course syllabus containing: Objectives, Learning Outcomes, Major Topics and Textbooks.

CJE 6025 Police Administration (3)

Department of Criminal Justice
Florida International University

Course Description

Analysis of the organization and administration of police departments and their effects on police behavior.

Learning Outcomes

After successful completion of this course the student will be able to:

- Be able to understand the concept of police administration.
- Be able to identify the primary responsibility of policing in America.
- Be able to define and discuss all the elements of community policing.
- Be able to explain what factors have caused a paradigm shift in policing.
- Be able to explain politics and police and the external influences and controls.
- Understand the twentieth-century police reforms and the emergence of professionalism.
- Understand the advantages and disadvantages of specialization within the organizations of the police departments.
- Understand the different theories of leadership for the police.
- Understand police planning approaches and their decision making.
- Understand the human resource management unit of the police department.
- Understand labor relations and how they affect the departments.
- Understand financial management affects on policing.
- Understand stress and police personnel.
- Understand the legal aspects of police administration.
- Understand organizational change and the future.

Required Readings

Swanson, C.R., Territo, L. & Taylor, R.W., (2008). Police Administration: Structures, Processes and Behavior. Pearson Prentice Hall. Upper Saddle River, NJ. 8th edition. ISBN-13:978-0-13-512103-0. ISBN-10:0-13-512103-5.

Major Topics

The Evolution of American Policing: Historical Development
Policing Today & Intelligence, Terrorism, and Homeland Security
Politics and Police Administration & Organizational Theory
Organizational Design
Leadership
Planning and Decision Making
Human Resource Management
Organizational and Interpersonal Communication & Labor Relations

Stress and Police Personnel
Legal Aspects of Police Administration
Organizational Change

**FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE**
Course Change/Deletion Request

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Academic Year : _____

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b. DIV./DEPT. NO. CRIM10MS DEPT. ACCOUNT NO. 244100101
(9 digits)

2a. Present Course Title Law and Social Control

b.

CJL	5	418		3		
Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Cr. Hrs.	HEGIS No. (6 digits)	CIP Code (Leave this blank)

3. Deletion Request? Yes Effective Date ____ / ____ / 20____

a. Reason for Deletion: _____

b. Skip Change Information Section (Part II)
No Fill out Part II.

II. CHANGE INFORMATION ONLY

4a. New Title: _____ Change Effective 8 / 15 / 20 12

b. Abbreviated course Title (for computer class schedules, transcripts) _____
25 Characters (including spaces)

5a.

CJL	6	418			
New Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Credit Hours: From ____ To ____	

6. Catalog Description (not to exceed 200 characters including spaces)

7. New Prerequisite(s): _____ New Corequisite(s): _____

8. Explain Reclassification Request: To allow doctoral students to enroll in this course for credit. +

CHANGE REQUESTED BY:

Faculty Contact	<u>Lisa Stolzenberg</u> (Type name)	<u>[Signature]</u> (Signature)	<u>3</u> / <u>28</u> / 20 <u>12</u>
	<u>stolzenb@fiu.edu</u> (Email address)	<u>305-348-6276</u> (Phone number)	
Chairperson (Dept./Div.)	<u>Lisa Stolzenberg</u> (Type name)	<u>[Signature]</u> (Signature)	<u>3</u> / <u>28</u> / 20 <u>12</u>
Chairperson (Curr. Comm.)	_____ (Type name)	_____ (Signature)	____ / ____ / 20 ____
College/School Dean	<u>Ken Furton</u> (Type name)	_____ (Signature)	____ / ____ / 20 ____

APPROVED BY:

University Curriculum Committee _____ / ____ / 20 ____

Faculty Senate Chairperson _____ / ____ / 20 ____

Academic Affairs V.P. _____ / ____ / 20 ____

Submit one original copy of this form. Attach one hard copy and one electronic copy of the course syllabus containing: Objectives, Learning Outcomes, Major Topics and Textbooks.

CJL 6418 Law and Social Control (3)

Department of Criminal Justice
Florida International University

Course Description:

This course is a graduate level seminar that examines law (e.g. public policies) as an instrument of social control. It explores the various ways in which policy aims to control crime behavior and how policies affect the criminal justice system. In this course, you will be exposed to the various components of the justice system, how each works to control crime, their limitations and the extent of their effectiveness. Additionally, the role of policy as a crime reduction apparatus within a host of social institutions and settings will be examined. The course takes an "evidence-based" approach which stresses the importance of using research to understand and inform public policies that are designed to achieve social control.

Learning Outcomes:

After successful completion of this course the student will be able to:

- Specify the role of public policy in shaping social behavior.
- Summarize the contribution that each subset of the criminal justice system (e.g. police, prosecutors/courts, prisons) plays in controlling crime.
- Describe the role of public policy in controlling crime through various social institutions and settings (e.g. within schools, communities, families, etc).
- Articulate the research evidence concerning the effectiveness of various crime policies.
- Articulate and discuss alternative views on the failures of public policy and the criminal justice system in reducing crime.

Required Readings: 4 books listed below (and reserved and posted reading noted in the schedule)

- Tonry, Michael. *Thinking about Crime: Sense and Sensibility in American Penal Culture* (Studies in Crime and Public Policy). New York, NY: Oxford University Press.
- Reiman, Jeffrey. *The Rich Get Richer and the Poor Get Prison*. Eighth Edition, New York, NY: Allyn & Bacon Publishers.
- Garland, David. *The Culture of Control: Crime and the Social Order in Contemporary Society*. Chicago: University of Chicago Press.
- Morris, Norval and Rothman, David (Eds.). *The Oxford History of the Prison: The Practice of Punishment in Western Society*. NY: Oxford University Press.

Recommended Readings:

- Culbertson, Robert G. and Ralph A. Weisheit). *Order Under Law: Readings in Criminal Justice*. Waveland.
- Grana, Sheryl J., Jane C. Ollenburger and Mark Nicholas. *The Social Context of Law*. Prentice Hall.
- Head, William, Lisa Stolzenberg, and Stewart J. D'Alessio (Editors). *Law and Social Control*. Wadsworth.
- Vago, Steven. *Law and Society*. Prentice Hall.
- Walker, Samuel. *Sense and Nonsense About Crime and Drugs: A Policy Guide*. Wadsworth.

Major Topics

History; Origins of State Control over Liberty
The Sociology of Punishment & Punishment Today
Why Prison? Corrections as an agent of Social Control
Modern Punishment & Sensibilities <i>Illustration</i> : Mental Retardation/Death Penalty
The Failure of Reform
Determining What Behavior to Control
The Costs of Control
What is Justice?
The Legalization of Morality <i>Illustrations</i> : Consensual Adult Sexual Contact, Drug Use
Treatment as a form of Social Control <i>Illustration</i> : Sexually Violent Predator Statutes
State Control over Juveniles <i>Illustration</i> : Juvenile Death Penalty

**FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE**
Course Change/Deletion Request

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

INSTRUCTIONS: Fill out Part I completely. In Part II, fill out the items which have changed and explain reason for change.

I. 1a. SCHOOL/COLLEGE College of Arts and Sciences DIV./DEPT. IN WHICH TAUGHT Department of Criminal Justice

b. DIV./DEPT. NO. CRIM10MS DEPT. ACCOUNT NO. 244100101
(9 digits)

2a. Present Course Title Legal Issues in Criminal Justice Administration

b.

<u>CJL</u>	<u>5</u>	<u>421</u>	<u>3</u>		
Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Cr. Hrs.	HEGIS No. (6 digits)

3. Deletion Request? Yes Effective Date / / 20

a. Reason for Deletion: _____

b. Skip Change Information Section (Part II)
No Fill out Part II.

II. CHANGE INFORMATION ONLY

4a. New Title: _____ Change Effective 8 / 15 / 2012

b. Abbreviated course Title (for computer class schedules, transcripts)
25 Characters (including spaces)

5a.


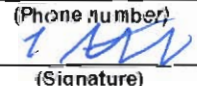
<u>CJL</u>	<u>6</u>	<u>421</u>		
New Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Credit Hours: From <u> </u> To <u> </u>

6. Catalog Description (not to exceed 200 characters including spaces)

7. New Prerequisite(s): _____ New Corequisite(s): _____

8. Explain Reclassification Request: To allow doctoral students to enroll in this course for credit.

CHANGE REQUESTED BY:

Faculty Contact	<u>Lisa Stolzenberg</u> (Type name)	 (Signature)	<u>3</u> / <u>28</u> / 20 <u>12</u>
	<u>stolzenb@fiu.edu</u> (Email address)	<u>305-348-6276</u> (Phone number)	
Chairperson (Dept./Div.)	<u>Lisa Stolzenberg</u> (Type name)	 (Signature)	<u>3</u> / <u>28</u> / 20 <u>12</u>
Chairperson (Curr. Comm.)	_____ (Type name)	_____ (Signature)	<u> </u> / <u> </u> / 20 <u> </u>
College/School Dean	<u>Ken Furton</u> (Type name)	_____ (Signature)	<u> </u> / <u> </u> / 20 <u> </u>

APPROVED BY:

University Curriculum Committee _____ / _____ / 20

Faculty Senate Chairperson _____ / _____ / 20

Academic Affairs V.P. _____ / _____ / 20

Submit one original copy of this form. Attach one hard copy and one electronic copy of the course syllabus containing: Objectives, Learning Outcomes, Major Topics and Textbooks.

CJL 6421 Legal Issues in Criminal Justice Administration (3)

Department of Criminal Justice
Florida International University

Course Description:

This course is a graduate level seminar that examines diverse and frequently debated topics from both legal and sociological perspectives. In this course, you will be exposed to the various components of the justice system, examine how each is influenced by the law, as well as evaluate their limitations and the extent of their effectiveness. Topics include legal issues and the police (e.g., search and seizure law, confessions and interrogations law, etc.), the courts (e.g., mental health and the death penalty, DNA evidence, hate crimes, etc.), corrections (e.g., inmate litigation, sex offender registration, etc.), among other issues. Additionally, the role of the law as a crime reduction apparatus within a host of social institutions and settings will be examined. The course takes an "evidence-based" approach which stresses the importance of using research to understand and inform public policies that are designed to achieve social control and the issues that give rise and result from them.

Learning Outcomes:

After successful completion of this course the student will be able to:

- Specify the role of law in shaping criminal justice.
- Summarize the contemporary legal issues facing each subset of the criminal justice system (e.g. police, courts, corrections, etc.).
- Describe the role of law as a crime control device.
- Articulate the research evidence concerning the effectiveness of various legal policies.
- Articulate and discuss alternative views on the failures of the law and the criminal justice system in reducing crime.

Required Readings: Book listed below (and reserved and posted reading noted in the schedule)

Hemmens, Craig (2007). *Current Legal Issues in Criminal Justice: Readings*. Los Angeles, CA: Roxbury Publishing Company. ISBN: 978-0-19533080-9

Recommended Readings:

- Tonry, Michael (2004). *Thinking about Crime: Sense and Sensibility in American Penal Culture* (Studies in Crime and Public Policy). New York, NY: Oxford University Press.
- Reiman, Jeffrey (2007). *The Rich Get Richer and the Poor Get Prison*. Eighth Edition, New York, NY: Allyn & Bacon Publishers.
- Garland, David (2001). *The Culture of Control: Crime and the Social Order in Contemporary Society*. Chicago: University of Chicago Press.
- Morris, Norval and Rothman, David (Eds.). (1998). *The Oxford History of the Prison: The Practice of Punishment in Western Society*. NY: Oxford University Press.
- Culbertson, Robert G. and Ralph A. Weisheit (2002) *"Order Under Law": Readings in Criminal Justice*. Waveland.
- Grana, Sheryl J., Jane C. Ollenburger and Mark Nicholas (2002) *The Social Context of Law*. Prentice Hall.
- Head, William, Lisa Stolzenberg, and Stewart J. D'Alessio (Editors) (2004). *Law and Social Control*. Wadsworth.
- Vago, Steven (2003) *Law and Society*. Prentice Hall.

- Walker, Samuel (2000) *Sense and Nonsense About Crime and Drugs: A Policy Guide*. Wadsworth.

Major Topics

Search and Seizure; Probation & Parole
Surveillance Tech & the Law; The PATRIOT Act
Miranda; Drug Testing
Problem Solving; Sentencing Reforms
Mental Health & Death Penalty; Victim Rights & Death Penalty
Legal issues of DNA; Hate Crimes & Speech
Inmate Litigation; Prison Integration
Sex Offenders
Juvenile Waiver to Adult Court; Curfews
Assisted Suicide
Obscenity & the Internet

**FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE**
Course Change/Deletion Request

DO NOT TYPE IN THIS BOX

Bulletin # : _____
Academic Year : _____

INSTRUCTIONS: Fill out Part I completely. In Part II, fill out the items which have changed and explain reason for change.

I. 1a. SCHOOL/COLLEGE College of Arts and Sciences DIV./DEPT. IN WHICH TAUGHT Department of Criminal Justice

b. DIV./DEPT. NO. CRIM10MS DEPT. ACCOUNT NO. 244100101
(9 digits)

2a. Present Course Title Advanced Seminar in Criminal Law and Procedure

b.

<u>CJL</u>	<u>5</u>	<u>422</u>	<u>3</u>		
Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Cr. Hrs.	HEGIS No. (6 digits)

CIP Code
(Leave this blank)

3. Deletion Request? Yes Effective Date / / 20

a. Reason for Deletion: _____

b. Skip Change Information Section (Part II)

No Fill out Part II.

II. CHANGE INFORMATION ONLY

4a. New Title: _____ Change Effective 8 / 15 / 2012

b. Abbreviated course Title (for computer class schedules, transcripts)
25 Characters (including spaces)

5a.



<u>CJL</u>	<u>6</u>	<u>422</u>		
New Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Credit Hours: From <u> </u> To <u> </u>

6. Catalog Description (not to exceed 200 characters including spaces)

7. New Prerequisite(s): _____ New Corequisite(s): _____

8. Explain Reclassification Request: To allow doctoral students to enroll in this course for credit. +

CHANGE REQUESTED BY:

Faculty Contact	<u>Lisa Stolzenberg</u> (Type name)		<u>3 / 28 / 20 12</u>
	<u>stolzenb@fiu.edu</u> (Email address)	<u>305-348-6276</u> (Phone number)	
Chairperson (Dept./Div.)	<u>Lisa Stolzenberg</u> (Type name)		<u>3 / 28 / 20 12</u>
Chairperson (Curr. Comm.)	_____ (Type name)	_____ (Signature)	<u> </u> / <u> </u> / 20 <u> </u>
College/School Dean	<u>Ken Furton</u> (Type name)	_____ (Signature)	<u> </u> / <u> </u> / 20 <u> </u>

APPROVED BY:

University Curriculum Committee _____ / _____ / 20

Faculty Senate Chairperson _____ / _____ / 20

Academic Affairs V.P. _____ / _____ / 20

Submit one original copy of this form. Attach one hard copy and one electronic copy of the course syllabus containing: Objectives, Learning Outcomes, Major Topics and Textbooks.

CJL 6422 Advanced Seminar in Criminal Law and Procedure (3)
FIU Department of Criminal Justice

COURSE DESCRIPTION

This course is designed to introduce students to substantive criminal law and procedure. In this regard, the first goal of this course is to introduce students to substantive criminal offenses through analysis of both the common law and modern penal codes. The course will then focus on various defenses available to persons charged with a crime in the United States. Finally, the course will provide the student with an overview of criminal procedure in the United States. This will include, but not be limited to, the 4th, 5th, 6th, 8th and 14th amendments to the United States Constitution. Particular interest will be placed on the analysis of individual liberties within the context of police encounters.

LEARNING OUTCOMES

After successful completion of this course the student will be able to: (1) Identify substantive criminal offenses under the common law and modern penal codes. (2) Understand when particular defenses are available to persons charged with a crime. (3) Develop an understanding of the history of criminal law in the United States. (4) Be able to differentiate between substantive criminal law and criminal procedure. (5) Develop an understanding of contemporary 4th amendment jurisprudence. (6) Understand the proper application of Miranda rights in various contexts. (7) Appreciate the evolution of the 5th and 6th amendment jurisprudence. (8) Determine how the 8th amendment shapes policy within the criminal justice system.

REQUIRED READING

Scheb, J. & Scheb, J. Criminal Law & Procedure, Seventh Edition, Wadsworth Cengage (2011)

MAJOR TOPICS

Elements of Crimes
Inchoate Offenses; Homicide
Person & Property Crime
White Collar & Vice Crimes
Public Order Crimes
Offenses Against Administration of Justice
Search & Seizure
Arrest & Interrogation
Pretrial Process
Criminal Trial
sentencing and Punishment
Post-Conviction Relief

**FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE**
Course Change/Deletion Request

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Academic Year : _____

INSTRUCTIONS: Fill out Part I completely. In Part II, fill out the items which have changed and explain reason for change.

- I. 1a. SCHOOL/COLLEGE _____ CAS _____ DIV./DEPT. IN WHICH TAUGHT _____ Global and Sociocultural Studies
- b. DIV./DEPT. NO. _____ ASSC _____ DEPT. ACCOUNT NO. _____ 204500101
(9 digits)
- 2a. Present Course Title Sociology of Women
- b. SYD 3 811 3 _____
Alpha 1st last 3 "C"-lec-lab Cr. Hrs. HEGIS No. CIP Code
Prefix Digit Digits "L"-Lab (6 digits) (Leave this blank)
3. Deletion Request? Yes _____ Effective Date ____ / ____ / 20 ____
a. Reason for Deletion: _____
b. Skip Change Information Section (Part II)
No Fill out Part II.

II. CHANGE INFORMATION ONLY

- 4a. New Title: Feminist Theories in Sociology Change Effective 08 / 01 / 20 12
- b. Abbreviated course Title (for computer class schedules, transcripts) FEMINIST THEORIES IN SOC
25 Characters (including spaces)
- 5a. New Alpha Prefix 1st Digit last 3 Digits "C"-lec-lab "L"-Lab Credit Hours: From ____ To ____
6. Catalog Description (not to exceed 200 characters including spaces)
Examines traditions of feminist theorizing in sociology
7. New Prerequisite(s): _____ New Corequisite(s): _____
8. Explain Reclassification Request: Update to title and description to reflect new topics of research in sociology

CHANGE REQUESTED BY:

Faculty Contact Juliet Erazo _____ 03 / 26 / 20 12
(Type name) (Signature)
jerazo@fiu.edu _____ 305-948-3345
(Email address) (Phone number)

Chairperson (Dept./Div.) Marifeli Perez-Stable _____ 03 / 28 / 20 12
(Associate Chair) (Type name) (Signature)

Chairperson (Curr. Comm.) _____ / ____ / 20
(Type name) (Signature)

College/School Dean _____ / ____ / 20
(Type name) (Signature)

APPROVED BY:

University Curriculum Committee _____ / ____ / 20
Faculty Senate Chairperson _____ / ____ / 20
Academic Affairs V.P. _____ / ____ / 20

Submit one original copy of this form. Attach one hard copy and one electronic copy of the course syllabus containing: Objectives, Learning Outcomes, Major Topics and Textbooks.

SYD 3811 Feminist Theorizing in Sociology

Professor Vrushali Patil

Course Description and Objectives

This course is designed to deepen your understanding of feminist theorizing on gender in the field of sociology, particularly as it relates to multiple axes of difference and oppression, including 'race', class, culture, geography and sexuality. You will learn interdisciplinary theories that have had an impact on sociology, as well as sociological theories that have had interdisciplinary impact. You will learn to distinguish between, articulate, and critique various feminist ideas, while expanding your understanding of historical and ongoing debates within feminist theory.

Learning Outcomes

After taking this course, you should be able to

- Identify major feminist theorists across the disciplines and within sociology, as well as the theoretical frameworks they have offered.
- Identify current trends in critical feminist thinking
- Be able to take graduate level courses in feminist theory

Required Texts

McCann, Carole R. and Seung-kyung Kim, Eds. 2010. *Feminist Theory Reader: Local and Global Perspectives*. 2nd Edition. New York: Routledge. ISBN 978-0-415-99477-4 (available at university bookstore)

Other readings available on Moodle (Designated below with an 'M')

Major Topics

Part I: Some early debates
Week 1-On gender
Week 2-On "women's experience"
Week 3-On the scope of the political
Week 4-On difference
Part II Theorizing Intersections
Week 5-On Class and Poverty
Week 6-On sexuality
Week 7-On Race and Colonialism
Week 8-On Culture and Nationalism
Week 9-On the 'Third World other'
Part III Theorizing Feminist Knowledge, Agency and Politics
Week 10-Standpoint Approaches
Week 11-Poststructuralist Approaches
Week 12-A Meeting Point
Week 13-On Politics and Solidarity
Part IV: Some Newer Approaches
Week 14-Contemporary approaches