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## Curriculum Relationships within the University of Alaska, Anchorage: A Report on the School of Justice

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### **Summary**

This report, commissioned by the Office of Vice Chancellor for Academic Affairs, is a preliminary inquiry into the relationship that the curriculum of the School of Justice bears to the curriculum of the College of Arts and Sciences and the other schools of University of Alaska, Anchorage (UAA). In particular, the inquiry was initiated to identify "service course" needs of the College of Arts and Sciences and other Schools of the University, that might be met by the Justice faculty and the extent to which other units of the University meet the "service" needs of the School of Justice.

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UNIVERSITY OF ALASKA, ANCHORAGE  
A Report on the School of Justice

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This report, commissioned by the Office of Vice Chancellor for Academic Affairs,<sup>1</sup> is a preliminary inquiry into the relationship that the curriculum of the School of Justice bears to the curriculum of the College of Arts and Sciences and the other schools of UAA. In particular, the inquiry was initiated to identify "service course" needs of the College of Arts and Sciences and other Schools of the University, that might be met by the Justice faculty and the extent to which other units of the University meet the "service" needs of the School of Justice. Necessarily, some threshold understanding of what constitutes a "service" course was required.

IMPACT OF DECENTRALIZATION. The instructional curriculum of the School of Justice, as with other teaching units of the University, was originally determined exclusively out of consideration of the needs of prospective or actual majors in the discipline.<sup>2</sup>

The Justice curriculum was established according to an established pattern in which each self-defining discipline recognized as a School of the University establishes its own major program requirements against a background of general degree requirements imposed under the authority of statewide administration. General requirements include a minimum number of total credits and

"distribution" requirements, sometimes called "general education" requirements.

The University has divided its curriculum among six administrative units<sup>3</sup> each of which exercises a high degree of effective autonomy with respect to curriculum matters.<sup>4</sup> Such decentralized curriculum development is more consistent with the large state universities than with a university that serves less than two thousand full-time equivalent students but the model of the state university has a strong hold on a system that views itself as the nucleus for spectacular growth. This diffusion is also consistent with the history of the Anchorage campus, its vocational orientation, and the vocational emphases of the times.

DEFINITION OF SERVICE NEEDS. Three definitions of "service" are suggested. However, under circumstances of decentralized academic authority,<sup>5</sup> "service needs" are largely those which fit the requirements of distribution but are not offered within the major unit.

In practice, the College of Arts and Sciences (CAS) is the service unit for the "professional" Schools. Out of 92 courses offered as meeting "general University degree requirements," all but five are offered by the College of Arts and Sciences. Of these five, BA 110 and ES 201 are courses in the "reasoning skills," areas which are designed to give business and engineering students, respectively, the opportunity to meet this "distributional" requirement by taking a course in computer techniques taught by faculty of their own School. The other three non-CAS distribution courses listed are all in the Justice field,

Justice 110, 250, and 330. Of these courses, only Justice 110 is treated by the College of Arts and Sciences as meeting its definition of distribution requirements. Business Administration defines its general degree requirements in the social sciences as encompassing only Anthropology, Sociology or Psychology. Education defines its general education requirements as Psychology 111 and one of three anthropology courses. Accordingly, the extent to which Justice is actively involved in service courses in general education is peripheral at best.

A second definition of a service course would be a course offered by another unit which is required as an element in the major program but is not offered within the major unit. In this category, CAS requires two extra courses in the social sciences beyond general degree requirements and includes Justice 110 as one of them.

Sociology has an internal "track" system which permits (but does not require) some students to take one of five courses in Justice: Justice 203, 210, 251, 350, 455 or a course in education (Ed 480) or business (BA/PS 480), as meeting a 3 credit requirement of that major. Education requires 6 credits of education-specialized mathematics and Introduction to Psychology (Psy 111). Engineering also requires extra math (200, 201, 202 and 302). Justice requires doubling the general education requirements in humanities to 12 and quantitative skills (Math) to 6.

A small and decreasing number of courses are offered as

cross-listed, usually within the major unit. Notable examples of this practice are Business Law I (Justice/BA 331), which is required of business and accounting majors and is an elective to Justice majors, and Business Law II (Justice/BA 332) which is an elective for all three.

Minor subject matter concentrations, when not crowded out by major requirements, also have the effect of diversifying student learning as a "service" to the major but at the same time, reduce even more the areas left for free electives.

Lastly, a third definition of a "service" need would be a course which, while not required for either distribution or major program requirements, is one which is of interdisciplinary or general elective interest to concentrators in another major program. As a practical matter, academic advisors are preoccupied with the requirements of concentration and distribution and rarely concern themselves with the course selections of students seeking free electives. If there is room for electives, then the advisor is more than likely to steer the student towards additional electives within the major.

In summary, unit autonomy means that concentration "needs" are satisfied internally to a high degree and even distributional needs can often be met within the unit, always in the case of CAS. Autonomy has also meant that each unit has been free to increase its major requirements without substantial limitation with the result that the free elective is becoming an endangered species. The service needs of each major unit are perceived by

the unit as distribution needs which are met by CAS. Thus, it is not surprising that an inquiry from a unit such as the School of Justice with respect to how it might better meet the "service" needs of other major units would be met with a modest level of attention.

DEVELOPMENT OF A SURVEY. To assist each major unit in thinking about the issue in a more expansive framework, an instrument was developed which was distinctively framed, for each unit addressed, to call attention to courses being offered which might be of special relevance to the unit addressed, either as distributional offerings or special interest offerings. Where appropriate a specific inquiry about new courses which might be offered by the other unit of interest to Justice students or vice versa was included.<sup>8</sup>

The results may be summarized as follows: Engineering has no foreseeable needs and intends no offerings. Nursing has no foreseeable needs but may offer courses of interest to Justice when its health sciences curriculum is developed. The School of Education might be interested in collaborating at a later time in a workshop practicum on teaching in the youth corrections environment. Business and Public Affairs might be interested at some future date in a course in international business law. The College of Arts and Sciences agreed<sup>9</sup> it should consider offering an upper level general science course for non-concentrators.

The various premises with respect to autonomy which are noted above make the general results of this survey essentially a foregone conclusion, to wit: that no major unit is giving much

thought to the School of Justice as a resource for the academic needs of that unit or (CAS excepted) thinks very much about itself as a resource for other units. Nor is this likely to change so long as the administrative configuration of the University and the management of and requirements of concentration and distribution remain as they are.

Considering the individual and institutional self-interests which arise from this configuration, it is unlikely that a University faculty undirected has the internal capacity to rise to a point of view which creatively assesses these relationships or absences thereof from a broader perspective. Indeed, it may be thought that the effort and potential controversy involved in making such an assessment would be a distraction from the institution building which is now taking place on this "six-legged stool." On the other hand, it might be useful for a subcommittee of the citizens advisory committee, and faculty, to meet over a period of years to discuss whether the University is more than the sum of its parts with an eye to effecting long-range institutional change.

INTER-UNIT RELATIONS. The University has defined itself externally by means of mission statements which aggregate the objectives of the six major units. The University has yet to define itself internally, that is, with respect to the coherence of the units considered as a whole. The University is the product of a history of centers, schools and colleges being established, of separation from its community college origins, of strong relations with some professional groups within the com-



munity (and weaker with others) which have encouraged a reductionist perspective of the University mission in fact, regardless of the generality of mission statement language. Seldom has the University considered the relevancy of the particulars of curriculum, taken as a whole, to community interests. Seldom, also, has the University looked at the interrelation of the parts of its curriculum.

THE PURPOSES OF EDUCATION. This reductionism has meant that the University has so far avoided the strife that periodically overtakes other campuses with respect to the purposes of education. For example, the tension between the "liberal" and the "useful"<sup>10</sup> and the proper relation between the professional schools and the College of Arts and Sciences is largely uncharted territory. We leave to each professional school<sup>11</sup> its own determination of the character of the educational experience of the student - its liberal breadth or narrow professionalism. If debate on curriculum scope occurs, it is not publicized outside the unit. The development of undergraduate professionalism endows the mission of CAS with a certain ambiguity. Does CAS persist as a relic of the preprofessional age or is it a home for leftover students who can't make up their mind? Is CAS the breeding ground for embryonic schools too small to stand on their own feet as Social Sciences, Social Work or other disciplines? Should CAS have domain over distribution requirements or, over time, should we be liquidating the CAS mission with respect to service to other units, allowing each unit to meet its own distributional requirements internally as we do with reasoning

(read computer) skills? On the other hand, has the University permitted the professional schools to define their mission in keeping with the factory model of education, too narrowly? Is the present configuration of the University providing education for leadership with respect to the contemporary problems of society?

These are questions that do not appear to have been asked or answered in the rush to growth of the UAA campus.

As a method of initiating discussion with respect to the service roles which the School of Justice could play and those which it in fact plays, in the following paragraphs the curriculum service role of the School will be defined provocatively from the perspective of the School. We ask what curriculum services the School of Justice might seek from others and address what it might aspire to offer in relation to each of the other units. This will be compared with how that unit has so far responded.

SERVICE ROLES OF THE SCHOOL OF JUSTICE. In addition to its preprofessional, major, program orientation for majors and minor degree offerings for persons pursuing studies in allied fields, the School of Justice fulfills three service roles to other units as earlier identified herein: (1) distribution; (2) major program elements; and (3) interdisciplinary interest.

With respect to the third role, with the permission of the instructor, general interest entry is possible in more than a dozen courses offered by the School. Since the School offers many courses in this category and there are no complaints, it

will receive no further distinct treatment here. "General interest" has a way of merging into general education, so much of what is said with respect to general education services has application to course offerings in this category. The problem is not one of making courses accessible to the non-concentrator; rather it is finding the non-concentrator who has time in his schedule to take a truly free elective.

With respect to the second function, major program elements, the School offers some courses which relate directly to the curriculum of another school: business law and "law and-" courses, for example, which could be major program elements (as Business Law I is) but are not. In this report, these courses will be addressed as we look at the Justice School's relationship to each other major unit of the University.

GENERAL EDUCATION IN LAW. With respect to distribution requirements, addressing legal illiteracy should be the primary objective of the School's service mission. Over the past several decades law has occupied an increasing share of the public's concerns. Law is no longer a matter of concern only to those faced with a particular crisis event. Law is the background to everyday action. Yale President A. Bartlett Giamatti,<sup>12</sup> no lawyer himself, recently joined the chorus of leadership which endorses the concept that law is "a humanistic study that should serve as part of every student's basic education."

As was noted earlier, the School of Justice was not set up with the service needs of other units in mind. In fact, as

Angell's report emphasizes, the original function of the Justice Center was to address the educational needs of professional employees of the criminal justice system. While the reach of the curriculum went well beyond this target, the Justice Center's undergraduate curriculum was to "focus on deviancy, crime, delinquency, and methods of social control."<sup>13</sup> The School of Justice has evolved away from this objective. Approximately a third of the School's catalogue offerings relate to civil law topics and do not focus on criminal law applications. These courses include a substantial and growing share of the student enrollment of the School. If the School were to keep to the criminal focus, its service potential would be sharply limited. The sturdier and more established professional study of law has more to offer in the service field.

The "general education" requirement of the university is, in reality, a restated distribution requirement. No special courses were created as a result of the revision to meet general education needs. A student may still take courses of his choice which will insure his graduation without ever hearing about Marx or Freud, Darwin or Einstein, Joyce or Picasso, not to mention Holmes or Pound.

The School of Justice offers three courses which address the need for general education in law. Justice 110, Introduction to Justice, is an introduction to the institutions of the justice system with an emphasis on their relevance to the criminal justice system. This is the only course that, as a practical matter, the catalogue allows for social science distribution.

Justice 250, Development of Law, is an introduction to the nature of law, as distinct from criminal justice administration and its juridical development. Justice 330, Justice and Society, is a course for upper division students which addresses the behavior of law in a variety of historic and contemporary settings more from a sociological view. Each of these courses, despite rules of distribution which practically limit their utilization, is designed with the non-major in mind and, from varied points of view, introduce the general student to the nature of law.

Were law to become a part of a required general education curriculum, however, an additional course would probably be developed along the lines of "the Western tradition in law," combining elements of each of the three courses mentioned with a contemporary problems approach.

The general education requirement should be treated distinctly from the "law and-" courses which usually have too much specific content to allow room for much general education. In Business Law, for example, the (unavoidable) "introduction to law" part uses just three or four lectures before the student must be introduced to tort liability, contracts and the structure of the civil law suit, areas of immediate practical concern to business students.

However, were a general education in law requirement a part of the University's undergraduate curriculum, the School of Justice would consider developing special courses tailored to the needs and aptitudes of each professional unit, leaving the pro-

posed "Western Tradition in Law" primarily to CAS students. Particularly for Nursing and Engineering, which now have no "law and-" courses at all, the School of Justice might better approach general education in law with courses such as "law and nursing" and "law and engineering," despite the limitations of this approach from a general education point of view. Something is better than nothing.

GENERAL EDUCATION AT THE UNIVERSITY. Before leaving the topic of general education, it bears reiteration that there is no general education curriculum for the University. An analysis of general education requirements at CAS of two years ago produced some new approaches to distribution and strengthened general education in CAS by fixing the distributional requirements to include such courses as Western Civilization 101 and 102 but no curriculum was created on a priori analysis as is usually the case with "General Education."

For example, Daniel Bell<sup>14</sup> proposes that the "content of liberal education. . . be defined through six purposes:

1. To overcome intellectual provincialism;
2. To appreciate the centrality of method (i.e., the role of conceptual innovation);
3. To gain an awareness of history;
4. To show how ideas relate to social structures;
5. To understand the way values infuse all inquiry; and
6. To demonstrate the civilizing role of the humanities."

The contemporary concerned scholar of general education might

wonder whether the "content" recommendations of the National Commission on Excellence in Education,<sup>15</sup> does not have its counterpart applications in higher education. There are few college teachers who do not bemoan the marginal literacy in English of their students, a problem which is scarcely going to be set right in the high schools overnight and even then, high school composition literacy needs to be raised to a college level smattering of familiarity with literature. Yet English 121 ("The Study of Literature") is required only of CAS majors.

The National Commission recommends

"4. The teaching of social studies in high school should be designed to: (a) enable students to fix their places and possibilities within the larger social and cultural structure; (b) understand the broad sweep of both ancient and contemporary ideas that have shaped our world; (c) understand the fundamentals of how our economic system works and how our political system functions; and (d) grasp the differences between free and repressive societies. An understanding of each of these areas is requisite to the informed and committed exercise of citizenship in our free society."

Could the UAA commitment to general education come close to meeting this goal so hopelessly beyond the present reach of the high school graduate? The answer must be resoundingly in the negative. The university student can meet her requirement in social sciences by taking introductory courses in psychology and anthropology. Not that there is anything wrong with these courses; the problem is that they are not designed to meet goals

like those subscribed to by the National Commission. The National Commission requires a commitment to interdisciplinary curricula that we are in fact departing from.

The School of Justice could productively participate in a curriculum development effort designed to meet general education objectives on an interdisciplinary, interprofessional basis. However, absent any University-set goals for general education, the present configuration of course requirements eliminates this potential contribution of the School.

Some of the obstacles and opportunities for cross-professional education can be illustrated by referring to the programs of individual professional schools.

JUSTICE SERVICE RELATIONS WITH SCHOOL OF NURSING. Relations with the School of Nursing serve as an illustrative example. In the late 70's the School of Justice offered a one credit course on "The Law of Nursing" two or three times. This service was on request and since requests were not later forthcoming, the course was not offered. Growing out of experience with this course in part, however, the School of Justice developed a course in "Social Service Law" (Justice 380, to be offered again Spring 1984) which is intended to explain the legal framework for work by service professionals, including nurses and public health workers in the community. However, no nursing student has ever enrolled in the course. Probably the School of Nursing views the needs of the nursing profession as being met by NS 410, "Ongoing Dimensions and Directions of Nursing," which includes some very



narrow reference to the legal responsibilities of nurses.

The response of the School of Nursing to the question of service courses was similar to that of Engineering.

"The nursing curriculum is very tightly scheduled. I don't think it is likely that a significant need for service courses will develop in addition to those currently scheduled" (by which presumably is meant courses principally in CAS to meet distribution requirements).

With respect to service courses offered by the School of Nursing, surely public and private health literacy is approximately as urgent a part of the general education curriculum as legal literacy. However, no course approximating this topical area is offered. School of Nursing Dean Martin does suggest that something might be in the offing here though it is not clear that any proposed offering would go beyond specialized interest (such as forensics):

"[I]n the next two years I anticipate that some health science courses may be developed that would be of interest to a justice major. Our program review process will result in conclusion to this question."

JUSTICE SERVICE RELATIONS WITH SCHOOL OF ENGINEERING. The School of Engineering has taken a basically closed position on service courses on the grounds that its curriculum time is already committed. Thus, any extended analysis of service relationships necessarily encompasses some judgment of the content of

the Engineering curriculum. An examination of catalogue descriptions leaves one with the assessment that the University supports a purely technical curriculum for engineers.

The issue of alternative content in the Engineering curriculum is an old one. Within the general engineering education community there is apparently unbroken lip service to broader forms of education "to integrate work in the humanistic and social sciences into Engineering programs"<sup>16</sup> while increasing the technical content.

The quantity of engineers which our society produces and their potential for key positions in social leadership,<sup>17</sup> the social questions which engineers must face,<sup>18</sup> all bespeak the importance of non-technical knowledge areas to engineering education. It is difficult to argue that the University's distribution requirements meet that need. With respect to law-related subjects, the involvement of engineers as expert witnesses in litigation, the total control of their work through contractual relations and extensive civil liabilities, spread regularly in the daily newspapers, attest to the need of the engineer to know something about the law.

With respect to service courses which Engineering might provide to the University and ipso facto the Justice major, there is also little argument that engineering education must be more broadly applied. "The high-technology society in the United States has evolved to the point at which virtually every significant personal, corporate or governmental act critically inter-

sects with both law and technology. This state of affairs requires large numbers of people knowledgeable about both law and technology, and at present there are very few."<sup>19</sup> The University School of Engineering appears to be well in the mainstream that finds itself frustrated by changing circumstances<sup>20</sup> but holding fast to the technical tradition. "There are exceptions. At the Massachusetts Institute of Technology, approximately 20 law courses are offered to engineers, scientists, architects, planners and managers. They deal with the basic functions of law and with more specialized legal aspects concerning the environment, innovations and patents, computers, marine resources, occupational safety, toxicology and other topics."<sup>21</sup> The School of Justice has had Engineering graduates in its course on Natural Resources Law but it is unlikely that any currently enrolled Engineering student has taken a course in the Justice field.

JUSTICE SERVICE RELATIONS TO SCHOOL OF EDUCATION. The School of Education,<sup>22</sup> in addition to the minimum general education requirements and 39 - 49 credits in Education, requires a major and minor area of teaching specialty. The subjects are drawn from the majors included within the College of Arts and Sciences. Accordingly, the School has no service needs for which it looks to the School of Justice for satisfaction.

Dean Bergquist notes, however, that under its Graduate Administration Certification Program, the School does have a law course. He is referring to Ed 641, School Law, which the School of Education has taught from its own resources for several years. Since this is a course about the law applied to school situations

and not the law which social science teachers might teach in the schools, there is room for possible collaboration, in addition to school law, which the Dean encourages.

There is some past record of collaboration. Six years ago the Justice Center taught an eight week summer course in law-related education for teachers in cooperation with the Anchorage School District and subsequently Justice Center faculty have collaborated on an individual basis in spring short-course offerings on law-related education in conjunction with the annual teachers' conventions. Certainly this collaboration will continue and should be institutionalized.

Dean Bergquist also suggests that collaboration may be forthcoming with respect to the orientation education of prospective teachers who are looking at teaching within correctional or youth custodial institutions.

Education has no general education requirements beyond those stated as University-wide requirements. However, the requirement that each student pick a major and minor teaching speciality in a substantive subject matter beyond the School's offerings undoubtedly results in the production of graduates who have a considerable competency in general educational subjects.

It might be helpful if the School of Education had a track for those selecting social science studies as a teaching specialty that specifically included instruction in law-related education. At the present time, it would seem unlikely that a student would stray beyond conventional topics in psychology,

political science, history, economics, etc. It would seem that Justice should be at least as appropriate a teaching field as Linguistics or Sociology, for example.<sup>23</sup> In the last decade many curricula in law-related education have been developed for both elementary and high school delivery.<sup>24</sup>

Dean Bergquist indicated further that discussion was continuing in the School regarding areas of expansion or reassessment and that he would continue to exchange information with the School of Justice as appropriate.

Justice is not alone, one would suppose, in producing graduates who are soon called upon to act as teachers/faculty themselves in continuing education programs,<sup>25</sup> in public instruction about their jobs or fields of interest or who are simply pulled into the vortex of decision-making about education through parent-teacher organizations, school board activities, education supervision in institutions and many other settings of responsibility.

Since the days of Socrates, education has been one of a handful of consistently critical and central issues of social organization. In that context education should itself be a subject of general education but the School of Education offers no courses intended for the non-concentrator. While it is unlikely that an offering of this nature, by the School of Education alone, would excite strong student interest, in an overall curriculum that encouraged the professional schools to participate in the general education effort and in which all schools had similar programs

and encouraged exchange activity, such a course would surely be viable.

JUSTICE SERVICE RELATIONS TO BUSINESS AND PUBLIC AFFAIRS. The School of Business and Public Affairs and the School of Justice instruct in areas of substantial overlap. The same might be said of social sciences and humanities in the College of Arts and Sciences. The School of Justice might easily be divided into departments of law and criminal justice administration within either. One would never be aware of the subject matter affinities from comparing curricula requirements.

Two courses, Business Law I and II are jointly listed as Justice/BA 331 and 332. Until last year both were required of business majors. Currently only Justice 331 is, though large numbers of business and accounting majors choose to pursue it as an elective.

In addition to Business Law, the School of Business and Public Administration teaches a number of law courses: federal income tax law (Acct 310, Acct 403, Acct 650), Real Estate Law (BA 322), Labor Relations (collective bargaining) Law (BA 469),<sup>25</sup> Legal Environment of Business (BA 608), Labor Law (BA 616), Legal Issues in Planning (Pl 662), Accountability, Law and the Administrative Process (P.Adm 618), Resource Policy Administration (P.Adm 634), all of which to some degree or another complement courses offered by the School of Justice.<sup>26</sup> For some purposes these course offerings could be compared with the choices faced by schools of law and of business in other universities. On many

campuses, the two schools sponsor joint degrees and have rationalized their course offerings. At others, the school of business prefers to maintain its own law curriculum taught by independently recruited faculty.

Despite this overlap, however, Business majors are otherwise seldom seen in Justice courses and the converse is presumably true also. Students would benefit from a broader acknowledgment of interrelationships, the granting of equivalent credit and so on.

With respect to possible expansion of courses by the School of Justice of service to B & PA students, the Dean suggests that "there may be future interest in international business law or the legal framework for international business."

The Dean questions market demand for general education courses in accounting or business administration. While the introductory Economics 121<sup>28</sup> is designed primarily for majors, it is listed by CAS as meeting Human Sciences requirements for distribution within the college's own general education requirements. As was remarked with respect to education, the Dean may be correct that a special, general education course in business planning or economics might not take. On the other hand, in the context of an overall, University-wide, general education program, it would.

JUSTICE SERVICE RELATIONS WITH COLLEGE OF ARTS AND SCIENCES. The College of Arts and Sciences is, de facto, the service unit of the University, offering virtually all of the courses

necessary to distribution and many introductory courses to core curricula, particularly math and computer sciences. The College of Arts and Sciences, also, to an extent not matched elsewhere, has identified those courses which it has mandated as general education requirements for majors within CAS fields of study.

However, the College did not establish any new courses when it made this shift. Thus it has not followed the path of universities establishing general education programs in the tradition of Chicago, Harvard and Columbia. Rather the distribution requirement has been refined to provide an emphasis on general education goals.

The College of Arts and Sciences offers one course in this University system of independent professional and scholastic subjects, the one true general education course, Humanities 350, "Aesthetics of Western Man 1500 to the Present: a study of the major movements in literature, with illustrations from the auxiliary [?] fine arts, music and art." There is no catalogue definition of what constitutes "humanities" and, ironically, Hum 350 does not count towards general education in the CAS, perhaps some idiosyncrasy of origin in the course.

Taking that as a point of departure, it was suggested that a Natural Sciences 350 also be developed. Something like "the use of scientific method from antiquity to the present" as a general education science course for non-science concentrators. The CAS respondent endorsed this recommendation. However, a volunteer or group of volunteers needs to be found from the faculties of the



physical sciences to teach such an offering.

It would also make sense to offer a social sciences service course for the non-concentrator, something like, for example, "Soc Sci 350, Conflict Resolution: a study of major movements to control interpersonal conflict as a scientific endeavor," a team taught course by faculty from psychology, sociology, public health (alcohol and addiction studies?), and justice.

Following the cue of Hum 350, these general education courses are suggested as upper division offerings. Of the six credits reserved for social sciences and seven for natural sciences, these courses would respond to the needs of the more seasoned student that had already taken an introductory course in a particular social science or natural science lab.

With respect to the service responsibilities that the School of Justice might meet for the College, this is surely the only role possible: to collaborate on an interdisciplinary basis in the teaching of general education courses, since otherwise the College holds itself out as the fully self-contained unit that provides auxiliary services to others. The exceptions (if they are that) are cross-listed courses with Justice in communications law and constitutional law (two courses).

Justice 110 is recognized as meeting CAS distributional requirements in the social sciences but probably only because it parallels the recognition given to introductory courses in five other social science and two allied professions, Anth 101, Econ 121, JPC 101, 122, PS 102, Psy 111, Soc 101, SWk 106. As a

course in general education it leaves as much wanting as the other professional introductions.

CONCLUSION. While the campus mission statement no doubt offers a coherent facade to the outside world, there is no internally unifying rationale that binds the five professional<sup>29</sup> schools and College of Arts and Sciences. The common title, University of Alaska, Anchorage, is not reflected in common educational goals. Administrative decentralization reflects a high degree of independence in unit mission definition. Accordingly, there is no common definition of service roles which each unit addresses in relation to the others. (Only CAS addresses intra-campus service as a topic.)

The source of unity lies in a commonly held curriculum of general education, embracing all units of the University. The nature of general education is that it rises above the organizing rationale, vocabulary and controlling methodology (the tyranny, in short) of particular disciplines to inform and educate in truly interdisciplinary fashion. None of the Schools is committed to this end and the College of Arts and Sciences, though it comes closer to meeting the goals of general education from the use of its own resources, falls short by its inability to fully utilize the professional schools. Thus, general education continues to be a major element in the unfinished agenda of the University of Alaska, Anchorage.

## NOTES

<sup>1</sup> While the study was instigated by the Vice Chancellor, that office bears no responsibility for the conclusions and observations voiced in the report which are the author's own.

<sup>2</sup> "A justice curriculum should be organized primarily to serve pre-service students and secondarily, to provide educational development opportunities for in-service students." John Angell, Justice Higher Education at the University of Alaska, Criminal Justice Center, UAA (1978).

<sup>3</sup> One college and five schools whose authority does not appear to vary by difference in title, which shall be referred to hereafter as "major units."

<sup>4</sup> For example, the power of each unit extends even to determining the specific general education requirements of its majors (1983-4 catalogue, p. 45).

<sup>5</sup> A campuswide committee on academic affairs is one of the more active institutions of self-governance on the campus but in practice its focus is on general academic standards with respect to new course offerings coming up from the major units and "turf" divisions. Unit autonomy in curriculum matters is generally respected.

<sup>6</sup> This term refers to the University of Alaska, Anchorage and not the system.

<sup>7</sup> This is evidenced in part by the very low enrollment of students outside their chosen major unit of study. As a measure of

the continuum of cohesiveness-insularity of the University, it would be interesting to look at a longitudinal analysis of inter-unit registration.

8 The returned instruments are attached as an appendix.

9 The Dean of Arts and Sciences evidently canvassed his faculty to see if anyone had an interest in replying. This finding is based on the opinion of the one faculty member responding to a specific suggestion of the survey.

10 According to Angell, op. cit., p. 84, this split lies between traditional liberal arts and science. While perhaps some element of this division remains, few in liberal arts today fail to embrace the science curriculum. The issue is more one of abstracted knowledge of long term significance and taught within a cultural tradition and vocationalism. See, for example, The Useful Arts and the Liberal Tradition, Earl F. Cheit, Carnegie Commission on Higher Education, McGraw-Hill (1975); Learning for Tomorrow, Alvin Toffler (ed). Vintage Books (1974).

11 The history of the development of schools at the University has let beg the question whether professional emphasis should be left to graduate education.

12 Address to Judicial Conference of the Second Circuit reported in Passport, Vol. 1, No. 1 (Winter) 1983. American Bar Association.

13 Angell, op. cit., p. 118.

14 The Reforming of General Education, Daniel Bell. Columbia University Press (1966) at p. 152. Later he describes general education as ". . . education in the conduct and strategy of inquiry itself." Ibid. at 157.

15 "A Nation at Risk: The Imperative for Educational Reform," G.P.O. 1983.

16 Report of the Investigation of Engineering Education, Wickenden, 1930; Committee on Evaluation of Engineering Education, Grinter, 1955; Committee on Goals of Engineering Education, American Society for Engineering Education, 1968.

17 For example, the speaker of the State House is an engineer.

18 For examples, at random "How Safe is Safe Enough?" Public Administration Times, November 1, 1983; "Are Engineering and Science Relevant to Moral Issues in an Engineering Society?" Engineers Joint Council, 1969.

19 J.D. Nyart and Thomas F. Jones, "What You Don't Know About Technology Can Hurt You" 69 ABA Journal 1667, November 1983.

20 Such as the shift of engineers from primarily technical employees into decisional roles as is occurring with, for example, the National Environmental Policy Act and other environmental legislation.

21 Nyart and Jones at 1669.

22 Reference is made only to requirements of the major in elementary education and secondary education.

23 Approved teaching specialties for elementary education, p. 116, UAA catalogue.

24 "The Law in a Free Society," curriculum adopted as standard by the Los Angeles school district, among others, is but one example of the rapid growth of this area. Expansion has been stimulated by evaluation studies showing a persuasive negative correlation between the delivery of such curricula and juvenile delinquency.

25 Possibly even a student contemplating a career in higher education might deem it prudent to take a course in teaching technique.

26 From one point of view it is quite extraordinary that the School offers a graduate degree in public administration without a hint of a requirement that the student have an understanding of the legal basis to all public administration.

27 It perhaps goes without saying that faculty competencies tend to be distinctive. No one in the School of Justice, for example, could teach labor law or taxation with the breadth of knowledge of specialists in these topics in Business and Public Administration.

28 Economics is a topic taught by the School of Business and Public Affairs and is not taught within the College of Arts and Sciences as is the case on many campuses.

29 Strictly speaking, Justice and Public Administration are arguably not professional schools but simply more vocationally

oriented educational institutions. Education, nursing, engineering and accounting all set paths for certified practitioners in a recognized field. Neither business nor justice education looks to an equivalent determinate, vocational goal. While we have no figures as yet, it is likely that Justice majors end up on a wide variety of occupational rolls.

APPENDIX





# UNIVERSITY OF ALASKA, ANCHORAGE

3221 Providence Drive  
Anchorage, Alaska 99508  
(907) 263-1810

JUSTICE CENTER

## MEMORANDUM

TO: Dr. Clair Martin  
Dean, School of Nursing

FROM: John Havelock  
Justice

DATE: August 18, 1983

RE: Academic Support Courses - Justice

I would appreciate it if you would fill in the blanks in this memorandum and return to me as soon as possible.

At the request of the Vice Chancellor for Academic Affairs, I have been asked to assess the adequacy of academic support courses provided by and to the School of Justice.

The School of Justice offers the following courses which are listed as meeting distribution requirements in the social sciences.

Justice 110	Introduction to Justice
Just/Soc 203	Juvenile Delinquency
Justice 221	Justice Organization and Management
Justice 250	Development of Law
Justice 251	Criminology
Justice 320	Politics and Crime Prevention
Justice 330	Justice and Society
Justice 360	Justice Processes
Justice 365	Comparative Justice Systems
Just/PS 435	Intro to Constitutional Law
Just/PS 436	Courts and Civil Liberties
Justice 451	Research and Policy Making
Just/Anthro 456	Anthropology and the Law

Of additional special interest to the School of Nursing, we offer also Justice 380 Social Service Law. This course, which covers topics like professional legal obligations, malpractice, the law of records keeping, privacy, and libel was intended in part to be a service course to other Schools though we have had little attendance from the School of Nursing. Is there something we might do to provide better service here? Explain.

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Dr. Clair Martin  
August 18, 1983  
Page 2

Do these offerings meet those needs of the College of Arts and Sciences which relate to the Justice field? yes        no       .  
If no, explain other courses or subject matter you would like:

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With respect to service courses which the School of Nursing might provide to Justice students, we do not believe the School of Nursing offers any service course suitable to the non-concentrator in public health or health sciences. Is this correct and, if it is, is it within the mission of the School of Nursing to deliver such a course? Are you considering any other expansion of service courses of interest to the non-concentrator?

Explain: \_\_\_\_\_

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Thank you for your cooperation in this matter.

JEH:pb

September 26, 1983

John Havelock  
Justice

From: Phillip D. Thomas  
Dean, College of Arts & Sciences

Per your memo dated August 18, 1983, Professor Hitchins is the only  
Professor who has elected to reply.

# UNIVERSITY OF ALASKA, ANCHORAGE

3221 Providence Drive  
Anchorage, Alaska 99508  
(907) 263-1810

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MEMORANDUM

JUSTICE CENTER

TO: Dr. Phil Thomas  
Dean, College of Arts and Sciences

FROM: John Havelock  
Justice

DATE: August 18, 1983

RE: Academic Support Courses - Justice

DEAN'S OFFICE  
RECEIVED

AUG 19 1983

College of Arts & Sciences

I would appreciate it if you would fill in the blanks in this memorandum and return to me as soon as possible.

At the request of the Vice Chancellor for Academic Affairs, I have been asked to assess the adequacy of academic support courses provided by and to the School of Justice.

The School of Justice offers the following courses which are listed as meeting distribution requirements in the social sciences.

Justice 110	Introduction to Justice
Just/Soc 203	Juvenile Delinquency
Justice 221	Justice Organization and Management
Justice 250	Development of Law
Justice 251	Criminology
Justice 320	Politics and Crime Prevention
Justice 330	Justice and Society
Justice 360	Justice Processes
Justice 365	Comparative Justice Systems
Just/PS 435	Intro to Constitutional Law
Just/PS 436	Courts and Civil Liberties
Justice 451	Research and Policy Making
Just/Anthro 456	Anthropology and the Law

Of special interest to particular faculties of the College of Arts and Sciences we offer also

Justice 380	Social Service Law
Just/JPC 413	Communications Law
Justice 465	Legislation
Justice 470	Law of Government Regulation
Justice 487	Seminar in American Legal History
Justice 491	Natural Resources Law

Do these offerings meet those needs of the College of Arts and Sciences which relate to the Justice field? yes  no .  
If no, explain other courses or subject matter you would like:

Dr. Phil Thomas  
August 18, 1983  
Page 2

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Would you like to offer a survey course for non-concentrators distinctive from Justice 110 on the role of law and justice administration in America today? Are you satisfied with the existing cross-referenced course arrangement? yes \_\_\_ no \_\_\_? (If no, explain).

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With respect to service courses which the College of Arts and Sciences might provide to Justice students, we note that most departments offer an introductory survey course which would be suitable to the interested non-concentrator. I regret that there is not an offering in the Natural Sciences the equivalent of Hum 350. Have you ever thought of developing a course along those lines? Do you see any other ways in which you could provide services not now met to Justice majors? Explain.

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JEH:pb



# UNIVERSITY OF ALASKA, ANCHORAGE

3221 Providence Drive  
Anchorage, Alaska 99508  
(907) 263-1810

JUSTICE CENTER

## MEMORANDUM

TO: Dr. Gene Dickason  
Dean, School of Engineering

FROM: John Havelock  
Justice

DATE: August 18, 1983

RE: Academic Support Courses - Justice

I would appreciate it if you would fill in the blanks in this memorandum and return to me as soon as possible.

At the request of the Vice Chancellor for Academic Affairs, I have been asked to assess the adequacy of academic support courses provided by and to the School of Justice.

The School of Justice offers the following courses which are listed as meeting distribution requirements in the social sciences.

Justice 110	Introduction to Justice
Just/Soc 203	Juvenile Delinquency
Justice 221	Justice Organization and Management
Justice 250	Development of Law
Justice 251	Criminology
Justice 320	Politics and Crime Prevention
Justice 330	Justice and Society
Justice 360	Justice Processes
Justice 365	Comparative Justice Systems
Just/PS 435	Intro to Constitutional Law
Just/PS 436	Courts and Civil Liberties
Justice 451	Research and Policy Making
Just/Anthro 456	Anthropology and the Law

Of special interest to the School of Engineering we offer also

Justice 331	Business Law I
Justice 332	Business Law II
Justice 491	Natural Resource Law

Do these offerings meet those needs of the School of Engineering which relate to the Justice field? yes      no     .  
If no, explain other courses or subject matter you would like:

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Dr. Gene Dickason  
August 18, 1983  
Page 2

Would you be interested in a course on law in the physical sciences covering such topics as professional obligations, malpractice, records, construction contracts, etc.? yes \_\_\_\_  
no \_\_\_\_? (If no, explain).

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With respect to service courses which the School of Engineering might provide to Justice students, we do not believe the School of Engineering offers any survey course accountable for distribution purposes which might be of interest to non-concentrators along the lines of ES 111. Is this correct and, if it is, is it within the mission of the School of Engineering to deliver such a course? Are you considering any other expansion of service courses of interest to the non-concentrator? Explain.

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JEH:pb



# UNIVERSITY OF ALASKA, ANCHORAGE

3221 Providence Drive  
Anchorage, Alaska 99508  
(907) 263-1810

MEMORANDUM

JUSTICE CENTER

10/25-1983

TO: Dr. Brad Tuck  
Dean, School of Business and Public Administration

FROM: John Havelock  
Justice

DATE: August 18, 1983

RE: Academic Support Courses - Justice

I would appreciate it if you would fill in the blanks in this memorandum and return to me as soon as possible.

At the request of the Vice Chancellor for Academic Affairs, I have been asked to assess the adequacy of academic support courses provided by and to the School of Justice.

The School of Justice offers the following courses which are listed as meeting distribution requirements in the social sciences.

Justice 110	Introduction to Justice
Just/Soc 203	Juvenile Delinquency
Justice 221	Justice Organization and Management
Justice 250	Development of Law
Justice 251	Criminology
Justice 320	Politics and Crime Prevention
Justice 330	Justice and Society
Justice 360	Justice Processes
Justice 365	Comparative Justice Systems
Just/PS 435	Intro to Constitutional Law
Just/PS 436	Courts and Civil Liberties
Justice 451	Research and Policy Making
Just/Anthro 456	Anthropology and the Law

Of additional special interest to the School of Business and Public Administration we offer also

Just/BA 331	Business Law I
Just/BA 332	Business Law II
Justice 370	Judicial Policy and Court Administration
Justice 380	Social Service Law
Justice 385	Urban Police Problems
Just/JPC 413	Communications Law
Justice 455	Rural Justice
Justice 462	Indian Law & the Settlement Act
Justice 465	Legislation
Justice 470	Law of Government Regulation
Justice 487	Seminar in American Legal History
Justice 491	Natural Resources Law



Dr. Brad Tuck  
August 18, 1983  
Page 2

Do these offerings meet those needs of the School of Business Administration which relate to the Justice field? yes / no.  
If no, explain other courses or subject matter you would like:

*... [Handwritten notes, mostly illegible]*

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*... [Handwritten notes, mostly illegible]*

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*... [Handwritten notes, mostly illegible]*

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With respect to service courses which the School of Business and Public Administration might offer to Justice students, we note that you offer no survey course in general principles of accounting or business administration available for distribution credit though perhaps your introductory economic courses are all that a non-concentrating student might desire in this area. Is it possible that you might be considering some expansion in this area or in other areas of interest to the non-concentrator?  
Yes \_\_\_ no ✓ (If no, explain).

*... [Handwritten notes, mostly illegible]*

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*... [Handwritten notes, mostly illegible]*

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JEH:pb



# UNIVERSITY OF ALASKA, ANCHORAGE

DATE: August 22, 1983

TO: John Havelock  
Justice

FROM: Sidney R. Bergquist, Dean  
School of Education

RE: Academic Support Courses - Justice

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The offerings to the best of my knowledge do meet the needs of the School of Education, with the reservations or changes suggested below.

We would most certainly be interested in collaborating in a course in Law in the Elementary and High School, however you should be aware that we currently do have a course related to this at the graduate level that is a part of the Administration Certification Programs. It is a required course and taught according to very specific guidelines laid down by the certification agency. Collaboration on this course or part of it as well as collaboration on teaching segments of appropriate undergraduate courses is well worth considering. The School of Education currently has been as a faculty looking at the prospect of certain non-teaching oriented education courses. These would include the orientation course such as you are suggesting or alternatively what is called in education the educational alternative programs such as training individuals who are intending to go into youth oriented correctional programs by providing students with background on learning and other education related problems relevant to children and youth in correctional institutions and settings. A similar course oriented towards meeting the needs of health science practitioners is another alternative that has been a subject of some discussion among the School of Education faculty. These are all very preliminary considerations in the School of Education at this time, and since my recent arrival here I have not had an opportunity to explore the degree of interest that exists among the faculty in education for such non-teaching service courses. I do intend to pursue this over the next semester with the Education faculty and I most certainly will be in touch with you as those discussions progress.

SRB/cn



# UNIVERSITY OF ALASKA, ANCHORAGE

3221 Providence Drive  
Anchorage, Alaska 99508  
(907) 263-1810

MEMORANDUM

JUSTICE CENTER

TO: Dr. Sidney Bergquist  
Dean, School of Education

FROM: John Havelock  
Justice

DATE: August 18, 1983

RE: Academic Support Courses - Justice

I would appreciate it if you would fill in the blanks in this memorandum and return to me as soon as possible.

At the request of the Vice Chancellor for Academic Affairs, I have been asked to assess the adequacy of academic support courses provided by and to the School of Justice.

The School of Justice offers the following courses which are listed as meeting distribution requirements in the social sciences.

Justice 110	Introduction to Justice
Just/Soc 203	Juvenile Delinquency
Justice 221	Justice Organization and Management
Justice 250	Development of Law
Justice 251	Criminology
Justice 320	Politics and Crime Prevention
Justice 330	Justice and Society
Justice 360	Justice Processes
Justice 365	Comparative Justice Systems
Just/PS 435	Intro to Constitutional Law
Just/PS 436	Courts and Civil Liberties
Justice 451	Research and Policy Making
Just/Anthro 456	Anthropology and the Law

Of special interest to the School of Education we offer also Justice 380, Social Service Law, which covers some common legal problems encountered by professionals in the service professions and education;

Justice 385, Urban Police Problems, which touches on law enforcement relations to schools;

Justice/JPC 413, Communications Law, which includes material on copyright, privacy and libel;

Justice 462, Indian Law and the Settlement Act; and

Justice 475, Juvenile Procedure.

Do these offerings meet those needs of the School of Education which relate to the Justice field? yes \_\_\_ no \_\_\_.  
If no, explain other courses or subject matter you would like:

Dr. Sidney Bergquist  
August 18, 1983  
Page 2

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Would you be interested in collaborating on a course in the teaching of law in elementary and high schools? yes \_\_\_ no \_\_\_? (If no, explain).

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With respect to service courses which the School of Education might provide to Justice students, we note that the School offers no survey courses creditable to distribution in Education of interest to non-concentrators along the lines of Ed 201 or 212. Have you ever given consideration to such a course offering? Would it be within the mission of the School of Education to deliver such a course to students exploring possible vocational fields? Is there any other area in which you might provide service courses to non-Education students? Explain.

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JEH:pb