

# CRIME, CORRECTIONS, AND SOCIETY

**Course number:** Administration of Justice Course #6

**Class schedule:** Tuesday & Thursday: 9:30 - 11:20

**Pre Requisites:** EWRT 211 and READ 211, or ESL 272 and 273

**INSTRUCTOR:** Ramona L. Gabriel

**OFFICE HOURS:** All office hours are by appointment only and will be conducted via Zoom, unless otherwise specified. When requesting an appointment, please send an email with your desired date and time within the recommended window:

Tuesday: 10:00 - 1:00 pm

Thursday: 1:00 - 4:00 pm

**Email address:** [GabrielMona@fhda.edu](mailto:GabrielMona@fhda.edu)

## REQUIRED TEXT:

**CORRECTIONS *in* AMERICA: AN INTRODUCTION: 14TH EDITION:** *Harry E. Allen, Edward J. Latessa, and Bruce S. Ponder: ISBN: 10-0-13-359121-2*

## COURSE DESCRIPTION:

A legal and sociological approach to understanding the fundamental ideas which have shaped correctional theories and practices. An in-depth study of adult sentencing, prisons, and jails subsystem including institutions by type and function, probation, parole, and community-based programs. A comprehensive examination of current correctional practices, punishments, rehabilitation, and community treatment programs with an emphasis on issues concerning race, ethnicity, and gender. This is a C-ID course.

## CLASS MEETINGS:

All classes will be held via Zoom on Tuesday's, from 9:30 - 11:20. Thursday's class time will be set aside to complete any discussion questions / essays that are due within that week.

It is the student's responsibility to ensure that they have Zoom access. The Zoom access number can be located in the "**Announcements**" section of Canvas. Prior to the first class and all subsequent classes, please be sure that your computer audio, video, and Zoom link are in working properly. If you have any issues signing onto Zoom, please, contact the instructor "prior to class." Ensure that you have the desired background set and the name/pronouns that you would like to be referred to. Make any necessary arrangements, prior to class that you are in a comfortable setting that is free from

distractions and interruptions. Also, when signing on, please remember to mute your computer.

All classes will be recorded, and the recordings will be posted in the "**Announcements**" section in Canvas, within one day of the class.

### **ATTENDANCE:**

If you are going to miss the first class, it is the student's responsibility to let the instructor know as soon as possible. Failure to do so will possibly result in the student being dropped from the class, especially if there is a waitlist. Failure to attend four consecutive classes, without proper notification, the student will be dropped from the course by the instructor. All students should refer to deadlines to drop courses.

### **Learning Objectives:**

- 1) Identifying and understand alternatives to incarceration in correctional facilities at the Federal, State, and Local levels
- 2) Describing the impact of alternatives to incarceration on society
- 3) Understanding and Identifying innovative programs for correctional institutions and describe their impact on the corrections client and society
- 4) Understanding and identifying the impact of ethical dilemmas has on certain communities
- 5) Examining how society is affected by crimes, not just committed in certain communities but throughout the country
- 6) Recognizing that crime is described in relation to social norms, and the concepts of individual deviation and system-induced crime are addressed and how citizens' reactions to crime and the validity of information on crime are considered.

### **STUDENT LEARNING OUTCOMES:**

- 1) Recognizing the impact that restorative justice has on victims
- 2) Recognize and discuss the social issues concerning institutionalized offenders
- 3) Recognizing the impact that ethical decisions can have on law enforcement agencies
- 4) Having an understanding of the role that positivism plays in society
- 5) Understanding the role of law enforcement and its impact on various communities
- 6) Identify traditional correctional systems and alternative sentencing solutions and evaluate the effectiveness of both

- 7) Compare and contrast the legal and sociological approaches which have been fundamental in shaping correctional theories and practices
- 8) Examine and discuss the history of the correctional process within the criminal justice system
- 9) Explaining the various types of ethical dilemmas that exist in law enforcement

### **READING ASSIGNMENTS:**

Each week, students are required to read the chapters indicated in the "**Assignments**" section. Please stay on top of the readings, because some discussion questions are pulled from the text.

### **WRITTEN ASSIGNMENTS:**

1) During the quarter, students are required to address approximately six (6) discussions questions and each essay will be worth 10 points

2) Final assignment is a five (5) page research paper. Students will choose a topic they wish to write about. Please submit your topic to the instructor in week two (2) for approval. If you are stuck for ideas, here are some topics to choose from: **Crime Prevention; Criminal Justice Ethics; Restorative Justice; Policing the Police; Defunding the Police: Good or Bad idea..., Corrections in America, etc.**

All essay papers and the final research paper should be written using American Psychological Association (APA) format, double-space, using proper headings. If you are unfamiliar with this format, please click the link: [www.verywellmind.com](http://www.verywellmind.com) (Links to an external site.) for directions. If you know, in advance, that you are not going to submit an essay on time, you will need to contact the instructor and indicate when the paper will be submitted. Each day, beyond the due date, that an essay is late, the student will lose one point. After three (3) days, the instructor will no longer accept the essay. Please ensure that you use time wisely and submit all assignments on or before their due date.

### **DISCUSSION QUESTIONS:**

Discussion questions will be posted each week and students will have one (1) week to post their answers. Questions will come from the lecture and the text. Discussion questions are essential to your learning, and it is important to add your perspective to the class discussion. The ability to contribute thoughtful ideas and questions to a discussion in a way that is respectful to yourself and the views of others, is a skill that

you will be developing throughout your academic career. We will begin developing that ability in this course, and throughout the quarter.

Please keep in mind that virtual learning can be tricky. Sometimes the tone and tenor of an answer can be taken out of context and misunderstood. Please be cognizant in how you respond to your peers. We always want to be respectful and mindful that our words are not deemed inappropriate or offensive.

You will be expected to participate in the classroom (Zoom) discussion on a regular basis. We will be discussing different various topics, many of a sensitive nature. There are no "stupid, dumb, or idiotic" opinions. When students are in class, it is easy to hear someone's tone, tenor, and voice inflections. Unfortunately, being in a virtual setting, that can sometimes get lost. We all have opinions and feel strongly about certain topics, and I certainly want to engage in lively discussions, but we need to respect everyone's opinion. Let's be sure to use respectful tones: Do not tease others or call them names: If you disagree, that is okay, as long as you are not combative in your disagreement.

### **CHARACTERISTICS OF GOOD QUESTIONS:**

Your question(s) must/should incorporate or address the material in at least one of the assigned readings for that class. Your question(s) should illustrate a fundamental understanding of your reading. Your question(s) should encourage your classmates to reflect upon and explain some of their own experiences, thoughts, and observations.

### **RESOURCES:**

There are various student services available, please click on the link <https://www.deanza.edu/services/> ([Links to an external site.](#)) and utilize many of the college's resources.

### **GRADING SCALE:**

100 - 90 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

60 - Below = F