

**CENTRAL TEXAS COLLEGE**  
**SYLLABUS FOR CJSA 1348**  
**ETHICS IN CRIMINAL JUSTICE**  
**Semester Hours Credit: 3**

**INSTRUCTOR:**\_\_\_\_\_

**OFFICE HOURS:**\_\_\_\_\_

**I. INTRODUCTION**

- A. This course is an introduction to the study of Ethics in Criminal Justice. It will provide the student with an in-depth view of ethical thought and issues facing the criminal justice professional.
- B. Ethics in Criminal Justice is a required course for an Associate in Applied Science degree with a major in Law Enforcement or Criminal Justice.
- C. This course is occupationally related and serves in preparation for careers in Law Enforcement, Criminal Justice, and Corrections.
- D. Prerequisite(s): (List)(None)
- E. Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

**II. LEARNING OUTCOMES**

Upon successful completion of this course, Ethics in Criminal Justice, the student will:

- A. Explain the foundation of ethics (C5-C7, C9, C12-C15, F1, F5-F7)
- B. Compare and contrast theories of ethics with personal and professional practices (C5-C9, C11-C15, F1, F2, F5-F17)
- C. Interpret and apply ethical considerations in policing, the courts, and corrections (C5-C17, F1, F2, F5-F17)

**III. INSTRUCTIONAL MATERIALS**

- A. The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)
- B. References:

1. Joseph, Janice and Dorothy Taylor, With Justice for All: Minorities and Women in Criminal Justice, Prentice Hall, 2003
2. Kappeler, Victor E., Richard D. Sluder and Geoffrey P. Alpert, Forces of Deviance: Understanding the Dark side of Policing, 2<sup>nd</sup> Ed, Prospect Heights, IL: Waveland Press, 1998.
3. Jones, John R. and Daniel P. Carlson, Reputable Conduct: Ethical Issues in Policing and Corrections, 2<sup>nd</sup> Ed., Prentice Hall, 2004.
4. Trautman, Neal E., How to Be a Great Cop, Prentice Hall, 2002
5. Muraskin, Roslyn and Matthew Muraskin, Morality and the Law, Prentice Hall, 2001

#### IV. COURSE REQUIREMENTS

- A. Your first responsibility is scholarship. The grade you receive for this course will not be the grade of the instructor, but rather the grade you and you alone make.
- B. You should attend class regularly and be prepared to participate in classroom discussions and to take unannounced quizzes relating to text assignments and lecture material presented from the beginning of the course.
- C. You are encouraged to give your best effort throughout the semester. From the beginning, you should plan for a steady, organized, and continuous effort, which in the long run will prove more effective for your final grade than a last minute crash-cram policy. Your course grade is not determined solely by exam grade. Such factors as class participation, initiative, attendance, and individual research papers will be considered in grade computation.
- D. From time to time, special library and/or outside assignments will be made to members of the class individually and/or in groups. You are expected to read all assignments and fulfill your responsibilities to any group assignment.
- E. You are expected to read all assigned material and bring your textbook to class. Keep informed on all assignments, especially after an absence.
- F. Good class notes are indispensable for earning a good grade, since both the material assigned and that discussed in class will be the basis for examination material.
- G. Special Work: A term paper or other research project, per requirements of the instructor, will be required. The subject must be appropriate for the course material. Check with the instructor when you have made a selection. The value is indicated in the semester grade computation and has considerable weight on your final average.

#### V. EXAMINATIONS

- A. There will be four major examinations, as follows:
  - 1. Three-week exam (Exam 1)
  - 2. Mid-term exam (Exam 2)
  - 3. Twelve-week exam (Exam 3)
  - 4. Final exam
- B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance that they will be absent from an examination due to valid reasons must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor about individual make-up work.
- C. Students without excused absences will be given a zero for the missed examination.
- D. Examinations may consist of objective (true/false, multiple choice, fill-in-the-blank, and matching) or subjective (short answer and essay) questions, or a combination of both types. Students majoring in Criminal Justice and Law Enforcement must be able to communicate both orally and in written form, thus some questions requiring the composition and writing of an essay answer will be required.

**VI. SEMESTER GRADE COMPUTATIONS**

<u>EXAM</u>	<u>POINTS</u>	<u>POINTS</u>	<u>GRADES</u>
Exam 1	200	900-1000	A=4 pts/sem hr
Exam 2	200	800- 899	B=3 pts/sem hr
Exam 3	200	700- 799	C=2 pts/sem hr
Final exam	200	600- 699	D=1 pt/sem hr
Assignments	200	0- 599	F=0 pts/sem hr
TOTAL	1000		

Three points are deducted for each unexcused absence. Military assignments or unavoidable circumstances will be evaluated upon notification of the instructor.

**VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR**

- A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

10-week session                      Friday of the 8th week

8-week session	Friday of the 6th week
5-week session	Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.
- C. An Incomplete Grade: The College *Catalog* states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work, but because of personal illness, death in the immediate family, or military orders, is unable to complete all the requirements for a course." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.
- D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- E. American's With Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

- G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

## VIII. COURSE OUTLINE

A. **Unit One and Two**: Course Introduction and Chapter 1, Morality, Ethics, and Human Behavior

1. Learning Objectives: Upon successful completion of this unit, the student will:
  - a. Give examples of how discretion permeates every phase of the criminal justice system and creates ethical dilemmas for criminal justice professionals.
  - b. Explain why the study of ethics is important for criminal justice professionals.
  - c. Provide the definitions of the terms *morals*, *ethics*, *duties*, *superogatories*, and *values*.
  - d. Describe what behaviors might fall under moral/ethical judgments.
  - e. Explain the difference between ethical issues and ethical dilemmas.
2. Learning Activities:
  - a. Discuss course requirements and activities as contained in the syllabus
  - b. Classroom lecture/discussion
  - c. Reading assignment: Chapter 1
3. Unit Outline: Refer to Textbook Contents

B. **Unit Three**: Chapter 2, Determining Moral Behavior.

1. Learning Objectives: Upon successful completion of this unit, the student will:
  - a. Define deontological and teleological ethical systems, and explain ethical formalism and utilitarianism.
  - b. Describe how other ethical systems define what is moral – specifically, religion, natural law, ethics of virtue, and ethics of care.
  - c. Discuss the argument as to whether egoism is an ethical system.
  - d. Explain the controversy between relativism and absolutism.
  - e. Identify the three consistent elements of most of the approaches to resolving ethical dilemmas.
2. Learning Activities:
  - a. Classroom lecture/discussion
  - b. Reading assignment: Chapter 2

3. Unit Outline: Refer to Textbook Contents
- C. **Unit Four:** Chapter 3, Justice and Law
1. Learning Objectives: Upon successful completion of this unit the student will:
    - a. Describe the three themes included in the definition of justice.
    - b. Define the three types of justice described in the chapter.
    - c. Under corrective justice, distinguish between substantive and procedural justice.
    - d. Describe civil disobedience and when it may be appropriate.
    - e. Explain the concept of restorative justice and the programs associated with it.
  2. Learning Activities:
    - a. Classroom lecture/discussion
    - b. Reading assignment: chapter 3
    - c. Three-week exam
  3. Unit outline: Refer to Textbook Contents
- D. **Unit Five, Six and Seven:** Chapter 4, Becoming an Ethical Professional
1. Learning Objectives: Upon successful completion of this unit, the student will:
    - a. Be able to describe the three major theories (and theorists) that attempt to explain behavior.
    - b. Become familiar with Bandura's idea of self-regulation and how it can be "turned off."
    - c. Describe what is necessary for moral growth according to Kohlberg.
    - d. Be familiar with the necessary elements for criminal justice ethics courses according to Sherman.
    - e. Become familiar with what steps organizational leaders should take to encourage ethical decision making on the part of employees.
  2. Learning Activities:
    - a. Classroom lecture/discussion
    - b. Reading assignment: Chapter 4
  3. Unit outline: Refer to Textbook Contents
- E. **Unit Eight:** Chapter 5, The Police Role in Society, and Chapter 6, Police Discretion and Dilemmas
1. Learning Objectives: Upon successful completion of this unit, the student will:
    - a. Describe the two different missions of law enforcement in a democracy.
    - b. Explain the types of control that police have at their disposal.

- c. Provide the justification for police power and the basic ethical standards that derive from this justification.
- d. Identify the differences between the formal ethics of law enforcement and the values of the police subculture.
- e. Describe recent research findings on the police subculture.
- f. Provide any evidence that exists that law enforcement officers perform their role in a discriminatory manner.
- g. Present the ethical issues involved in proactive investigations.
- h. Present the ethical issues involved in reactive investigations.
- i. Present information concerning the prevalence of and factors associated with the use of force by police officers.
- j. Enumerate predictors associated with the use of excessive force.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter's 5 & 6
- c. Mid-term exam

3. Unit Outline: Refer to Textbook Contents

F. **Unit Nine:** Chapter 7, Police Corruption and Responses

1. Learning Objectives: Upon successful completion of this unit, the student will:
- a. Describe the types of police corruption.
  - b. Describe the ethical arguments for and against gratuities.
  - c. Explain and give examples of graft and other forms of police corruption.
  - d. Provide the three types of explanations of police misconduct, with examples of each.
  - e. Describe the ways to reduce corruption and misconduct.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 7

3. Unit Outline: Refer to Textbook Contents

G. **Unit Ten:** Chapter 8, Law and Legal Professionals

1. Learning Objectives: Upon successful completion of this unit, the student will:
- a. Understand the justifications for law, including protections against harm to others, offensive conduct, harm to self, and harm to societal morals.
  - b. Explain the role of law in society and the paradigms that have developed to understand how law is formed and enforced.
  - c. Compare the idea of our criminal law system as an adversarial system to other descriptions of how the courtroom works and the relationships between the legal professionals.

- d. Present the controversy concerning the role of advocate as legal agent or moral agent.
- e. Describe the history and source of legal ethics for attorneys and judges. Explain the types of ethical rules and compare them to the subculture of winning.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 8

3. Unit Outline: Refer to Textbook Contents

H. **Unit Eleven:** Chapter 9, Discretion and Dilemmas in the Legal Profession; and Chapter 10, Ethical Misconduct in the Courts and Responses

1. Learning Objectives: Upon successful completion of this unit, the student will:

- a. Describe the ethical issues faced by defense attorneys.
- b. Describe the ethical issues faced by prosecutors.
- c. Describe some of the areas of forensic science that have been challenged by opponents.
- d. Describe the ethical issues faced by judges.
- e. Explain why electing judges leads to a perception of unfairness.
- f. Detail the types of misconduct that have been associated with defense attorneys, prosecutors, and judges.
- g. Explain the reasons why such misconduct occurs.
- h. Describe the Innocence Projects, how many individuals have been found to be wrongly imprisoned, and why.
- i. Discuss some proposals to improve the justice system and reduce ethical misconduct.
- j. Describe the concepts associated with judicial activism or constructionism and how this issue relates to ethical misconduct.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter's 9 and 10
- c. Twelve-week exam (optional)

3. Unit Outline: Refer to Textbook Contents

I. **Unit Twelve and Thirteen:** Chapter 11, The Ethics of Punishment and Corrections; and Chapter 12, Discretion and Dilemmas in Corrections

1. Learning Objectives: Upon successful completion of this unit, the student will:

- a. Provide the definitions of punishment and treatment and their rationales.



- b. Describe how the ethical frameworks justify punishment.
- c. Describe the ethical rationales for and against capital punishment.
- d. Describe the ethical codes for correctional officers, treatment professionals, and probation and parole officers.
- e. Explain how occupational subcultures affect adherence to professional ethic codes.
- f. Describe the role conflict of correctional officers.
- g. List and describe some ethical issues for correctional officers.
- h. Describe the different challenges that face jail officers as compared to correctional officers in prisons.
- i. Explain the role conflict of treatment professionals and provide examples.
- j. Describe the ethical issues of probation and parole officers.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 11

3. Unit Outline: Refer to Textbook Contents

J. **Unit Fourteen and Fifteen:** Chapter 13, Correctional Professionals: Misconduct and Responses; and Chapter 14, Making Ethical Choices

1. Learning Objectives: Upon successful completion of this unit, the student will:

- a. Describe types of misconduct by correctional officers, including the typology of misconduct by Souryal and MCarthy.
- b. Describe types of misconduct by community corrections professionals.
- c. Explain the Zimbardo experiment and what it might imply for correctional professionals.
- d. Provide other explanations for misconduct.
- e. Present some suggestions to decrease misconduct by correctional professionals.
- f. Identify the basic themes of the book.
- g. Describe the basic elements of the “just war” debate and the “just means” discussions.
- h. Describe the responses taken to 9/11.
- i. Compare the crime control approach to the human rights model of policing.
- j. Present a method to resolve ethical dilemmas.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter’s 13 & 14
- c. Review for final examination

3. Unit Outline: Refer to Textbook Contents

K. **Unit Sixteen:**

1. Review for final exam
2. Final exam