

Rutgers University
The Program in Criminal Justice
Philosophical and Ethical Foundations in Criminal Justice
Section: 202:488
Summer 2014

Instructor: Dr. Michele Muni
Course Hours: Monday and Wednesday: 6:00-9:40 pm (6/23-7/31)
Course Location: Brookdale Community College, Freehold, NJ
Office Hours: Upon Request
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Course Description:

- This course is designed to provide students with introductory knowledge to professional ethics in criminal justice. The field of criminal justice is constantly transitioning, which could lead to changing professional standards and questions of ethics. This course will review ethical and philosophical dilemmas faced by professionals in criminal justice. Major theoretical foundations of ethics will also be explored. Students will participate in ethical exercises to improve their critical thinking skills and engender the importance of ethical decision making.

Essential Learning Objectives

- To work through the stages of thought development (reflective stage and systematic stage)
- To describe and explain different types of ethical theories.
- To use critical thinking skills to apply ethical principles to everyday life problems.
- To give logical reasons, based on theory and literature regarding problems facing criminal justice practitioners.
- To challenge students to continue their inquiry into how the criminal justice system responds to problems. Are decisions ethical?

A Statement of Principles

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses. The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in

meaningful debate about current public policy issues.

Learning Goals for Criminal Justice Majors

1. Competence

Theory. Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are a myriad of theories of crime that are informed by these perspectives, including: classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.

Institutions. Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.

Research Methods. Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

2. Critical Thinking

Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.

3. Scholarship

Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

Readings and Required Materials

- Albanese, Jay S. (2012). *Professional Ethics in Criminal Justice, Being Ethical When No One Is Looking*. Third Edition. Upper Saddle River, New Jersey: Pearson.
- Sandel, Michael J. (2007). *Justice A Reader*. New York, New York: Oxford University Press
- Powerpoints may OR MAY NOT be posted on Sakai

Course Grading

Grades will be determined accordingly:

Reading Quizzes (3 @ 20 points each)	60 points
Exams (2 @ 60 points each)	120 points

Grading: All grades will be based on a points system. Each grade will be given in total points earned. The points each student earns on the course requirements will be added at the end of the semester and the following grades will be assigned based on points earned. Total Points: 180

A	93-100	B+	87-89	C+	77-79	D	60-69
A-	90-92	B	83-86	C	73-76	F	≤59
		B-	80-82	C-	70-72		

Incompletes – The instructor will not give incompletes. All work must be handed in on specific due dates. The final exam plus all work completed by July 3 will be considered when calculating the final grade. Any questions regarding grades must be submitted in writing to the instructor within one week of receiving the grade.

Course Requirements

Attendance/Participation – The course will require that all students attend each face-to-face class and participate in class – attendance is mandatory. The majority of students will not be able to function effectively in the course if they do not attend class and complete homework and exams. Failure to participate will result in a lower final grade. Participation in the class will help you and others get a better grasp on the material.

Missing Class – It is expected that students attend all classes. However, if you need to miss one class, it is your responsibility to get notes/missed work from a classmate BEFORE the next class. It is expected that each student will be fully prepared for each class.

Inclement Weather – When classes are cancelled due to inclement weather, please check the Brookdale Community College website and Sakai.

Course Readings: Readings are assigned for Tuesday and Thursdays of each week. Reading quizzes will be given to ensure that students are keeping up with the reading material. ALL QUIZZES ARE MULTIPLE CHOICE! **NO MAKE-UP QUIZZES WILL BE GIVEN!!!!!!**

Exams: There will be two exams. Each test will be based on a section of the course material. This means that the tests *are not cumulative*; however, you will need to know some of the material in the beginning of the course in order to understand the material in subsequent parts. **BE AWARE THAT ALTHOUGH EXAMS ARE NOT PREDOMINATELY CUMULATIVE, YOU MAY BE ASKED QUESTIONS FROM PRIOR EXAMS.** Class policy: No student may start the test after the first student has finished the test and left the room.

DISCUSSION: On discussion days, be prepared to discuss the topics before class!

Course Policies

Academic Honesty – **Academic dishonesty will not be tolerated in any shape or form.** Each student is responsible for understanding the concept of academic dishonesty and will face consequences if s/he takes part in **any form** of academic dishonesty in this class. A student who commits academic dishonesty will receive a zero on the assignment or test and be reported to Current Academic Integrity Policy: Academic dishonesty is further elaborated upon in the student handbook and at the college website at:
http://www.academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf

This is the official academic integrity policy enforced by the college and will be strictly upheld in this class. **DO NOT BORROW, STEAL or LOOK at another student's HOMEWORK or TEST. This is plagiarism and you will receive a zero for the work.**

ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS – Students with disabilities who seek accommodations should make their request by contacting <http://disabilityservices.rutgers.edu/>

Course Schedule - Schedule is subject to modification based on the progress of class.

Course Schedule

This schedule is subject to modification or change based on the progress of materials covered in class.

Week 1: Introduction to the Class

June 23:

Part I: Introduction to Class

Part II: *The Emperor's Club*

Recognizing Ethical Decisions & Crime & Law

June 25: Morality and Ethics

Part I: Morality, Ethics, and Human Behavior

- Albanese Chapter 1
- Sandel: "Doing the Right Thing" – Pp. 3-7

Part II: The Social Construction of Crime and Reality

Week 2: Philosophical Theories

June 30: Virtue Ethics

Part I: Virtue Ethics

- Albanese Chapter 2
- Sandel: Second Treatise of Government John Locke 83-126

Part II: Lone Survivor

July 2: Formalism

PART I: Formalism

Text: Albanese Chapter 3

Sandel: Groundwork for the Metaphysics of Morals Immanuel Kant, p. 158-198

Sandel: "On the Supposed Right to Lie" Immanuel Kant 199-202

QUIZ 1 (includes information from June 23-June 25)

PART II:

- Discussion on Lone Survivor
- Evaluate the ethical issues involved in Lone Survivor and how the soldiers dealt with these issues.

Week 3: **Philosophical Theories**

July 7: Utilitarianism

Part I: Utilitarianism

- Albanese Chapter 4
- Sandel: Pp. 31-47
- QUIZ 2: (Includes information between June 30-July 2)

Part II: Captain Phillips

<http://watch32.com/movies-online/captain-phillips-3801>

July 9: Crime and Law

Part I: Crime and Law

- Albanese Chapter 5

Part II:

Evaluate the moral permissibility of the two incidents in Captain Phillips: of the French soldiers to attack, even though it resulted in a death, and for the Navy Seals to attack despite the fact that it turned out well.

Week 4: Ethics in the CJ System

July 14: Police and Ethical Decisions

Part I: Police and Ethical Decision Making

- Albanese Chapter 6

Part II:

- Evaluate Police Corruption and Serpico Using Philosophical Theories
- Serpico

July 16 – **MIDTERM EXAM (Includes Everything From June 23-July14th)**

Week 5: Ethics in the CJ System

July 21: Courts

Part I: Courts - Albanese Chapter 7

Part II: *A Civil Action*

July 23: Punishment and Corrections

Part I: Punishment and Corrections

- QUIZ 3: (Includes Information from July 27 and July 23 – BE SURE TO READ THE CHAPTER BEFORE CLASS)
- Albanese Chapter 8

Part II:

- Group One: Evaluate the ethical issues involved in Serpico and apply philosophical theories to these issues.
- Group Two: Evaluate the ethical issues involved in A Civil Action and apply philosophical theories to these issues.

Week 6: Ethics in the CJ System

July 28:

Part I: Liability and the Future

Part II: Brief Review

- Albanese Chapters 9-10
- July 30: FINAL EXAM