

SPECIAL TOPICS:
Ethical Considerations in Criminal Justice
01-202-496-01
Monday and Thursday
10:20 AM to 11:40 AM
Livingston Residence Building 110A

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Program in Criminal Justice
Rutgers, the State University of New Jersey

Learning Goals:
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:**
 - a.) **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 myriad 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.
 - b.) **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.
 - c.) **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.

COURSE DESCRIPTION:

Ethical Considerations in Criminal Justice course intends to builds on the strengths of morally good professionals, rather than focusing on the corruption or misconduct of morally bad professionals. The course further aims primarily at the individual moral agent rather than the corporate body of agents. The responsibility for morally good character, decision-making, and behavior falls foremost on the individual.

The instruction will focus on the logic of ethics, rather than on psychology or sociology of ethics. Ethical Considerations in Criminal Justice will involve the discussion of a variety of basic moral theories, including Aristotle’s version of virtue theory that emphasizes acting habitually in a way that is neither excessive, nor deficient, and that exhibits the cardinal virtues of courage, justice, temperance, and prudence. The goal of this course is to provide the student the capabilities to identify the tools needed to solve future ethical problems that they may encounter in the criminal justice environment.

COURSE TEXTBOOKS:

1. Ethics in Criminal Justice. Dreisbach, Christopher. (2008). McGraw Hill: New York

EVALUATION OF STUDENT PERFORMANCE:

Two Exams:	25 points each	50 points
Term Paper		40 points
Civility Grade		10 points
Total Semester Points:		100 points

TERM PAPER:

Term Paper: One of the basic expectations of a 400 level course is that you complete at least one major written assignment. In the case of this course, it will consist of a research paper. The research paper for this course is a multi academic discipline research paper of at least 15 pages in length, intended to address an ethical issue in the field of criminal justice.

A list of suggested topics is included at the end of this syllabus. The topic areas are guidelines and you have the ultimate opportunity and responsibility to develop the topic area to your own interests. The use of proper citation format is required. Most important, make sure that you present only your original work. The grading rubric for this assignment is located at the end of this syllabus.

You will submit a one-paragraph paper outline on or before class Thursday, **February 14, 2013**. Papers are due **Monday, April 22, 2013**.

NO LATE PAPERS WILL BE ACCEPTED

CIVILITY GRADE

Students are expected to attend every class. Additionally, students are required to participate in class discussions throughout the semester. Ten percent of the course grade is based upon this performance.

There will be several guest speakers throughout the semester whose experiences and insights will enhance the material presented in this course.

This syllabus is subject to change.

Students unable to attend any examination on the assigned date, for **ANY** reason, are to notify the instructor **PRIOR** to the examination date and make arrangements for make up exam.

Students are encouraged to utilize any and all resources available to assist them with this course through the Rutgers University Learning Resource Center. Information regarding the services available are accessible at: <http://lrc.rutgers.edu>

Students will be held to the academic integrity standards of this institution. Refer to: <http://teachx.rutgers.edu/integrity>

LECTURE TOPICS AND READING ASSIGNMENTS

1/24	Course Introduction.
1/28 and 1/31	Chapter 1. Introduction: Challenges and Tools.
2/4 and 2/7	Chapter 2. Moral decision Making: The Logic of Ethics.
2/11	Chapter 3. Consequentialism.
2/14	Chapter 4. Regularianism. Term Paper Outline Due
2/18 and 2/21	Chapter 5. Deontology.
2/25 and 2/28	Chapter 6. Virtue and Responsibility: An Aristotelian Approach.
3/4 and 3/7	Chapter 7. Law
3/11	Mid Term Course Review
3/14	Examination #1
3/18 and 3/21	Semester Break NO CLASSES
3/25 and 3/28	Chapter 8. Rights
4/1	Chapter 9. Justice
4/4	Chapter 10. Religious Ethics
4/8 and 4/11	Chapter 11. Professions and Professional Ethics
4/15 and 4/18	Chapter 12 Ethics in Law Enforcement
4/22	Chapter 13. Ethics in the Legislature Term Papers Due Oral Presentations of Term Assignments
4/25	Chapter 14. Ethics in the Courtroom
4/29 and 5/2	Chapter 15. Criminal Justice Ethics in the Future. Oral Presentations of Term Assignments
5/6	Course review.

Final Examination Tentative Date: **Friday, May 10, 2013, 8:00 AM at Livingston Residence Building, 110A.**

Nota Bene: Tape recording lectures for commercial purposes is strictly prohibited, along with note-taking for commercial purposes. This syllabus is subject to change.

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SUGGESTED TOPICS FOR TERM ASSIGNMENT:

- Selective Enforcement
- The Use of Informants
- Revenue as a Motivator
- The Public Defender vs. the Prosecutor Perspective on Cases
- Truthfulness Policies

Special Topics

Spring 2013

TERM PAPER ASSIGNMENT

GRADING RUBRIC

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Spelling And Grammar <i>No Paper submitted.</i>	<u>25 or more</u> spelling and grammar errors.	<u>21 to 25</u> spelling and grammar errors.	<u>16 to 20</u> spelling and grammar errors.	<u>11 to 15</u> spelling and grammar errors.	<u>6 to 10</u> spelling and grammar errors.	<u>3 to 5</u> spelling and grammar errors.	<u>0 to 2</u> spelling and grammar errors.
0 points	1 point	2 points	3 points	4 points	5 points	6 points	7 points
Content Pages <i>No Paper Submitted</i>	<u>9 or less</u> Content Pages	<u>10 or less</u> Content Pages	<u>11 or less</u> Content Pages	<u>12 or less</u> Content Pages	<u>13 or less</u> Content Pages	<u>14 or less</u> Content Pages	<u>15 or more</u> Content Pages
0 points	1 point	2 points	3 points	4 points	5 points	6 points	7 points
Content No Paper Submitted On April 22, 2013.	Poor conceptual continuity. Paper is not grounded in existing research on the topic. Paper is not written in an organized manner with an introduction, body and conclusion.		Conceptual continuity is evident. Paper is grounded in existing research on the topic. Paper is written in an organized manner with an introduction, body and conclusion.		Conceptual continuity enhances the paper. Paper is grounded on the topic. Paper is well written in an organized manner with an introduction, body and conclusion. Paper promotes continued research on the subject.		
0 Points	10 Points		20 Points		26 Points		

Maximum point score for term paper assignment is **40** points.

All papers are due on, or before Monday, **April 22, 2013**. All papers not received by that date will receive a grade of **0** for the assignment.

NO LATE PAPERS WILL BE ACCEPTED