

SPECIAL TOPICS: Ethical Issues in Criminal Justice

01-202-496-02

Monday and Thursday

1:40 PM to 3:00 PM

Lucy Stone Hall B105

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Or by appointment

**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:

Ethics 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. Students will become familiar with foci on the logic of ethics, rather than on psychology or sociology of ethics.

Ethics 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.

It is the goal of this course to provide the student the capability to identify tools needed to solve future ethical problems so that they may encounter in the criminal justice environment.

COURSE TEXTBOOK:

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

EVALUATION OF STUDENT PERFORMANCE:

Two Exams:	30 points each	60 points
Term Paper		30 points
Civility Grade		10 points
Total Semester Points:		100 points

There are **NO** extra credit assignments.

Final Grades:

90 - 100%	A
87 – 89%	B+
80 – 86%	B
77 – 79%	C+
70 – 76%	C
60 – 69%	D
00 – 59%	F

CIVILITY GRADE

The expectation is that each student attends every class and partakes in course group discussions. The Civility Grade of this class will reflect the degree of participation in

dialogue throughout the entire semester. The topics will reflect material and issues relevant to the topic of ethics in criminal justice.

EXAMINATIONS

There are two examinations for this course. They are of essay format. Questions are on subjects found in course readings, lectures, and class discussions.

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 term paper.

The term paper for this course is a 15-page paper that will concentrate on one or more topic areas of ethical issues in the arena of criminal justice.

I will distribute a list of topic areas early in the semester. The topic areas are guidelines and you have the ultimate opportunity and responsibility to develop the topic area to your own interests.

I will provide guidelines on writing the paper, the use of proper citation format, conducting literature searches and reviews, and most important, making sure that you present only your original work. **NO ELECTRONIC COPIES OF THE ASSIGNMENT ARE PERMITTED**

You will provide a one-paragraph paper outline to be handed in by Wednesday, **October 5, 2011**. Papers are due **Monday, November 28, 2011**.

NO LATE PAPERS WILL BE ACCEPTED

LECTURE TOPICS AND READING ASSIGNMENTS

9/7	Course Introduction.
9/12 and 9/14	Chapter 1. Introduction: Challenges and Tools
9/19 and 9/21	Chapter 2. Moral decision Making: The Logic of Ethics.
9/26	Chapter 3. Consequentialism.
9/28	Chapter 4. Regularianism.
10/3	Chapter 5. Deontology.
10/5	Chapter 6. Virtue and Responsibility: An Aristotelian Approach.
10/10	Chapter 7. Law

10/12	Guest Speaker: John Cunningham, New Jersey Department of Corrections. "Ethical Issues in Corrections".
10/17	Mid Term Course Review
10/19	Mid Term Examination
10/24 and 10/26	Chapter 8. Rights
10/31 and 11/2	Chapter 9. Justice
11/7 and 11/9	Chapter 10. Religious Ethics
11/14 and 11/16	Chapter 11. Professions and Professional Ethics
11/21 and 11/23	NO CLASSES
11/28	Chapter 13 Ethics in Law Enforcement. TERM PAPERS DUE. Oral Presentations
11/30	Chapter 12. Ethics in the Legislature Oral Presentations
12/5	Chapter 14. Ethics in the Courtroom Oral Presentations
12/7	Chapter 15. Criminal Justice Ethics in the Future. Oral Presentations
12/12	Course Review.

Final Examination Tentative Date: Wednesday, December 21, 2011, 8:00 AM at Lucy Stone Building B-105.

Nota Bene: Tape recording of lecture is strictly prohibited, along with note taking for commercial purposes.

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 are held to academic integrity standards of this institution. Refer to: <http://teachx.rutgers.edu/integrity>.

SPECIAL TOPICS

ETHICS

Fall 2011

Term Paper Assignment

Grading Rubric

01 202 496 02

Spelling And Grammar No Paper submitted. 0 points	<u>25 or more</u> spelling and grammar errors. 1 point	<u>21 to 25</u> spelling and grammar errors. 2 points	<u>16 to 20</u> spelling and grammar errors. 3 points	<u>11 to 15</u> spelling and grammar errors. 4 points	<u>6 to 10</u> spelling and grammar errors. 5 points	<u>3 to 5</u> spelling and grammar errors. 6 points	<u>0 to 2</u> spelling and grammar errors. 7 points
Content Pages No Paper Submitted 0 points	<u>9 or less</u> Content Pages. 1 point	<u>10</u> Content Pages. 2 points	<u>11</u> Content pages. 3 points	<u>12</u> Content Pages. 4 points	<u>13</u> Content Pages. 5 points	<u>14</u> Content Pages. 6 points	<u>15 or more</u> Content Pages. 7 points
Content <i>No Paper Submitted On November 28, 2011.</i> 0 Points	Poor conceptual continuity. Paper is not grounded in existing research on the question. Paper is not written in an organized manner with an introduction, body and conclusion. 6 Points		Conceptual continuity is evident. Paper is grounded in existing research on the question. Paper is written in an organized manner with an introduction, body and conclusion. 10 Points		Conceptual continuity enhances the paper. Paper is grounded in existing research. Paper is well written in an organized manner with an introduction, body and conclusion. Paper promotes continued research on the subject. 16 Points		

Maximum point score for term paper assignment is **30** points.

All papers are due on, or before Monday, November 28, 2011. All papers not received by that date will receive a grade of **0** for the assignment.

NO LATE PAPERS WILL BE ACCEPTED