CRJ530: Ethics, Justice, and Social Control

Credit Hours: 3
Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes

Course Description:
This course explores the theory, practice, and application of ethics to the field of criminal justice. Students will explore the role ethics plays in law enforcement, in the courts, and in corrections, gaining a basic understanding of how ethics meshes with the practice of criminal justice. The course provides an examination of the ways in which ethics and popular constructions of ethics have influenced and continue to impact justice policy.

Course Overview:
Within 8 learning modules, students will analyze ethical dilemmas facing criminal justice personnel via application of theoretical frameworks. Students will also: 1. dissect various codes of ethics pertaining to federal, state and local employees; 2. engage in interactive scenarios relative to ethical decision making; 3. utilize multimedia presentations to determine the “right thing to do” in challenging criminal justice situations; and 4. formulate a plan for maintaining themselves as ethical scholar/practitioners through their career. The course will also explore criminal justice ethical issues within International contexts.

Course Learning Outcomes
1. Understand theories of morality and ethics, appraising current literature and developments regarding moral, ethical, and legal issues in criminal justice.
2. Identify and explain the variety of sources of ethics (including but not limited to: natural law, religion, the Constitution, law, and codes of ethics).
3. Analyze moral and ethical situations involving conflicts between the public and the criminal justice system and apply relevant principles for resolution.
4. Identify specific areas of ethical dilemmas in each of the subsystems of the criminal justice system including corruption, excessive force, torture, racial discrimination, deception, sentencing, and the death penalty.
5. Identify potential ethical dilemmas in the “War on Terror.”

Participation & Attendance
Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials

Textbook Information is located in the CSU-Global Booklist on the Student Portal.

Course Schedule

Due Dates
The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.
- Live Classroom: Although participation is not required, Live Classroom sessions will be held during Week 4.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Chapters 1 &amp; 2 in <em>Crime, Justice &amp; Ethics</em></td>
<td>• Discussion (25 points)</td>
</tr>
<tr>
<td>2</td>
<td>• Chapters 4, 5, 6, &amp; 7 in <em>Justice, Crime and Ethics</em></td>
<td>• Discussion (25 points)</td>
</tr>
</tbody>
</table>
|   | Chapters 8, 9, 10, & 11 in *Justice, Crime, and Ethics*  
|   | Critical Thinking (100 points) |
|   | Chapters 12, 13, 14, 15, & 16 in *Justice, Crime, and Ethics*  
|   | Critical Thinking (100 points)  
|   | Live Classroom (0 points) |
|   | Chapters 19, 20, & 21 in *Justice, Crime, and Ethics*  
|   | Portfolio Milestone (20 points) |
|   | Chapter 22 in *Justice, Crime, and Ethics*  
|   | Critical Thinking (100 points) |
|   | Chapters 3 & 14 in *Justice, Crime, and Ethics*  
|   | Chapter 17 in *Justice, Crime, and Ethics*  
|   | Portfolio (330 points) |

**Assignment Details**

This course includes the following assignments/projects:

**Module 1**
CRJ530 - CAREER DEVELOPMENT ASSIGNMENT – Practitioner Experience (50 Points)
In this course you will explore ethics as they relate to criminal justice. Understanding the code of ethical behavior where you want to work will be an important factor to consider when evaluating criminal justice careers. Whether you are new to criminal justice, or transitioning into a new area, now is the time to explore careers and get to know as much as you can about the criminal justice system. The more you learn about career choices, the more you will be able to think about how your skills and experiences align with the different choices you can make.

In this assignment, you will get to know the information and resources that are available to you at the Student Career Center. Using these resources, you can complete a personal and career evaluation, begin to assemble (or update) your Career Portfolio, and explore internships and volunteer opportunities. While you will not turn in your Career Portfolio as part of this assignment, you will want to begin to build your portfolio to help you complete this and other career development assignments in future courses.

Assignment Preparation/Activities
1. Go to the CSU-Global Career Center and scan the site so that you know the kind of information and resources you will be able to find there.
2. In the Career Center, read Personal and Career Evaluation. Download and complete any worksheets that will help you complete your assignment.
3. In the Career Center, read Landing a Job/Internships and explore the web search sites Land the Perfect Internship and Internship Programs.
4. Conduct an online search in two areas related to criminal justice:
   a. Volunteer opportunities in your community
   b. Identify (and bookmark) criminal justice professional societies and certifications that interest you.

Assignment Requirements
Develop a well-written 2 – 3-page paper that includes the following:
1. One internship position – Include a link to the internship description and provide a summary of how this position relates to your career goals.
2. One volunteer opportunity – Include a link to the description for the volunteer opportunity and provide a summary of how this opportunity relates to your career goals.
3. One professional certification – Include a link to the description of this certification and summarize the qualifications required to obtain certification, as well as the value provided by the certification.
4. A summary of your Personal and Career Evaluation. In your summary, include a discussion about why you are interested in a specific career and your experience of completing the evaluation.

Always follow CSU-Global Guide to Writing and APA Requirements style and review the library material concerning APA style before turning in this assignment.

PORTFOLIO PROJECT
Portfolio Project Reminder: Review

Review the Portfolio Project description and grading rubric in the Module 8 folder. Then review the Portfolio Project milestone due in Module 5. This milestone will help you prepare for the final assignment.

Module 2
CRITICAL THINKING ASSIGNMENT (100 points)
Choose one of the following two assignments to complete this week. Do not complete both assignments. Identify your assignment choice in the title of your submission.

Note that while there are two options for the Critical Thinking assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

Option #1: The Ethics of Police Deception

Although the United States Supreme Court has legally permitted police to lie to suspects during interviews, many question the use of deception by police, especially as it applies to authority figures presenting false evidence to vulnerable individuals. Is this ethical?

Find articles in the CSU-Global Library on this topic and discuss the literature and explicate a position on the issue of police using deception. Defend your position, which does not have to be starkly pro or con, but may be nuanced and complex.

Your paper should be 3-4 pages in length, well-written, supported by at least three scholarly references (the textbook can be one), and formatted according to the CSU-Global Guide to Writing and APA Requirements.

Option #2: Internal Affairs Investigations

Write an essay on the ethics of internal affairs investigations. Consider the following in your analysis:

- Is it ethical for police to investigate themselves?
- Evaluate this question through the lenses of deontology and utilitarian ethical approaches.
- How are internal affairs investigations handled in police agencies outside the U.S.?

You may use a recent case example (e.g., the 2014 Michael Brown – Ferguson Missouri Shooting Case, the 2014 Eric Garner – Staten Island, New York Shooting Case, or another case of your choice) to add practical application to your analysis or another example in the CSU-Global Library on this topic.

Your paper should be 3-4 pages in length, well-written, supported by at least three scholarly references (the textbook can be one), and formatted according to the CSU-Global Guide to Writing and APA Requirements.

Module 3

CRITICAL THINKING ASSIGNMENT (100 points)
Choose one of the following two assignments to complete this week. Do not complete both assignments. Identify your assignment choice in the title of your submission.

Note that while there are two options for the Critical Thinking assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

Option #1: Ethics of Data Privacy

Imagine that you are part of a team of lawyers advising the U.S. Department of Defense on ethical issues surrounding the collection of electronic data from U.S. citizens, enemies, allies, suspected terrorists, and the
world population in general. View the following TED Talk presented by Edward Snowden who is considered by some to be a traitor, and by some to be a hero:

- **Edward Snowden: Here’s How We Take Back the Internet**

Present a pro/con oral argument about the government collecting vast amounts of data on the parties mentioned above through both a deontological and a utilitarian theoretical perspective. What would your recommendations be?

The presentation must adhere to the following requirements:

- An audio track (6-8 mins long) is required using either the audio recording feature in Schoology or another presentation software of your choosing that includes audio (Prezi, VoiceThread, etc.)
- If images are included, they should include a caption and source
- Include a 1-page written outline of your oral argument
- Include a final reference page with a minimum of 3 scholarly references (the textbook can be one)
- Use the *CSU-Global Guide to Writing and APA Requirements*

**Option #2: Ethics of Terror Interrogation**

Imagine that you are part of team of lawyers advising the U.S. Department of Defense and other federal agencies on ethical issues surrounding the use of enhanced interrogation techniques of terror suspects that some would define as torture. View the following PBS video on the subject:

- **Doctors’ role in military interrogation of terror suspects**

Present a pro/con oral argument about the government using such techniques through both a deontological and a utilitarian theoretical perspective. What would your recommendations be?

The presentation must adhere to the following requirements:

- An audio track (6-8 mins long) is required using either the audio recording feature in Schoology or another presentation software of your choosing that includes audio (Prezi, VoiceThread, etc.)
- If images are included, they should include a caption and source
- Include a 1-page written outline of your oral argument
- Include a final reference page with a minimum of 3 scholarly references (the textbook can be one)
- Use the *CSU-Global Guide to Writing and APA Requirements*

**Module 4**

**CRITICAL THINKING ASSIGNMENT (100 points)**

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission.

Note that while there are two options for the Critical Thinking assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.
Option #1: Non-Judicial Release of Prisoners

Although the United States Supreme Court has legally permitted states to enact determinate sentencing laws, the decision to release individuals into the community is often left up to the respective correctional board, not the judiciary. Is this practice ethical?

Discuss the literature on the topic and explicate a position on the ethics of allowing non-judicial persons to determine prisoner release. Defend your position, which does not have to be starkly pro or con, but may be nuanced and complex.

Your paper should be 3-4 pages in length, well-written, supported by at least three scholarly references (the textbook can be one) found in the CSU-Global Library, and formatted according to the CSU-Global Guide to Writing and APA Requirements.

Option #2: Ethical Corrections Officers

Briefly discuss the literature on the topic of ethical dilemmas facing corrections officers. You can investigate any of the topics below, or another ethical dilemma you find in the textbook or the CSU-Global Library:

- Introducing contraband to jail/prison facilities
- Dual or sexual relationships with inmates
- Misuse of funds or equipment
- Inmate labor
- Discrimination
- Excessive force

Analyze such dilemmas through lenses of deontology and utilitarianism. Provide a real or fictional dilemma and detail key decisions that lead to the “right/correct thing to do.” Defend your position(s).

Your paper should be 3-4 pages in length, well-written, supported by at least three scholarly references (the textbook can be one) found in the CSU-Global Library, and formatted according to the CSU-Global Guide to Writing and APA Requirements.

Module 5

PORTFOLIO PROJECT (20 points)

Portfolio Outline/Annotated Bibliography:

Provide a rough draft of the introductory paragraph of your Portfolio Project paper, detailing what your paper will be about. You will be required to account for the instructor’s feedback in your final version of the paper.

- Submit and outline of your portfolio project and an annotated bibliography of at least 5 academic sources in APA format.
- Identify how the sources you have selected are relevant to the major components of the paper.
- Post to the Discussion Forum entitled “Portfolio Milestone”.
Module 6

CRITICAL THINKING ASSIGNMENT (100 points)
Choose one of the following two assignments to complete this week. Do not complete both assignments. Identify your assignment choice in the title of your submission.

Note that while there are two options for the Critical Thinking assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

Option #1: State vs. Third-party Lab Testing
Many crime laboratories are run by the state. These are the laboratories routinely involved in testing evidence for capital cases. Given the few but significant cases where newly tested DNA evidence has exonerated wrongly convicted persons, some argue that the laboratories testing such evidence should be run by third-party companies, not the state or public defense. Is it ethical for the state to be the primary agent for laboratory testing?

Discuss the literature on the topic and explicate a position on the ethics of state versus third-party laboratory testing. Defend your position, which does not have to be starkly pro or con, but may be nuanced and complex.

Your paper should be 3-4 pages in length, well-written, supported by at least three scholarly references (the textbook can be one) found in the CSU-Global Library, and formatted according to the CSU-Global Guide to Writing and APA Requirements.

Option #2: Solutions to Contemporary Criminal Justice Problems
Considering the concepts of mindfulness, peace-making, “good lives,” and restorative justice, what criminal justice practices would you recommend to prevent crime or reduce recidivism?

Discuss the literature on the topic and explicate a position on the ethics of what are considered by some to be more lenient, compassionate, approaches to solving crime problems. Include at least one international example in your paper.

Your paper should be 3-4 pages in length, well-written, supported by at least three scholarly references (the textbook can be one) found in the CSU-Global Library, and formatted according to the CSU-Global Guide to Writing and APA Requirements.

Module 8

PORTFOLIO PROJECT (330 points)
Choose one of the following two assignments to complete this week. Do not complete both assignments. Identify your assignment choice in the title of your submission.

Note that while there are two options for the Portfolio Project, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.
Go to the week’s assignments page for full details of the Portfolio Milestones.

- Week #5: Outline/Annotated Bibliography (20 points)

**Portfolio Project Option #1: Ethical Analysis of a Code of Ethics**

Apply what you’ve learned in this course to analyze a canon or code of ethics for a criminal justice agency. The code of ethics section in the policy manual usually precedes directives and orders governing the rules and regulations of the agency. The Canon of Ethics is a code for employee behavior and conduct.

Select a published canon/code and discuss the ethical foundations informing at least eight of its sections (also called canons or articles).

You may use one of the following examples or find and use a different one:

- John Jay College of Criminal Justice
- Christian Police Association
- Ohio Association of Chiefs of Police [www.oacp.org/member/ethics.pdf](http://www.oacp.org/member/ethics.pdf)
- United Arab Emirates – Ministry of Justice (Mission and Values)
- Royal Canadian Mounted Police (Mission, Vision, Values)

In your paper, discuss and apply at least two ethical theories and approaches that you have studied throughout this course, such as (but not limited to):

- Deontology
- Utilitarianism
- Ethical codes of jurists
- Ethics governing police conduct such as apprehension and control of suspects
- Solicitation of confessions, managing evidence, etc.
- Gifts, favors, and gratuities; etc.

Your criticism should focus on the question: what is the goal of this canon/article, and how is that goal supported by one or more theoretical perspectives?

For each section/canon/article of your selected canon of ethics, offer your own analysis along with support from the literature. Each section should include quotes from at least two scholarly or otherwise credible sources (you can include your textbook as one of them) found in the CSU-Global Library.

Your paper must adhere to the following requirements:

- Use the [CSU-Global Guide to Writing and APA Requirements](http://www.csu-global.edu/)
- Include 12-15 pages in length (not including cover and reference pages)
- Include headings, per APA guidelines
- The entire written Portfolio should include at least 5 sources
Portfolio Project Option #2: Ethical Considerations – Applying for Work in a Federal Agency

Imagine you are applying for work at a federal agency such as: FBI, CIA, TSA, NSA, Border Patrol, Customs, Federal Probation, Department of Justice, or Bureau of Prisons. Apply what you’ve learned in this course to analyze a canon or code of ethics for that agency. This section in the policy manual usually precedes directives and orders governing the rules and regulations of the agency. The Canon of Ethics is a code for employee behavior and conduct.

Include in your paper:

- The name of the agency and position you are applying for
- The mission statement of the agency
- A listing of the agency’s code of ethics, or code of conduct
- Your evaluation of how the agency might screen for ethical employees (e.g., background checks, polygraph examinations, 3rd party contacts, psychological evaluations, fitness tests, etc.)
- An analysis of how the agency interacts with similar criminal justice agencies outside the United States
- An evaluation of a case example where the agency dealt with a client/offender, employee, or situation ethically (or unethically), through the lens of deontological and utilitarian approaches
- A brief self-analysis of how you might fit in the agency as an employee

Some links you might explore to get started:

- FBI: https://www.fbijobs.gov/home/
- NSA: https://www.nsa.gov/careers/jobs_search_apply/
- DoJ: http://www.justice.gov/usao/career-center
- BoP: http://www.bop.gov/jobs/

Your paper must adhere to the following requirements:

- Use the CSU-Global Guide to Writing and APA Requirements
- Include 12-15 pages in length (not including cover and reference pages)
- Include headings, per APA guidelines
- The entire written Portfolio should include at least 5 sources

Course Policies

<table>
<thead>
<tr>
<th>Course Grading</th>
<th>Grading Scale and Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>20% Discussion Participation</td>
<td>A 95.0 – 100</td>
</tr>
<tr>
<td>0%  Live Classroom</td>
<td>A- 90.0 – 94.9</td>
</tr>
<tr>
<td>45% Critical Thinking Assignments</td>
<td>B+ 86.7 – 89.9</td>
</tr>
</tbody>
</table>
In-Classroom Policies
For information on late work and incomplete grade policies, please refer to our In-Classroom Student Policies and Guidelines or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see CSU-Global Guide to Writing and APA Requirements for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the CSU-Global Guide to Writing and APA Requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.