

Technical College of the Lowcountry  
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**CRJ 222**  
**ETHICS IN CRIMINAL JUSTICE**

**COURSE DESCRIPTION**

This course is a study of the application of ethical theories to the criminal justice profession.

3 Cr (3 lect/pres, 0 lab, 0 other)

**COURSE FOCUS**

The student will be introduced to the fundamentals of ethical behavior as it relates to the criminal justice system.

**TEXT AND REFERENCES**

Professional Ethics in Criminal Justice; Being ethical when no one is looking. Jay S. Albanese 3<sup>rd</sup> Edition (2012), Pearson Education, Inc.

Movie:

Courageous (2011), Directed by Alex Kendrick (Starring Alex Kendrick, Ken Bevel)

Now You See Me (2013), Directed by Louis Leterrier (Starring Common, Dave Franco)

The Visit (1964), Directed by Bernhard Wicki (Starring Ingrid Bergman, Anthony Quinn)

**COURSE GOALS**

The following list of course goals will be addressed in the course. These goals are directly related to the performance objectives. (\*designates a CRUCIAL goal)

1. Develop the ability to understand the essence of good character
2. Distinguish between morals, values, and ethics
3. Recognize the concept of moral relativism
4. Understand the importance of critical thinking to ethics
5. Increase awareness of the connection between etiquette and ethics
6. Appreciate the hierarchy of goods

7. Distinguish the difference between real and apparent goods
8. Recognize the distinctions among virtue ethics, stoicism, and hedonism
9. Increase understanding of the linkage between the moral virtues in pursuing real goods
10. Develop skills in applying moral virtues and real goods in evaluating ethical dilemmas
11. Understand the nature of deontological ethics
12. Recognize the centrality of duties versus inclinations in Kantian ethics
13. Increase the ability to isolate the categorical imperative from any set of facts presented in an ethical dilemma
14. Distinguish the categorical imperative from the practical imperative and hypothetical imperatives
15. Understand why lying is never permitted using the ethics of formalism
16. Understand the nature of teleological ethics
17. Recognize the centrality of the principle of utility in the ethics of John Stuart Mills
18. Develop an appreciation of why utilitarianism is sometimes called consequentialism
19. Increase the ability to distinguish objective ways to assess the total happiness produced by an action
20. Appreciate criticisms of utilitarianism as a way to judge ethical action
21. Understand the differences between the consensus view and conflict view of criminal law
22. Appreciate the ethical issues posed by “quality of life offenses
23. Distinguish the major perspectives on crime causation
24. Develop an appreciation for the linkage between Kohlberg’s theory of moral development and ethics
25. Increase understanding of Gilligan’s ethics of caring
  
26. Understand how Fourth and Fifth Amendments of the Bill of Rights provide the principles for police stops, searches, arrests, and interrogations.
  
27. Appreciate the threshold of “stop and frisk” and its differences from probable cause in evaluating situations for police
28. Recognize the differences among nonfeasance, misfeasance, and malfeasance in assessing police decisions
29. Develop an appreciation for the different causes and circumstances of police corruption
30. Evaluate the relationship between codes of ethics and ethical principles in producing consistent conduct
31. Appreciate John Rawls’ theory of justice and the greatest equal liberty” principle
32. Recognize the importance of the Model Rules of Professional Conduct for prosecution and defense conduct
33. Understand what a “mob lawyer” is and the proper role of a defense attorney in criminal cases
34. Assess the scope of a prosecutor’s discretion and its implication for ethical conduct
  
35. Evaluate the nature of plea bargaining and the ethical dilemma it creates

36. Understand the ethical underpinnings of sentencing decisions
37. Understand the distinctions among the four purposes of criminal sanctions
38. Recognize the issue of disparity in sentencing
39. Assess the issue of correctional ethics and the situations in which ethical decisions become crucial in correctional settings
40. Understand how corporal punishment and innovative sentences can be evaluated from an ethical perspective
41. Distinguish the issue of punishment under the Eight Amendment
42. Understand the nature of civil remedies for ethical misconduct
43. Recognize the double standards often placed on public officials regarding liability for conduct that is accepted when acting as private citizens
44. Evaluate the ethical dilemmas posed by sex offender notifications laws
45. Assess the liabilities faced in unethical individual, corporate, and government misconduct
46. Evaluate the ethical dilemma in the case of the Unabomber
47. Understand the ethical distinctions between killing and letting die in a medical context

## **STUDENT CONTRIBUTIONS**

Each student will spend at least 6 hours per week preparing for class. Attendance is critical in this class. There will be a midterm and a final exam. There are five ethical dilemma articles presentations. Each student will critique 3 videos. It is the responsibility of the student to take the exam and complete all activities within the specified due dates. The syllabus is subject to change. All changes will be discussed in class and students will be accountable for such changes.

## **COURSE EVALUATION**

Your performance objective and exams will be translated to points and the points to grades. There are 100 possible points and grades will be earned as follows:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69

## **Tests and Quizzes**

The mid-term examination is a comprehensive examination and consists of multiple-choice, true/false, and fills in the blank type questions. The mid-term is value at 20% of the final grade.

The final examination is a comprehensive examination and consists of multiple-choice, true/false, and fills in the blank type questions. The final is value at 20% of the final grade.

## Ethical Dilemma Presentations

Each student is required to locate five current events that they identify as an ethical dilemma and apply an ethical principle as discussed in the book. Each ethical dilemma article must be discussed on the Discussion Board in Blackboard. Ethical Dilemma Presentations should follow guidelines discussed in chapter 2.

The response should meet *all* of the following criteria. The student:

- Uses correct grammar and structure according to professional APA writing standards;
- Applies the material and response to personal practice when applicable;
- Responds to at least two other students' replies and greatly aids in furthering the discussion on the topics.

Each presentation is valued at **2 points** for a total of 10% of the final grade.

## Video Critique

Each student will critique 3 videos and identify any ethical dilemma. The critiques are valued at 10% each for a total of 30% of the final grade. **Guidelines TBP**

## Classroom Exercises

Each student will be required to participate in classroom exercise. Classroom exercises are valued at 20% of final grade.

## COURSE SCHEDULE

Week	Readings	Date	Discussion/Assignment/Test Due
1	Chapter 1 & 2	8/27/2014	Reading
2	Chapter 3	9/3/2014	Reading
3	Chapter 4	9/10/2014	Reading
4	Chapter 5	9/17/2014	Reading
5	Video	9/24/2014	Now You See Me
6	Mid-term	10/1/2014	Mid-term
7	Chapter 6	10/8/2014	Reading
8	Video	10/15/2014	Courageous
9	Chapter 7	10/22/2014	Reading
10	Chapter 8	10/29/2014	Reading
11	Chapter 9	11/5/2014	Reading
12	Video	11/12/2014	The Visit

13	Chapter 10	11/19/2014	Reading
<b>14</b>	<b>Holiday</b>	<b>11/26/2014</b>	<b>School Closed</b>
15	Ethics in South Carolina	12/3/2014	Notes/Research
16	Ethics in South Carolina	12/10/2014	Notes/Research
	<b>Final</b>	<b>12/17/2014</b>	<b>Final</b>

Approved by:     Kenneth Flick     Developed/Revised: 8/15/2014  
Ken Flick, Division Dean for Business/Industrial Division

## ADA STATEMENT

The Technical College of the Lowcountry provides access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation, contact the counselor for students with disabilities at (843) 525-8228 during the first ten business days of the academic term.

## ACADEMIC MISCONDUCT

There is no tolerance at TCL for academic dishonesty and misconduct. The College expects all students to conduct themselves with dignity and to maintain high standards of responsible citizenship.

It is the student's responsibility to address any questions regarding what might constitute academic misconduct to the course instructor for further clarification.

The College adheres to the Student Code for the South Carolina Technical College System. Copies of the Student Code and Grievance Procedure are provided in the *TCL Student Handbook*, the Division Office, and the Learning Resources Center.

## ATTENDANCE

The College's statement of policy indicates that students must attend ninety percent of total class hours or they will be in violation of the attendance policy.

- Students not physically attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.
- Students taking an online/internet class must sign in **and** communicate with the instructor within the first ten calendar days from the start of the semester to indicate attendance in the class. Students not attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.
- Reinstatement requires the signature of the division dean.

In the event it becomes necessary for a student to withdraw from the course OR *if a student stops attending class, it is the student's responsibility to initiate and complete the necessary paperwork*. Withdrawing from class may have consequences associated with financial aid and time to completion.

When a student exceeds the allowed absences, the student is in violation of the attendance policy. The instructor MUST withdraw the student with a grade of "W", "WP", or "WF" depending on the date the student exceeded the allowed absences and the student's progress up to the last date of attendance

*or*

o under extenuating circumstances and at the discretion of the faculty member teaching the class, allow the student to continue in the class and make-up the work. This exception must be documented at the time the allowed absences are exceeded.

Absences are counted from the first day of class. There are no "excused" absences. All absences are counted, regardless of the reason for the absence.

- A student must take the final exam or be excused from the final exam in order to earn a non-withdrawal grade.

A copy of TCL's STATEMENT OF POLICY NUMBER: 3-1-307 CLASS ATTENDANCE (WITHDRAWAL) is on file in the Division Office and in the Learning Resources Center.

## **HAZARDOUS WEATHER**

In case weather conditions are so severe that operation of the College may clearly pose a hardship on students and staff traveling to the College, notification of closing will be made through the following radio and television stations: WYKZ 98.7, WGCO 98.3, WGZO 103.1, WFXH 106.1, WWVV 106.9, WLOW 107.9, WGZR 104.9, WFXH 1130 AM, WLVH 101.1, WSOK 1230 AM, WAEV 97.3, WTOC TV, WTGS TV, WJWJ TV, and WSAV TV. Students, faculty and staff are highly encouraged to opt in to the Emergency Text Message Alert System. [www.tcl.edu/textalert.asp](http://www.tcl.edu/textalert.asp)

## **EMERGENCY TEXT MESSAGE ALERT**

Students, faculty and staff are highly encouraged to opt in to the Emergency Text Message Alert System. Participants receive immediate notification of emergency events and weather cancelations via text messaging on their cell phones. Participants can also opt in to receive non-emergency news and announcements. Go to [www.tcl.edu](http://www.tcl.edu). On the homepage, click on “emergency TextAlert at TCL” and fill out the form or go to [www.tcl.edu/textalert.asp](http://www.tcl.edu/textalert.asp)

## **BROADCAST LEARNING FORMAT**

This class is being taught in a broadcast learning format. Images and word of class participants may be transmitted live or on a delayed basis to other locations. Classes may be rebroadcast due to extenuating circumstance.