COURSE NUMBER: CJ404
COURSE NAME: Ethics and the Criminal Justice System
Spring 2016, Session I, Opelika, Higginbotham Center, Room 207
Dates: 1/13, 20, 27, 2/3, 10
5:30 p.m. - 9:30 p.m.

INSTRUCTOR'S NAME: Dr. Michael Short

CONTACT INFORMATION: mshort@hawks.huntingdon.edu

COURSE DESCRIPTION: This course presents the ethical dilemmas and issues facing law enforcement in the criminal justice system, and covers the professional expectations of someone who is a public servant. It presents practical ethical situations, such as use of force, due process, fundamental fairness, and corruption.

PREREQUISITE: CJ100 (or equivalent)


COURSE LEARNING OUTCOMES:
The student will:
- Gain an understanding of the complexity of moral and ethical decisions making when enforcing laws and processing offenders.
- Understand how decision making impacts offenders, victims, and society as a whole.
- Examine personal attitudes, values, and beliefs in relation to crime, offender, victim and the criminal justice system.
- Be aware of ethical issues in criminal justice research.
- Develop analytical skills to use in examining ethical situations in criminal justice.

COURSE ASSIGNMENTS & GRADING CRITERIA:
Exams: Five quizzes. Each quiz is worth 100 points, for a total possible of 500 points from quizzes. Each quiz covers the subject matter of its respective class session and is not cumulative. However, the last quiz, given on the last day of class, may contain questions from the previous four quizzes or material covered to aid in learning assessment. Each quiz will also include one discussion question which may be answered at your option. Discussion answers will be evaluated, and points earned will be “bonus” points for the respective quiz. The purpose of the quiz is to make certain that you have read the text. Questions appearing on the quiz may not necessarily be taken from the presentation and discussion of the material during the class.
**Writing Assignments:** There will be a writing assignment due for each class. Each writing assignment will be worth 30 points, for a total possible of 120 points from writing assignments. The subject matter of each writing assignment will be taken from the material covered in the text for that class period. The purpose of the writing assignments is to assess your critical thinking skills and ability to apply what you have learned in the text to a real-life situation. Wherever you see instructions to “use the Internet and do a search,” please do the following: a) go to the Library's web site, and use our online catalogue (Countess OneSearch); and b) go into the Library’s databases. If you do not find what you are seeking there, you may search the Internet at large, but do not use Google; use Google Scholar for your searches.

Quiz scores will be averaged and will be equivalent to 50 percent of your overall grade for the course. Written assignments will be equivalent to 40 percent of your overall grade for the course. Participation will make up the additional 10 percent of our overall grade for the course.

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<tr>
<th>Grading Elements</th>
<th>Percentage</th>
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<tr>
<td>Weekly Assignments</td>
<td>40%</td>
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<td>Quizzes</td>
<td>50%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<td>Total Points</td>
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**GRADE POINT EQUIVALENTS** - Describe the point range for each letter grade.

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59-below

**ATTENDANCE POLICY:**

**Absences and Tardiness** – All students are required to attend the first session. Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an "F" for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class you must let the instructor know via email as soon as possible. In case of absences you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

**Participation** – Participation is not the same as attendance. Participation requires students to come to class prepared to actively participate, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion.

**Late Assignments** – Late assignments are **NOT** accepted unless under extreme emergency situations.
Accommodation of Special Needs - Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by the Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik Dorman, will notify your professor(s) of the committee’s decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4577 or e-mail at disabilityservices@huntingdon.edu.

Medical Considerations- If you have a medical condition that may preclude participation in this course or any aspect of this course, the College suggests you consult your physician. The College will work with you based upon physician recommendations to find the best means to address any concerns.

Title IX Statement- Huntingdon faculty are committed to supporting students and upholding the College's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the College the faculty member MUST report to the college's Title IX Coordinator what you share. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may refer to Huntingdon's Sexual Misconduct Policy at http://www.huntingdon.edu/student-life/student-service/misconduct. You do not have to go through the experience alone.

Academic Honesty – Plagiarism is literary theft. Failure to cite the author of any language or of any ideas which are not your own creation is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge, stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.

Huntingdon College Library: As an EB student you have access to the full-range of electronic resources provided by the Library of Huntingdon College. Your first step upon enrollment at Huntingdon should be to register for a library account. You can do this by going to the Library’s web site at http://library.huntingdon.edu/ and under “EB Services” complete the “Library Card Application” form and submit it. You will receive shortly your personal library account information, which will then allow you to access a variety of resources including databases.
Should you ever have a problem accessing the Library’s electronic resources, please contact the Library (specifically, Systems Librarian Brenda Kerwin at bkerwin@huntingdon.edu).*

* Among the Library’s electronic resources, you will find a number of databases specific to the area of criminal justice and its allied fields of study. You will also find databases that support your core courses in such fields as English, history, communications, the arts, and the sciences. You may be familiar with the AVL (the /Alabama Virtual Library/) and have your own AVL card. As a student at Huntingdon College, you no longer need to maintain your own AVL card, if you access the AVL through our web site. Simply click on “Campus & Library” rather than “Home Access” within the AVL. A few other mentions: /Countess/ is the name of the Library’s online catalogue and among its holdings you will find electronic books. If you want to know what full-text electronic journals are available to you through the Library’s databases, you can use the /Serials Solutions/ link on our web site. You can limit your search by discipline (such as “Criminal Justice”). If you use Google for any of your research, we greatly encourage you to use /Google Scholar/ and /Google Books/. These features of Google will direct you to resources appropriate for academic research.*

**CLASS SCHEDULE:**

**Week One**

**Reading Assignment**

**PART I ETHICS AND THE CRIMINAL JUSTICE SYSTEM**

| Chapter 1: | Morality, Ethics, and Human Behavior |
| Chapter 2: | Determining Moral Behavior |
| Chapter 3: | Justice and Law |
| Chapter 4: | Becoming an Ethical Professional |

**Writing Assignment #1**

You are a prosecutor trying your first case. You are thrilled with how well it is going. Every objection you make is upheld, and every objection the defense makes is overruled. The judge shakes her head affirmatively every time you make a point and scowls and makes disparaging comments about and to the defense attorney. As the trial proceeds, you begin to see that it is going so well not because of your legal expertise, but rather because the judge is obviously and seriously biased against the defense. You do not know if she simply does not like the defense attorney or if she does this in all the trials, but you do know that she is making it extremely difficult for the jury to ignore her and, thus, is violating the due process rights of the accused. Should you be grateful for your good luck and accept an easy conviction or make a stand against the judge’s action? Give your answer in the form of an essay, explaining your decision and your reasoning. Be prepared to share your essay with the class.

**Quiz #1 at the end of the session.**
Week Two

Reading Assignment
PART II POLICE
Chapter 5: The Police Role in Society
Chapter 6: Police Discretion and Dilemmas
Chapter 7: Police Corruption and Responses

Writing Assignment #2
You are a police officer testifying in a drug case. You have already testified that you engaged in a buy-bust operation, and that the defendant was identified by an undercover officer as the one who sold him a small quantity of drugs. You testified that you chased the suspect down an alley and apprehended him. Immediately before you caught up with him, he threw down a number of glassine envelopes filled with what turned out to be cocaine. The prosecutor finished his direct examination, and now the defense attorney has begun cross-examining you. He asked if you had the suspect in your sight the entire time between when you identified him as the one who sold to the undercover officer and when you put the handcuffs on him. Your arrest report didn’t mention it, but for a couple of seconds you slipped as you went around the corner of the alley and fell down. During that short time, the suspect had proceeded a considerable distance down the alley. You do not think there was anyone else around, and you are as sure as you possibly can be that it was your suspect who dropped the bags, but you know that if you testify to this incident truthfully, the defense attorney might be able to argue successfully that the bags were not dropped by the suspect and get him acquitted of the much more serious charge of possession with intent to distribute. What should you do? Write your answer in the form of an essay, explaining your decision and your reasoning. Be prepared to share your essay with the class.

Quiz #2 at the end of the session.

Week Three

Reading Assignment
PART III LAW
Chapter 8: Law and Legal Professionals
Chapter 9: Discretion and Dilemmas in the Legal Profession
Chapter 10: Ethical Misconduct in the Courts and Responses

Writing Assignment #3
You are a member of a jury hearing a child molestation case in which the defendant is accused of a series of molestations in his neighborhood. You have been advised by the judge not to discuss the case with anyone outside the courtroom, and especially not with anyone on either side of the case. Going down in the elevator after the fourth day of the trial, you happen to ride with the prosecutor in the case. He tells you that the man has a previous arrest for child molestation, but that it has not been allowed in by the judge, as being too prejudicial for the jury. You were fairly sure that the guy was guilty before, but now you definitely believe he is guilty. You also know
that if you tell the judge what you have heard, it will probably result in a mistrial. What would you do? What should happen to the prosecutor? Write your answers in the form of an essay, explaining your decision and your reasoning. Be prepared to share your essay with the class.

Quiz #3 at the end of the session.

Week Four

Reading Assignment
PART IV CORRECTIONS
Chapter 11: The Ethics of Punishment and Corrections
Chapter 12: Discretion and Dilemmas in Corrections
Chapter 13: Correctional Professionals: Misconduct and Responses
Chapter 14: Making Ethical Choices

Writing Assignment #4
You are the director of a restorative justice program in your community. It is set up for juvenile offenders and involves circle sentencing, in which the offender meets with family members, school officials, and the victim’s relatives and friends. The circle comes up with what should be done, and often there is no punishment per se. Rather, the juvenile is connected with programs that can help him or her get back in school, get a job, or receive vocational training. In the case you are reviewing, you suspect that there are real questions as to whether the juvenile actually committed the burglary he is accused of. There is no evidence to link the juvenile with the crime, and he and his court-appointed attorney have claimed innocence. They then changed their plea and agreed to the restorative justice program, perhaps because, if it is completed successfully, the juvenile will have no criminal record. Should you care whether the juvenile is innocent or not, given that the program is restorative, not punitive?

Quiz #4 at the end of the session.

Week Five

REVIEW and PREPARATION FOR FINAL QUIZ

Quiz #5 at the end of the session.