47: 202: 225 Ethical and Philosophical Foundations
3 Credits
Fall 2017

Tuesdays and Thursdays
11:30-12:50p.m.

I. Course Information

Instructor Information:

Instructor: Liza Chowdhury, PhD
Email: lizach@scarletmail.rutgers.edu
Office Hours: By Appointment Only

Course Overview:
This course explores ethical and philosophical issues and moral dilemmas within the field of criminal justice, including principles of justice, deontology and utilitarianism, philosophical issues in sentencing, police and ethics, ethics and research, and the scope of state control are discussed in this course.

B.S., Criminal Justice Program Learning Goals

Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

1) Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.

2) Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.

3) Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.
4) Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.

5) Obtain a comprehensive knowledge about the process of conducting criminal justice research, and develop the skills to conduct criminal justice research with appropriate methodologies.

**Course Learning Objectives:**

1) Identify the major ethical systems and the criticisms leveled against each. Understand how the major ethical systems have relevance to issues in criminal justice.

2) Become familiar with the major theories regarding the development of moral behavior, especially Kohlberg’s moral development theory and learning theory. Become familiar with Gilligan’s research exploring gender differences in moral development. Recognize the difficulty associated with the relationship between moral beliefs and behavior.

3) Understand the origins of justice. Understand the components of justice, including, distributive, corrective, and commutative. Understand the difference between the utilitarian rationale and retributive rationale under corrective justice.

4) Understand the paradigms of law. Understand how policy makers moderate the law and how criminal justice professionals implement policy. Understand the elements of good, ethical leadership. Become familiar with the reasons for and elements of ethics training. Understand policy making in criminal justice, balancing law and justice, and how leadership and training plays an integral role in an ethical organization.

5) Understand the role of law enforcement in a democracy, including the use of authority, power, force, and persuasion. Understand the extent of discretion and its creation of opportunities for unethical decision making. Become familiar with the issue of racial profiling, including the methodological problems present when attempting to establish its prevalence.

6) Become aware of the range of law enforcement deviance. Understand the arguments that support and criticize the practice of gratuities. Become familiar with the prevalence of and explanations for the use of excessive force by police officers. Understand the various explanations offered for law enforcement deviance. Understand the concept of noble-cause corruption. Understand the methods employed to reduce or minimize corruption amongst police officers.

7) Become familiar with the source of legal ethics. Understand the concept of attorney as a moral agent or as a legal agent. Learn the variety of ethical issues faced by court room professionals. Understand the criticisms of the justice systems, including those that allege that it perpetuates racism and social inequities. Understand the concept of natural law and the perception of the source of rights.

8) Understand the definitions of punishment and treatment and their rationales. Learn how the ethical frameworks justify punishment. Become familiar with the role conflict and subculture of correctional officers. Become familiar with the ethical issues for correctional officers. Become familiar with the ethical issues for treatment professionals. Understand some of the unique ethical issues for correctional managers and administrators.

9) Understand the concept of community corrections. Understand the ethical issues that might face probation and parole officers. Understand the concept of peacemaking corrections and restorative justice. Understand the ethical issues inherent in the restorative justice approach.
10) Become familiar with the connection between the war on terror and traditional law enforcement. Understand the connection between crime control and means-end thinking. Understand the human rights model of policing. Understand the consequences of means-end thinking.

**Required Readings:**


**Course Requirements:**

PowerPoint Slides and BlackBoard: Blackboard will also be used for emails and announcements; as such, please check your email and blackboard daily. All students must have access to blackboard.

**Important Notice:** Please note that inherent to the nature of crime and the operational realities of the criminal justice system, there may be portions of some class materials (e.g., images, videos, hyperlinks, etc.), that may be graphic in nature and/or contain offensive language and commentaries. While these resources are not intended to be personally offensive or intrusive, it is important that students are aware of this possibility. Any student that is sensitive or adverse to such materials should see me or may excuse themselves from that portion of the class.

**Course Structure:**

It is this instructor’s experience that a multi-sensory approach to learning enhances student knowledge and understanding, particularly given the level and nature of this course. With the objective of facilitating the learning process, the following instructional resources will be integrated within this course: PowerPoint slide presentations, Internet Web Sites, videos, You Tube links, library resources, newspapers, handouts, student presentations, class discussions and debates, and guest speakers. Following the schedule reflected on this syllabus, students shall come to class having read and outlined the assigned chapters.

**II. Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings &amp; Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions and Syllabus</td>
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<td></td>
<td>Morality, Ethics, and Human Behavior</td>
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<tr>
<td>Week 2</td>
<td>Determining Moral Behavior</td>
<td>Assignment 1 Due Sept 14</td>
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<td>Week 3</td>
<td>Justice and Law</td>
<td>Quiz 1 September 21</td>
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<td>Week 4</td>
<td>Becoming an Ethical Professional</td>
<td>September 28 Assignment 2</td>
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<tr>
<td>Week 5</td>
<td>The Police Discretion and Dilemmas</td>
<td>October 5 Quiz 2</td>
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<tr>
<td>Week 6</td>
<td>Police Corruption and Responses</td>
<td>October 10 Guest Speaker</td>
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<td>Week 7</td>
<td>Movie October 19 Midterm</td>
<td>October 17 Movie Midterm Review October 19 Midterm</td>
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<td>Week 8</td>
<td>Police in Society, Discretion and Dilemmas</td>
<td>October 26 Assignment 3</td>
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<tr>
<td>Week 9</td>
<td>Discretion and Dilemmas in the Legal Profession</td>
<td>November 2 Quiz 3</td>
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<td>Week 10</td>
<td>The Ethics of Punishment and Corrections</td>
<td>November 9 Assignment 4</td>
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<td>Week 11</td>
<td>Discretion and Dilemmas in Corrections</td>
<td>November 14 Guest Speaker November 16 Quiz 4</td>
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<tr>
<td>Week 12</td>
<td>November 21</td>
<td>November 21 Guest Speaker November 23 No Class</td>
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<tr>
<td>Week 13</td>
<td>Student Presentations</td>
<td>November 28 Student Presentations November 30 Student Presentations</td>
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<tr>
<td>Week 14</td>
<td>Student Presentations</td>
<td>December 5 Student Presentations December 7 Student Presentations</td>
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<tr>
<td>Week 15</td>
<td>Final Paper Due</td>
<td>December 12 Student Presentations and Final Paper Due</td>
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**III. Course Assessment and Grading**

The final grade will be assessed based upon your performance on the following:

**Quizzes 20%**

There will be Four (4) quizzes throughout the semester to assess student understanding of reading assignments. Each quiz is worth 25 points = Total 100 points
**Mid-term Examination 20%**

Assigned readings, class presentations and discussions, PowerPoint slides, videos, and referenced websites. Format: Multiple Choice, Short Answers/Essays. Exam is worth 100 points

**Final Paper and Presentation 20%**

Each student will select a case in criminal justice that relates to the topics covered in class based on documentaries, discussions, readings and textbooks. The case must present and ethical issue and you must utilize research to discuss the ethical concerns regarding the topic. Each student must also complete a 5 minute presentation with power-point at the end of the semester.

A typed or hand-written short paragraph outlining the selected topic and the reason for its selection will submitted to the instructor on October 12, 2017 for approval. The topics will be reviewed and returned to students. Should there be any issues related to the chose topic or its scope, the instructor will discuss these with the student.

Your paper must site at minimum three scholarly journal articles or books. These sources can be found by using the Rutgers library or by utilizing the Google Scholar research engine. The textbook will not be counted as one of the three scholarly sources however if you use it, please cite it properly in the paper. The assigned paper is a research paper on your selected topic. For example, if you are doing your paper on women in prison, your paper should cite scholarly sources that have studied this topic. In your paper you should discuss the present state of women in the prison system, pick a theory that explains the dynamics of women and crime, causes for them to become incarcerated, patterns, theories related to why women are in prison, policy implications and then conclude with your own opinion on the topic.

To insure that your paper meets the necessary standard, it must conform to the APA Formatting and Style Guide which will be posted on Blackboard under Course Documents. This will guide you through the process of properly citing all outside sources, and will thus help you avoid any issues concerning your paper. Failure to follow APA formatting will result in term paper reductions and issues of plagiarism will be dealt with in accordance with guidelines established by the university.

The paper itself must be 5 pages double spaced using 12 point font. In addition to the written body of five pages, the paper should also have a cover page and a work cited page. Emailed papers will not be accepted. Final Presentations must be at least 10 minutes long and will be presented on December 1, 2017. Final papers are due on December 12, 2017 at the beginning of class. You must also submit it via safe assign. Late papers will not be accepted unless of emergency and a case by case basis with written documentation. = 100 points

**Current Event Homework Assignment 20%**

Class discussions are instrumental in encouraging dialogue, critical thinking, and developing effective communication skills. Following the assigned schedule handed out under separate cover, students are to report on a criminal justice current event that corresponds to the chapter covered on the week of the semester. No current event reports will be presented during the last week of classes.
Students are to submit a one-page report that reflects: (1) the chapter number and title under discussion (e.g., Chapter 7, Police Corruption), (2) the source and date of the news report (e.g., The New York Times, April 6, 2013), (3) a specific topic addressed within that chapter (e.g., illegal search and seizure), (4) a synopsis of the domestic current event and how it relates to a topic within the chapter, followed by (5) a question posed to the class regarding the event that will stimulate class discussion.

Reports are to be typed, limited to one page only, and submitted on the date it is due to be presented. Please submit them in MICROSOFT WORD FORMAT in person at the beginning of class on the due date. Failure to submit reports on time or being unprepared to present a report will result in no credit. Each current event report is worth 25 points in total. Total of four assignments is 100 points.

**Class Participation 20%**
This class is also designed to generate academic discussion based on scholarly research and current events related to the controversial topics in the field of corrections. Students must participate, formulate arguments, discuss assigned readings, promote intellectual discussions and be prepared to engage with fellow students in classroom activities. Therefore, it is the student’s responsibility to be prepared for classroom discussions and lectures. The final grade will be reflective of written assignments, exams, class room attendance and classroom participation. If you miss an in class assignment due to an absence, you are unable to make it up without valid documentation such as medical emergency etc.

**If student is punctual, participates, completes all in class assignments total is 100 points**

Attendance complies with University policies and shall influence a student’s final grade. In order to receive credit for attendance it is the student’s responsibility to sign the attendance roster before the beginning of each class. Failure to sign-in will be considered an absence. For every unexcused absence, 3 points will be deducted off a student’s final grade. Excused absences will be accepted only for bona fide circumstances as determined by the instructor (e.g., illness, family emergencies, etc.). A request for an excused absence must be submitted via email within the week immediately preceding or following the class of the absence depending on the circumstances. All missed work due to an excused absence must be completed within a week.

Punctuality reflects personal responsibility, conscientiousness, dependability, and respect. Arriving late for class is disruptive to classmates, as it is to the instructor. Habitual tardiness (after 2 or more) will result in a 2 point deduction per class towards your final grade. Students arriving late are to sign the attendance roster after class; not when class is in session.

**Review of Quizzes and Exams.**
All quizzes and exams are reviewed within class. Students are welcome to review and discuss their performance quizzes and exams.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A</th>
<th>90-100%</th>
<th>450-500</th>
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</thead>
<tbody>
<tr>
<td>B+</td>
<td>85-89%</td>
<td>425-449</td>
<td></td>
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</tbody>
</table>
The following grading scale will be used for this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90–100%</td>
<td>400-424</td>
</tr>
<tr>
<td>B+</td>
<td>85-89%</td>
<td>375-399</td>
</tr>
<tr>
<td>B</td>
<td>80-84%</td>
<td>350-374</td>
</tr>
<tr>
<td>C+</td>
<td>75-79%</td>
<td>300-349</td>
</tr>
<tr>
<td>C</td>
<td>70-74%</td>
<td>001-299</td>
</tr>
<tr>
<td>D+</td>
<td>60-69%</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

**Late or Missing Assignment Policy:**

Late assignments will not be accepted barring exigent circumstances such as medical emergencies and must be verified with written documentation.

No makeup exams barring exigent circumstances such as medical emergencies and must be verified with written documentation.

**IV. Course Policies**

**Classroom Rules**

Participation and Professional Decorum: Interaction among students, instructor, and guest lecturers enhance the exchange of thoughts and ideas, as well as provide for challenging dialogue. Diversity of opinion serves to enhance the learning process; as such, students are reminded to be respectful of one another’s differences and opinions, mindful of the adage that “one can agree to disagree.” It is encouraged that students actively participate in class with meaningful commentary based on readings, media and research about relevant class topics because your final grade will reflect your participation. While I encourage debate, I will not tolerate cutting remarks, discriminatory language of any sort, harassment, or generalizations of groups. Racist, sexist, homophobic, degrading or discriminatory language will result in a dismissal from the course.

Use of Electronic Devices: Barring explicit permission from the instructor for students that require the use of technologies to assist in learning or for emergencies, the use of computers, cell phones (texting), iPods, iPads, cameras, audio or video recorders, or any other electronic devices are not permitted during class. The recording, posting, or transmission of others within class, or any class activity, is not permitted. Any use of cell phones (e.g., texting, photos, etc.) during class will result in a 5 point deduction off a student’s final grade per incident.

**Academic Integrity**

As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and
integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students http://studentconduct.rutgers.edu/academic-integrity

Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university’s policy will result in appropriate action.

**Academic Resources**

**Students with Disabilities**

Rutgers University is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with § 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990. For additional information please visit the website https://ods.rutgers.edu/ or contact the representative for the Newark Campus.

Allen Sheffield
Director of ADA Services and Academic Support
Robeson Campus Center, Suite 352
350 Martin Luther King Jr. Boulevard
Newark, NJ 07102
Phone: 973.353.5300
Fax: 973.353.5666
E-mail: kate.torres@rutgers.edu
Website: https://ods.rutgers.edu/

**Psychological and Counseling Services**

If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university’s psychological and counseling service center (http://www.counseling.newark.rutgers.edu; 973-353-5805), which is located in Blumenthal Hall, room 101. The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.

If you are interested in finding out more about
* Accelerated Master's Program (B.S. /M.A.)
* Criminal Justice National Honor Society (Alpha Phi Sigma)

Please refer to the School of Criminal Justice website http://rscj.newark.rutgers.edu/

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