



47: 202: 225 Ethical and Philosophical Foundation of CRJ
3 Credits
Fall, 2018

Tuesdays and Thursdays
11:30AM – 12:50PM

I. Course Information

Instructor Information:

Instructor: *Christopher Chukwuedo*
Email: *Christopher.chukwuedo@rutgers.edu*
Room: *Engelhard Hall 209*
Office Hours: *By appointment only.*

Course Overview:

Ethical and Philosophical Foundations of Criminal Justice will examine the development of the scientific, historical, and theoretical approaches to explaining crime and the philosophy that underlies the ethics of the law. Throughout the semester, the class will foster an understanding of different ethical reasoning and philosophical perspectives, while developing skills to debate and substantively defend personal standpoints and decision-making.

Prerequisite:

No Prerequisite

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:

- Be able to identify and conceptualize the major ethical and philosophical principles that form the foundations of the criminal justice system.
- Think critically about ethical and philosophical concepts and be able to recognize them in society and the student’s own personal lives.
- To apply ethical and philosophical theories to argument assessment.
- Think critically about ethical and philosophical concepts and be able to recognize them in society and the student’s own personal lives.

Required Readings: Available at the Barnes & Noble Bookstore

- **Justice What is the Right Thing to Do? By Michael J. Sandel**
- **The Stanger by Albert Camus**

Course Requirements:

All other assignments and an exam are based on the book, as well as, lectures, workbook, power point, scholarly articles and videos

Course Structure:

This schedule is tentative in nature and is subject to change at the discretion of the instructor. Students will be notified of schedule changes via Blackboard and in class. Readings in addition to the required texts will be posted on Blackboard in the Course Documents folder.

II. Course Schedule

Date	Class Topic	Readings & Assignments Due
Week 1 (9/4) (9/6)	Intro- Why Be Moral/ Relativism and Moral Egoism – The Foundations	The Stranger : Albert Camus – Book Report (10/11)
Week 2 Consequentialism (9/11)* (9/13)	Utilitarianism- What is Happiness	BB Readings Week2 Sandel Pp- 3-75
Week 3 (9/18)* (9/20)	Cont.. Utilitarianism Determinism and Free Will Movie – Momento	BB Readings Week3

Week 4 <i>Virtue Ethics</i> (9/25)* (9/27)	The Nature of Virtue	BB Readings Week4
Week 5 (10/2)* (10/4)	Cont... Virtue Ethics	BB Readings Week5
Week 6 Deontology (10/9) (10/11)*	The Golden Rule/The Metaphysics of Morals	*Book Report Due* BB Readings Week6
Week 7 (10/16) (10/18)*	The Philosophical Criminology Movie – Training Day	Research Paper Topic Due*
Week 8 (10/23)* (10/25)	Ethics, Crime and Religion (Divine Command & Existentialism)	Movie Paper Review Due* BB Readings Week8
Week 9 (10/30) (11/1)	Research Paper workshop	
Week 10 (11/6)* (11/8)	Peer Review Assignment	Paper Outline and annotated bibliography of 5 sources*
Week 11 (11/13)* (11/15)	*No Class* ASC Week	Peer Review Assignment Due*
Week 12 (11/20) (11/22)	*No Class* Happy Thanksgiving!	
Week 13 (11/27) (11/29)*	Research Paper	Research Paper Due*
Week 14 (12/4) (12/6)	Exam Review	
Week 15 (12/11)	Final Exam	

III. Course Assessment and Grading

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

- **Memos (4)**
- **Quizzes**
- **Book Report**
- **Research Paper**
- **Final Exam**

Assignment Description	% of Course Grade
Memos (4)	15%
Quizzes/Class Discussion	10%
Book Report	20%
Research Paper	30%
Final Exam	25%

Memos (15%): These are 1-page take-home papers (single spaced, 11 or 12 font) that answer questions provided by the instructor (which will be announced). They will generally be ‘thought-pieces’ – such as your personal opinions - but will ask you to draw on materials to support your viewpoint from class. You may use outside papers, books, articles, etc. Remember – websites do not count as sources. Please make sure they are checked for grammar, spelling, etc. The goal of these assignments is to practicing writing skills – be concise and informative (and include the proper citations).

Quizzes/Class Discussion (10 %): As part of the participation grade quizzes will provided by the instructor. These short Pop-quizzes will be given at the start (or during) of class over the course of the semester. The quizzes will be a variety of fill in the blank and true/false questions. The quizzes will cover the readings and lectures for that week. The quizzes will have a 10-minute time limit. Quizzes can not be made up.

Students are expected to participate in class discussions. Participation will provide the instructor an assessment of the students’ comprehension of the readings. Additionally, if students are continually absent (see attendance policy), habitually arrive late or leave early, or are otherwise disruptive (e.g., chatting during class, texting, using laptops or other electronic devices for non-academic purposes, being disrespectful to fellow students), their participation grade will be

negatively impacted by a 5-point overall reduction of the attendance and participation grade.

Book Report (Due 10/11)(20%) A book report is a standard college-level assignment. The purpose of this assignment is to give you experience with this type reading and writing. This will be a significant part of your grade. You will read the following book : **The Stranger by Albert Camus**. Your final product should be a 3-4 page typed, double-spaced (standard font and margins, proofread and edited) that addresses the following elements:

- Briefly introduce the author and key characters in the book.
- Explain the point of the book: What idea or strategy is being conveyed?
- Describe how from an ethical standpoint how this book explains the social world
 - Then explain how it presents the social world from a criminal justice standpoint.
- Lastly, (in detail) discuss how this book either changed or not changed YOUR ethical and criminal justice standpoint.
- Be prepared to discuss your book report to the class.
- **DUE Oct-11th Do not procrastinate!**

Research Paper (30%) For the research paper, you will select a specific issue in the criminal justice system and analyze it through the lens of an ethical theory (of your own choosing). It should be approximately between 10-15 pages (I will stop reading after 15 pages) and cite (at least) 15 academic sources. The criminal justice issue you choose from might be a component of other projects you are doing in classes, current political/criminal issues, historical issues or a popular representation of law (such as a podcast or film discussion).

Thus, you should describe your topic fully and describe various ethical approaches for studying it. In the end, make the case for the most useful framework to extend our understanding of your topic. An Example might be applying utilitarianism in the case of police practices (such as Stop-Frisk).

- **Paper Topic & Key Article Summary (Due 10/18) – 10 points**
 - *First, prepare a one-paragraph summary of your proposed topic. It should include:*
 - *The topical area/case study under investigation*
 - *The ethical framework you will use to explore this question*
 - *The background research you'll need to conduct for your topical area (it might help to construct this as several questions)*
 - *Next, find an article (from BB or instructor approved journals) that focuses on either your topic or your theoretical approach of choice. Write a short summary, focusing on the following:*
 - *What is the main argument?*
 - *What theoretical framework is utilized?*
 - *What logical argument is being presented?*

- *How will this article guide your thinking for your own project? How will yours differ?*
- **Paper outline and annotated bibliography of 5 sources (Due 11/6) -20 points**
 - *First, Prepare a full and detailed outline of your paper. Clearly divide the paper into subsections and provide short summaries of each. Below each summary, include bulle points of the arguments you plan to make in each section. Second, prepare an annotated bibliography of five sources you plan to use. Cite the source using APA format, then provide a 3-4 sentence summary of the article, noting how it applies to your topic/ethical/theoretical framework.*
 - *An example will be posted on BB*
- **Peer Review Assignment (Due 11/13) – 20 points**
 - *First, update outline with the feedback provided by the instructor. Then provide the following to your review partner:*
 - *Summary of the project (three paragraphs)*
 - *Case study topic*
 - *Ethical approach*
 - *Main argument you will make (why does this approach best enrich our understanding of the topic?)*
 - *Full outline of paper*
 - *Bibliography (list of references only)*
 - *Second, once you received your partner’s submission, read their work carefully. Then, respond to the following and submit one copy to your partner and a second copy to BB (be sure to attach their submission to the end of your review).*
 - *Summarize your partner’s project in 2-3 sentences. What is their objective and ethical/theoretical framework of choice?*
 - *What is the greatest ethical/theoretical strength of the project, as proposed?*
 - *Is the project organized in the most effective way? Does the structure/organization make sense?*
 - *What is the most confusing aspect of their project? Why?*
 - *Review their literature – are the sources appropriate for the project?*
 - *Provide a couple concrete tips. Where should they focus their work over the next couple weeks?*

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<i>Grading Rubric</i>	<i>Points</i>
<i>Submission complete and on time</i>	<i>7</i>
<i>Feedback to partner – fully answers all questions</i>	<i>10</i>
<i>Grammar, writing</i>	<i>3</i>

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- **Final Draft (Due 11/29)**

Grading Rubric	Points
○ Abstract & Introduction <i>Clearly states research question, case study, ethical framework</i>	10
○ Case Study <i>Describes topic in context (historical, social, political, cultural), cites sources</i>	10
○ Ethical framework <i>Describes approach, explains components clearly, cites key literature</i>	10
○ Application of Theory <i>Clearly applies theory to topic, justifies application</i>	10
○ Overall quality of work <i>Is complete, well organized, clear and concise</i>	10
○ Total	50

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Final Exam (25%) A in-class exam that will demonstrate the student’s knowledge of the class material.

- **Final Exam – Dec 12th** : The final exam may include multiple choice, true/false, short answer, and/or essay questions

ATTENDANCE and PARTICIPATION (Will be taken every day):

This course is designed to involve extensive participation – class discussion, debates, (friendly) arguments. In order for you to succeed in this class, it is necessary for you to (1) come to class every day, (2) have read the assigned readings prior to class, (3) come to class prepared to engage in class discussion.

Each student is permitted one (1) unexcused absence without losing points. The second unexcused absence will result in 2 percentage points deducted from your overall grade, the third unexcused absence additional points, and so on. (3) unexcused absence will result in a forfeit of extra credit opportunities. If you are ten minutes late to class it will be counted as late.

The following grading scale will be used for this course:

A	90–100%
B+	85-89%
B	80-84%
C+	75-79%
C	70-74%
D	60-69%
F	<60%

Late or Missing Assignment Policy:

Make-up Exams and Late Assignments: Unless a student has a documented emergency (e.g., a medical emergency), a make-up exam will not be offered and missing the exam will result in a zero. Eligibility for the make-up exam will only be considered in extreme circumstances and at the discretion of the instructor. Late assignments will be docked by 3 points for that particular assignment each day it is late.

Extra Credit (At the instructor's discretion): For eligible students (i.e., students who have not missed more than three unexcused classes), an extra credit assignment will be offered, allowing students to improve their overall grade up to 3 points in some cases.

Classroom Rules

It is the intent of the instructor to establish a class environment that is conducive to the exchange of ideas in a mutually respectful manner. Due to the nature of the material that will be discussed throughout this course, it is expected that there will be a variety of perspectives on the general issues of crime and crime control, which is both welcomed and encouraged. However, in the course of discussion, students are expected to be respectful of others' opinions. Additionally, to ensure that topics for the day are adequately covered, if students wish to discuss an issue in greater detail than time constraints allow, an appointment should be made with the instructor.

- **Conditional** eating during class sessions.
- Please do not disturb the class with cell phones.
- If you are absent from class, it is your responsibility to keep abreast with the class. Do not send an email for class update.
- If there are any situations/circumstances that might affect your attendance, please make an effort to discuss it with me.
- If you feel you are not doing as well as you had anticipated, feel free to make an appointment to discuss the issue.

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.

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.

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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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