

**STATE UNIVERSITY OF NEW AT CANTON
CANTON, NEW YORK**



COURSE OUTLINE

JUST 314 – Ethics in Criminal Justice

Prepared By: Lisa E. Colbert

**SCHOOL OF SCIENCE, HEALTH AND CRIMINAL JUSTICE
CRIMINAL JUSTICE DEPARTMENT
December 2019**

- A. **TITLE:** Ethics in Criminal Justice
- B. **COURSE NUMBER:** JUST 314
- C. **CREDIT HOURS:** (3)
- D. **WRITING INTENSIVE COURSE:** Yes
- E. **COURSE LENGTH:** (15 weeks)
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week
- H. **CATALOG DESCRIPTION:**
 This course provides the student with theories and practices of ethics and professionalism in criminal justice. Areas of concentration are law enforcement, courts, and corrections. This course requires the student to exercise critical thinking skills to solve issues that test the morals and ethics of criminal justice professionals on a daily basis. Students may not earn credit for both BSAD319/Professional Ethics and JUST314/Ethics in Criminal Justice. This course is considered writing intensive.
- I. **PRE-REQUISITES/CO-REQUISITES:** A minimum of 45 credit hours or instructor's approval.
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
 By the end of this course, the student will be able to:

<u>Course Objective</u>	<u>PSLO</u>	<u>GER</u>	<u>Institutional SLO</u>
a. Identify the terms ethics, professionalism, and morals;	1, 2, 3 1359		1. Critical Thinking
b. Research ethical dilemmas and practices in criminal justice situations using theories of ethical development.	1, 2, 3 1359		4. Ethical Reasoning
c. Explain the categories of moralistic behavior;	1, 2, 3 1359		1. Comm. Skills
d. Explain how discretion and discrimination affects law enforcement;	1, 2, 3 1359		1. Comm. Skills

e. Discuss the significance of ethics and professionalism within the courts and corrections;	1, 2, 3 1359		1. Comm. Skills
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KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

K. TEXTS: Whitman, M.L. (n.d.) Ethics in life and vocation, OER.
United States of America: Pearson Education, Inc.

L. REFERENCES: None.

M. EQUIPMENT: Technology enhanced classroom

N. GRADING METHOD: A-F

N. MEASUREMENT CRITERIA/METHODS:

- Assessments
- Writing Assignments
- Class participation

P. DETAILED COURSE OUTLINE:

I. Why ethics?

- a. Government and ethics
- b. Morality
- c. Authority of office
- d. Ethical decision making

II. Virtue ethics and ethical systems

- a. Maslow's hierarchy of needs
- b. Ethical systems
- c. Normative ethical theories

III. Laws, crime, deviance and ethics

- a. History of laws
- b. Code of Hammurabi
- c. Deviance
- d. Law
- e. Ethics and law

IV. Corruption in the system

- a. Defining corruption
- b. Corruption in the system
- c. Government misconduct
- d. Leadership and corruption

V. Ethical Leadership

- a. Leadership defined
- b. Personal and organizational courage
- c. Leadership styles
- d. Transformational leadership
- e. Leader-follower theory
- f. Trait theory

VI. Racial Profiling and Surveillance

- a. Homeland security
- b. Purpose
- c. Evaluation of plan
- d. Goals and objectives
- e. Data collection
- f. PATRIOT ACT

VII. Case Study: City

- a. History
- b. Community Policing
- c. Policy

VIII. Case Study: Corrections

- a. Overview
- b. Purpose
- c. Inmates
- d. Due Process
- e. 1st, 4th, & 8th Amendments
- f. Three strikes
- g. Special Populations
- h. Treatment
- i. Education
- j. Death penalty

XI. Social Policy in Criminal Justice Systems

- a. Social policy
- b. Sentencing policy

- c. Incarceration and release
- d. Juveniles
- e. Sentencing disparities

X. Private Policing

- a. Privacy and individual liberties

XI. Homeland Security/Hometown Security

- a. Information gathering
- b. Unique issues
- c. Community oriented policing
- d. Intelligence led policing

XII. Ethical People in an Unethical Society

- a. Noble Cause Corruption
- b. Candidate testing
- c. Case study

XIII. Criminal Profiling

- a. Definition
- b. Terry v. Ohio
- c. Types of profiling
- d. War on Terror

XIV. 14th Amendment

- a. Courts
- b. Supreme Court
- c. Public Opinion
- d. Interpretation
- e. Political, social, and economic impacts