

**SYLLABUS: CRJU 2020,
Ethical Theories and Moral Issues in Criminal Justice
Fall Term 2014
Monday and Wednesday afternoons**

Instructor: Bill Griffin

Contact Information:

- The best way to contact me is at my home office phone in Savannah, 912-349-7989.
- The next-best way to contact me is via my office e-mail: billgriffin@theleadershipcenter.com.
- My cell phone number is 912-667-1970.

Office hours:

I am an adjunct professor at Armstrong. That means I am a part-time employee of Armstrong. Currently I do not have an office on campus. If you want to meet with me, please call my office phone, and we can set up something. I usually arrive in the classroom about a half hour before class begins, and that could provide you with an opportunity for short discussions with me. People who make appointments get first priority.

Course Description:

- Relationship between ethical theory and criminal justice policies and practices.
- Principal ethical theories of the Western world and the application of these theories to the administration of justice in the United States.
- Ethical underpinnings of the crime control and due process models of justice.

Expected Student Learning Outcomes:

Upon successful completion of the course, the student should be able to identify and explain the philosophical/ethical bases for the concept of justice and explain how these philosophical bases relate to real-world criminal justice practice and concepts such as limited government and the rule of law.

As a Core course, certain general education outcomes will be achieved:

1. Students will produce organized communication that develops analytical arguments and meets conventional standards of composition.
 - Measured by essays and by presentations accompanied by coherent and complete written outline of points to be covered.
2. Students will critically evaluate the relationship between ethical theories and culture, and students will analyze global multicultural issues among diverse realms of societies.
 - Measured by essays and comprehensive testing of material.
3. Students will analyze the complexity of human behavior, considering how historical, economic, political, or social relationships develop, persist, or change.
 - Measured by essays and comprehensive testing of material.
4. Students will effectively analyze and synthesize arguments in support of conclusions.
 - Measured by essays.

Textbook:

Albanese, Jay s., *Professional Ethics in Criminal Justice, Being Ethical when no one is Looking*. Third edition, 2012. Prentiss Hall, Pearson Education, New Jersey. Paperback. ISBN 13: 978-0-13-137565-9. ISBN 10: 0-13-137565-2. Students must bring the textbook to each class session. If an electronic edition of the textbook is available, students may purchase it instead of the hard copy, but they must bring their computer to class.

Attendance Policy:

Students are expected to be present and on time for all scheduled class sessions. Students will receive a score of zero on any examinations, quizzes or student presentations they miss, unless they have been expressly excused in advance by the

instructor. Note that students missing classes are responsible for any and all material presented, discussed or referenced in class.

If you expect to miss class, you should contact the instructor via phone or e-mail and provide a message like the following: “Professor Griffin, I will be unable to attend class on Monday afternoon, because I will be undergoing a medical procedure. Please let me know what I need to do to make up for the missed class. I expect to be back in class on Wednesday afternoon.”

Classroom Decorum:

Mutuality of respect and consideration are the touchstones of civil discourse. Within these parameters, engaged and intellectually lively discussion of course topics is strongly encouraged by the instructor. Disruptive or inappropriate conduct in discussions or otherwise in class will not be tolerated, but will be addressed immediately and harshly.

Upon entering the classroom, students will turn off any cell phones and other non-medical electronic devices. Students will remove earphones and ear buds before the class discussions begin. In addition, such devices will remain out of sight for the entire class period. Texting or use of internet/email in class is disrespectful to the instructor and the class. Students may use computers to take notes and use electronic versions of the textbook.

Seminar Format:

I have found that ethics courses are more interesting if a seminar format is used instead of lecture format. Thus, students are expected to talk in our class. In fact, students are expected to present a significant amount of the material and lead some of the discussions. When the syllabus or assignment language says, “Come to class prepared to discuss,” that means the student has done enough reading, analysis and writing to be able to lead a discussion in class.

Personal Philosophies:

There is a school of thought that says “College courses should present information, not opinions.” That rule simply can’t be applied to a class on ethics, because ethics is mostly about opinions and how we develop opinions. So we will all use the following ground rule: *The instructor does not expect you to agree with his opinions, but he will share them with the class because that helps get a discussion going. Likewise, the instructor wants you to express your opinions in class, whether or not he agrees with you.*

Everyone is required to be polite and open minded when other people talk and present their ideas and opinions.

Because some of our ideas about ethics come from religious teachings, we will sometimes be discussing religion. I am interested in religion, and I read about religion, but I am not a religious person. I believe that religion is important, because many people want religion to be part of their lives. So I defend people's right to practice their religion. During our country's history, between 40 and 60 percent of the population (say, about half) have actively practiced religion in some form. That also means about half of our population does not actively practice any religion. When we talk about "freedom of religion," I define that as a person's right to choose whether or not to be religious, and, if so, to select a form of religion that suits them. I believe that religion is a very personal thing.

Course Requirements:

Most of your course grade will be determined by writing assignments. Most of these can be completed away from class, but we may complete some in class (i.e., they will be treated as tests).

If students decide to work as a team to prepare writing assignments, their team may include no more than two people. If the team project is a writing assignment, put both people's names on the paper. Turn in only one paper for each team. Both people will earn the same grade.

Format Guidelines:

Put the writing assignment number and the student's full name on each paper (e.g., "WA-2, Kari Jagozinski"). Put your name on each page. Use the American Psychological Association (APA) format guide, which is the standard used by most departments at Armstrong. Everything should be prepared on a computer and printer. Use 12-point size type font. Use Times New Roman font. Double space everything. Number your pages. A typical page will be about 300 words. Thus, if I ask you to write a 300-word paper, that means about one page double spaced. If I ask you to prepare a 600-word paper, that means two pages double spaced. If you cite references in a writing assignment, include an in-text citation and provide a reference list with full information that allows the reader to find the reference. Turn in a hard copy of each writing assignment.

Grading:

Most of student grades will be based on the ability to learn the material and apply it. The biggest factor in grading writing assignments ("WAs") is whether the instructor can

understand what the student has written. I call this “comprehensibility.” If I do not understand what you have written, you will not earn a high grade.

This is not an English course, so I do not expect to grade your papers in the way that an English professor would; however, I do expect your writing assignments to be neat and professional looking. I recommend you use the following quality standard: *Students should try to produce high quality work, something they would be comfortable submitting to their boss at a professional workplace.*

Students will be graded on tests (if we have any).

Students will also be graded on class participation.

Guest Speakers:

An effort will be made to recruit guest speakers for the class. Guest speakers are usually an excellent supplement to the material provided by the professor and the textbook. When the guest speaker is in the classroom, students are encouraged to ask questions. Remember that the professor promises these speakers that they will be talking to a friendly audience. Students should view these guest speakers as “friends of Armstrong.” Also, students should understand that guest speakers are possible future employers for Armstrong students. For example, if a student is looking for an internship, the student should discuss this with the speaker one-on-one after class, and give them contact information. The student should give the speaker a resume if the student is looking for work in the speaker’s area of specialization. If the student does not have a resume, the professor can help draft one.

Projected Order of Topics/Assignments

Week 1:

- Course expectations, Greeting Letter, Syllabus, personal introductions, personal goals for the course.
- Assignment: Read the Greeting Letter and bring any questions to class on Wednesday of Week 1.
- Assignment: Read the Syllabus and bring any questions to class on Wednesday of Week 1.

- Assignment: Complete the Student Bio form. Submit it at the beginning of class on Wednesday of Week 1.
- Writing Assignment 1 (WA-1): Write a 300-word paper on your goals for the course. It will respond to the following question. *You have enrolled in this course, and you will be investing significant time into it. What are your goals for the course? What do you hope to have learned/ accomplished by the end of the term? What resources do you plan to use (e.g., instructor, Internet, college library, interviews of professionals)? What are you willing to invest in this course to achieve the goals that you have set?* Come to class prepared to discuss on Monday of Week 2. Submit at the conclusion of class. At the end of the term you will be writing a short paper that evaluates whether or not you achieved your goals. You can score up to 10 points on this assignment.

Week 2:

Chapter 1. Prior to Monday of Week 2, read all of Chapter 1. Come to class prepared to discuss.

WA-2. Write a 300-word summary of Chapter 1. Submit it at the end of class on Monday of Week 2. You can score up to 10 points on this assignment.

Week 3:

Chapter 2. Prior to Monday of Week 3, read all of Chapter 2. Come to class prepared to discuss.

WA-3. Write a 300-word summary of Chapter 2. Submit it at the end of class on Monday of Week 3. You can score up to 10 points on this assignment.

Week 4:

Chapter 3. Prior to Monday of Week 4, read all of Chapter 3. Come to class prepared to discuss.

WA-4. Write a 300-word summary of Chapter 3. Submit it at the end of class on Monday of Week 4. You can score up to 10 points on this assignment.

Week 5:

Chapter 4. Prior to Monday of Week 5, read all of Chapter 4. Come to class prepared to discuss.

WA-5. Write a 300-word summary of Chapter 4. Submit it at the end of class on Monday of Week 5. You can score up to 10 points on this assignment.

Week 6:

Chapter 5. Prior to Monday of Week 6, read all of Chapter 5. Come to class prepared to discuss.

WA-6. Write a 300-word summary of Chapter 5. Submit it at the end of class on Monday of Week 6. You can score up to 10 points on this assignment.

Week 7:

Chapter 5, continued.

WA-7. Write a 600-word paper on a topic connected with Chapter 5 (TBD). Come to class prepared to discuss on Monday of Week 7. Submit at the end of class on Wednesday of Week 7. You can score up to 30 points on this assignment.

Week 8:

Chapter 6. Prior to Monday of Week 8, read all of Chapter 6. Come to class prepared to discuss.

WA-8. Write a 300-word summary of Chapter 6. Submit it at the end of class on Monday of Week 8. You can score up to 10 points on this assignment.

Week 9:

Chapter 6, continued.

WA-9. Write a 600-word paper on a topic connected with Chapter 6 (TBD). Come to class prepared to discuss on Monday of Week 9. Submit at the end of class on Wednesday of Week 9. You can score up to 30 points on this assignment.

Week 10:

Chapter 7. Prior to Monday of Week 10 read all of Chapter 7. Come to class prepared to discuss.

WA-10. Write a 300-word summary of Chapter 7. Submit it at the end of class on Monday of Week 10. You can score up to 10 points on this assignment.

Week 11

Chapter 7, continued.

WA-11. Write a 600-word paper on a topic connected with Chapter 7 (TBD). Come to class prepared to discuss on Monday of Week 11. Submit at the end of class on Wednesday of Week 11. You can score up to 30 points on this assignment.

Week 12:

Chapter 8. Prior to Monday of Week 10 read all of Chapter 8. Come to class prepared to discuss.

WA-12. Write a 300-word summary of Chapter 8. Submit it at the end of class on Monday of Week 12. You can score up to 10 points on this assignment.

WA-13. Write a 600-word paper on a topic connected with Chapter 8 (TBD). Come to class prepared to discuss on Monday of Week 13. Submit at the end of class on Wednesday of Week 14. You can score up to 30 points on this assignment.

Week 13:

Chapter 9. Prior to Monday of Week 13 read all of Chapter 9. Come to class prepared to discuss.

WA-14. Write a 300-word summary of Chapter 9. Submit it at the end of class on Monday of Week 13. You can score up to 10 points on this assignment.

Week 14:

Chapter 10. Prior to Monday of Week 10 read all of Chapter 10. Come to class prepared to discuss.

WA-15. Write a 300-word summary of Chapter 10. Submit it at the end of class on Monday of Week 14. You can score up to 10 points on this assignment.

WA-16. Assignment due on Wednesday of Week 14. You will write a 300-word recap of the course and how you did with respect to your goals. It will respond to the following question. *You have invested 14 weeks and perhaps 70 hours of your time in this course. At the beginning of the course, you wrote a 300-word statement of your goals. Now, looking back, have you achieved your goals? If so, how did you succeed? If not, what happened that prevented you from succeeding? Were you able to invest as much effort in the course as you had planned? What resources did you use? Would the course have been more effective for you if the university and the instructor had organized it differently? Please explain.* You can score up to 10 points on this assignment.

Week 15:

Final Exam

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To: Students enrolled in **CRJU 2020, Ethical Theories and Moral Issues in Criminal Justice**

August 6, 2014

Dear Students,

Welcome to our class. We will be working together during Fall Term. It is my job to help you work your way through the course.

I am an adjunct professor. That means I am a part-time employee of Armstrong. Currently I do not have an office on campus. If you want to meet with me, please call my office phone, and we can set up something. I usually arrive in the classroom about a half hour before class begins, and that could provide you with an opportunity for short discussions with me. People who make appointments get first priority.

This is the first time I have taught this course for Armstrong, and it is the first time I have worked with the Jay Albanese textbook (*Professional Ethics in Criminal Justice, Being Ethical when no one is Looking*). So you and I will be handling some new material during the coming weeks. I have read the textbook. One of the reasons why I selected it is that it is short. That provides opportunities for us to read and analyze other materials related to ethics, especially current events (You will be looking at lots of newsclips). To prepare for the class, I also read *The Quest for a Moral Compass* by Kenak Malik. It is an up-to-date history of ethics. You are not required to buy or read the Malik book, but I recommend it if you like to read and/or you plan to take other philosophy or ethics courses.

Let me provide you with some of my background. I am an attorney and an engineer. I completed graduate degrees in law, engineering and management. I worked in industry and government for three decades. I am not a criminal lawyer or a trial lawyer. I am a “desk lawyer” who focuses on business matters. That includes work in contracts, regulations (e.g., employment issues), corporate governance, and other topics. Because of my background in business, I have experience in white collar crime (e.g., embezzlement, fraud). To a minimal extent, I have been

the victim of crime; I have had one wallet stolen (one dollar), one car stolen (It was ancient), one rental car vandalized twice (\$400), one burglary (\$400), and one unsuccessful effort at identity theft. On two occasions, I chased people who committed crimes against other people (not recommended).

I am married to Louise Walters. She is a full time college student pursuing a PhD in Organizational Leadership.

In 2000, I began working as an adjunct professor. By 2004, I had become a full time college instructor. Since then I have taught about 100 courses in over two dozen topics (ethics, law, management, business, math, science, and engineering). I have taught three courses for Armstrong. Locally, I also teach for Webster University, Embry Riddle Aeronautical University, and Savannah Technical College. I have taught a half dozen graduate and undergraduate courses in business ethics during the past six years. For eight colleges, I have taught law courses in topics including: Business Law, Employment Law, American Law, Administrative Law, Corporations Law, Occupational Safety and Health Law, and Legal Environment for Global Organizations.

When I have taught ethics courses using a lecture method (i.e., where I present nearly all of the material), the atmosphere has been “dry.” By contrast, when I have taught ethics courses using a seminar method (i.e., where students presented part of the material), the atmosphere has been lively and fun. So we will be using a seminar method to cover the material in this course. This puts a special responsibility on each student, because you will be presenting part of the course material. In particular, you need to prepare for class, you need to attend class, and you need to talk during class.

I want you to think about something else. The American public seems to be very interested in criminal justice matters. Hate crimes and the death penalty seem to attract huge attention from the media. Many of our movies and TV shows involve crime, police, and the court system. Think of how many people love to read detective fiction. So Americans seem to find crime stories entertaining. Meanwhile I believe there is an important contradiction in our culture: America has a relatively low crime rate, but we have the highest per capita rate of incarceration in the world. Does this raise ethical questions? We will talk about this during our course.

After reading this Greeting Letter, please come to the Wednesday class during Week 1 with any questions that you may have.

The Syllabus contains other information that you need to know. Please read it and come to class with questions on Wednesday of Week 1.

Please contact me with any questions. The best way to contact me is at my home office phone in Savannah, 912-349-7989. The next-best way to contact me is via my office e-mail: billgriffin@theleadershipcenter.com. My cell phone number is 912-667-1970.

Sincerely,

Bill Griffin