

1 **FA14 CRJU 4100/04 CRIMINAL JUSTICE ETHICS (CRN 80828)**
2 **KENNESAW STATE UNIVERSITY**

3
4 **Course Information**

Day/Time	ROOM	INSTRUCTOR	EMAIL	OFFICE HOURS
TH 6:30-9:15pm	SO2030	Kenneth White, Ph.D., J.D.	kwhite88@kennesaw.edu	T/TH 1:30-2:00pm SO 5085 & by apt.

5
6 Welcome to this class at Kennesaw State University (KSU); enjoy the experience and
7 learn much! Read this syllabus closely and ask questions, as necessary. Work both smart
8 and hard to earn the points you need to get the grade you want. Answers should be found
9 at the lowest level possible as a matter of self-reliance. You will need reliable access to
10 D2L and Turnitin.com (both are available at KSU labs). Technical difficulties, work,
11 personal matters, etc. are not an excuse for poor/missing/late performance. Always read
12 the footnotes!¹

13
14 **Course Description**

15
16 This course prepares students to think critically about ethical issues they will encounter in
17 the criminal justice profession. Topics include uses of force, increasing cultural diversity,
18 and the balance between freedom and security.

19
20 **Expected Learning Outcomes**

21
22 Students are expected to be self-reliant: to work productively as an individual and a
23 member of a self-selected group; to think critically; to participate in the conversation; to
24 identify correct and incorrect statements about criminal justice ethics; to teach others
25 about the course material, and to follow the conversation wherever it might lead.

26
27 **Methods of Learning & Assessment**

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29 This class consists of reading, lecture/discussion, assessments, writing, and networking.
30 Points will be attached to attendance and performance on activities, quizzes, and a final
31 exam.

32
33 **Required Text**

34
35 Banks, Cyndi. 2013. *Criminal Justice Ethics: Theory and Practice*. Thousand Oaks:
36 SAGE.

¹ Enrollment in this course represents the consent of the student to the terms of this syllabus, which are subject to change at the discretion of the instructor. Notice of any changes will be given orally in class or on D2L. Unexcused absences, general tardiness or inattention are not excuses for non-compliance. Silence is interpreted as agreement; if you have questions, get the answers to them by thinking something through yourself; by working with your cohort; by asking the instructor a question on how to get the answer yourself. Teachers open doors, but students must choose to walk through them on their own. You have to choose to live the self-examined life as a matter of your individual will; it will not come by chance or gift.

37 **Email Policy**

38

39 Email me directly at kwhite88@kennesaw.edu. I will strive to reply to all emails within
40 around 48 hours. **Do not send me email through D2L.** I may send you and/or the class
41 an email through D2L, however, so you need to monitor both your D2L and KSU emails.

42

43 **Course Policy**

44

45 The policy of this course is **self-reliance**, which means to do one’s best and take
46 responsibility for that which one can control regarding one’s performance and experience.

47

48 **Grade Scale**

Attendance	20 points	A	89.5-100%	Excellent!
Participation	10 points	B	79.5-89.49%	Better than good enough
7 Quizzes > 5 = extra credit	25 points	C	69.5-79.49%	Good enough
Final Exam	15 points	D	59.5-69.49%	Almost good enough
Paper	30 points	F	0-59.49%	Not good enough
Total	100 points			

49

Note: This grade scale is exact and not negotiable. Grades are based solely on your performance or
50 outcome, not on your effort or intent. Each point is a percentage point, so you can easily keep track of your
51 grade in the class. **Grades are generally posted on D2L within one to two weeks of an activity or**
52 **assessment.** It may be possible to earn extra points in the class (via bonus questions on assessments,
53 excellent discussion on D2L, or excellent in-class performance).

54

55 **Attendance**

56

57 Attendance is measured by a sign-in sheet or roll-call. Tardiness is equivalent to an
58 unexcused absence, i.e., *not good enough*. It is your responsibility to sign the sign-in
59 sheet; **there are no retroactive sign-ins permitted.** After the second unexcused absence
60 or tardiness, every event thereafter results in a loss of five points. Also, after the second
61 unexcused event, the student must initiate a counseling session with the instructor on the
62 risks associated with poor attendance; otherwise, the student risks not earning any future
63 points in the course. The excessively absent student may earn negative attendance points.
64 Showing up is a critical part of success at a university.

65

66 **Participation**

67

68 Participation is measured by your performance on a Socratic, in-class reading/discourse
69 exercise. Each student, in alphabetical order, will be on the “hot-seat” in class for the
70 purpose of reading course material and participating in answering/asking questions in an
71 instructor-led discourse exercise. Other students will be measured by their non-
72 interruption of the discourse with the student on the “hot-seat,” as well as by their
73 willingness to “jump-in” to the discourse *when invited* by the instructor or the student on
74 the “hot-seat.” An “excellent” performance is operationalized as being: silent (when an
75 audience member) until invited in the discourse; knowledgeable about the course material
76 (having read the material before class); articulate (communicate ideas clearly);
77 accurate/correct in that articulation; thorough in that articulation (address the material

78 completely); and on-point (be relevant to the issue being discussed). Please see the
 79 Participation Grade Rubric for the way scores will be recorded.

80

81 **Participation Grade Rubric**

	A = 10	B = 8.5	C = 7.5	D = 6.5	F = 0-5.5
Knowledgeable					
Articulate					
Accurate					
Complete					
On-point					

82

Note: An audience member who does not comply with the *silent-until-invited* principle of Socratic
 83 discourse may lose one point (-1) per unauthorized interruption. Raising one’s hand or asking to be invited
 84 into the discourse is encouraged and not considered to be an interruption. The student on the “hot-seat” is
 85 not responsible for the conduct of the audience.

86

Audience Silence? _____

87

Quizzes and Final Exam

88

89 There will be seven quizzes offered in the class and one final exam. The first five quizzes
 90 are required; the last two are optional and for extra credit. On true/false questions,
 91 identify whether the statement is, overall, objectively correct or objectively incorrect;
 92 read the statement very carefully. A statement that contains a piece(s) of true information
 93 may still be false.² These assessments are not designed to “trick” students; rather, they
 94 are designed to test not only substantive course content awareness, but also analytical
 95 reasoning skills and the ability to think through the relationship between ideas. Words
 96 have meaning, so small changes to grammar/syntax in a statement can have a substantive
 97 impact on veracity. The assessments are comprehensive, and they build on themselves in
 98 the sense that they may be used to help you study for future exams in the class.

99

100 In my experience, diligent students need to take the first quiz to get a sense of “how”
 101 these assessments are constructed. After the first quiz, you should be in a better position
 102 to consider the way the assessments are constructed as part of your test preparation.
 103 Network with your cohort on the quizzes, which are take-home and open-book. Quizzes
 104 must be submitted to Turnitin.com by the required time/date. **Do not wait until the last**
 105 **hour or so to submit your work**; technical difficulties is not a valid excuse for not
 106 uploading work. The final exam is in-class and closed note/book/electronic device/etc.

107

108

Paper

109

110 Students will research and write a paper on three distinct “lessons” chosen by you and
 111 approved by the instructor. The paper will be graded by the quality of the organization of
 112 the paper, presentation of ideas, and sources. The questions of the paper are, *What do you*
 113 *want others to know about the course material? Why are those three things important to*
 114 *know?* The Paper Rubric table will be used to score the paper. *Citations* refers to your
 115 ability to correctly, completely, and consistently attribute, i.e., use citations for every
 116 reference, paraphrase, or direct quotation to academic articles, books, or primary sources,

² Incorrect information cannot be true; one fly ruins the whole soup, so-to-speak.

117 e.g., judicial opinion or textbook. *Thesis Statement* refers to a single sentence at the end
 118 of the first introductory paragraph that indicates the subject and purpose of the paper.³
 119 *Headings* refer to “Introduction,” “Lesson 1,” Lesson 2,” “Lesson 3,” and “Conclusion.”⁴
 120 *Grammar/Syntax* refers to the avoidance of revision and editing errors, e.g., grammar,
 121 syntax, spacing, consistency of words/ideas/structure, flow, etc. *Correct* refers to
 122 presenting accurate information. *Complete* refers to addressing the assignment without
 123 any omission of required information. *On-point* refers to presenting relevant information.

124
 125

Paper Rubric

	A = 4.29	B = 3.65	C = 3.22	D = 2.79	F = 2.36
Citations					
Thesis Statement					
Headings					
Grammar/Syntax					
Correct					
Complete					
On-point					
Total					

126
 127
 128

Paper Due Date

129 The paper must be submitted through Turnitin.com by 11:59pm. The paper is due by the
 130 date of the final exam: 12/11/14. Students should have their paper topics (lessons)
 131 approved by the instructor before 11:59pm on the add/drop deadline: October 8th. Failure
 132 to have the paper approved by then will
 133 result in a 10% grade reduction (per week).
 134 Skim the course material and refer to the
 135 table of contents and the course schedule to help select which topics to select as your
 136 “lessons.” Use the discussion feature on D2L to request approval of your topics.

Paper topics approved by 10/8? _____

137
 138
 139

Excused Absences - Late Work - Missing Work

140 Students are expected to attend every class and to complete activities and assessments on
 141 time. An absence or missed activity or assessment may be excused, if the circumstances
 142 are beyond the student’s control and relatable to the ordinary, reasonable, and prudent
 143 (ORP) student, e.g., medical necessity, jury duty, military or university service, etc. To be
 144 excused, the absence **must be documented by a neutral third party**, e.g., physician’s
 145 note (not receipt), court/military order, etc. You have access to health care (see
 146 http://www.kennesaw.edu/col_hhs/hc/illness.html). Technical difficulties, transportation,
 147 employment, volunteering, personal matters, etc., are generally not considered to be
 148 beyond the control of the ORP student. **Plan for Murphy’s Law** (see Borenstein 2012).

³ Your purpose is to teach a reader from a general audience about three ideas that you think are important to know from the course material. An example of a thesis statement is: In this paper, I will explain what Lesson 1, Lesson 2, and Lesson 3 are, and I will also discuss the importance of each idea.

⁴ Be descriptive in your headings for the three lessons, e.g., Lesson 1: Aristotle’s Character Ethic.

149 Make-up work or late work is very strongly discouraged. Make-up work or late work is
150 allowed, if at all, at the sole discretion of the instructor. If permitted, there may be a
151 penalty from 0-50% (depending upon the circumstances).

152

153 Students must communicate with the instructor by email within 48 hours of a missed due
154 date to discuss the possibility of an excused absence, make-up work, or late work. If you
155 know you are going to be absent, e.g., for jury duty, then please make arrangements
156 before the absence with the instructor.

157

158 **How to Get Missed Information**

159

160 Students must have access to at least three of their classmates' names and official KSU
161 email addresses to network with and get answers. Students should rely on these
162 classmates to get missed information from lectures or discussions and/or work through
163 the course material. Make new friends, if necessary (network with your cohort).

164

165 Friend #1's Email: _____

166

167 Friend #2's Email: _____

168

169 Friend #3's Email: _____

170

171 **Grade Dispute**

172

173 Under university policy, to successfully dispute a grade, students have the burden of
174 showing that their grade unfairly suffered, because (1) the instructor did not follow
175 course/university policy, and/or because (2) the instructor discriminated against a student
176 based on a student's protected class status, and/or because (3) the instructor made a
177 clerical error. Grade disputes must be timely. Disputing students must email the instructor
178 **within 48 hours** of the grade(s) being posted on D2L or risk being considered as having
179 "waived interest" in the grade(s).

180

181 Please, take time after learning about a grade to "cool-off" first and try to understand how
182 the grade might be fair under the syllabus; please, do not complain about a grade all of a
183 sudden after a poor performance and/or at the end of the term after the 48-hour window
184 has passed. Be professional: Explain via email the nature of the dispute and suggest a
185 remedy; provide supporting evidence and reference course/university policy in the email.

186

187 While I do not hope it happens, I do consider grade disputes to be a fundamental part of a
188 student's right to due process. I think it also affords an opportunity for further learning to
189 both the instructor and the student. Please, do not hesitate to raise a perceived injustice. I
190 understand, as an instructor, that it is frustrating for a student to work hard but not get the
191 grade one wants; of course, a "tough" exam or a successful academic performance in the
192 past cannot be the bases of grade complaints. Passion unguided by reason or base pleas
193 for "mercy," etc. are to be avoided. There has to be an objective reason to change an
194 earned grade to preserve the integrity of the academic setting for all students.

195 **Academic Integrity**

196

197 Every KSU student is responsible for upholding the provisions of the Student Code of
198 Conduct, as published in the Undergraduate and Graduate catalogs. Section II of the
199 Student Code of Conduct addresses the University’s policy on academic honesty,
200 including provisions regarding plagiarism and cheating, unauthorized access to
201 University materials, misrepresentation/falsification of University records or academic
202 malicious/intentional misuses of computer facilities and/or services, and misuse of
203 student identification cards. Incidents of alleged academic misconduct will be handled
204 through the established procedures of the University Judiciary Program, which includes
205 either an “Informal” resolution by a faculty member, resulting in a grade adjustment, or a
206 formal hearing procedure, which may subject a student to the Code of Conduct’s
207 minimum one semester suspension requirement.

208

209 **Electronic Recording Policy**

210

211 Absent official documentation from DisAbility Services, there is no electronic recording
212 of lectures or discussions permitted. The classroom is a conversation, not a press
213 conference. Handwritten notes or typed notes are not considered to be an electronic
214 recording.

215

216 **Statement on DisAbilities**

217

218 KSU, a member of the University System of Georgia, does not discriminate on the basis
219 of race, color, religion, age, sex, or national origin, disability, or sexual orientation in
220 employment or provision of services (see:
221 http://www.kennesaw.edu/stu_dev/home/home.html). If you need anything to help
222 accommodate the learning environment/process, please see the instructor for assistance.

223

224 **Student Success Services**

225

226 A university should be challenging and engaging, but not overwhelming. Student Success
227 Services offers a range of services to help KSU students succeed, including psychological
228 counseling (see: <http://www.kennesaw.edu/studentsuccessservices/>).

229

230 **Technical Support**

231

232 If you have a question about technical support, please contact support at 770-499-3555.

233

234 **Advising**

235

236 The College of Humanities and Social Sciences (CHSS) offers an Undergraduate
237 Advising Center (UAC) for one-on-one advising regarding course offerings and
238 availability, as well as creating a graduation plan. Students are encouraged to make an
239 appointment (see: <http://www.kennesaw.edu/hssadvising/home.php>).

240

241 **Hours of Study**

242

243 Benjamin Franklin (N.d., par. 1) said: “The U.S. Constitution doesn’t guarantee
244 happiness, only the pursuit of it.” Similarly, the payment of tuition and fees is an
245 opportunity to pass a class, not a guarantee of credit. While most students know the way
246 to succeed at university, some students set themselves up for failure by not reading this
247 syllabus and/or the assigned material.

248 Other students sabotage their success
249 by taking on more than possible, e.g.,
250 by definition one cannot go to school
251 “full time” and work “full time”

Relying on the standard of Gibbs and Simpson (2004, 3), for this class, how many hours per week should you study outside of class? _____

252 simultaneously. Once the cup of time is full, more time cannot be added to it. Other
253 students sabotage their success by procrastinating or not trying to do one’s best. Do not
254 put off to tomorrow what you can do today, and give your best effort to everything you
255 choose to do, i.e., such as enroll in this class.

256

257 To give you a sense of the amount of time required in every university class, on average,
258 consider what Gibbs and Simpson (2004, 3) say on the matter, “Students are normally
259 expected to spend between about one and four hours out of class for each hour in class.”

260

261 **Thoughts on the Educational Process: The Instructor as a Tool**

262

263 What does it mean to teach? Perhaps Henry David Thoreau (1993, 75) gets at it here:

264

265 “The greatest compliment that was ever paid me was when one asked me what I
266 *thought*, and attended to my answer. I am surprised, as well as delighted, when
267 this happens, it is such a rare use he would make of me, as if he were acquainted
268 with the tool.”

269

270 Thoreau has inspired me to write you a poem.

271

272 *Please consider me, your teacher, to be a tool.*

273 *I am here to help you succeed.*

274

275 *A hammer cannot build a house,*

276 *But, like me, it can help,*

277

278 *If you know how to use the tool.*

279

280 What should this poem be called? Every poem—like every academic paper, like every
281 human being—needs a name. How about, *Teacher = Tool?* or, *Hammer Time?* Let me
282 know your thoughts on poetry, the human condition, the educational process, the course
283 material, or whatever else I can help you with during “Qs? Cs?” in class or on the
284 discussion feature in D2L. I wish you good luck in your academic career at KSU!⁵

285

⁵ Hint: Try to make your own luck. If there is a moral will, and, if there is a moral way, then it can be done.

Fall 2014 Course Schedule

Dates	Key Topics	Course Material
08/18/14-12/08/14	Ethics, politics, philosophy, theory, empirical, normative, bases of ethics, ancient v. modern, natural right, human right, justice, categorical imperative, utilitarianism, character, virtue, virtues, stoicism, hedonism, egoism, Rawls' theory of justice, ethic of care, culture, use of force, corruption, whistle-blowing, entrapment, dirty harry problem, hate crime, racism, race, ethnicity, death penalty disparities, adversary system, inquisitorial system, roles in a trial, misfeasance, malfeasance, theories of punishment, history of corrections, types of security facilities, convict code, types of authority in corrections, war on drugs, moral panic policy, policy cycle, cost/benefit analysis, truth in sentencing, terrorism, torture, targeted killing, due process, ticking-time-bomb scenario, roles of the media, frames, media event	<p align="center">PART ONE: Areas of Ethics in CJ</p> <p>Chapter 1: The Importance of Ethics in CJ</p> <p align="center">PART TWO: Ethical Theories</p> <p>Chapter 10: Categorical Imperative: Kant Chapter 11: Utilitarianism: Mill Chapter 12: Character Ethics: Aristotle Chapter 13: Self-Interest, Hedonism, Stoics Chapter 14: A Theory of Justice: Rawls Chapter 15: Care and Concern: Feminism</p> <p align="center">PART ONE: Areas of Ethics in CJ</p> <p>Chapter 2: Ethics and the Police Chapter 3: Racial Discrimination Chapter 4: Lawyers and Ethics Chapter 5: Criminal Punishment Chapter 6: Ethics in Corrections Chapter 7: Ethics and CJ Policy Making Chapter 8: Ethics and the War on Terror Chapter 9: Ethics and Media in CJ</p>
08/28/14	First quiz	Submit via Turnitin.com by 11:59pm
09/11/14	Second quiz	Submit via Turnitin.com by 11:59pm
09/25/14	Third quiz	Submit via Turnitin.com by 11:59pm
10/08/14	Paper Topics Approved	D2L Discussion by 11:59pm
10/09/14	Fourth quiz	Submit via Turnitin.com by 11:59pm
10/23/14	Fifth quiz	Submit via Turnitin.com by 11:59pm
11/06/14	Sixth quiz	Submit via Turnitin.com by 11:59pm
11/20/14	Seventh quiz	Submit via Turnitin.com by 11:59pm
11/24-11/30	Fall Break	Thanksgiving for Unalienable Rights
12/11/14	Final Exam	8:30-10:30pm BRING BLUEBOOK
12/11/14	Paper Due	Submit via Turnitin.com by 11:59pm

Note: During the last few weeks of classes, the university will email you a link to your official KSU email address for **Digital Measures**, which is the online survey for students to evaluate their instructors. Your participation in this important process is sincerely appreciated.

Turnitin.com Login Information

Course ID: 8295439
Pass: CrimEthics

Works Cited

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