Welcome!

Welcome to this class at Kennesaw State University (KSU). You have chosen to join a professional conversation about Research Methods and follow it wherever it may lead. Engage in that conversation by coming to the discussion having read the course material and with the purpose of understanding the truth of the idea being discussed; assume other people are telling the truth before disagreeing with them—rely on facts, not feelings; present reasonable arguments based on the facts and the merits, do not present assertion or innuendo. No ad hominem attacks. If you want a friend, get a dog. 😊

Seriously, read this syllabus closely and ask good questions. For what it is worth, I think that, from the macro viewpoint of the stars, this class is about two things: (1) following directions and (2) thinking for yourself.

Course Description

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

Required Text


Email Policy

Email me directly at kwhite88@kennesaw.edu. I will reply within around 48 hours. Do not send me email through D2L. I may send you an email through D2L, however.

Course Policy [a.k.a., Job Description]

The course policy is self-reliance, which means that your job is to do your best and take responsibility for that which you can control regarding your performance in the class.²

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¹ An idea refers to the look something has in the mind’s eye when the eternal essence of that thing is truly understood.
² Self-reliance means being organized and not procrastinating. For that reason, requests for an exception to this syllabus made at the end of the term are not given an initial presumption of credibility; you have the burden to overcome this predisposition. Self-reliance means showing up to class on time and being ready to engage in the class throughout the class period and semester; it means networking; it means following this syllabus and thinking for yourself. Self-reliance means leading the conversation, if you do not like where it is going. If faced with a challenge or difficulty, do not blame other people—instead, adapt and overcome.
## Course Goals, Learning Objectives, & Instructional Method

<table>
<thead>
<tr>
<th>Course Goal</th>
<th>Learning Objective</th>
<th>Instructional Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be self reliant</td>
<td>Develop critical thinking skill</td>
<td>Constitutionalism and discourse—i.e., follow the syllabus (follow what is written down) and follow the conversation</td>
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<tr>
<td>Be successful in collaborative enterprises</td>
<td>Develop the skill of networking</td>
<td>The process for getting information outside of class—self, then cohort, and then instructor</td>
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<tr>
<td>Comprehend the ethical issues and topics in the criminal justice system</td>
<td>Identify incorrect and correct statements about criminal justice ethics</td>
<td>True/False assessments</td>
</tr>
<tr>
<td>Succeed in the course</td>
<td>Be present for class conversation and be respectfully engaged</td>
<td>Attendance and in-class participation scores</td>
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<tr>
<td>Apply knowledge in a professional setting</td>
<td>Demonstrate knowledge of how to solve an ethical dilemma in the criminal justice system</td>
<td>In-class presentation on solving a particular ethical dilemma</td>
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Note: Students are expected to be self-reliant: to professionally work productively as an individual and a member of a self-selected group; to think critically; to participate in the conversation; to identify correct and incorrect statements about criminal justice ethics; to give a presentation, and to follow (and lead) the conversation wherever it might go. Always read the footnotes!³

### Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>89.5-100%</td>
<td>Excellent!</td>
</tr>
<tr>
<td>B</td>
<td>79.5-89.49%</td>
<td>Better than good enough</td>
</tr>
<tr>
<td>C</td>
<td>69.5-79.49%</td>
<td>Good enough</td>
</tr>
<tr>
<td>D</td>
<td>59.5-69.49%</td>
<td>Almost good enough</td>
</tr>
<tr>
<td>F</td>
<td>0-59.49%</td>
<td>Not good enough</td>
</tr>
</tbody>
</table>

³ 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 of the terms of this syllabus. Silence by the students about this syllabus and the course material is interpreted as agreement and understanding by the instructor. If you have questions, ask them in class during “Qs? Cs?” or get the answers to them outside of class by (1) thinking something through yourself by studying your class notes, the notes you take when reading the text, and the notes you exchange with your cohort via group study; (2) by working with your cohort; (3) by asking the instructor a question on how to get the answer yourself either in class or via direct email. 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 own individual will; the virtue of intelligence does not come by chance or gift.
Grading Policy

The grade scale in this class is exact and not negotiable. Grades are based solely on performance (not effort or intent). Each point is a percentage point, so you can easily keep track of your grade in the class. Students are responsible for tallying their cumulative class grade throughout the course. Grades are generally posted on D2L within one to two weeks of an activity or assessment.

The assessments are objective true or false statements. Your answer is either correct or incorrect. Attendance is measured by the sign-in sheet. Participation and the presentation are graded according to the terms set forth here (see infra). By their nature, the instructor exercises more discretion on qualitative assignments/activities. The instructor is guided by this syllabus generally and the grade scale particularly in the exercise of discretion on students’ grades. The guiding principles of the grading policy are that the only way to fail is not to try; students are measured by outcomes, not effort; and students have a right to succeed or fail.

Grade Dispute Process During the Term

To successfully dispute a grade on a particular assignment, students have the burden of proof to show that their grade unfairly suffered, because (1) the instructor did not follow this syllabus or university policy, and/or because (2) the instructor retaliated or otherwise discriminated against a student based on a student’s protected class status, and/or because (3) the instructor made a clerical error. Grade disputes on a particular assignment during the term must be timely. There are two steps to the process.

Disputing students must first email the instructor directly their intent to dispute a grade on a particular assignment within 48 hours of the grade(s) being posted on D2L or risk being considered as having “waived interest” in the grade(s). The subject line of this email must say, “Grade Dispute” and indicate the name of course. The instructor may not respond to this initial email, except to acknowledge that a grade complaint has been formally preserved within the 48 hours window for future discussion. You should save the email confirming receipt of your complaint for your records. If the instructor responds further at this point by email, it would be for an informal discussion of the issue to potentially resolve it at that level by email.

If the informal, if any, discussion via email does not resolve the student’s complaint, then the student may take the next step. You have the duty to act further by putting a hardcopy letter detailing the complaint in the faculty member’s mailbox in the department within seven days of the initial email. This next step guarantees a formal response from the instructor on the complaint.

If you feel it is necessary to write a grade complaint letter, please provide (to the department’s front desk) a hardcopy of it addressed to the instructor, which explains the relevant facts, the specific issue of the dispute, the applicable rule (course policy,
discrimination, etc.) and/or the specific directions for the assignment at issue, your
suggested remedy, and the rationale for that remedy. Please use these headings in your
letter to organize your complaint.

Please, take some time after learning about a grade to “cool-off” first and try to
understand how the grade might be fair under the syllabus; please, do not complain about
a grade immediately upon learning about a poor performance and/or after the 48-hour
window has passed. Be timely and professional in your communication. If the grade is
inconsistent with the syllabus, then I will want to fix it. If it’s a clerical error, those can
easily be resolved during the informal email stage (see supra).

While I do not hope it happens and I am not required to offer one to students during the
term per the university catalog (see infra), I do consider grade disputes to be a
fundamental part of a student’s right to due process. I think it also affords an opportunity
for further learning to both the instructor and the student. The beginning of the term is the
time to question the validity of the grading policy, scale, and dispute process in this class
and propose an equal and adequate alternative to this process, if you feel so compelled.

After the add/drop period, however, the syllabus is fixed in terms of grades (with the
exception of the instructor’s right to modify this syllabus, if necessary, see supra).

During the term, please do not hesitate to raise a perceived injustice. I understand that it
can be frustrating to work hard but not get the grade one wants. Of course, trying hard is
not what is measured in this class for points. Your best effort is assumed. Additionally, a
“tough” exam or a successful academic performance in the past cannot be the bases of
grade complaints in this class. Passion unguided by reason or base pleas for “mercy,” etc.,
are to be avoided. There has to be an objective reason consistent with this syllabus and
university policies to change an earned grade to preserve the integrity of the academic
setting for all students.

University Catalog Grade Dispute Process for the End of the Term

KSU is committed to treating students fairly in the grading process. Students may appeal
a final grade that they receive in a course, but interim grades or grades on specific
assignments are not appealable [except as noted above in this class, see supra]. Any such
appeal must be based on an allegation that the faculty member has violated his/her stated
grading policy or that the grade was a result of discrimination or retaliation. The student
has the burden of proving these allegations. All formal appeals under the university
catalog will be based only on the written record.

A. Informal: Students are encouraged to discuss concerns and disputes over final
course grades with the faculty member, prior to filing a formal grade appeal, in an
effort to understand the basis of his/her grade. Faculty are encouraged to be
available to students for such discussion regarding grades so that, if possible,
grade disputes can be resolved informally.

B. Formal: In situations where such informal resolution does not occur or is not
successful, the student may appeal the final course grade to the Department Chair.
The appeal must be in writing and describe the precise basis for the appeal. Any pertinent information must be submitted with the appeal in order to be considered in this or subsequent appeals. The appeal must be submitted within 20 business days after the first day of classes of the next academic term after the academic term in which the final grade was awarded to the student. The Chair will invite the faculty member whose grade is appeal to provide a written response to the student’s appeal statement. The Chair will review the allegations and conduct any additional fact finding as needed and will provide a decision in writing to the student, within 20 business days of the receipt of the complaint in the Department.

The university catalog contains additional information about the grade appeal process at the end of class. It is your duty to know your rights under the university catalog. My policy for end of the term grade appeals during the university’s “informal” stage of the process is to follow the “Grade Dispute Process During the Term” (see supra, which means students should initiate their complaint, if any, within 48 hours of the final grade being submitted the Registrar’s Office). Students are notified by email when final grades are submitted; check your email accordingly at the end of the term.

Please clarify uncertainties about the grade appeal processes at the beginning of the term. Do not wait to understand the way your grades are earned in this class. Your course grade is important.

Attendance

Attendance is measured solely by a sign-in sheet or roll-call. Tardiness is equivalent to an unexcused absence; but, it is better to be tardy than absent. It is your responsibility to sign the sign-in sheet; there are no retroactive sign-ins permitted. You may need to go get the sign-in sheet; do not expect it to come to you. After the second unexcused absence or tardiness, every unexcused absence thereafter results in a loss of five points. Also, within 48 hours after the second unexcused absence, or as soon as possible (if the circumstances are extreme), you must send me an email directly to initiate a counseling session on the risks associated with poor attendance; otherwise, you may not earn any future points in the class on a future assignment/activity/assessment/etc. The excessively absent student may earn negative attendance points. Showing up is a critical part of success at a university.

How to Get Missed Information

Students must have access to at least three of their classmates’ names and official KSU email addresses to network with and get answers.

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4 Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.
You should rely on these classmates to get missed information from lectures or discussions and/or to work through the course material outside of class. Make new friends, if necessary (network with your cohort).\(^5\)

Your Friends’ Official KSU Email

Friend #1’s Email:___________________________________________

Friend #2’s Email:___________________________________________

Friend #3’s Email:___________________________________________

Excused Absences - Late Work - Missing Work

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

Make-up work or late work is very strongly discouraged. Make-up work or late work is allowed, if at all, at the sole discretion of the instructor. If permitted, there may be a penalty from 0-99% (depending upon the circumstances).

Students must communicate with the instructor by email within 48 hours of a missed due date to discuss the possibility of an excused absence, make-up work, or late work. If you know you are going to be absent, e.g., for jury duty, then please make arrangements before the absence with the instructor. It is easier to accommodate something before a due date rather than after-the-fact.

Participation

Participation is measured by the quality and quantity of your in-class engagement in the in-class conversation. Students are encouraged to volunteer; during other times, students will be called on randomly to participate. You must be ready and willing to engage in the

\(^5\) It will likely be necessary to make new friends throughout the term; that is normal and to be expected. Do not feel like you must be friends with everyone in your cohort. Do not simply make friends with the people sitting next to you. Go out and make friends based on in-class performance. Surround yourself with successful people; networking is something you have to go do—like the sign-in sheet, networking is generally something that does not come to you by a happy coincidence.
class conversation each day. Pay attention, whether or not you are on the “hot seat.” Pay attention to where the course conversation is on the Course Schedule (see infra).

When a student is called on, i.e., on the “hot-seat,” he or she is in a two-way conversation with the instructor. The other students in the room are potential participants. Let your classmates try to figure out their own opinion and answers to the questions asked by the instructor. The students on the “hot-seat” are presumed to have succeeded, respectively, unless shown otherwise by their performance in class, e.g., non-answers, not prepared, disengaged, etc. The student on the “hot seat” can “ask for help” from the rest of the class during the exchange with the instructor at any time. The instructor may ask follow up questions before calling on those helpful students seeking to “save” the help-seeking student on the “hot seat.” The members of the “audience” will be measured by their initial non-interruption of the discourse with the student on the “hot-seat,” as well as by their willingness to “jump in” to the discourse whenever you want to—please, raise your hand first—or whenever you are otherwise invited by the instructor to join the conversation and sit in the “hot seat.” Disrupting students may lose participation points.

In short, all students start the class with the maximum participation points and lose points, if any, through demeritorious in-class performance during the conversation, lecture, discussion, etc. Conversely, students may earn extra points through consistent and exceptionally meritorious in-class performance throughout the term. Participation should be fun. Please say whatever is on your mind. Just be honest, listen to what others say before speaking, defend your opinion, rely on facts in your arguments (not feelings), etc. (see Syllabus, p. 1 and passim).

Quizzes and Final Exam

There will be six quizzes offered in the class and one final exam, which will be like the quizzes. The first five quizzes are required; the last one is optional and for extra credit. On true/false questions, identify whether the statement is, overall, objectively correct or objectively incorrect; read the statement very carefully. You may rely on reality and the course material (including lecture material) to answer the question. The order of authority is as follows: empirical reality (as relevant to the course material); lecture material (as delivered by the instructor, not necessarily as remembered by the student); textbook material, other (relevant) material.

A statement that contains a piece(s) of true information may still be false. These assessments are not designed to “trick” students; rather, they are designed to test not only substantive course content awareness, but also analytical reasoning skills and the ability to think through the relationship(s) between ideas. Words have meaning, so small changes to grammar/syntax/etc. in a statement can have a substantive impact on veracity. The assessments are comprehensive, and they build on themselves in the sense that they

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6 Incorrect information cannot be true; one fly ruins the whole soup, so-to-speak.
may be used to help you study for future exams in the class (see comments on outlining, \textit{infra}).

Experience suggests that even the most diligent students generally (but not always) need to take the first quiz or so to get a sense of “how” these assessments are constructed. After the first quiz, you should be in a better position to prepare for the way the assessments are constructed as part of your future preparation. The quizzes and the final exam will only cover material related to what is covered in class and/or the assigned readings up to the date of the assessment. Quizzes and the final exam are in-class and closed note/book/electronic device/etc. To prepare for the quizzes and the final exam, consider creating an original and personal outline. Take notes when you read the textbooks. Take notes during the class conversation. Share those notes with (at least three) successful people in the class. Organize all of these notes into an “outline,” which has a table of contents and contains (in theory) an organized/synthesized presentation of all the material that could be on the assessment in a way that makes sense to you. Then memorize your outline. This is called “outlining,” and I suggest it as a best practice for studying for the quizzes and the final exam in this class.

**Presentation**

Students will give a five-to-15 minute in-class presentation on solving a particular ethical dilemma according to a particular ethical theory. The particular ethical scenario to be resolved will be approved/provided by the instructor before the withdrawal date or a late penalty will be assessed weekly (see \textit{infra}).

An ethical dilemma is akin to the problem presented by the principle prudence, i.e., the difficulty of choosing the best of many good options or the least harmful of many bad options. Ethical dilemmas present hard choices, such as choosing between liberty or equality.

Presentations are given at the end of the semester. Students should spend the semester researching, preparing, and practicing their presentation. It is never too early to start your preparation.

**Students must have their ethical dilemma or scenario approved by the instructor by the Withdrawal deadline (March 3, 2015). Each week after then will result in a loss of 10%. Only students with an email from the instructor indicating “APPROVED” have been approved for their presentation.**

Do not assume that your presentation scenario has been approved; check with me to make sure. (Save the email with the words “APPROVED” on it per Murphy’s Law, see \textit{supra}.) Students need an approved scenario to earn points on their presentation.

Each presentation will be organized around the following substantive topics: Facts, Issue/Question of the Case, Possible Actions/Choices, Ethical Theory, Student’s Solution.
There are also some procedural aspects to the presentation, i.e., introduction and poise. The introduction prong refers to having a narrative structure, i.e., a clear beginning (Who are you? Why are you talking?), a substantive middle (the facts, the issue, etc.), and an end (a clear conclusion, as opposed to a sudden stop). Poise refers to, among other things, body language, *uh* and *um*, eye contact, presence, etc.

The facts prong refers to the relevant and significant facts of the scenario. The issue or question of the case prong refers to a sentence (containing some depth and subtlety) that frames the ethical dilemma, e.g., *Whether to treat spending money on a candidate’s campaign as free speech or not presents the ethical dilemma of seemingly having to choose between liberty and equality*. The possible actions or choices prong refers to a list or catalog of all the possible choices that a rational actor could make under the scenario (regardless of ethical theory), i.e., what are the possible actions that could be made given the facts? The ethical theory prong refers to the particular ethical theory chosen by the student (you) to solve the dilemma. You must explain the theory to the audience, i.e., answer the question, What is _____? The student’s solution prong of the presentation refers to the actual action or choice that the student (you) would select based on the application of your chosen theory, i.e., explain which action you think is ethical and why.

The presentation will be graded according to the Presentation Rubric.

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<thead>
<tr>
<th></th>
<th>A = 4.29</th>
<th>B = 3.65</th>
<th>C = 3.22</th>
<th>D = 2.79</th>
<th>F = 2.36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
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<tr>
<td>Facts</td>
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<tr>
<td>Issue/Question</td>
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<tr>
<td>Possible Actions/Choices</td>
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<tr>
<td>Ethical Theory</td>
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<tr>
<td>Student’s Solution</td>
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<tr>
<td>Poise</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

Note: There is always the presentation you plan to give, the one you actually give, and the one you wish you had given. It is just the way presentations go; learn from every presentation and constantly plan for the next one.

**Academic Integrity**

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

**Electronic Recording & Social Media Policy** [From the Faculty Senate, May 6, 2014]

Electronic recording performed without the consent of the people being recorded chills the free exchange of ideas. Academic freedom, free inquiry, and freedom of expression should not be limited by the fear that one’s brainstorming, polemic discourse, speculative inquiry, or any other kind of expressed curiosity made within the space of a university classroom will be made public without one’s consent.

This fear is unacceptable regardless of whether one is in an online, hybrid, or face-to-face classroom setting. Accordingly, no person shall make public any electronically recorded class discussion without the written permission of the instructor.

This policy is not intended to discourage electronic recording in the classroom or the use of social media when such actions are performed with the written consent of the instructor, and others as appropriate.

Note: Faculty accommodate all reasonable requests to electronically record a class discussion; these requests must be documented by the DisAbled Student Support Services available at: [http://www.kennesaw.edu/stu_dev/dsss/prospect.shtml](http://www.kennesaw.edu/stu_dev/dsss/prospect.shtml)

**Statement on DisAbilities**

KSU, a member of the University System of Georgia, does not discriminate on the basis of race, color, religion, age, sex, or national origin, disability, or sexual orientation in employment or provision of services (see: [http://www.kennesaw.edu/stu_dev/home/home.html](http://www.kennesaw.edu/stu_dev/home/home.html)).

If you need anything to help accommodate the learning environment/process, please see the instructor for assistance.

**Student Success Services**

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

**Technical Support**

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

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

Hours of Study

Benjamin Franklin (N.d., par. 1) said: “The U.S. Constitution doesn’t guarantee happiness, only the pursuit of it.” Similarly, the payment of tuition and fees is an opportunity to pass a class, not a guarantee of credit. While most students know the way to succeed at university, some students set themselves up for failure by not reading this syllabus and/or the assigned material. Other students sabotage their success by taking on more than possible, e.g., by definition one cannot go to school “full time” and work “full time” simultaneously. Once the cup of time is full, more time cannot be added to it. Other students sabotage their success by procrastinating or not trying to do one’s best. Do not put off to tomorrow what you can do today, and give your best effort to everything you choose to do, e.g., such as enroll in this class. To give you a sense of the amount of time required to pass a university class with an average grade, consider what Gibbs and Simpson (2004, 3) say on the matter, “Students are normally expected to spend between about one and four hours out of class for each hour in class.”

Thoughts on the Educational Process: The Instructor as a Tool

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

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

Thoreau has inspired me to write you a poem.

Please consider me, your teacher, to be a tool.
I am here to help you succeed.
A hammer cannot build a house,
But, like me, it can help,
If you know how to use the tool.
What should this poem be called? Every poem—like every academic presentation, paper, or project (like every human being!)—needs a name. How about as a name for the poem, Teacher = Tool? or, Hammer Time? or, The Teacher is a Tool?

Let me know your thoughts on poetry, the human condition, the educational process, the course material, or whatever else I can help you with during “Qs? Cs?” at the beginning of class or elsewhere as appropriate. I wish you good luck in this class and in your academic career at KSU! "Graduate as soon as you can! Support KSU as an active member of the Alumni Association (http://community.kennesaw.edu)!

7 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.
## Spring 2015 Course Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Key Topics</th>
<th>Course Material</th>
</tr>
</thead>
</table>
| 01/07/15-04/29/15 | Ethics, politics, philosophy, liberty v. security, 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, whistleblowing, 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 | PART ONE: Areas of Ethics in CJ  
Chapter 1: The Importance of Ethics in CJ  
PART TWO: Ethical Theories  
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  
PART ONE: Areas of Ethics in CJ  
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 |
| 01/07/15      | Add/Drop Period                                                            | Ends 01/13/15                                        |
| 01/19/15      | Holiday                                                                    | No class                                             |
| 03/03/15      | Last day to Withdraw                                                       | Presentation Scenario Approval Due Date              |
| 04/04/15      | Spring Break                                                               | Ends 04/10/15                                        |
| 01/14/15      | First quiz                                                                 |                                                      |
| 01/28/15      | Second quiz                                                                |                                                      |
| 02/11/15      | Third quiz                                                                 |                                                      |
| 02/25/15      | Fourth quiz                                                                |                                                      |
| 03/11/15      | Fifth quiz                                                                 |                                                      |
| 03/25/15      | Sixth quiz                                                                 |                                                      |
| 05/04/15      | Final Exam                                                                 | 1:00-3:00 p.m. BRING 8.5” x 11” BLUEBOOK             |
| 05/09/15      | Final Grades Due                                                           | Must be submitted by 5:00 p.m.                       |

Note: During the last few weeks of classes, the university will conduct instructor evaluations through Digital Measures, which is the online survey system for you to evaluate me. Your participation in this important process is sincerely appreciated.

