

SP15 CRJU 4100/01 CRIMINAL JUSTICE ETHICS (CRN 10143)
KENNESAW STATE UNIVERSITY
Sociology & Criminal Justice Department

1 **Course Information**

Day/Time	ROOM	INSTRUCTOR	EMAIL	OFFICE HOURS
MW 12:30-1:45pm	SO3021	Kenneth White, Ph.D., J.D.	kwhite88@kennesaw.edu	By email and apt.

2

3

3 **Welcome!**

4

5 Welcome to this class at Kennesaw State University (KSU). You have chosen to join a
6 professional conversation about Research Methods and follow it wherever it may lead.
7 Engage in that conversation by coming to the discussion having read the course material
8 and with the purpose of understanding the truth of the *idea*¹ being discussed; assume
9 other people are telling the truth before disagreeing with them—rely on facts, not
10 feelings; present reasonable arguments based on the facts and the merits, do not present
11 assertion or innuendo. No *ad hominem* attacks. If you want a friend, get a dog. ☺
12 Seriously, read this syllabus closely and ask good questions. For what it is worth, I think
13 that, from the macro viewpoint of the stars, this class is about two things: (1) following
14 directions and (2) thinking for yourself.

15

16

16 **Course Description**

17

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

21

22

22 **Required Text**

23

24 Banks, Cyndi. 2013. *Criminal Justice Ethics: Theory and Practice*. Thousand Oaks:
25 SAGE.

26

27

27 **Email Policy**

28

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

31

32

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

33

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

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.

SP15 CRJU 4100/01 CRIMINAL JUSTICE ETHICS (CRN 10143)
KENNESAW STATE UNIVERSITY
 Sociology & Criminal Justice Department

36 **Course Goals, Learning Objectives, & Instructional Method**

Course Goal	Learning Objective	Instructional Method
Be self reliant	Develop critical thinking skill	Constitutionalism and discourse— i.e., follow the syllabus (follow what is written down) and follow the conversation
Be successful in collaborative enterprises	Develop the skill of networking	The process for getting information outside of class—self, then cohort, and then instructor
Comprehend the ethical issues and topics in the criminal justice system	Identify incorrect and correct statements about criminal justice ethics	True/False assessments
Succeed in the course	Be present for class conversation and be respectfully engaged	Attendance and in-class participation scores
Apply knowledge in a professional setting	Demonstrate knowledge of how to solve an ethical dilemma in the criminal justice system	In-class presentation on solving a particular ethical dilemma

37 Note: Students are expected to be self-reliant: to professionally work productively as an
 38 individual and a member of a self-selected group; to think critically; to participate in the
 39 conversation; to identify correct and incorrect statements about criminal justice ethics; to
 40 give a presentation, and to follow (and lead) the conversation wherever it might go.
 41 Always read the footnotes!³
 42
 43

Grade Scale

Attendance	20 points	A	89.5-100%	Excellent!
Participation	10 points	B	79.5-89.49%	Better than good enough
6 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
Presentation	30 points	F	0-59.49%	Not good enough
Total	100 points			

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.

SP15 CRJU 4100/01 CRIMINAL JUSTICE ETHICS (CRN 10143)
KENNESAW STATE UNIVERSITY
Sociology & Criminal Justice Department

44 **Grading Policy**

45
46 The grade scale in this class is exact and not negotiable. Grades are based solely on
47 performance (not effort or intent). Each point is a percentage point, so you can easily
48 keep track of your grade in the class. Students are responsible for tallying their
49 cumulative class grade throughout the course. **Grades are generally posted on D2L**
50 **within one to two weeks of an activity or assessment.**

51
52 The assessments are objective true or false statements. Your answer is either correct or
53 incorrect. Attendance is measured by the sign-in sheet. Participation and the presentation
54 are graded according to the terms set forth here (see *infra*). By their nature, the instructor
55 exercises more discretion on qualitative assignments/activities. The instructor is guided
56 by this syllabus generally and the grade scale particularly in the exercise of discretion on
57 students' grades. The guiding principles of the grading policy are that the only way to fail
58 is not to try; students are measured by outcomes, not effort; and students have a right to
59 succeed or fail.

60
61 **Grade Dispute Process During the Term**

62
63 To successfully dispute a grade on a particular assignment, students have the burden of
64 proof to show that their grade *unfairly* suffered, because (1) the instructor did not follow
65 this syllabus or university policy, and/or because (2) the instructor retaliated or otherwise
66 discriminated against a student based on a student's protected class status, and/or because
67 (3) the instructor made a clerical error. Grade disputes on a particular assignment during
68 the term must be timely. There are two steps to the process.

69
70 Disputing students must first email the instructor directly their intent to dispute a grade
71 on a particular assignment **within 48 hours** of the grade(s) being posted on D2L or risk
72 being considered as having "waived interest" in the grade(s). The subject line of this
73 email must say, "Grade Dispute" and indicate the name of course. The instructor may not
74 respond to this initial email, except to acknowledge that a grade complaint has been
75 formally preserved within the 48 hours window for future discussion. You should save
76 the email confirming receipt of your complaint for your records. If the instructor responds
77 further at this point by email, it would be for an informal discussion of the issue to
78 potentially resolve it at that level by email.

79
80 If the informal, if any, discussion via email does not resolve the student's complaint, then
81 the student may take the next step. You have the duty to act further by putting a hardcopy
82 letter detailing the complaint in the faculty member's mailbox in the department **within**
83 **seven days** of the initial email. This next step guarantees a formal response from the
84 instructor on the complaint.

85
86 If you feel it is necessary to write a grade complaint letter, please provide (to the
87 department's front desk) a hardcopy of it addressed to the instructor, which explains the
88 relevant **facts**, the specific **issue** of the dispute, the applicable **rule** (course policy,

SP15 CRJU 4100/01 CRIMINAL JUSTICE ETHICS (CRN 10143)
KENNESAW STATE UNIVERSITY
Sociology & Criminal Justice Department

89 discrimination, etc.) and/or the specific directions for the assignment at issue, your
90 suggested **remedy**, and the **rationale** for that remedy. Please use these headings in your
91 letter to organize your complaint.

92
93 Please, take some time after learning about a grade to “cool-off” first and try to
94 understand how the grade might be fair under the syllabus; please, do not complain about
95 a grade immediately upon learning about a poor performance and/or after the 48-hour
96 window has passed. Be timely and professional in your communication. If the grade is
97 inconsistent with the syllabus, then I will want to fix it. If it’s a clerical error, those can
98 easily be resolved during the informal email stage (see *supra*).

99 While I do not hope it happens and I am not required to offer one to students during the
100 term per the university catalog (see *infra*), I do consider grade disputes to be a
101 fundamental part of a student’s right to due process. I think it also affords an opportunity
102 for further learning to both the instructor and the student. The beginning of the term is the
103 time to question the validity of the grading policy, scale, and dispute process in this class
104 and propose an equal and adequate alternative to this process, if you feel so compelled.
105 After the add/drop period, however, the syllabus is fixed in terms of grades (with the
106 exception of the instructor’s right to modify this syllabus, if necessary, see *supra*).

107
108 During the term, please do not hesitate to raise a perceived injustice. I understand that it
109 can be frustrating to work hard but not get the grade one wants. Of course, trying hard is
110 not what is measured in this class for points. Your best effort is assumed. Additionally, a
111 “tough” exam or a successful academic performance in the past cannot be the bases of
112 grade complaints in this class. Passion unguided by reason or base pleas for “mercy,” etc.,
113 are to be avoided. There has to be an *objective* reason consistent with this syllabus and
114 university policies to change an earned grade to preserve the integrity of the academic
115 setting for all students.

116
117 **University Catalog Grade Dispute Process for the End of the Term**

118
119 KSU is committed to treating students fairly in the grading process. Students may appeal
120 a final grade that they receive in a course, but interim grades or grades on specific
121 assignments are not appealable [except as noted above in this class, see *supra*]. Any such
122 appeal must be based on an allegation that the faculty member has violated his/her stated
123 grading policy or that the grade was a result of discrimination or retaliation. The student
124 has the burden of proving these allegations. All formal appeals under the university
125 catalog will be based only on the written record.

126
127 A. **Informal:** Students are encouraged to discuss concerns and disputes over final
128 course grades with the faculty member, prior to filing a formal grade appeal, in an
129 effort to understand the basis of his/her grade. Faculty are encouraged to be
130 available to students for such discussion regarding grades so that, if possible,
131 grade disputes can be resolved informally.

132 B. **Formal:** In situations where such informal resolution does not occur or is not
133 successful, the student may appeal the final course grade to the Department Chair.

SP15 CRJU 4100/01 CRIMINAL JUSTICE ETHICS (CRN 10143)
KENNESAW STATE UNIVERSITY
Sociology & Criminal Justice Department

134 The appeal must be in writing and describe the precise basis for the appeal. Any
135 pertinent information must be submitted with the appeal in order to be considered
136 in this or subsequent appeals. The appeal must be submitted within 20 business
137 days after the first day of classes of the next academic term after the academic
138 term in which the final grade was awarded to the student. The Chair will invite the
139 faculty member whose grade is appeal to provide a written response to the
140 student's appeal statement. The Chair will review the allegations and conduct any
141 additional fact finding as needed and will provide a decision in writing to the
142 student, within 20 business days of the receipt of the complaint in the Department.
143

144 The university catalog contains additional information about the grade appeal process at
145 the end of class. It is your duty to know your rights under the university catalog. My
146 policy for end of the term grade appeals during the university's "informal" stage of the
147 process is to follow the "Grade Dispute Process During the Term" (see *supra*, which
148 means students should initiate their complaint, if any, within 48 hours of the final grade
149 being submitted the Registrar's Office). Students are notified by email when final grades
150 are submitted; check your email accordingly at the end of the term.
151

152 Please clarify uncertainties about the grade appeal processes *at the beginning of the term*.
153 Do not wait to understand the way your grades are earned in this class. Your course grade
154 is important.
155

156 **Attendance**

157
158 Attendance is measured solely by a sign-in sheet or roll-call.⁴ Tardiness is equivalent to
159 an unexcused absence; but, it is better to be tardy than absent. It is your responsibility to
160 sign the sign-in sheet; **there are no retroactive sign-ins permitted**. You may need to go
161 get the sign-in sheet; do not expect it to come to you. After the second unexcused absence
162 or tardiness, every unexcused absence thereafter results in a loss of five points. Also,
163 within 48 hours after the second unexcused absence, or as soon as possible (if the
164 circumstances are extreme), you must send me an email directly to initiate a counseling
165 session on the risks associated with poor attendance; otherwise, you may not earn any
166 future points in the class on a future assignment/activity/assessment/etc. The excessively
167 absent student may earn negative attendance points. Showing up is a critical part of
168 success at a university.
169

170 **How to Get Missed Information**

171
172 Students must have access to at least three of their classmates' names and official KSU
173 email addresses to network with and get answers.
174

⁴ Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

SP15 CRJU 4100/01 CRIMINAL JUSTICE ETHICS (CRN 10143)
KENNESAW STATE UNIVERSITY
Sociology & Criminal Justice Department

175 You should rely on these classmates to get missed information from lectures or
176 discussions and/or to work through the course material outside of class. Make new
177 friends, if necessary (network with your cohort).⁵

178

179 **Your Friends' Official KSU Email**

180

181 Friend #1's Email: _____

182

183 Friend #2's Email: _____

184

185 Friend #3's Email: _____

186

187 **Excused Absences - Late Work - Missing Work**

188

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

199

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

203

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

209

210 **Participation**

211

212 Participation is measured by the quality and quantity of your in-class engagement in the
213 in-class conversation. Students are encouraged to volunteer; during other times, students
214 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.

SP15 CRJU 4100/01 CRIMINAL JUSTICE ETHICS (CRN 10143)
KENNESAW STATE UNIVERSITY
Sociology & Criminal Justice Department

215 class conversation each day. Pay attention, whether or not you are on the “hot seat.” Pay
216 attention to where the course conversation is on the Course Schedule (see *infra*).
217

218 When a student is called on, i.e., on the “hot-seat,” he or she is in a two-way conversation
219 with the instructor. The other students in the room are potential participants. Let your
220 classmates try to figure out their own opinion and answers to the questions asked by the
221 instructor. The students on the “hot-seat” are presumed to have succeeded, respectively,
222 unless shown otherwise by their performance in class, e.g., non-answers, not prepared,
223 disengaged, etc. The student on the “hot seat” can “ask for help” from the rest of the class
224 during the exchange with the instructor at any time. The instructor may ask follow up
225 questions before calling on those helpful students seeking to “save” the help-seeking
226 student on the “hot seat.” The members of the “audience” will be measured by their
227 initial non-interruption of the discourse with the student on the “hot-seat,” as well as by
228 their willingness to “jump in” to the discourse whenever *you want to*—please, raise your
229 hand first—or whenever you are otherwise *invited* by the instructor to join the
230 conversation and sit in the “hot seat.” Disrupting students may lose participation points.
231

232 In short, all students start the class with the maximum participation points and lose points,
233 if any, through demeritorious in-class performance during the conversation, lecture,
234 discussion, etc. Conversely, students may earn extra points through consistent and
235 exceptionally meritorious in-class performance throughout the term. Participation should
236 be fun. Please say whatever is on your mind. Just be honest, listen to what others say
237 before speaking, defend your opinion, rely on facts in your arguments (not feelings), etc.
238 (see Syllabus, p. 1 and *passim*).
239

240 **Quizzes and Final Exam**
241

242 There will be six quizzes offered in the class and one final exam, which will be like the
243 quizzes. The first five quizzes are required; the last one is optional and for extra credit.
244 On true/false questions, identify whether the statement is, overall, objectively correct or
245 objectively incorrect; read the statement very carefully. You may rely on reality and the
246 course material (including lecture material) to answer the question. The order of authority
247 is as follows: empirical reality (as relevant to the course material); lecture material (as
248 delivered by the instructor, not necessarily as remembered by the student); textbook
249 material, other (relevant) material.
250

251 A statement that contains a piece(s) of true information may still be false.⁶ These
252 assessments are not designed to “trick” students; rather, they are designed to test not only
253 substantive course content awareness, but also analytical reasoning skills and the ability
254 to think through the relationship(s) between ideas. Words have meaning, so small
255 changes to grammar/syntax/etc. in a statement can have a substantive impact on veracity.
256 The assessments are comprehensive, and they build on themselves in the sense that they

⁶ Incorrect information cannot be true; one fly ruins the whole soup, so-to-speak.

SP15 CRJU 4100/01 CRIMINAL JUSTICE ETHICS (CRN 10143)
KENNESAW STATE UNIVERSITY
Sociology & Criminal Justice Department

257 may be used to help you study for future exams in the class (see comments on outlining,
258 *infra*).

259
260 Experience suggests that even the most diligent students generally (but not always) need
261 to take the first quiz or so to get a sense of “how” these assessments are constructed.
262 After the first quiz, you should be in a better position to prepare for the way the
263 assessments are constructed as part of your future preparation. The quizzes and the final
264 exam will only cover material related to what is covered in class and/or the assigned
265 readings up to the date of the assessment. Quizzes and the final exam are in-class and
266 closed note/book/electronic device/etc. To prepare for the quizzes and the final exam,
267 consider creating an original and personal outline. Take notes when you read the
268 textbooks. Take notes during the class conversation. Share those notes with (at least
269 three) successful people in the class. Organize all of these notes into an “outline,” which
270 has a table of contents and contains (in theory) an organized/synthesized presentation of
271 all the material that could be on the assessment in a way that makes sense to you. Then
272 memorize your outline. This is called “outlining,” and I suggest it as a best practice for
273 studying for the quizzes and the final exam in this class.

274

275 **Presentation**

276

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

281

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

286

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

290

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

295

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

299

300 Each presentation will be organized around the following substantive topics: Facts,
301 Issue/Question of the Case, Possible Actions/Choices, Ethical Theory, Student’s Solution.

SP15 CRJU 4100/01 CRIMINAL JUSTICE ETHICS (CRN 10143)
KENNESAW STATE UNIVERSITY
 Sociology & Criminal Justice Department

302 There are also some procedural aspects to the presentation, i.e., introduction and poise.
 303 The introduction prong refers to having a narrative structure, i.e., a clear beginning (Who
 304 are you? Why are you talking?), a substantive middle (the facts, the issue, etc.), and an
 305 end (a clear conclusion, as opposed to a sudden stop). Poise refers to, among other things,
 306 body language, *uhs* and *ums*, eye contact, presence, etc.

307
 308 The facts prong refers to the relevant and significant facts of the scenario. The issue or
 309 question of the case prong refers to a sentence (containing some depth and subtlety) that
 310 frames the ethical dilemma, e.g., *Whether to treat spending money on a candidate's*
 311 *campaign as free speech or not presents the ethical dilemma of seemingly having to*
 312 *choose between liberty and equality*. The possible actions or choices prong refers to a list
 313 or catalog of all the possible choices that a rational actor could make under the scenario
 314 (regardless of ethical theory), i.e., what are the possible actions that could be made given
 315 the facts? The ethical theory prong refers to the particular ethical theory chosen by the
 316 student (you) to solve the dilemma. You must explain the theory to the audience, i.e.,
 317 answer the question, What is _____? The student's solution prong of the presentation
 318 refers to the actual action or choice that the student (you) would select based on the
 319 application of your chosen theory, i.e., explain which action you think is ethical and why.

320
 321 The presentation will be graded according to the Presentation Rubric.
 322

323 **Presentation Rubric**

	A = 4.29	B = 3.65	C = 3.22	D = 2.79	F = 2.36
Introduction					
Facts					
Issue/Question					
Possible Actions/Choices					
Ethical Theory					
Student's Solution					
Poise					
Total					

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

327
 328 **Academic Integrity**

329
 330 Every KSU student is responsible for upholding the provisions of the Student Code of
 331 Conduct, as published in the Undergraduate and Graduate catalogs. Section II of the
 332 Student Code of Conduct addresses the University's policy on academic honesty,
 333 including provisions regarding plagiarism and cheating, unauthorized access to
 334 University materials, misrepresentation/falsification of University records or academic
 335 malicious/intentional misuses of computer facilities and/or services, and misuse of
 336 student identification cards. Incidents of alleged academic misconduct will be handled

SP15 CRJU 4100/01 CRIMINAL JUSTICE ETHICS (CRN 10143)
KENNESAW STATE UNIVERSITY
Sociology & Criminal Justice Department

337 through the established procedures of the University Judiciary Program, which includes
338 either an “Informal” resolution by a faculty member, resulting in a grade adjustment, or a
339 formal hearing procedure, which may subject a student to the Code of Conduct’s
340 minimum one semester suspension requirement.

341

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

343

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

349

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

353

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

357

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

361

362 **Statement on DisAbilities**

363

364 KSU, a member of the University System of Georgia, does not discriminate on the basis
365 of race, color, religion, age, sex, or national origin, disability, or sexual orientation in
366 employment or provision of services (see:

367 http://www.kennesaw.edu/stu_dev/home/home.html).

368

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

371

372 **Student Success Services**

373

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

377

378 **Technical Support**

379

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

381

SP15 CRJU 4100/01 CRIMINAL JUSTICE ETHICS (CRN 10143)
KENNESAW STATE UNIVERSITY
Sociology & Criminal Justice Department

382 **Advising**

383

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

388

389 **Hours of Study**

390

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

396 Other students sabotage their success
397 by taking on more than possible, e.g.,
398 by definition one cannot go to school
399 “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? _____
--

400 simultaneously. Once the cup of time is full, more time cannot be added to it. Other
401 students sabotage their success by procrastinating or not trying to do one’s best. Do not
402 put off to tomorrow what you can do today, and give your best effort to everything you
403 choose to do, e.g., such as enroll in this class. To give you a sense of the amount of time
404 required to pass a university class *with an average grade*, consider what Gibbs and
405 Simpson (2004, 3) say on the matter, “Students are normally expected to spend between
406 about one and four hours out of class for each hour in class.”

407

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

409

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

411

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

416

417 Thoreau has inspired me to write you a poem.

418

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

420 *I am here to help you succeed.*

421 *A hammer cannot build a house,*

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

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

424

SP15 CRJU 4100/01 CRIMINAL JUSTICE ETHICS (CRN 10143)
KENNESAW STATE UNIVERSITY
Sociology & Criminal Justice Department

425 What should this poem be called? Every poem—like every academic presentation, paper,
426 or project (like every human being!)—needs a name. How about as a name for the poem,
427 *Teacher = Tool?* or, *Hammer Time?* or, *The Teacher is a Tool?*
428

429 Let me know your thoughts on poetry, the human condition, the educational process, the
430 course material, or whatever else I can help you with during “Qs? Cs?” at the beginning
431 of class or elsewhere as appropriate. I wish you good luck in this class and in your
432 academic career at KSU!⁷ Graduate as soon as you can! Support KSU as an active
433 member of the Alumni Association (<http://community.kennesaw.edu>)!
434
435
436
437
438
439
440
441
442
443
444
445
446
447
448
449
450
451
452
453
454
455
456
457
458
459
460
461
462
463
464
465
466
467
468

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.

SP15 CRJU 4100/01 CRIMINAL JUSTICE ETHICS (CRN 10143)
KENNESAW STATE UNIVERSITY
 Sociology & Criminal Justice Department

469
470

Spring 2015 Course Schedule

Dates	Key Topics	Course Material
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, 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>PART ONE: Areas of Ethics in CJ</p> <p>Chapter 1: The Importance of Ethics in CJ</p> <p>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>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>
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.

471
472
473
474

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.

Works Cited

475
476
477
478
479
480
481
482
483
484
485
486
487
488
489
490
491
492
493
494
495
496
497
498
499
500
501
502
503
504
505
506
507
508
509
510
511
512
513
514
515
516
517
518
519

Borenstein, Nathaniel. 2012. "No Luck, but Grace Under Turbulence." *The New York Times*. 12 March. Website. Viewed on August 7, 2012 at <http://www.nytimes.com/2012/03/13/business/a-flying-history-ruled-by-murhpys-law.html?_r=1>.

Franklin, Benjamin. N.d. *BrainyQuote*. Quotation. Website. Viewed on August 7, 2012 at <<http://www.brainyquote.com/quotes/quotes/b/bejainfr141100.html>>.

Gibbs, Graham and Claire Simpson. 2004. "Conditions Under Which Assessment Supports Students' Learning." *Learning and Teaching in Higher Education* (1): 3-31.

Thoreau, Henry David. 1993. "Life Without Principle." *Civil Disobedience and Other Essays*. Mineola: Dover.