



SYLLABUS
AJ 482 (Online)
Criminal Justice Ethics
Spring 2010

Professor: Kelly Cheeseman Dial, PhD
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Office Hours:

Required Texts

Pollock, J. (2007). Ethical Dilemmas and decisions in Criminal Justice. 5th ed. Wadsworth.

Maxwell, J., & Dorman, J. (1997). Becoming a Person of Influence: How to Positively Impact the Lives of Others. Thomas Nelson.

Software/System Requirements

Windows XP or Vista
DSL or cable modem capability
Microsoft Word

Course Goal

The student should have a deeper understanding of ethics as it relates to crime and criminal justice. The course will examine ethics in policing, court administration, corrections, as well as theoretical foundations. Past and present theories will be included as well as emphasis on morals, mores, values and beliefs and how they shape who we are and how we interact with the administration of “justice.”

Class lectures will be conducted according to a lecture-discussion format. Lectures and presentation materials will help clarify points made by the author(s). Discussions (a major emphasis in the class) will help other students think critically about criminology and what it means to society as a whole and the criminal justice field in particular. It is crucial that students come to class prepared having read the required material for class and having completed any other tasks or assignments that are required. Films, other video presentations,

and guest speakers may be utilized to try and critically evaluate ethics and its importance in society. Ethics and the criminal justice system do not exist apart from the people who make, enforce, and suffer from it.

Course Objectives:

1. To learn and have fun in the process.
2. To introduce the student to research and theories that are relevant to ethics and the criminal justice system in the 21st Century.
3. To increase our understanding of ethics and how this impacts ourselves and society as a whole.
4. To provide a forum for students to express their ideas and feelings regarding the criminal justice system and how it responds to people.

Class Overview:

The material for the class is broken into 15 block/units (see below), essentially one block per week. We will cover a lot of material, but the reading load and pace should be quite manageable. Since this is an online course, students will be expected to keep up with readings and lecture notes on their own and come prepared to weekly chat sessions with questions and comments.

Attendance Policy:

Traditional attendance does not apply in the on-line setting, but participation in class chat sessions will be noted and will count for a portion of your grade.

You are expected to come to chat sessions fully prepared to discuss the appropriate material. This means that you must do the reading and keep up. If everyone makes an effort to get involved in chat discussions and on-line postings this class experience will be more enjoyable and productive for all of us. As participation is such an important part of the educational experience, 50 points will be allocated for it. This constitutes almost 12% of the total points for the class; do not neglect this aspect of the course. **(Please note that merely showing up in a chat is not participation!)**

Grading Policy and Course Requirements:

(500 total points)

Discussion Questions	10	10 points	50	448 and up = A
Essay Questions	5	20 points	100	398 - 447 = B
Ethical Scenarios	10	10 points	100	348 - 397 = C
Final Project	1	200 points	200	298 - 347 = D
Participation		50 points	50	below 298 = F

Discussion Questions: There will be ten ethical discussion questions given over the course of the semester. Students must post a response to the question and will then also post 2 comments to others responses. This cannot be merely a “Good job”, or “I do not agree”). The commentary must show in depth thinking about ethics

Essay Questions: There will be five sets of essay questions given over the course of the semester, each set will be worth 20 points. The essay questions will focus primarily on lecture notes and chat discussion material, but you are responsible for all reading assignments as well.

Ethical Scenarios: Each student will be tasked with solving the challenge and presenting the outcome in a 1-3 page paper explaining what they did and how they came to the conclusion of the exercise whether it be a failure or a success.

Final Project: (200 points)

You are required to write a 1500 -2000 word project based on your readings of Becoming a Person of Influence. Each week, the student should write 1-2 pages outlining their impressions, concerns, and feelings about the chapter assigned for that week. Attention should be placed on reflecting about the chapter, what they said to the student and the impact that it has upon them. Students will compile their entries into one notebook or folder and turn them in on (date to be added in conjunction with Spring 2009 academic calendar)

Please note that final projects submitted late will result in a reduction of grade, which will be based on how late the submission was received. You may turn any assignment in early.

No paper (daily or final) should be considered complete until receipt is acknowledged. Papers must be completed in Microsoft office word or a compatible program. *Vista users must send documents in a XP readable format*

Make Up Policy:

Make-up exams/assignments will not be given.

Academic Honesty:

The Faculty at The University of Southern Mississippi expect students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University.

Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion, the unauthorized collaboration with another person in preparing work offered

	Chapter 3 - Maxwell
Law and the Individual	Chapter 5 Chapter 4 - Maxwell

Unit 5

Ethics and Professionalism	Chapter 6 Chapter 5 - Maxwell
Police and Ethics	Chapter 7 Chapter 6 - Maxwell

Unit 6

Corruption	Chapters 8 and 9 Chapter 7 - Maxwell
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Unit 7

Ethics and Legal Professionals	Chapter 10 and Chapter 11 Chapter 8 - Maxwell
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Unit 8

Ethics and Punishment	Chapter 12 Chapter 11 Chapter 9 - Maxwell
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Unit 9

Institutional Corrections	Chapter 13
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Unit 10

Community Corrections	Chapter 14
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Unit 11

Terrorism and Racial Profiling	Chapter 15
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Unit 12

Research and Ethics

Outside readings posted on Blackboard

Unit 13

Ethics and Forensics

Outside readings posted on Blackboard

Unit 14

Becoming a Professional in the Field

Outside readings posted on Blackboard

Unit 15

The Future of Ethics

Outside readings posted on Blackboard
