

## COURSE SYLLABUS

<b>LAST REVIEW</b>	Spring 2021
<b>COURSE TITLE</b>	Professional Responsibility in Criminal Justice
<b>COURSE NUMBER</b>	CRJS 0117
<b>DIVISION</b>	Social and Behavioral Sciences & Public Services
<b>DEPARTMENT</b>	Criminal Justice
<b>CIP CODE</b>	43.0107
<b>CREDIT HOURS</b>	3
<b>CONTACT HOURS/WEEK</b>	Class: 3
<b>PREREQUISITES</b>	None
<b>COURSE PLACEMENT</b>	Students must meet the correct placement measure for this course. Information may be found at: <a href="https://www.kckcc.edu/admissions/information/mandatory-evaluation-placement.html">https://www.kckcc.edu/admissions/information/mandatory-evaluation-placement.html</a>

### COURSE DESCRIPTION

Examines the historical precedents of philosophical reasons for treating juveniles differently from adults. Reviews empirical evidence about child development that can illuminate the reasons for their special status within the system. It will study the major theories that have been proposed as explanations of delinquent behavior. The course will also provide a detailed overview of the juvenile justice system, from its beginnings to the current state of the institution.

### PROGRAM ALIGNMENT

This course is part of a program aligned through the Kansas Board of Regents and Technical Education Authority. For more information, please visit:

[https://kansasregents.org/workforce\\_development/program-alignment](https://kansasregents.org/workforce_development/program-alignment)

### PROGRAM LEARNING OUTCOMES

- A. The student will be able to communicate clearly and effectively, both verbally and written with Juvenile diverse populations.
- B. The student will be able to apply substantive and procedural due process to Juvenile Justice.
- C. The student will be able to apply investigative and case management techniques to practical situations.
- D. The student will be able to demonstrate ethics, integrity, teamwork, and professionalism in Juvenile Justice.
- E. The student will be able to compare and contrast the components of the Juvenile Criminal Justice System
- F. The student will be able to explain the organizational management and operational characteristics of Juvenile Justice Agencies.
- G. The student will be able to discuss and explain various methods to manage disputes in the Juvenile Justice System.
- H. The student will be able to explain various Institutional Corrections programs for Juvenile offenders.
- I. The students will be able to discuss and define serious, chronic, and violent Juvenile offenders

### Institutional Learning Outcomes

- Communication
- Computation and Financial Literacy
- Critical Reasoning
- Technology and Information Literacy

- Community and Civic Responsibility
- Personal and Interpersonal Skills

## TEXTBOOKS

<http://kckccbookstore.com/>

## METHODS OF INSTRUCTION

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

## COURSE OUTLINE

### I. Introduction to Course and Students

- A. The context for understanding Crime, Justice, and Ethics.
- B. Social Context of Ethics
- C. The Crime Criminal Justice System
- D. Five goals of exploring Ethics

### II. Utilitarian and Deontological Approaches

- A. Normative Ethics
- B. Utilitarianism
- C. Deontological Ethics
- D. Categorical Imperative
- E. Justice and Duty
- F. Case Study 2-1

### III. Peacemaking, Justice and Ethics

- A. Connectedness
- B. Peacemaking Practice
- C. Caring
- D. Mindfulness
- E. Case Study 3-1

### IV. How Police Officers Learn Ethics

- A. Values, Systems and Police
- B. Value - Predisposition
- C. Conservatism and Conformity
- D. Utilitarianism
- E. Crime Fighting
- F. Historical, Cultural and Economic
- G. Value Learned Perspective
- H. Context of Police Values
- I. Moral Career J. Case Study 4-1

### V. The Ethics of Deceptive Interrogation

- A. Jurisprudence
- B. Typology of Deception
- C. Consequences of Deception
- D. Case Study

### VI. Ethical Dilemmas in Police Work

- A. Duty
- B. Honesty
- C. Loyalty
- D. Gratuities

VII. Police Ethics, Legal Proselytism and Social Order

- A. The Path of Unethical Conduct
- B. Legally Permissible Unethical Conduct
- C. Socially Situating Unethical Conduct
- D. Collective Responsibility
- E. Case Study 7-1, Exercise II-1

VIII. Lawyers as Legal Advocates and Moral Agents

- A. Lawyer Client Relationship
- B. Model Rules for Professional Conduct
- C. The Prosecutor
- D. Reconciling
- E. Case Study 8-1

IX. Prosecutor Misconduct

- A. 2007 Firing of Federal Prosecutors
- B. 1987 Trial of Raymond Donovan
- C. Thin Blue Line Case
- D. Ethical Problems in Prosecutor Misconduct
- E. Prosecutorial Failings
- F. Plea Bargaining
- G. Politics and the Media
- H. Case Study 9-1

X. Criminal Sentencing: Ethical Issues and the Problems of Reform

- A. Purpose of Criminal Punishment
- B. Utilitarianism v. Equity
- C. Practice of Punishment
- D. Contemporary Ethics
- E. Discrimination in Sentencing
- F. Problems in Reform
- G. Case Study 10-1

XI. Crime and Punishment (Ethical Dilemmas)

- A. Punishment and Ethics
- B. Purpose of Punishment
- C. Unintended Consequences of Punishment
- D. Ethical Dilemmas

XII. Morality, Ethics and the Death Penalty

- A. Fact About the Death Penalty
- B. Rationale
- C. Peacemaking Perspective
- D. Mistakes
- E. Discrimination and Racial Bias
- F. Arbitrariness
- G. Conditions on Death Row
- H. Jurors in Capital Cases

- I. Religion and Punishment
- J. Alternatives to the Death Penalty K. Case Study 12-1

XIII. Ethical issues in Probation, Parole and Community Corrections

- A. Mission of Probation and Parole
- B. Effectiveness of Community Corrections
- C. Acceptable Penal Content
- D. Intensive Supervision
- E. Offender Concerns
- F. Privatization
- G. Sex Offenders
- H. Volunteers
- I. Case Study 13-1

XIV. Restorative Justice

- A. Peacemaking Virtues
- B. Evolution of Restorative Justice
- C. Echoes from the Past
- D. Core Elements of Restorative Justice
- E. Ethical Concerns
- F. Types of Restorative Justice Programs

XV. Prison Corruption and Its Control

- A. Staff Role in the Prison
- B. Defining Corruption
- C. Types of Prison Corruption
- D. Role of Discretion
- E. Factors Associated with Corruption
- F. Opportunities and Incentives
- G. Controlling Corruption
- H. Case Study 15-1

XVI. Ethics and Prison

- A. Who belongs in Prison?
- B. Discrimination in Sentencing
- C. Prison Conditions
- D. Treatment/Rehab/Programming
- E. Chain Gangs
- F. Security in Prisons G. Elderly Prisoners H. Women in Prison I. Privatization J. Case Study 16-1

XVII. Crime and Justice Myths

- A. Nature of Myths
- B. Media and Myths
- C. Government and Politics
- D. General Public and Myths
- E. Myths about Crime and Criminals
- F. Crime Control Policy

XVIII. Assessing Blame

- A. Getting to Trial
- B. Trying Ford
- C. The Pinto Case

- XIX. Ethics and Criminal Justice Research
  - A. Problems in Research
  - B. Coercing People to Participate
  - C. Deception
  - D. Research on Behavior Control
  - E. Physical and Mental Stress
  - F. Confidentiality
  - G. The Control Group
  - H. Balancing Scientific Ethical Concerns
  - I. Ethical Codes
  - J. Political Considerations
  - K. Public Policy Pronouncements

- XX. Guantanamo and the War on Terrorism
  - A. Defining Terrorism
  - B. Terrorism as a Contested Concept
  - C. Guantanamo
  - D. Redefining Justice

- XXI. Criminal Justice: An Ethic for the Future
  - A. Mindfulness
  - B. Order-keeping
  - C. Peacemaking
  - D. Law and Justice
  - E. Policing
  - F. Corrections

### **COURSE LEARNING OUTCOMES**

Upon successful completion of this course, the student will

- A. CLO #1 The student will be able to discuss the history and development of professional responsibility in criminal justice.
- B. CLO #2 The student will be able to explain methods to communicate verbally to diverse prison populations.
- C. CLO #3 The student will be able to explain the methods to effectively communicate through written documentation with diverse prison populations.
- D. CLO #4 The student will be able to discuss the utilitarian and deontological approaches to criminal justice ethics.
- E. CLO #5 The student will be able to explain the need for integrity and ethics in the criminal justice system.
- F. CLO #6 The student will be able to discuss the relationship between police teamwork and professional responsibility.
- G. CLO #7 The student will be able to explain how criminal justice professionals learn ethics and professional responsibility.
- H. CLO #8 The student will be able to describe ethical dilemmas in criminal justice.
- I. CLO #9 The student will be able to discuss ethical issues in probation, parole and community corrections.
- J. CLO #10 The student will be able to describe ethical research in the criminal justice workplace.

**ASSESSMENT OF COURSE LEARNING OUTCOMES**

Student progress is evaluated through both formative and summative assessment methods. Specific details may be found in the instructor's course information document.

**COLLEGE POLICIES AND PROCEDURES**

*Student Handbook*

<https://www.kckcc.edu/files/docs/student-resources/student-handbook-and-code-of-conduct.pdf>

*College Catalog*

<https://www.kckcc.edu/academics/catalog/index.html>

*College Policies and Statements*

<https://www.kckcc.edu/about/policies-statements/index.html>

*Accessibility and Accommodations*

<https://www.kckcc.edu/academics/resources/student-accessibility-support-services/index.html>.