



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Natural Sciences and Business

COURSE: CRJ 2250 Ethics in Criminal Justice

Date: Fall 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): CRJ 1000 and CRJ 2020

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended
 Virtual Class Meeting (VCM)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

This course shall examine ethical theory as it applies to discretion and our due process model within criminal justice practice. The course shall provide an in-depth understanding of ethical philosophies in parallel to the application of ethical decision-making through discussion, analysis, and examination of past and current events that have impacted the police, courts, corrections, and the communities served.

ACCREDITATION STATEMENTS AND COURSE NOTES:

None

COURSE TOPICS AND CONTENT REQUIREMENTS:

See outcomes and competencies below.

INSTRUCTIONAL METHODS:

Assigned readings
Lecture and discussion
Discussion Board (online only)
Video instruction
Case applications
Use of current events
Audio-visual presentations

EVALUATION OF STUDENT ACHIEVEMENT:

Assigned readings.
Regular attendance
Participation in discussion
Participation in Discussion Board (online only)
Paper assignment
Written exams

A= 90-100 B= 80-89 C= 70-79 D= 60-69 F= 0-59

INSTRUCTIONAL MATERIALS:

Textbooks

Lyman, M.D. (2018). *Criminal Investigation*. Pearson. Current Edition.

Resources

Outside academic scholarly readings as assigned. Professional videos from various criminal justice agencies. Academic videos offering discussions on particular relevant topics. Student research.

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

Outcome #1: Students will be able to understand the definition of ethics and how to recognize ethical decisions in parallel to critical thinking.

Competency 1.1: Students will be able to develop the ability to understand the essence of good character.

Competency 1.2: Students will be able to distinguish between morals, values, and ethics.

Competency 1.3: Students will be able to recognize the concept of moral relativism.

Competency 1.4: Students will understand and demonstrate the importance of critical thinking to ethics.

Competency 1.5: Students will increase awareness of the connection between etiquette and ethics.

Outcome #2: Students will be able to understand the meaning of virtue ethics.

Competency 2.1: Students will be able to understand the centrality of moral virtue toward understanding the ethics of Aristotle.

Competency 2.2: Students will recognize the distinctions among virtue ethics, stoicism, and hedonism.

Competency 2.3: Students will be to understand and develop skills in applying moral virtues and evaluating ethical dilemmas.

Outcome #3: Students will gain an understanding of Formalism as it parallels an obligation to duty.

Competency 3.1: Students will be able to understand the meaning of deontological ethics.

Competency 3.2: Students will be able to understand the centrality of duties versus inclinations.

Competency 3.3: Students will be able to isolate the categorical imperative from any set of facts presented in an ethical dilemma.

Competency 3.4: Students will be able to distinguish between the categorical imperative and the hypothetical imperative.

Competency 3.5: Students will be able to understand why lying is never permitted within the realm of Formalism.

Outcome # 4: Students be able to understand the meaning of Utilitarianism.

Competency 4.1: Students will be able to understand the meaning behind teleological ethics and its differences from deontological ethics.

Competency 4.2: Students will be able to demonstrate and understanding of the principle of utility in ethics.

Competency 4.3: Students will be able to develop an appreciation of utilitarianism.

Competency 4.4: Students will be able to explain the ability to distinguish the way to assess the total happiness produced by an action.

Competency 4.5: Students will be able to understand criticism of utilitarianism as a way to judge ethical actions.

Outcome # 5: Students will be able to discern which behaviors ought to be crimes.

Competency 5.1: Students will be able to understand the difference between the consensus view and the conflict view of criminal law.

Competency 5.2: Students will be able to understand the ethical issues posed by quality of life offenses.

Competency 5.3: Students will be able to distinguish the major perspective on crime causation: classical, positivism, structural, and ethical.

Outcome # 6. Students will be able to understand the ethical perspectives that developed the police and how the law should be enforced.

Competency 6.1: Students will be able to understand how the Fourth and Fifth Amendments of the US Constitution provide the principles for police related stops, searches, arrests, and interrogations.

Competency 6.2: Students will be able to articulate the difference between the reasonable suspicion of a stop and frisk and the need for probable cause to arrest.

Competency 6.3: Students will understand the differences between nonfeasance, misfeasance, and malfeasance in assessing police behavior.

Competency 6.4: Students will be able to understand the circumstances as to why police corruption exists.

Competency 6.5: Students will be able to evaluate the relationship between codes of ethics and ethical principles in producing consistent conduct.

Outcome # 7: Students will be able to understand how a criminal case is to be adjudicated in a court of law.

Competency 7.1: Students will be able to understand the Model Rules of Professional Conduct for prosecution and defense attorneys.

Competency 7.2: Students will be able to understand what a mob lawyer is and the proper role of a defense attorney in criminal cases.

Competency 7.3: Students will be able understand and demonstrate the scope of a prosecutor's discretion and its implication for ethical conduct.

Competency 7.4: Students will be able to understand the nature of plea bargaining and the ethical dilemma it can create.

Competency 7.5: Students will be able to understand the ethical issues presented within sentencing decision making.

Outcome # 8: Students will gain an understanding of the ethics behind punishment and corrections.

Competency 8.1: Students will gain an understanding among the four purposes of criminal sanctions: retribution, incapacitation, deterrence, and rehabilitation.

Competency 8.2: Students will be able to understand the ethical issues behind disparities among sentencing guidelines.

Competency 8.3: Students will be able to understand crucial ethical issues faced within correctional settings.

Competency 8.4: Students will be able to understand how corporal punishment and innovative sentences can be evaluated from an ethical perspective.

Competency 8.5: Students will be able to distinguish the issue of punishment under the Eighth Amendment to the US Constitution and how capital punishment and life in prison can be evaluated using ethical principles.

Outcome #9: Students will be able to understand the notion of liability and consequences as a result of unethical conduct.

Competency 9.1: Students will be able to understand civil remedies and just compensation for unethical conduct.

Competency 9.2: Students will be able to recognize the double standards often placed on public officials regarding liability for conduct that is accepted when acting as private citizens.

Competency 9.3: Students will be able to evaluate the ethical dilemmas posed by sex offender notification laws.

Competency 9.4: Students will be able to distinguish the right versus right dilemma within ethical issues.

Competency 9.5: Students will be able to understand the liabilities faced in unethical individual, corporate, and government misconduct.