

# CJ435: ETHICS AND CRIMINAL JUSTICE

Instructor: Joe Rangel, Ph.D. Email: [joseph.rangel@chaminade.edu](mailto:joseph.rangel@chaminade.edu)

Office/Phone: Hale Hoaloha 203A, 808-735-4879

Office Hours: TBD

Course Preq: EN 102, COM 101, RE 103, CJ 151 or CJ 201

## COURSE/CATALOG DESCRIPTION:

Examines Christian perspectives on ethical issues in the field of criminal justice. The goals are to assist students to develop an understanding of the personal and social dimensions of these ethical perspectives, methods for dealing with relevant ethical issues, and the historical development of the Christian community's reflections and moral teachings relevant to criminal justice. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of practical knowledge regarding the inherent complexities and day-to-day operations of the American criminal justice system. Fulfills interdisciplinary course requirement.

## READING MATERIALS:

Pollack, Jocelyn M., Ethics, Dilemmas and Decisions in Criminal Justice 11<sup>th</sup> edition, 2022. Additional reading materials may also be assigned to supplement the textbook.

## ALIGNMENT OF LEARNING OUTCOMES:

### **COURSE LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to recognize and describe:

- > the basic models of ethical studies.
- > the importance of ethical standards in the criminal justice system.
- > the impact that ethical violations have on criminal justice and public administration.
- > the role of that departmental standards and policies play in ethical decision-making.
- > the tension between ethical codes and their application in individual cases or situations.
- > learn about the interaction and difference between law and ethics.
- > gain insight about ethical standards and issues posed in a variety of social and professional contexts.
- > the impact that race, gender and social class may have on law enforcement.
- > the role discretion plays in the various processes of criminal justice administration.
- > the definition and characteristics of the ethical leader and employee.

#	CCJ PROGRAM LEARNING OUTCOMES (PLOs)
1	Gain practical knowledge regarding the inherent complexities and day-to-day operations of the American justice system.
2	Be able to formulate plans for research.
3	Identify and explain the basic rights guaranteed to each individual by both state and federal constitutions and laws.
4	Explain issues of race and ethnicity, gender and social class and the need to understand social causes of crime.
5	Provide service to the community and prepare for careers in criminal justice.

## MARIANIST EDUCATIONAL VALUES

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace.
5. Educate for adaptation and change.

## NATIVE HAWAIIAN VALUES

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school.

## ALIGNMENT OF LEARNING OUTCOMES

Area/CLO	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Essential Questions	1	2	3	4	5
Marianist/NH Values	3,4,5	4,5	5	4,5	4,5
Program Learning Outcomes	3,4	1,4	1,2,4	1,3,4,5	1,3,4

## ASSESSMENT:

- **Assignments/Activities.** These assignments will consist of papers, worksheets, and other activities related to the material and readings. An example of an assignment is watching/reading something and responding to questions in paper format. These are worth 2-4 points each and make up 40% of your final grade.
- **Exams (2).** These exams are not cumulative and will include only materials covered in the specified sections. Items on the exam may come from the text, supplemental reading materials, classroom

lecture materials and discussions, or other means used throughout the period. Exams may consist of questions in multiple choice, short answer, and essay formats. These are 15 points each, and collectively make up 30% of your final grade.

- **Final Exam.** This exam is essay format. It is cumulative insofar that the three potential questions students may choose from draw comprehensively from the class material. This Final exam is worth 30 points, and 30% of your grade.

### **ATTENDANCE and PARTICIPATION:**

Class attendance and participation is an expected and essential requirement of the course. A student's participation in each session is considered important to the learning process. Any assignment turned in after the due date (if accepted) will be graded at -10% of the earned grade, per day late. I do not take roll. You are adults and are here at your own expense. Your grade on in class assignments, tests, and quizzes will sufficiently determine who came to class.

If you have an emergency reason for missing an assignment or test, it is **your responsibility to let me know as soon as reasonably possible.** I am very accommodating for true emergencies, but cannot help you if you do not let me know.

### **GRADING SYSTEM:**

The class will be graded based on the following standardized grading system:

**A = 90-100%      B = <90-80%      C = <80-70%      D = <70-60%      F = <60%**

<b>Activity/Assignment</b>	<b>% of Final Grade</b>
Assignments/Activities	40%
Exams (2)	30%
Final Examination	30%
	<b>100%</b>

### **Grading Scale**

A - Outstanding scholarship and an unusual degree of intellectual initiative

B - Superior work done in a consistent and intellectual manner

C - Average grade indicating a competent grasp of subject matter

D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F - Failed to grasp the minimum subject matter; no credit given

### **COMMUNICATION AND WITHDRAWS:**

- **Communication.** My office hours have not been determined as of this writing. Once they are, I will make them available to all students, by appointment. You may always email me a [joseph.rangel@chaminade.com](mailto:joseph.rangel@chaminade.com).
- **Should you choose to withdraw from the course, it is incumbent on YOU to do so.** I will not do it for you. If you simply stop coming to class, and do not withdraw, you will continue to be graded.

## **CREDIT HOUR BREAKDOWN**

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 16 weeks of this course, students will spend 37.5 hours in class, 48 hours researching a blue book essay final exam, 1 hour each week writing reflection papers (16 hours total), and 10.5 hours studying for and taking two exams. There will be an additional 24 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.6 hours each week.

## **DISABILITY ACCESS**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet the criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

## **TUTORING AND WRITING SERVICES**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors.

Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## **UNIVERSITY STATEMENT ON ACADEMIC HONESTY**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

## **TITLE IX COMPLIANCE**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we

encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

## **ACADEMIC CONDUCT POLICY**

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

## **ABOUT THE INSTRUCTOR:**

*Dr. Rangel is a full-time associate professor of criminology and criminal justice at Chaminade University Honolulu. He is a part-time adjunct professor of psychology at Windward Community College. He has conducted guest lectures and symposia for Hawaii Pacific University, colleges in California, and Law Enforcement agencies in multiple states. Dr. Rangel formerly taught part-time, for over a decade, in the criminal justice department of Sierra College, in northern California. He has instructed at police and sheriff's academies, and is considered an expert in sex crimes, crimes against children, weaponless defense, tactical operation, and interview and interrogation.*

*Dr. Rangel has over 25 years of law enforcement experience in California and Hawaii, and has served as a corrections officer, patrol officer, school resource officer, crimes against persons detective, sex crimes detective, child abuse detective, SWAT operator, and Field Training Officer. As of this writing Dr. Rangel works part time as a Deputy Sheriff for the State of Hawaii's Department of Law Enforcement.*

*Dr. Rangel is a competitive bodybuilder, martial artist, and dog dad.*

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## ACADEMIC CONDUCT POLICY

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

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## ABOUT THE INSTRUCTOR:

Dr. Allen is a full-time faculty member, Associate Professor, in the C&CJ Department. He is an advisor to CJ majors and oversees the CJ Club. His usual repertoire of courses includes criminology, juvenile delinquency, behavioral sciences statistics, survey research methods & statistics, seminar in criminal justice agencies, and sex crimes. He has been a full-time faculty member in the Department since 2004 and began teaching at Chaminade in a part-time capacity in 1994. He has also taught courses in Sociology at the University of Hawaii and Hawaii Pacific University. Prior to Chaminade, he worked with the Corrections Population Management Commission (thru the Department of Public Safety), the Department of the Attorney General, and the Social Science Research Institute (University of Hawaii). Throughout the years, he has been involved in various research and evaluation projects, including the topics of: victim compensation/restitution, probation and parole recidivism, sentencing simulation modeling and policy analysis, juvenile delinquency and youth gangs, community crime prevention, restorative justice, domestic violence and anger management, substance abuse treatment, ecstasy, prostitution, runaway and missing children, uniform crime reporting, victimization surveys, and crime trends and law enforcement/correctional policy analysis. Dr. Allen received his Ph.D. from the Sociology Department at the University of Hawaii with an emphasis in Criminology. Before transferring to the University of Hawaii, he attended the University of Minnesota (he was born in Minnesota and spent his earlier formative years there).