

**Chaminade University of Honolulu**  
**CJ/RE 332 Ethics in Criminal Justice**

**Tuesday/Thursday**

**CJ 332 (1) 11:00 a.m. – 12:20 p.m.**

**CJ 332 (2) 12:30 p.m. – 1:50 p.m.**

**Henry Hall Rm 107**

**Instructor: Nani Lee, Ph.D. J.D.**

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**Office Hours: Tuesday/Thursday 9 – 10:30 a.m. & 2 – 4 p.m.**

**Text:** Ethics in Crime and Justice: Dilemmas and Decisions (4<sup>th</sup> Edition)  
By Jocelyn M. Pollack, (Belmont: CA, Wadsworth/Thomson Learning), 2004.

**Content:** Examines legal and religious perspectives on ethical issues within the context of an ecumenical and inter-religious dialogue in the field of criminal justice, with particular attention paid to contemporary Catholic ethicists. The goals are to assist students in their study and understanding of the personal and social dimensions of these ethical perspectives within a diverse, multicultural society, and learn effective methods for dealing with relevant ethical issues in the field of criminology and criminal justice.

**Course Objectives:**

- Discuss the meaning of morality and ethics and how they impact legal issues, criminology, and criminal justice;
- Discuss the foundations of applied ethics in criminal justice and develop and apply a model for moral decision-making and judgment;
- Discuss the relationship between morality and criminal guilt;
- Discuss the nature of crime and the moral issues that surround it based on a theory of harm and apply it to drug legalization, prostitution, corporate violence, and hate crimes;
- Discuss the moral issues surrounding policing, with specific interest in accountability and ethical codes, deception, seduction, and entrapment to catch criminals;
- Discuss the moral issues surrounding judicial processing and jurisprudence, particularly roles, responsibilities, and ethical codes for lawyers and officers of the court, as well as the policies and practices involved in processing defendants through the courts;
- Discuss the moral issues surrounding penology, its historical and civilizational foundations, the impact of racism and fairness in punishment, and the death penalty;
- Discuss emerging ethical and criminology issues arising from changes in technology, media, communications, and virtual realities; and
- Discuss the sources for the corruption of criminal justice and possible solutions in community policing and new visions of public order and service.
- Be able to think critically and express themselves intelligibly

## **Marianist Educational Philosophy and Diversity**

Organizational themes refer to underlying structural links that contribute to the choice of content, the pedagogy selected for participation of the teacher/learner and student/teacher in bringing the content to life, and fulfillment of the course objectives within a broader frame of education and building community.

1. The first set of organizational themes around which the course is constructed is drawn from the “Characteristics of Marianist Universities.”
  - ❖ Educate for formation in faith;
  - ❖ Provide an integral quality education;
  - ❖ Educate for family spirit;
  - ❖ Educate for service, justice and peace; and
  - ❖ Educate for adaptation and change.

These characteristics are important in the way I will teach the course, in my expectation of your participation in the realization of the course goals and objectives, and in the selection of materials I will ask you to read. As the semester progresses, the specific character of your education in a Marianist University will impact on your discipline in ways that emphasize the reflective dialogue between faith and reason in the issues and values we study. Marianist education seeks graduates who, having been schooled with a concern for the whole person, approach their professions from this same holistic perspective as they seek to build communities that serve the needs of justice and peace, while seeking creative ways to adapt to changing environments and needs.

2. The second major organizational theme is diversity and the complex issues that are associated with theory and practice of criminology and criminal justice within diverse, multi-ethnic and multi-religious communities.

### **Two explicit objectives arise from these organizational themes:**

1. The students will incorporate into their group presentations and final papers/final journal comprehensive summary an awareness of the Marianist educational characteristics and how they impact on their reading of the sources and themes for the course and their personal philosophy and practice within the criminal justice field.
2. Students will develop an awareness and deeper appreciation for the diversity of theory and practice in criminology and criminal justice.

## EVALUATION (GROUP ASSIGNMENTS, RESPONSE PAPERS, FINAL PAPER, CLASS PARTICIPATION, ATTENDANCE)

Service Learning Track	Paper Track
<b>Group Assignments:</b> (2 @ 60 points each; 120 total)	<b>Group Assignments:</b> (2 @ 60 points each; 120 total)
<p><b>Service Learning Site:</b> Waimanalo Elementary &amp; Intermediate School (The Century Project/Foundation for Excellent Schools). Serve as a mentor to students in the 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup> grade. 14 weeks</p>	<p><b>Article Reviews:</b> (7 @ 10 points each; 70 total) In an attempt to help you understand and encourage you integrate the material from the text and class, 7 articles will be assigned for review. A <b>worksheet</b> will be provided to assist you in this assignment. <b>(Due dates: 9/15, 9/29, 10/13, 10/20, 10/27, 11/8, 11/17.)</b></p>
<p><b>Journal Entries: (3 FONTS) (7 @ 10 points each; 70 total)</b> Write seven (7) journal entries. You should jot down notes to yourself after meeting with your mentee and/or their teacher or parents. Journal entries are to be written on 3 levels: The <b>first</b> is OBSERVATION. Describe what you have seen and done. Your first journal entry should include a description of Waimanalo, Waimanalo Elementary &amp; Intermediate, your first meeting with your mentee, the interaction etc. The <b>second</b> requires you to REFLECT upon your reactions to what you saw and did. What were your mental/emotional responses to your experience. What do you think. The <b>third</b> level requires you to explain how what you observed at your service site relates to concepts, ideas, data or information that you have been exposed to in class or through readings. (Due dates: 9/15, 9/29, 10/13, 10/20, 10/27, 11/8, 11/17.)</p> <p><b>Final Journal Comprehensive Summary: (100 points)</b> For your final journal assignment you should read and reflect upon the above quote, then write <b>at least four (4) pages</b> about the way in which your service learning project addressed the "real challenge" of civic responsibility. Specifically consider: (1) The way in which your project taught you that "the world is far more complex than it first appears." Consider especially the children, parents, teachers, administration and community you experienced. (2) The "arguments and decision-judgments that entail real consequences" you encountered. (3) The "expertise" you might have wished you could have "disclaimed" and how you resolved that issue. You may have been forced out of your comfort zone. How did you deal with it? And (4) Reread your first journal entry: what else have you learned?</p> <p>Journal entries will be graded on completeness and depth with which you addressed the 4 items above. You should feel free to add additional reflections on the semester's experience with service learning. <b>Due no later than the beginning of class on November 22, 2005.</b></p>	<p><b>Paper: (100 points)</b> Successful completion of this track requires the student to complete a paper assignment. The length of this project shall be a minimum of <b>twenty-five (25) pages</b> and shall not exceed <b>thirty (30) pages</b>. These pages are text pages. <b>Data, table, diagrams, etc. shall be placed in the appendix. References are in addition to the minimum page requirement.</b> The paper shall focus on an issue in criminal justice covered in this course. The paper shall be typed, doubled spaced, with one inch (1") margins all around and with a 12 point <b>Times-Roman</b> font. Severe penalties will apply for any violations of these requirements. <b>You will submit your proposal for this paper for approval to me on October 11, 2005.</b> You shall include an attached reference list with proper citations. I will approve, modify, or reject the proposal as appropriate. Once your proposal is approved, begin working on it. The paper is to be prepared in accordance with the requirements contained in the <i>Publication Manual of the American Psychological Association</i>. The paper will contain all proper citations and a reference list; both must be prepared in accordance with the APA Manual. The reference list is to contain at least twelve references with a minimum of eight coming from academic journals. Student papers are to be submitted no later than the beginning of class on <b>November 22, 2005</b>. Additional comments about the paper assignment will be made later in the class.</p>
<p><b>Class attendance and participation: (30 points)</b> Class attendance and participation which demonstrates substantive knowledge and critical thinking is important. Students will be called upon to provide answers to questions based on the reading and other assigned projects.</p>	<p><b>Class attendance and participation: (30 points)</b> Class attendance and participation which demonstrates substantive knowledge and critical thinking is important. Students will be called upon to provide answers to questions based on the reading and other assigned projects.</p>
<p><b>FINAL:</b> Terminology: <b>(50 points)</b> A cumulative test on terminology will be given. FINAL DATE: TBA</p>	<p><b>FINAL:</b> Terminology: <b>(50 points)</b> A cumulative test on terminology will be given. FINAL DATE: TBA</p>
<b>TOTAL POINTS POSSIBLE: 310</b>	<b>TOTAL POINTS POSSIBLE: 310</b>

08/23/05 - 08/25/05

## Introduction

### Chapter 1: Morality, Ethics and Human Behavior

- Why the study of ethics is important in today's world
- Places the study of criminal justice within the context of the larger field of ethics
- Role of criminal justice professional
- Defines key terms in the study of ethics
  - Distinguishes between ethics and morality
  - Parameters for moral judgments
  - Differentiates between ethical issues and ethical dilemmas
- Method for analyzing
  - Identify all relevant facts
  - Reflects upon the individual's values before making a decision
- Introduction to morality and the law

#### Learning Objectives:

1. Explain the difference between morality and ethics
2. Identify and explain the elements that define a moral judgment
3. Differentiate between the ethical duties of average citizens and criminal justice professionals
4. Describe the relationship between the law and morality
5. Analyze an ethical dilemma using the steps outlined in the chapter

#### Key Terms:

*Actus Reus*  
Criminal culpability  
Duties  
Ethical dilemmas  
Ethical issues  
Ethics  
Imperfect Duties  
*Mens rea*  
Meta-Ethics  
Moral culpability  
Morality  
Normative Ethics  
Professional Ethics  
Superogatories  
Values

#### Discussion Topics/Student Activities:

What was the most recent ethical dilemma that you faced?  
Ethical dilemmas-see page 24.

**8/30/05 – 9/1/05**

**Chapter 2 Determining Moral Behavior**

- Ethical systems as the foundation for moral behavior
- Ethical systems
  - Ethical formalism
  - Utilitarianism
- Religious ethics
- Natural Law
- Ethics of virtue
- Ethics of care
- Egoism

**Learning Objectives:**

1. Identify and explain the elements of an ethical system
2. Describe each of the seven ethical systems introduced in the chapter, including the strengths and weaknesses of each
3. Characterize each of the seven ethical systems using the terms: deontological or teleological and absolutist or relativist
4. Explain the concept of situational ethics
5. Apply each of the seven ethical systems to an ethical dilemma, highlighting the differences between the systems

**Key Terms**

Act utilitarianism  
Categorical imperative  
Cultural relativism  
Deontological  
Egoism  
Ethical formalism  
Ethical system  
Ethics of care  
Ethics of virtue  
Hypothetical imperative  
Moral absolutism  
Moral judgment  
Moral relativism  
Natural Law  
Psychological egoism  
Religious ethics  
Rule utilitarianism  
Situational ethics  
Teleological

**Discussion Topics/Student Activities:**

Seven ethical systems  
Listening Circle

09/06/05 – 09/08/05

### **Chapter 3: Developing Moral and Ethical Behavior**

- 3 major categories of moral development theory
  - Biological theories
  - Learning theory
  - Developmental theories
- Kohlberg's theory of moral development
- Gilligan's feminist critique of Kohlberg's work
- Relationship between moral beliefs and behavior
- Subcultural and official ethics
- How moral development theories have been applied to the treatment of criminal offenders

#### **Learning Objectives:**

1. Identify the three types of moral development theories and list their core features
2. Discuss the criticisms of Kohlberg's developmental theory
3. Describe the link between moral beliefs and behavior using both learning theory
4. and developmental theory
5. Explain the different approaches to teaching ethics to criminal justice
6. professionals
7. Apply moral development theories to different approaches to teaching criminal offenders

#### **Key Terms:**

Biological theories  
Cognitive dissonance  
Conventional level  
Learning Theory  
Modeling  
Official ethics  
Post-conventional level  
Preconventional level  
Production measures  
Recognition tests  
Reinforcement  
Subcultural ethics

#### **Discussion Topics/Student Activities:**

Moral development: At what age(s) should juveniles be waived into the adult system?

09/13/05 – 09/15/05

#### **Chapter 4: Justice and the Law**

- Concepts of law and justice
- Does the law yield just results
- Central components of justice
  - Fairness
  - Equality
  - Impartiality
- Distributive justice
  - Rawl's theory of justice
- Corrective justice
- Substantive justice
- Procedural justice
- 2 paradigms
  - Consensus
  - Conflict

#### **Learning Objectives:**

1. Articulate the distinction between law and justice
2. Contrast distributive, corrective, and commutative justice
3. Describe and explain the central components of justice
4. Explain various theories of distributive justice
5. Explain different approaches between corrective justice
6. Distinguish between substantive and procedural justice
7. Identify and explain the paradigms of law, including pluralism

#### **Key Terms:**

Commutative justice  
Conflict Paradigm  
Consensus Paradigm  
Corrective justice  
Distributive justice  
Egalitarian theories  
Hedonistic calculus  
*Lex saica*  
*Lex talionis*  
Libertarian theories  
Marxist theories  
Pluralism  
Procedural justice  
Retributive justice  
Substantive justice  
Utilitarian justice  
Utilitarian theories  
Veil of ignorance

#### **Discussion Topics/Student Activities:**

Ethical Dilemmas, 1, 2, 3 (103-104)

09/20/05 – 09/22/05

### Chapter 5: Further Issues in Retributive Justice

- Legal paternalism
- Legal moralism
- Legal and moral culpability
- Role of victims
  - Victims' rights movement
- Restorative justice
- Retributive justice
- Conflict of justice and law
- Dilemmas of criminal justice professionals

#### Learning objectives:

1. Identify and explain legal paternalism and legal moralism as justifications for laws
2. Differentiate between legal and moral culpability and apply these concepts to different offender populations
3. Identify and describe several advances of the victim's rights movement
4. Define and give examples of victim precipitation
5. Contrast restorative justice and retributive justice
6. Define civil disobedience and discuss its strengths and weaknesses as a response to immoral laws
7. Discuss aspects of the criminal justice professional's role when law and justice are in conflict

#### Key Terms:

Civil disobedience  
Legal culpability  
Legal moralism  
Legal paternalism  
McNaughten Rule  
Moral culpability  
Restitution program  
Restorative justice  
Social contract theory  
"Street justice"  
Victim precipitation  
Victim-compensation program  
Victimology

#### Discussion Topics/Student Activities:

Read Bowers v. Hardwick, 478 U.S. 186 (1986) ([www.findlaw.com](http://www.findlaw.com)). Prepare a list of moral arguments or principals that the Justices use either to support or oppose the Court's decision. Prepare for class discussion.

Ethical Dilemmas 1, 2, 3, (131)



09/27/05 – 09/29/05

## Chapter 6 The Ethics of Social Control

- Law enforcement ethics
  - Crime control
  - Public service
- Elements of police power
  - Authority
  - Power
  - Persuasion
  - Force
- Public-Police exchange
- Ethics of policing
  - Common characteristics of police subculture
- Discrepancy between formal and informal police ethics
- Discrepancy between crime control and public service orientation

### Learning Objectives:

1. Identify and describe the key components of the two paradigms of police orientation
2. List and describe the four elements of police power.
3. Use social contract theory to explain the origin of police power.
4. Analyze the themes inherent in the formal code of ethics for police.
5. Contrast police subcultural values with the formal ethical demands put on police officers.
6. Define and provide ethical context for the terms discretion, discrimination, and duty as they relate to policing.

### Key Terms:

Authority  
Community policing  
Crime control orientation  
Discretion  
Discrimination  
Duty  
Force  
Formal ethics  
Groupthink  
Law Enforcement Code of Ethics  
Order maintenance  
Persuasion  
Police subculture  
Power  
Public service orientation  
Racial profiling  
Zero tolerance policy

### Discussion Topics/Student Activities:

Ethical Dilemmas 1, 2, 3 (164)

**10/04/05 – 10/06/05**

**Chapter 7 Corruption and the “Code”**

- Police corruption
- Difference between active and passive corruption
- Defines and explains the ethical debate regarding gratuities
- Excessive force
  - Organizational Factors
  - Societal Factors
- Deadly force

**Learning Objectives:**

1. Define various types of police corruption
2. Distinguish between active and passive corruption
3. Apply the ethical systems to discussions of police corruption
4. Explain the obstacles to decreasing the problem of police use of excessive force and deadly force
5. Define whistleblowing and discuss obstacles to whistleblowing that exist within police substance
6. Identify and explain the three explanations for police deviance

**Key Terms:**

Exploitation  
Passive corruption  
Active corruption  
Gratuity  
Gift  
Graft  
Excessive force  
Deadly force  
Whistleblowing  
“Rotten apple”  
“noble cause”

**Discussion Topics/Student Activities:**

Ethical Dilemmas 1, 2, 3 (194-195)

10/11/05 – 10/13/05

## Chapter 8 Ethics and Law Enforcement Practices

- Police tactics used in crime fighting
- “Noble Cause” corruption
- Deception in the investigative stage
- Physical and mental coercion in interrogation phase
- Management tactics used to combat police corruption
- Ethical leadership
- Crime control and utilitarian justification

### Learning Objectives:

1. Define and provide examples of “noble cause” corruption.
2. Discuss the ethical issues surrounding the use of police deception during criminal investigations, specifically in cases of undercover work and the use of informants
3. Identify and address the ethical arguments for and against the use of physical and mental coercion in interrogation
4. Apply the ethical systems to the discussion of deception in investigation and interrogation
5. Define ethical leadership and identify management practices that can be used to combat police corruption
6. Apply an understanding of the two paradigms of police orientations to the discussion of police corruption and place this discussion in the context of current public sentiment.

### Key Terms:

“Noble cause” corruption  
“The Dirty Harry” problem  
Reactive investigations  
Proactive investigations  
Accepted lies  
Tolerated lies  
Deviant lies  
Entrapment  
Informant  
The principle of double effect  
Integrity testing  
Internal Affairs Model  
Civilian Review Model  
Compromise Model  
Self-interest Corruption

Discussion Topics/Student Activities  
Ethical Dilemmas 1, 2, 3 (227-228)

10/18/05- 10/20/05

## **Chapter 9 Ethics and Legal Professionals**

- Ethics of legal professionals
- Negative public image of lawyers
  - Historical context
- Ideal model of judicial processing
- Realities of the criminal justice system
- 3 models of judicial processing
  - Confidence game
  - Bureaucratic justice
  - “Wedding Cake”
- Model Rules of Professional Responsibility
- Training of attorneys
- Monitoring of ethical behavior of attorneys
- Attorney-client relationship
- Ethical rules for defense attorneys
  - Responsibility to the client
  - Confidentiality
  - Conflicts of interest
  - Zealous representation

### **Learning Objectives:**

1. Discuss public perceptions of lawyers’ ethics.
2. Identify and describe models of judicial processing.
3. Identify the professional code of ethics for the legal profession and some of its characteristics and central precepts.
4. Distinguish between the legal agent, special relationship and moral agent models of the attorney-client relationship.
5. Explain the significance of the central ethical issues for defense attorneys.

### **Key Terms:**

Bureaucratic justice  
“Confidence game” model  
Confidentiality  
Conflict of interest  
Legal agent  
Model Rules for Professional Responsibility  
Moral agent  
Special relationship  
Wedding cake illustration  
Zealous defense

### **Discussion Topics/Student Activities:**

Ethical Dilemmas 1, 2, 3 (257-258)

10/25/05 – 10/27/05

## Chapter 10 Special Issues for Judges and Prosecutors

- Formal ethical duties of judges
  - Impartiality
  - Discretion
- Formal ethical duties of prosecutors
  - Seek justice
  - Discretion

### Learning Objectives:

1. Discuss the parameters of prosecutorial discretion
2. List and describe the various factors that may affect a prosecutor's decision to bring charges.
3. Analyze the major issues concerning prosecutorial conflict of interest, plea bargaining, media relations, expert witnesses, and zealous prosecution.
4. Identify and explain examples of prosecutorial misconduct.
5. Discuss the parameters of judicial discretion in regard to interpretation of law and sentencing.
6. Identify and explain examples of judicial misconduct.

### Key Terms:

Defendant rehabilitation  
Exclusionary Rule  
Exculpatory evidence  
Expert witness  
Federal Sentencing Guidelines  
Halo effect  
Judicial discretion  
Legal sufficiency  
Model Code of Judicial Conduct  
Overcharging  
Plea bargaining  
Prosecutorial discretion  
Prosecutorial misconduct  
System efficiency  
Trial sufficiency

### Discussion Topics/Student Activities:

Ethical Dilemma 4 (286)  
Discuss Delma Banks case

11/01/05 – 11/03/05

## **Chapter 11 The Ethics of Punishment and Corrections**

- Philosophical rationales for punishment and corrections
- Punishment and treatment
- Retribution
- Prevention
- Deterrence
- Incapacitation
- Treatment
- Humane punishment
- Death penalty
- Private correction trend

### **Learning Objectives:**

1. Identify and describe the major rationales for punishment
2. Identify and describe the two types of retributive rationales and the three types of preventative rationales
3. Analyze each rationale and subtype in the context
4. Discuss humane punishment and capital punishment in relation to rationales for punishment and the ethical systems.
5. Identify the ethical issues involved in private corrections.

### **Key Terms:**

Punishment  
Treatment  
Retribution  
Negative retribution  
Positive retribution  
Prevention  
Expiation  
Determinate sentencing  
Indeterminate sentencing  
Individualized justice  
Justice model  
Just deserts model  
Deterrence  
Incapacitation  
Specific deterrence  
General deterrence

### **Discussion Topics/Student Activities:**

Ideal correction system  
Listening circle

11/08/05 – 11/10/05

## **Chapter 12 Ethics for Correctional Professionals**

- Behavior of correctional officers, treatment professionals and correctional administrators
- Role of correctional officers
  - Major ethical issues
  - Disparity between formal ethics and correctional officer subculture
- Dual and conflicting goals of treatment professionals in correctional settings
- Ethical issues faced by managers of correctional facilities
  - Unions
  - Cross-sex supervision

### **Learning Objectives:**

1. Analyze the differences between the ideals of the formal code of ethics. For correctional professionals and the characteristics of the informal correctional officer subculture.
2. Identify and explain similarities and differences between police ethics and corruption and correctional officer ethics and corruption.
3. Identify and describe the ethical issues faced by correctional officers.
4. Discuss the conflicts of interest of treatment professionals in correctional settings.
5. Discuss the ethical issues faced by correctional managers.

### **Key Terms:**

American Correctional Association Code of Ethics  
American Jail Association Code of Ethics for Jail Officers  
Correctional officer subculture  
Cross-sex supervision  
Discretion  
Faith-based programs  
Jail officer  
Necessary force  
Pluralistic ignorance  
Prisoners' rights  
Reciprocity  
Whistleblowing

### **Discussion Topics/Student Activities:**

Ethical Dilemmas 2 (346)

11/15/05 – 11/17/05

### **Chapter 13 Corrections in the Community**

- Ethical issues faced by community correction officers
- Formal ethics of probation and parole officers
- Subculture of community correction officers
- Norms
- Concept of restorative justice

#### **Learning Objectives:**

1. Discuss the rationales that support community corrections.
2. Identify and explain the major ethical issues facing probation and parole officers.
3. Compare and contrast the subcultural norms of probation and parole officers with those of police and correctional officers.
4. Define and provide examples of restorative justice or peacemaking corrections.
5. Compare and contrast restorative justice to retributive and preventative rationales for corrections.
6. Distinguish between stigmatizing shaming and reintegrative shaming.

#### **Key Terms:**

Community corrections  
Cynicism  
Individualism  
Lethargy  
Net Widening  
Parole  
Peacemaking corrections  
Probation  
Reintegrative shaming  
Restorative justice  
Stigmatizing shaming  
Victim Satisfaction Model

#### **Discussion Topics/Student Activities:**

Ethical Dilemmas 1, 2 (366).



**11/22/05 – 11/24/05 (Thanksgiving-no class on 11/24/05)**

**Chapter 14 Criminal Justice Policy: Making Ethical Choices in Troubled Times**

- Ethical leadership
- Models for ethical decision making
- Common themes
- Barriers to ethical decision making

**Learning Objectives:**

1. Define ideology and describe the characteristics of both liberal and conservative ideologies as they relate to criminal justice policy making.
2. Discuss the relationship between ideology, research, and policy making in criminal justice.
3. Identify the characteristics of ethical leadership and discuss its importance.
4. Describe and apply various models of ethical decision making to ethical dilemmas.
5. Identify and analyze barriers to ethical decision making for criminal justice professionals.

**Key Terms:**

Conservatism  
Ethical decision making  
Ethical leadership  
Generalization principle  
Ideology  
Imperative principle  
Liberalism  
“Means-end” thinking  
Utilitarian principle

**Discussion Topics/Student Activities:**

Query (358)

**11/29/05 – 12/01/05**

- Submit student evaluations (CUH forms)
- Complete discussions

Points and Grades

Point Accumulation	Grade Equivalent – Cumulative Points
Attendance & Participation = 30 points	A = 280 -310
Group Assignments = 120	B = 250 – 279
Reaction Papers = 50	C = 210 – 249
Final Paper = 100	F = 0 – 199

## Article Review-Paper Track

Seven article reviews from a scholarly academic journal will be required. This review can come from any area of ethical concern but must directly address ethics. I would suggest that any article you select have the word ethics or morality in the title or abstract.

The article review must be based on articles appearing in scholarly peer reviewed academic journals. Publications such as Time, Newsweek, People Magazine, etc. do not qualify. I have attached a list of possible scholarly peer review journals that qualify.

- These must be reviews of articles appearing in a scholarly academic journal.
- They must be current articles. Articles older than 2000 are not acceptable.
- The articles must be based on empirical research conducted by the authors.

Your score will be reduced by 5 points for every weekday that the review is late.

They must be typed and double-spaced with 1 inch margins and in 12 point type. The length will depend on the article you choose. The review must contain the following elements.

You **must** use these heading for each sections of your article review. Not doing so will significantly reduce your score.

1. The accurate bibliographic reference to the article.
2. The main ethical issue, idea, thesis, research hypothesis, or research question stated by the author(s).
3. The definition of any terms the author uses.
4. The research method used or the important facts the author(s) uses to support the idea, thesis, hypothesis, or research question.
5. Conclusion(s) the author(s) reach.
6. Your analysis of the article, including any examples of bias or faulty reasoning on the part of the author(s). In this section you should concentrate on applying the ideas and concepts we have discussed in class or from the reading which provide a framework for analyzing ethical issues.

The following general criteria will be used in grading the article reviews:

- |    |   |
|----|---|
| 0  | Missing, turned in late and score reduced or article from unacceptable journal      |
| 4  | Turned in but unintelligible or erroneous.  |
| 6  | Covered some of required elements, but serious omissions                            |
|    | Covered all of the elements in a minimal fashion                                    |
| 8  | Covered all of the elements in depth but provided little or no independent analysis |
| 10 | Covered all of the elements and showed ability to provide an independent analysis   |

The following are acceptable scholarly academic journals for article reviews and for the issue paper.

### **Justice System Journals**

American Journal of Police  
British Journal of Criminology  
Crime and Delinquency  
Crime and Justice  
Criminal Justice and Behavior  
Criminal Justice Review  
International Review of Criminal Policy  
Journal of Criminal Justice  
Journal of Criminal Law (UA)  
Journal of Criminal Law and Criminology  
Journal of Forensic Sciences  
Journal of Quantitative Criminology  
Journal of Research in Crime and Delinquency  
Judicature  
Justice System Journal (UA)  
Justice Quarterly  
Juvenile and Family Court Journal (UA)  
Law and Contemporary Problems  
Law and Human Behavior  
Law and Policy  
Law and Social Inquiry: Journal of the American Bar Foundation  
Law and Society Review  
Violence and Victims  
Wharton's Criminal Procedure (UA)

### **Administration, Management, and Organizational Theory Journals**

Academy of Management Journal  
Administrative Science Quarterly  
Harvard Business Review  
Industrial Relations  
Journal of Human Resources  
Journal of Organizational Behavior  
Journal of Organizational Behavior Management  
Long Range Planning  
Management Science  
Organizational Behavior and Human Decision Process (UA)  
Organizational Behavior and Human Performance (UA)  
Organizational Dynamics  
Public Administration and Development (UA)  
Public Administration Review  
Strategic Management Journal

**THE FOLLOWING ARE NOT ACCEPTABLE AS SCHOLARLY  
ACADEMIC JOURNALS FOR PURPOSES OF ARTICLE REVIEWS.**

Newspapers  
News Magazines (Newsweek, Time, People)  
Trade Magazines  
FBI Law Enforcement Bulletin  
Corrections Today  
Police Chief  
Prisons Today  
On the Line  
Law and Order  
American Jails