

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

Tuesday/Thursday
11:00 a.m. – 12:20 p.m.

Henry Hall Rm 104

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

Associate Professor of Behavioral Sciences

Director of Community & External Relations

Chaminade University of Honolulu

3140 Waialae Ave. Kieffer Hall 5

Honolulu, HI 96816

Tel: (808) 440-4299

Email: nlee2@chaminade.edu

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

Text: Ethics in Crime and Justice: Dilemmas and Decisions (4th 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.

ALL WRITTEN ASSIGNMENTS—SERVICE LEARNING TRACK AND PAPER TRACK:

ALL STUDENTS will submit both a “hard (paper) copy as well as an electronic file copy of all written assignments.

POINT & GRADES

Point Accumulation	Grade Equivalent – Cumulative Points
Attendance & Participation = 30 points	A = 330 -370
Group Assignments = 120	B = 289 – 329
Journals (7) & Review Articles = 70	C = 248 – 288
Final Paper = 100	D = 207 - 247
Final Exam = 50	F = 0 – 206

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

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

Service Learning Track	Paper Track
Group Assignments: (120 total)	Group Assignments: (120 total)
<p>Service Learning Site: Waimanalo Elementary & Intermediate School (The Century Project/Foundation for Excellent Schools). Serve as a mentor to students in the 3rd through 8th grade. 28 hours face to face contact</p> <p>Journal Entries: (7 @ 10 points each; 70 total) Write seven (7) journal entries. You should jot down notes to yourself after meeting with your scholar and/or their teacher or parents. Journal entries are to be written on 3 levels: The first is OBSERVATION. The second 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 third 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.</p> <p>(Due dates: 1/24, 2/7, 2/21, 3/7, 3/28, 4/4, 4/18).</p> <p>JOURNALS RECEIVED AFTER THE DUE DATE—Automatic deduction of 5 points from the total earned.</p>	<p>Article Reviews: (7 @ 10 points each; 70 total) In an attempt to help understand and encourage you integrate the material from the text and class, 7 articles will be assigned for review. A worksheet will be provided to assist you in this assignment.</p> <p>(Due dates: 1/24, 2/7, 2/21, 3/7, 3/28, 4/4, 4/18).</p> <p>ARTICLE REVIEWS RECEIVED AFTER THE DUE DATE—Automatic deduction of 5 points from the total earned.</p>
<p>Final Journal Comprehensive Summary: (100 points) For your final journal assignment you should read and reflect upon the above quote, then write at least ten (10) pages about the way in which your service learning project addressed the "real challenge" of civic responsibility. Specifically consider:</p> <p>(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. Due no later than the beginning of class on APRIL 25, 2006.</p> <p>A LATE FINAL JOURNAL – COMPREHENSIVE SUMMARY WILL RESULT IN A DEDUCTION OF 20 POINTS.</p>	<p>Paper: (100 points) Successful completion of this track requires the student to complete a paper assignment. The length of this project shall be a minimum of THIRTY (30) pages and shall not exceed THIRTY FIVE (35) pages. These pages are text pages. Data, table, diagrams, etc. shall be placed in the appendix. References are in addition to the minimum page requirement. 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 Times-Roman font. Severe penalties will apply for any violations of these requirements.</p> <p>You will submit your proposal for this paper for approval to me on FEBRUARY 28, 2006. 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 twenty (20) references with a minimum of fifteen (15) coming from academic journals. Student papers are to be submitted no later than the beginning of class on APRIL 25, 2006. Additional comments about the paper assignment will be made later in the class.</p> <p>A LATE PAPER WILL RESULT IN A DEDUCTION OF 20 POINTS.</p>
<p>Class attendance and participation: (30 points) 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>An attendance sheet will circulate for the first 5 minutes of class. This will verify your attendance in class.</p>	<p>Class attendance and participation: (30 points) 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>An attendance sheet will circulate for the first 5 minutes of class. This will verify your attendance in class.</p>
FINAL: Multiple Choice Exam (50 points) DATE: 5/3/05 at 8-10 AM	FINAL: Multiple Choice Exam (50 points). DATE: 5/3/05 at 8-10 AM
TOTAL POINTS POSSIBLE: 370	TOTAL POINTS POSSIBLE: 370

01/10/06 – 01/12/06

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.

01/17/06 – 01/19/06

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

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?

1/31/06 - 2/2/06

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)

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). 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)

02/14/06 – 02/16/06

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)

02/21/06 – 02/23/06

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)

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)

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)

03/14/06 – 03/16/06

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

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

04/04/06 – 04/06/06

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)

04/11/06 – 04/13/06

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).

04/18/06 – 04/20/06

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)

04/25/06 -04/27/06

- Submit student evaluations (CUH forms)
- Complete discussions

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