



**DEPARTMENT OF CRIMINAL JUSTICE &
CRIMINOLOGY**

Andrew Young School of Policy Studies

Georgia State University

Phone: 404-413-1020

Website: <https://aysps.gsu.edu/criminal-justice-criminology/>



ETHICAL ISSUES IN CRIMINAL JUSTICE

CJRU 3060, SECTION 002, CRN: 86690

Graduate Teaching Assistant:

Ambrosia Floyd (afloyd28@student.gsu.edu)

FALL SEMESTER 2020

Syllabus

Professor: Dr. Natasha N. Johnson

Email: njohnson93@gsu.edu

Office Hours: [Click Here](#)

Class Days/Times: Mon./Wed. 11:00 a.m. – 12:15 p.m.

Office: 55 Park Place, 5th Floor

Office #: 404-413-1040

DrNJ GSU WebEx Room: [WebEx](#)

*Please do **NOT** use the iCollege (formerly BrightSpace and Desire2Learn) email function to contact the instructor. Instead, please email me directly at njohnson93@gsu.edu, and Ambrosia Floyd, our GTA, at afloyd28@student.gsu.edu.*

Withdrawals:

Students must withdraw by October 13th to receive a ‘W’ for the class.

Students who withdraw on October 14th or any time after will receive a ‘WF’ for the class.

Final Examination Period for all Full Semester Students:

Tuesday, December 8th – Tuesday, December 15th

Click here to view the complete [GSU Fall 2020 Semester Calendar](#)

The instructor reserves the right to amend any part of this syllabus during the semester. Any such amendments will be announced in class and posted on iCollege. Any such amendment shall be binding upon each student enrolled in the course, subject to a copy of those changes being made available to each student.

Course Description

This course provides an examination of philosophical theories underlying ethics and how they relate to law enforcement, courts, corrections, law, criminal justice research, and principles of justice. This course prepares students to think critically about ethical issues they will encounter in the criminal justice profession. Topics include uses of force, increasing cultural diversity, and the balance between freedom and security. This course is the one Critical Thinking through Writing (CTW) course that all Criminal Justice majors must successfully pass in order to graduate. Students in the Criminal Justice program should acquire the following basic skills: the ability to think critically, to write clearly, and to speak effectively. During this course, students will have an opportunity to display their command of these skills through a series of written assignments, an oral presentation and class participation.

Critical Thinking through Writing (CTW)

This course is the one CTW course offered in the Criminal Justice major. Students entering Georgia State University in or after Fall Semester 2009 are required to take a single CTW course within their major. Many of the assignments in this course are designed to assist students in their development of critical thinking skills and the communication of such skills in a writing environment. For more information on the CTW initiative, please visit the website:

<http://www.gsu.edu/ctw/>

Required Text and Materials

1. *Ethics for A Level*, Mark Dimmock and Andrew Fisher, Open Book Publishers, 2017, <https://doi.org/10.11647/OBP.0125>, ISBN (PDF version) 9781783743902, and
Ethics in Law Enforcement, Steve McCartney and Rick Parent, BC campus, 2015, <https://opentextbc.ca/ethicsinlawenforcement/>, ISBN (Ebook) 978-1-989623-63-3.
Both texts and additional required reading material will be provided through the course iCollege site.
2. **You must have access to iCollege and check it regularly. You are responsible for any materials posted on this class's iCollege site. The iCollege site for this course is an extension of this syllabus designed for real time updates.**
 - a. Quizzes, Exams, PowerPoints, notices, grades, sample tests, and other course materials and information may be posted there.
 - b. *If you are having problems with iCollege, it is your responsibility to contact IT and find a solution.* Note: The browser you use is critical to your ability to access iCollege. Also, turn your pop-up blocker off. Please be aware of the iCollege maintenance schedule posted at the top of the course home page or at <http://www.usg.edu/gaview/support/maint-schedule.phtml>.

3. PowerPoint Presentations: All PowerPoint presentations will be posted on iCollege. In addition, the author's companion website may be found at http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&flag=student&product_isbn_issn=9781285062242&disciplinenum=3025&template=ASIA. You are responsible for all lecture materials and readings. The PowerPoint presentations are part of your course materials and quiz questions will be drawn from them from time to time.

Office Hours and How to Contact Me

I am available during our (previously) normally scheduled class times – 11:00 a.m. – 12:15 p.m. – every Monday and Wednesday. **The password for entry into these weekly WebEx sessions is our course CRN number: 86690.** In addition to these weekly meetings/check-ins, please email me and/or Ambrosia to schedule additional one-one-one appointments, as necessary, throughout the semester. We respond quickly to email, typically within twenty-four (24) hours. **Please, again, do NOT use the iCollege email function. Instead, email me directly at the email addresses noted on the first page of this syllabus.**

Objectives of the Course

1. Students will be able to readily identify the principal classical theories of ethics and morality that comprise our ethical tradition.
2. Students will describe the major ethical systems at play in Criminal Justice and understand the application of these systems as they guide people's choices and behaviors.
3. Students will appreciate and be prepared to critique debates surrounding the concept of "justice".
4. Students will evaluate the ethical challenges and situations encountered by both criminal justice system professionals, laypeople, and/or consumers of criminal justice system services, and be familiar with acceptable resolutions.
5. Students will critically assess and evaluate actual moral dilemmas using ethical systems.
6. Students will analyze and evaluate ethical conflicts using universal intellectual standards of critical thinking.
7. Students will critically appraise and effectively analyze ethical conflicts through writing and oral presentation.

Evaluation Methods

1. **Quizzes:** There will be short quizzes administered via iCollege every week. These weekly quizzes are typically around five (5) to ten (10) questions, covering relevant material that has been recently assigned, covered, and/or discussed in class. The purpose of these quizzes is to help you evaluate how well you know the material and to encourage you to keep up with your class work and readings.

There are no make-up opportunities for missed quizzes

Again, these quizzes will be administered via iCollege. Questions will be multiple choice, true/false, fill in the blank, short answer, essay, or a combination of these varying formats. Given that this is an “open-access” course, there will be a plethora of resources available to you.

2. **Discussion Boards:** There will be opportunities, throughout the course of this semester, to expound upon the knowledge you are gaining by responding to a specific question, posted to the discussion board. To access the Discussion board in iCollege, click on ‘Assessments’, then click on ‘Discussions’. Directions for each post will be provided well in advance of their respective submission deadlines.
3. **Final examination:** The final examination for this course will be administered in iCollege, in accordance to the University’s final examination schedule. **The final exam will be held between Tuesday, December 8th and Tuesday, December 15th.**

You will receive additional instructions regarding the final exam well before the midpoint of this semester.

4. **Extra credit:** At the instructor’s sole discretion, there may be an extra credit assignment or assignments permitted. Such an assignment or assignments will be offered to the **entire class in attendance that session and not to individual students.**

Points awarded for completion of extra credit assignments will be added to your final grade for this course.

Format for Written Assignments

1. All papers for this class must be typed, **single-spaced**, on standard “8 ½ x 11” paper using 12-point Times New Roman, Calibri, or Arial font, with one (1”) inch margins.
2. Papers are required to be submitted electronically and must be posted to the iCollege Assignments box (click on the ‘Assessments’ tab, then click on ‘Assignments’) prior to the submission deadline.

Please do not send assignments via email attachment.

3. Spelling, grammar, sentence and paragraph construction, clarity of expression, and other pertinent elements will be factored into your grade for all written assignments. For this reason, we will use the website “Grammarly” (www.grammarly.com) in this course. If you do not already have a Grammarly account, please create one ASAP using your GSU student email account. That said, please remember to submit your written assignments to the “Grammarly” site **prior** to submission to the instructor in iCollege.

It is imperative – and good practice for current and future reference (both personal and professional) – that you proofread your work carefully before submission.

Ethical Survey

Survey a *minimum* of twenty-five (25) respondents on their thoughts about *ethics and criminal justice*. The survey must contain at least *fifteen* (15) survey questions, the first of which must be “Do you believe that most people are ethical?”, *PLUS* a minimum of *two* (2) demographic questions. Craft additional questions to learn about your respondents’ opinions and beliefs about *ethics and the criminal justice system*. You may use face-to-face, email, telephone, or even Internet-based polling (examples include Facebook or Survey Monkey polling). Your assignment submission must include the listing of all survey and demographic questions posed.

Before you begin surveying respondents, write a short narrative *generally* explaining *why* the questions were selected and what the *anticipated* responses were. After you have administered the survey, do a *comparison of expected and actual responses*. Conclude the survey narrative addressing the comparison, examining any differences across the survey and demographic responses and offering possible explanations for your results. The *entire* survey narrative should not exceed two (2) pages.

Separate from and in addition to the minimum of fifteen (15) survey questions, *track demographic information* (examples of demographics might include age, gender, income, education, marital status, and race, as well as geographic area of birth, residence or employment). A *minimum of two demographic questions* must be included in the survey. Use *both tables AND graphs* to show *ALL responses* to closed-ended questions, including the demographic data. Again, *ALL* “closed-ended” questions (yes/no, agree/disagree, Likert scale, or similar questions with limited responses) should be presented in both tables and graphs. Most “open-ended” questions (for example, a follow up question of “why did you answer the preceding question the way you did?”) are generally not suitable for inclusion in tables and graphs.

The completed version of the assignment should be in *one (1) Microsoft Word formatted file* and include six (6) components:

- (1) a *list of the questions asked* in the survey (please do *not* include the “raw” data, the response sheets of the survey respondents, include only a list of the questions)

The *three-part narrative includes*:

- (2) *why* the questions were asked
- (3) the *anticipated* responses and
- (4) the *actual* responses *with analysis*
- (5) *tables* of ALL closed-ended questions (both survey and demographic) and
- (6) *graphs* of ALL closed-ended questions (both survey and demographic)

Note that it may be easiest to compile the tables and graphs in a spreadsheet program such as Microsoft Excel, then *copy (do NOT link* the Word and Excel files) the tables and graphs into the one (1) Microsoft Word document. Please do *not* submit this assignment in PDF format.

Assignments must be submitted via the iCollege Assignments box (click on ‘Assessments’, then click on ‘Assignments’) on or before the date noted in the Schedule at the end of this syllabus. Papers turned in after the noted time will not be accepted and no credit will be given. A grading rubric for the assignment is available in iCollege.

Digital Literacy Assignment

News, and news sources, are critical to the way we see the world. How do we determine if a news source is credible and the information is both thorough and accurate? This assignment challenges students to compare online articles about the same criminal justice-related or ethics-related issue from sources that fall into loosely “liberal” and “conservative” websites and which show distinct differences in coverage. The assignment combines digital literacy (finding and identifying articles on the same topic from two discrete sources) and critical thinking (analysis of the impact that biased information may have on readers).

This is a two-part assignment.

The assignment has an initial, ungraded, component (the “outline”) which requires students to submit, via the appropriate iCollege Dropbox, copies of the chosen articles together with a brief bullet-point outline identifying a minimum of three-points of comparison where the articles report essentially the same information, and a minimum of three-points of comparison where the articles report substantially different information. The outline will be reviewed to ensure that the sources are appropriate (e.g. Wikipedia is *never* appropriate) and that the student is on track for the final, graded component. The outline is a **required** element of the assignment, and failure to timely submit it will result in a grade of **zero** for the entire assignment.

The final version of the assignment is an expansion of the outline. In a narrative format, the student should briefly explain the subject of the articles, the areas of commonality, and the substantive differences in their coverage. The student should then address the impact that reading only one of the two articles might have on the average reader. Will the reader be fully knowledgeable about the issue? Finally, students should blend the information between the two articles into a complete and true explanation of the issue presented such that the reader is well and thoroughly informed.

Students should ensure that copies of the two comparative news articles are included as part of the assignment, and **not as attachments to a separate document**. The easiest way to do this may be to combine the narrative and two sources into a **single** PDF file as opposed to a Microsoft Word file. Either format is acceptable, but only one file containing the analysis and the two sources articles should be uploaded to the appropriate Dropbox submission portal by the assignment deadline.

Maximum length of the narrative version, not including the chosen articles, is two (2) pages.

To reiterate, the outline and narrative versions must be submitted via the iCollege Assignments Dropboxes (found under **Assessments, then Assignments**) on or before the dates noted in the schedule at the end of this syllabus. Papers turned in after the noted time will not be accepted and no credit will be given. A grading rubric for the assignment is on iCollege. Failure to submit both the outline **and** narrative versions for either assignment will result in a zero (“0”) grade for that entire assignment. The outline version is mandatory, not optional.

“Scruples” Assignment

Students shall personally write and upload “A Question of Scruples” (“Scruples”) question by the deadline noted at the end of the syllabus. The “Scruples” question should present a short moral or ethical dilemma. Following the question (the “Scruples card”), the student should then describe **why** the question is in fact a moral or ethical dilemma and then **analyze and resolve** the situation using at least one of the standard ethical schools discussed in the course: (1) Aristotle’s Nicomachean ethics (virtue ethics); (2) Bentham and Mill’s Utilitarianism; (3) Kant’s deontological Ethical Formalism or the Natural Law of Cicero, Aquinas and Rousseau; or (4) the “Ethic to Live By” described in the text. ***Note that using an existing question is not acceptable; the question must be original and written by the student.***

The submission should be written in three paragraphs:

- (1) all of the facts creating the original ethical or moral dilemma (Facts);
- (2) reasoning **why** the facts in the first paragraph have created an ethical or moral dilemma (Explanation); and
- (3) a solution to the ethical or moral dilemma using and clearly tied to one of the schools of ethical thought (Analysis and Resolution).

Maximum length of assignment including “Scruples” question and analysis is one (1) typed, single-space page.

Assignments must be submitted via the iCollege Assignments box (click on ‘Assessments’, then click on ‘Assignments’) on or before the date noted in the Schedule at the end of this syllabus. Papers turned in after the noted time will not be accepted and no credit will be given. A grading rubric for the assignment has been provided for you in iCollege.

“What Would You Do” PowerPoint Presentation

Throughout the semester, we will regularly participate in “What Would You Do?” activities. For this assignment, students will choose one specific situation/scenario (*from the many options that will be provided*) and create a 5-7 slide PowerPoint presentation.

For this presentation, you will ***briefly*** describe the facts portrayed in your chosen situation/scenario, the moral/ethical dilemma presented including ***why*** it is a dilemma, your analysis of all of the options available and a conclusion, selecting the “best” option for resolution and justify cogently why that is the optimal choice. If the PowerPoint file is mostly graphic (images), then sufficient text to meet the assignment’s requirements ***must*** be included in the “Notes” section at the bottom of each slide to permit proper grading of the PowerPoint.

File naming can be an issue with this assignment because iCollege will not process uploads if the file name contains one or more of the following characters:

" * / : < > ? \ | -

Therefore, please ***do not include a question mark*** in the name of your What Would You Do? PowerPoint file.

Submit the PowerPoint file via the iCollege Assignments box (click on ‘Assessments’, then click on ‘Assignments’) on or before the date noted in the Schedule at the end of this syllabus.

Attendance, Grades, Deadlines, Make-Ups, and Incompletes

1. Students’ academic success is the major priority of the University. Because regular participation enhances the learning process, students are expected to adhere to the attendance policy set forth by the University and individual faculty members. Students are strongly encouraged to attend all classes. Students are accountable for assignments and material covered during an absence.
2. Weekly e-attendance at our virtual meetings, while *not* mandatory, will prove useful for content retention and application in a real-time setting. Absent students do not gain the benefit of class involvement, nor do they contribute to the learning of other students in the class. As such, your attendance is *strongly encouraged* – via our virtual sessions – every week.
3. Written work not turned in on or before the assigned submission deadline, including extra credit assignments if offered, will be assigned a grade of zero (“0”).
4. Incompletes for the course are only granted in response to very exceptional circumstances and only by prior arrangement with the instructor and with the approval of the Department Chair.

Grading

Student performance will be based upon the following criteria:

Quizzes:	25%
Discussion Boards:	15%
Ethical Survey:	10%
Digital Literacy Assignment:	10%
Scruples Assignment:	10%
What Would You Do? PowerPoint:	10%
Final Examination:	20%
TOTAL	100%

Grading Scale

For student privacy reasons, grades and coursework will not be discussed except in person or via University email (not via “personal” email accounts or telephone). Students desiring to discuss their coursework or course status should make an appointment to meet with the instructor. Students believing that a posting or computation error has occurred are requested to meet with the instructor. The University has adopted a “plus-minus” grading scale.

A+ = 97-100	A = 93-96	A- = 90-92
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D = 60-69	F = below 60 (failure)	

Electronic Devices (Desktop Computers, Laptops, Tablets, Smart Phones, etc.)

Prior to the beginning of the semester, please ensure that your device(s) is/are equipped with all of the capabilities you'll require to successfully complete all of your courses.

The use of all devices: desktops, laptops, tablets/iPads, smart phones, etc., are encouraged for use in the virtual classroom environment. If you run into connectivity issues at any point in the semester, please submit a help request to the [GSU IT Help Desk](#). They are very communicative, and you should generally receive a reply from them within 24-48 hours.

A Note About Plagiarism

Plagiarism is taking someone else's work and claiming it as your own. When a student writes a paper, that student should never quote more than three sentences at a time. It is important to paraphrase the information into your own words. The key to avoiding plagiarism is to remember the following: if it is not common knowledge and your idea, you must credit the source.

Plagiarism, such as verbatim copying from reading assignments and manifesting same as original work can, and most likely will, result in a grade of zero on the assignment as **the professor has a zero-tolerance policy about plagiarism**. Please refer to the GSU Student Conduct Code Policy on Academic Honesty.

No Shows

Under University policy, if a student has not attended a class (or logged into iCollege in an online class) during the first week, the instructor must report the student as a “No Show.” The course is dropped from the student’s schedule and does not appear on his transcript.

Equal Opportunity

No person shall, on the basis of age, race, religion, color, gender, sexual orientation, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of Georgia State University.

Affirmative Action

Georgia State University adheres to affirmative action policies designed to promote diversity and equal opportunity for all faculty and students.

A Note About Campus Carry (H. B. 280)

The Campus Carry legislation allows anyone properly licensed in the state of Georgia to carry a handgun in a concealed manner on university property with noted exceptions. Information about the law can be found at safety.gsu.edu/campus-carry. It is the responsibility of the license holder to know the law. Failure to do so may result in a misdemeanor charge and may violate the Georgia State Student Code of Conduct.

University and Criminal Justice Departmental Policies

1. **Disruptive Conduct:** Students should familiarize themselves with the University’s policy on disruptive conduct as described in the 2020-2021 online undergraduate and graduate Catalogs. Let us all, as a community, do our part to commit to a salubrious and productive learning environment.
2. **Academic Dishonesty:** In the event of academic dishonesty, policies stated in the GSU General Catalog will be followed. Cheating includes presenting another’s work as your own, presenting previous work as work done in this semester, copying the work of another, etc. If you have any questions about whether an activity is cheating, refer to your student handbook or see the instructor. The instructor will determine the sanction for dishonest behavior. Academic Dishonesty may result in an F for the course and may result in suspension or expulsion from the College. For complete details on GSUs Policy on Academic Honesty, please refer to the 2020-2021 online undergraduate and graduate catalogs.

3. **Disability Statement:** Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

The Office of Disability Services is located in the Student Center, Suite 230.

4. **New W/WF Policy:** Beginning Fall 2006-present, all undergraduate students are allowed to withdraw with a grade of W a maximum of six (6) times in their entire careers at Georgia State. Students who exceed the limit will automatically receive a grade of WF. (WFs count as Fs for GPA calculation purposes.) Withdrawals taken before Fall 2006 will not count against the limit and neither will hardship withdrawals, military withdrawals, withdrawals at other institutions, or withdrawals after the midpoint. (Withdrawals after the midpoint are automatically given a grade of WF.) Please note, the instructor of a course will not decide whether a student who withdraws before the midpoint receives a W or a WF. Instead, students with less than 6 withdrawals will automatically receive a W and students with 6 or more withdrawals will automatically receive a WF.
5. **Plus/Minus Grading Policy:** The Department of Criminal Justice & Criminology voted to use plus/minus grading in criminal justice courses. The specific grading scale is set by the instructor.
6. **Online Course Evaluations:** Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
7. **AYS Career Services and Student Life Office:** The Andrew Young School provides career support & leadership development services to all current AYS students and alumni. Students are invited to attend our career events and workshops and are encouraged to schedule career counseling appointments with University Career Services in the Student Center. Graduate students can make individualized career counseling appointments with Ms. Colleen Perry, the Director of AYS Career Services office. These efforts with Career Services can help students with resume writing, interviewing, job searching, internship development, and networking. To see what career panels, career fairs, and events are available this semester, please visit: <http://career.aysps.gsu.edu/career-events/>. The office also supports all AYS student clubs and organizations – so read about the various groups within the college, and join one today: <http://career.aysps.gsu.edu/organizations>. Make the most of your education by utilizing these great resources.

The AYS Career Services & Student Life office is located on the ground floor of the Andrew Young Building, in room G47-51.

Important Fall 2020 Semester Dates and Deadlines:

First Day of Classes: Monday, August 24th

Last Day of Classes: Monday, December 7th

Semester Midpoint/Last Day to Withdraw: Tuesday, October 13th

Final Exams: December 8th – December 15th

Grades Due Date: By 5:00 p.m. on December 17th

Grades Available for Students via PAWS after 5:00 p.m. on December 18th

Spring 2021 Internship File Completion Deadline: September 30, 2020

Summer 2021 Internship Application Deadline: September 15, 2020

Summer 2021 Mandatory Internship Orientation Meeting: Friday, October 23, 2020

Fall 2020 Holidays:

(1) Labor Day – Monday, September 7th (GSU Campus closed)

(2) Thanksgiving Break – November 23rd – 28th

ETHICAL ISSUES IN CRIMINAL JUSTICE – CRJU 3060

FALL 2020 FULL SEMESTER CALENDAR

CLASS	FALL CLASSES BEGIN ON MONDAY, AUGUST 24, 2020
WEEK 1: MON., AUG. 24 & WED., AUG. 26	INTRODUCTION AND CLASS EXPECTATIONS DISCUSS SYLLABUS, DIGITAL LITERACY, WHAT WOULD YOU DO?, AND ETHICAL SURVEY ASSIGNMENTS ETHICS FOR A LEVEL – INTRODUCTION ETHICS IN LAW ENFORCEMENT – CHAPTER 1 – ETHICAL BEHAVIOUR MYERS-BRIGGS PERSONALITY TEST ASSIGNMENT <i>VIDEO-GONE IN 60 SECONDS-MORAL DILEMMA</i> <i>VIDEO-BASKETBALL ON WHEELS</i> <i>QUIZ 1 – INTRODUCTION</i>
WEEK 2: MON., AUG. 31 & WED., SEPT. 2	RESOLVING ETHICAL DILEMMAS ETHICS IN LAW ENFORCEMENT – CHAPTER 1 – ETHICAL BEHAVIOUR (CONTINUED) ETHICS IN LAW ENFORCEMENT – CHAPTER 3 – ETHICAL DILEMMAS AND THE PROCESS OF EFFECTIVE RESOLUTION <i>VIDEO-ARE WE BORN WITH A MORAL CORE-THE BABY LAB SAYS YES</i> <i>VIDEO-FINDING A DROPPED WALLET-BILL GATES ETHICAL DILEMMA</i> <i>VIDEO-WEST WING BIBLE SPEECH</i> <i>DISCUSSION BOARD #1 DUE</i>
WEEK 3: MON., SEPT. 7 & WED., SEPT. 9	ARISTOTLE’S NICOMACHEAN (VIRTUE) ETHICS ETHICS FOR A LEVEL – CHAPTER 3 – ARISTOTELIAN VIRTUE ETHICS ETHICS IN LAW ENFORCEMENT – CHAPTER 2 – ETHICAL SYSTEMS (PAGES 20-22)
WEEK 4: MON., SEPT. 14 & WED., SEPT. 16	NATURAL LAW ETHICS FOR A LEVEL – CHAPTER 4 – AQUINAS’S NATURAL LAW THEORY ETHICS IN LAW ENFORCEMENT – CHAPTER 2 – ETHICAL SYSTEMS (PAGE 29) <i>VIDEO-DID YOU KNOW 2019</i> <i>VIDEO-TV2 DENMARK-ALL THAT WE SHARE</i> <i>ETHICAL SURVEY DUE</i>
WEEK 5: MON., SEPT. 21 & WED., SEPT. 23	KANT’S ETHICAL FORMALISM ETHICS FOR A LEVEL – CHAPTER 2 – KANTIAN ETHICS ETHICS IN LAW ENFORCEMENT – CHAPTER 2 – ETHICAL SYSTEMS (PAGES 17-19)
WEEK 6: MON., SEPT. 28 & WED., SEPT. 30	UTILITARIANISM ETHICS FOR A LEVEL – CHAPTER 1 – UTILITARIANISM ETHICS IN LAW ENFORCEMENT – CHAPTER 2 – ETHICAL SYSTEMS (PAGES 13-16) <i>DISCUSSION BOARD #2 DUE</i>
WEEK 7: MON., OCT. 5 & WED., OCT. 7	SITUATIONAL ETHICS ETHICS FOR A LEVEL – CHAPTER 5 – FLETCHER’S SITUATION ETHICS <i>VIDEO-THE POWER OF WORDS</i> <i>VIDEO-LOST GENERATION</i> <i>QUIZ 2 - UTILITARIANISM</i>
WEEK 8: MON., OCT. 12 & WED., OCT. 14	STEALING & HOMICIDE ETHICS FOR A LEVEL – CHAPTER 11 – STEALING ETHICS FOR A LEVEL – CHAPTER 12 – SIMULATED KILLING ARTICLE: <i>IS THAT ZOMBIE GAME GOOD FOR YOUR MORAL COMPASS?</i> <i>VIDEO-THE DAY Z GUIDE TO BEING A PRICK - LESSON 3 - THERE CAN ONLY BE ONE...(YELLOW JACKET MEN)</i> <i>DIGITAL LITERACY NARRATIVE DUE</i> <i>MIDPOINT OF SEMESTER, LAST DAY TO WITHDRAW (OCTOBER 13)</i>

WEEK 9: MON., OCT. 19 & WED., OCT. 21	ETHICS IN CORRECTIONS <i>ARTICLE: CORRECTIONS: A VICTIM OF SITUATIONAL ETHICS</i> <i>ARTICLE: THE PHILOSOPHY AND ETHICS OF PRIVATE CORRECTIONS IN THE CONTEXT OF CONTEMPORARY PENALTY</i>
WEEK 10: MON., OCT. 26 & WED., OCT. 28	THE IMPORTANCE OF TRUTH & ETHICS IN DIGITAL MEDIA <i>ETHICS FOR A LEVEL – CHAPTER 13 – TELLING LIES</i> <i>ARTICLE: USING CLASSIC SOCIAL MEDIA CASES TO DISTILL ETHICAL GUIDELINES FOR DIGITAL ENGAGEMENT</i> <i>ARTICLE: NEWSGATHERING AND PRIVACY: EXPANDING ETHICS CODES TO REFLECT CHANGE IN THE DIGITAL MEDIA AGE</i> <i>ARTICLE: TOWARDS AN OPEN ETHICS: IMPLICATIONS OF NEW MEDIA PLATFORMS FOR GLOBAL ETHICS DISCOURSE</i> <i>ARTICLE: DEEPPAKES ARE GOING TO WREAK HAVOC ON SOCIETY. WE ARE NOT PREPARED.</i> <i>DISCUSSION BOARD #3 DUE</i>
WEEK 11: MON., NOV. 2 & WED., NOV. 4	ETHICS IN LAW ENFORCEMENT – PART I <i>ETHICS IN LAW ENFORCEMENT – CHAPTER 4 – KEY ETHICAL ISSUES WITHIN LAW ENFORCEMENT</i> <i>VIDEO-MILGRAM.WMV</i> <i>VIDEO-MILGRAM EXPERIMENT ON OBEDIENCE, PART 1</i> <i>VIDEO-MILGRAM EXPERIMENT ON OBEDIENCE, PART 2</i> <i>VIDEO-MILGRAM EXPERIMENT ON OBEDIENCE, PART 3</i> <i>VIDEO-STANFORD PRISON EXPERIMENT (DOCUMENTARY)</i> <i>ARTICLE: WHAT ARE THE POLICE DOING ON TWITTER? SOCIAL MEDIA, THE POLICE AND THE PUBLIC</i> <i>ARTICLE: JOHN VAN MAANEN – THE ASSHOLE</i> <i>QUIZ 3 – ETHICS IN LAW ENFORCEMENT</i>
WEEK 12: MON., NOV. 9 & WED., NOV. 11	ETHICS IN LAW ENFORCEMENT – PART II <i>ETHICS IN LAW ENFORCEMENT – CHAPTER 6 – POLICING</i> <i>ETHICS IN LAW ENFORCEMENT – CHAPTER 7 – DISCRETION, SUPERVISION, AND LEADERSHIP</i> <i>ETHICS IN LAW ENFORCEMENT – CHAPTER 8 – THE CULTURE OF LAW ENFORCEMENT</i> <i>SCRUPLES ASSIGNMENT DUE</i>
WEEK 13: MON., NOV. 16 & WED., NOV. 18	BIOMEDICAL ETHICS <i>ETHICS FOR A LEVEL – CHAPTER 7 – EUTHANASIA</i> <i>ARTICLE: ETHICISTS AGREE ON WHO GETS TREATED FIRST WHEN HOSPITALS ARE OVERWHELMED BY CORONAVIRUS</i> <i>ARTICLE: THE DANGEROUS MORALITY BEHIND THE 'OPEN IT UP' MOVEMENT</i> <i>ARTICLE: DUTCH COURT ALLOWS EUTHANASIA IN ADVANCED DEMENTIA CASES</i> <i>VIDEO-KEVORKIAN ON PHYSICIAN-ASSISTED SUICIDE</i> <i>VIDEO-ROGER SAGNER IN OREGON, USA ASSISTED SUICIDE</i> <i>OPTIONAL VIDEO-ASSISTED SUICIDE ON TV FOR FIRST TIME</i> <i>OPTIONAL AUDIO-NPR - HOW A WOMAN'S PLAN TO KILL HERSELF HELPED HER FAMILY GRIEVE</i>
WEEK 14:	MON., NOV. 23 & WED., NOV. 25 <i>NO CLASS – THANKSGIVING BREAK</i>
WEEK 15: MON., NOV. 30 & WED., DEC. 2	ETHICS FOR LAWYERS AND JUDGES; ETHICS IN SENTENCING AND THE ETHICS OF THE CAPITAL PUNISHMENT <i>ARTICLE: GOVERNMENT LAWYERS' ETHICS IN A SYSTEM OF CHECKS AND BALANCES</i> <i>ARTICLE: THE REAL ISSUES OF JUDICIAL ETHICS</i> <i>ARTICLE: THE ETHICS OF CARE AND CAPITAL PUNISHMENT</i> <i>ARTICLE: EXPLAINING SPATIAL VARIATION IN SUPPORT FOR CAPITAL PUNISHMENT: A MULTILEVEL ANALYSIS</i> <i>WHAT WOULD YOU DO? POWERPOINT DUE</i>
MON., DEC. 7	<i>FINAL CLASS OF THE FALL 2020 SEMESTER</i>
TUES., DEC. 8- TUES. DEC. 15	<i>FINAL EXAM PERIOD – ALL FALL 2020 FULL SEMESTER COURSES</i>

REVISION DATE: FRIDAY, AUGUST 28, 2020