

## **Crim 306-004: Ethics in Criminal Justice**

Spring 2018: Monday, Wednesday 1:30- 2:45pm, Krug Hall 210  
Instructor: Kirsten Hauser, Adjunct Professor

Email: [khauser4@gmu.edu](mailto:khauser4@gmu.edu)

Office Hours: By Appointment

Text:

Ethical Dilemmas and Decisions in Criminal Justice by Joycelyn Pollock, Ninth Edition (Cengage Learning)  
Plus MINDTAP (digital content)

College Policies:

Campus Resources: <http://ctfe.gmu.edu/teaching/student-support-resources-on-campus/>

The Writing Center, University Libraries, Counseling and Psychological Services (CAPS) and the Office of Disability Services are available to assist students. Links to the University Catalog and the University Policies are listed below:

General University Information/ Weather: [www.gmu.edu](http://www.gmu.edu)

Office of Disability Services: <http://ods.gmu.edu>

Writing Center: <http://writingcenter.gmu.edu>

Counseling and Psychological Services: [caps.gmu.edu](http://caps.gmu.edu)

English Language Institute: [eli.gmu.edu](http://eli.gmu.edu)

University Catalog: <http://catalog.gmu.edu>

University Policies: <http://universitypolicy.gmu.edu>

Accommodations for Students with Disabilities:

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703.993.2474. All academic accommodations must be arranged through that office.

Academic Integrity and Honor Code Policy:

- The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not*

*sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.*

- As in many classes, a number of projects in this class are designed to be completed within your study group. With collaborative work, names of all the participants should appear on the work. Collaborative projects may be divided up so that individual group members complete portions of the whole, provided that group members take sufficient steps to ensure that the pieces conceptually fit together in the end product. Other projects are designed to be undertaken independently. In the latter case, you may discuss your ideas with others and conference with peers on drafts of the work; however, it is not appropriate to give your paper to someone else to revise. You are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your professor has the right to expect that you have done the work yourself, fully and independently.*
- Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.*

#### Mason Diversity Statement:

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed. <http://ctfe.gmu.edu/professional-development/mason-diversity-statement/>

Privacy: Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA) and is an essential aspect of any course. All communication regarding this course should be made using your MasonLive email account.

Add/Drop Period:

|                      |             |               |
|----------------------|-------------|---------------|
| Last Day to Add/Drop | Full Refund | Jan. 29, 2018 |
| Last Day to Drop     | 33% Penalty | Feb. 12, 2018 |
| Last Day to Drop     | 67% Penalty | Feb. 23, 2018 |

Course Description and Objectives:

Ethics is as important and real-life as any subject you will study. The principal objectives of this course will focus on creating awareness of the ethical issues and dilemmas ever present in the criminal justice system. The course is geared toward expanding your ability to think critically, recognize dangerous situations and thought processes, and respond to them with maximum effectiveness.

Examinations:

There will be 2 Exams and 1 Quiz given throughout the semester.

Exams and Quizzes will be multiple choice and true/false. Makeups will be allowed only when the student provides written verification of personal illness, death/serious illness, or other emergency in the family. Makeups may be in a different format than the regularly scheduled exam and will be scheduled at the convenience of the instructor. Students will need to bring “Scantron” Testing Cards to each exam or quiz.

Class Assignments and Participation:

Weekly assignments and deadlines will be posted on Blackboard, including a link to MINDTAP content. Assigned readings should be completed prior to attending class. Participation in class discussions and exercises is important to mastering the ethical concepts and principles. A bonus of 2% added to your Final Overall Class Average may be given to students who consistently make meaningful contributions to class discussions which go beyond the norm.

### Late Work Policy:

All Assignments should be completed prior to the beginning of the class period on the due date. NO LATE WORK WILL BE ACCEPTED.

### OVERALL GRADING:

2 Tests: 50 %

1 Quiz: 10%

Assignments: 25%

Small Group Presentation: 15%

The following is the numerical conversion to the corresponding letter grade scale that will be used for CRIM-306.

| Grades Scored Between  | Will Equal                      |
|--|---------------------------------|
| <input type="text" value="99"/> % and <input type="text" value="100"/> % | <input type="text" value="A+"/> |
| <input type="text" value="94"/> % and Less Than 99%                      | <input type="text" value="A"/>  |
| <input type="text" value="90"/> % and Less Than 94%                      | <input type="text" value="A-"/> |
| <input type="text" value="87"/> % and Less Than 90%                      | <input type="text" value="B+"/> |
| <input type="text" value="84"/> % and Less Than 87%                      | <input type="text" value="B"/>  |
| <input type="text" value="80"/> % and Less Than 84%                      | <input type="text" value="B-"/> |
| <input type="text" value="77"/> % and Less Than 80                       | <input type="text" value="C+"/> |
| <input type="text" value="74"/> % and Less Than 77%                      | <input type="text" value="C"/>  |
| <input type="text" value="70"/> % and Less Than 74%                      | <input type="text" value="C-"/> |
| <input type="text" value="60"/> % and Less Than 70%                      | <input type="text" value="D"/>  |
| <input type="text" value="0"/> % and Less Than 60%                       | <input type="text" value="F"/>  |

| DATE     | In Class                                   | Readings:     | Presentations:   | Assignments:                      |
|----------|--|---------------|--|-----------------------------------|
| 1/22 (M) | Intro to the Course                        | Chapter 1     |  |                                   |
| 1/24 (W) | Ethical Systems: Virtue Ethics (Aristotle) | Chapter 2     |  | Chapter 1 You Decide (not graded) |
| 1/29 (M) | Ethical Systems: Formalism (Kant)          | Chapter 2     |  | Journal: Values                   |
| 1/31 (W) | Ethical Systems: Utilitarianism (Bentham)  | Chapter 2     |  | Chapter 2 You Decide              |
| 2/5 (M)  | Defining Justice                           | Chapter 3     |  | Chapter 3 You Decide              |
| 2/7 (W)  | Quiz on Ethical Systems                    |               |  | Chapter 1-2 Exams                 |
| 2/12 (M) | The Police Role in Society                 | Chapter 5     |  |                                   |
| 2/14 (W) | The Police Role in Society                 | Chapter 5     |  | Chapter 5 You Decide              |
| 2/19(M)  | Police Discretion: Racial Profiling        | Chapter 6     | 1. NYPD's Stop and Frisk<br>2. Racial Profiling                | Chapter 5 Video                   |
| 2/21 (W) | Police Discretion: Use of Force            | Chapter 6     | 1. Keith Lamont Scott Case<br>2. Laquan McDonald Case          |                                   |
| 2/26 (M) | Police Discretion: Interrogations          | Chapter 6     | False Confessions: Norfolk Four                                | Journal : Values Update           |
| 2/28 (W) | Police Discretion: Informants              | Chapter 6     | FBI Agent John Connolly (Whitey Bulger Case)                   | Chapter 6 You Decide              |
| 3/5 (M)  | Police Corruption: Economic Corruption     | Chapter 7     | Code of Silence: Chicago Police Whistleblower Shannon Spalding | Chapter 7 Video                   |
| 3/7 (W)  | Police Corruption: Abuse of Authority      | Chapter 7     | Sheriff Joe Arpaio   | Chapter 7 You Decide              |
| 3/12-16  | SPRING BREAK                               |               |  |                                   |
| 3/19 (M) | Responses to Corruption                    | Chapter 7     |  |                                   |
| 3/21 (W) | Exam #1 (Chapters 5-7)                     |               |  | Chapter 5-7 Exams                 |
| 3/26 (M) | Justice Video, part 1                      | Chapter 8     |  |                                   |
| 3/28 (W) | Justice Video, part 2                      | Chapter 8     |  | Journal: Justice                  |
| 4/2 (M)  | Legal Ethics                               | Chapter 8     |  | Chapter 8 You Decide              |
| 4/4 (W)  | Prosecutors                                | Chapter 9, 10 |  | Chapter 9 You Decide              |
| 4/9 (M)  | Prosecutors                                | Chapter 9, 10 |  |                                   |
| 4/11 (W) | Defense Attorneys                          | Chapter 9, 10 |  | Chapter 9 Video                   |
| 4/16 (M) | Defense Attorneys                          | Chapter 9, 10 |  | Chapter 10 You Decide             |
| 4/18 (M) | Wrongful Convictions                       | Chapter 9, 10 | 1. Prosecutor Ken Anderson<br>2. Prosecutor Marty Stroud       | Chapter 10 Video                  |
| 4/23 (W) | Judges                                     | Chapter 9, 10 | Operation Greylord   |                                   |
| 4/25 (W) | Exam #2                                    |               |  | Chapter 8-10 Exams                |
| 4/30 (M) | National Security                          | Chapter 14    | 1. Ethics of Torture<br>2. Sgt. Joseph Darby                   | Chapter 14 You Decide             |
| 5/2 (W)  | National Security                          | Chapter 14    | 1. Edward Snowden<br>2. Thomas Drake                           |                                   |