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 02-40L App - 3/11/03 App 4/1/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Criminology	Phone 7-2720

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

CRIM 403 Dilemmas in Criminology and Criminal Justice

Current Course prefix, number and full title

Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Program Revision
 New Minor Program New Track Other

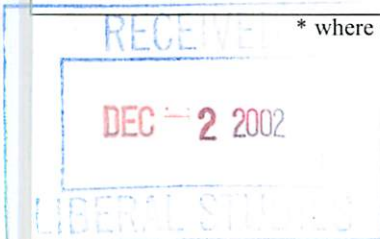
Current program name

Proposed program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	<i>Jamie S. Martin</i>	11-08-02
Department Chair(s)	<i>John P. ...</i>	11-08-02
College Curriculum Committee Chair	<i>...</i>	11/13/02
College Dean	<i>...</i>	11/15/02
Director of Liberal Studies *		
Director of Honors College *		
Provost *	<i>...</i>	1/15/02
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S. Schuist</i>	3/11/03

* where applicable



I. Catalog Description

CRIM 403 Dilemmas in Criminology and Criminal Justice

3 class hours

0 lab hours

Prerequisites: CRIM 101 and CRIM 102

3 semester hours

(3c-01-3sh)

Overview of prominent ethical issues facing professionals in criminology and criminal justice, with an emphasis on encouraging individual students to explore their own ethical and moral systems and how they make ethical/moral decisions. The course is primarily discussion/seminar oriented.

II. Course Objectives

Students will:

1. Examine and identify various theories of ethics.
2. Discuss a variety of ethical/moral issues, which characterize and define the different facets of criminology/criminal justice.
3. Analyze the process by which they consider ethicality and morality in decision-making.
4. Assess, through self-reflection, the critical factors that influence ethics and morality.

III. Course Outline

Unit I: Introduction (8 lectures)

Eye to Eye: Alternative Ways of Knowing

Morality, Ethics, and Human Behavior

Developing Moral Behavior

The Principles of Justice

Criminal Justice Ethics: A Survey of Philosophical Theories

Individual Rights vs. Social Unity: A Search for the Golden Zigzag
Between Conflicting Fundamental Values

Academy of Criminal Justice Sciences Code of Ethics

Unit II: Ethics and Applications of Law Enforcement and Punishment

A. Enforcement (9 lectures)

Ethics and the Law

Ethics and the Police

Deception by Police

Overstepping Police Authority

Learning Police Ethics

B. The Courts (9 lectures)

Ethics and the Courts

Ethical Issues in Sentencing

Myth that Punishment Can Fit the Crime

A Life for a Life? Opinion and Debate

A Life for a Life? Reply

C. Corrections (6 lectures)

The Ethics of Punishment and Corrections

Moral Development and Corrections

Keeping an Eye on the Keeper: Prison Corruption and Its Control

Ethical Issues in Probation and Parole

Unit III: Ethics and Making the Law (5 lectures)

Crime, Criminals, and Crime Control Policy Myths

The Ford Pinto Case and Beyond: Assessing Blame

Unit IV: Ethics in Criminological/Criminal Justice Research (5 lectures)

Ethics and Criminal Justice Research

Ethical Dilemmas in the Research Setting

Internal Review Board (IRB) Guidelines

IV. Evaluation Method

The final grade for the course will be based on the accumulated points from four different assignments (800 total points), as follows:

1. The "take stock paper" is worth 150 points, (approximately) 19% of the final grade.

For the second class meeting, the student will write a short paper (4-6 pages typed) briefly describing/defining the concept "ethics" and exploring its relationships to morality and justice. The students must also address the questions of: from where do ethics (morality) come; why is this an important area of concern in criminology/criminal justice; and, how do they go about making ethical/moral decisions. They may not conduct outside research for this paper; they are to draw all information from "inside." The fundamental point of this assignment is for the students to take stock of her/his own views and beliefs.

2. The journal is worth 250 points, (approximately) 31% of the final grade.

The student is to keep a journal during the semester, in which he/she should record their thoughts, reactions, questions, etc. relating to ethics, morality, justice, etc. The journals will be collected periodically, and a general grade will be assigned. The journal is designed to help address one of the main goals of the class, which is to provide the student an opportunity to get in touch with his/her own beliefs, values, morals, and system of ethics. The journal will also be used to encourage critical thinking about ethical issues. It is expected that the student will keep her/his entries up to date. Students will be informed to always bring their journals to class with them, as no notice will be given prior to collecting the journals for review.

The journal will be reviewed 3 times during the semester. Each time, a numerical score between 1 and 10 will be assigned. At the end of the semester, the average score from the three reviews will be multiplied by 25 to arrive at a point total for the journal (maximum of 250 points).

3. The "issue paper" is worth 200 points, 25% of the final grade.

The student will select a specific ethical issue (to be approved by the instructor) relating to criminology/criminal justice, and develop a comprehensive paper around it. The paper must include: a review of the history of the issue in the discipline; a description of the current state of affairs as it relates to the issue; speculation about the future of the issue and how it will be addressed; a supported ethical stand on the issue; and, an exploration of the potential positive and negative consequences of the stand that has been adopted.

It will be indicated that the paper should be 12-15 pages in length.

4. Class participation will be worth 200 points, 25% of the final grade.

The students will receive the following information about the class participation evaluation process:

As this course is being conducted primarily as a seminar, discussion is essential. Consequently, points will be awarded for class participation. Two hundred points are reserved for participation;

they are your points to keep or to lose. To be able to participate fully and effectively, you will have to come to class well prepared and willing to get involved in our discussions. To be well prepared, you must do the reading in advance and give some serious thought to the material. Just showing up and saying something is not effective participation. There are two aspects that will be considered when evaluating participation, quantity and quality.

Quantity refers to the amount/frequency of your involvement. You need to get involved in our discussions on a regular basis. While being physically present in class is (obviously) necessary for participation, it is certainly not synonymous with it. In other words, being in class is not participation; it is attendance, and you are not being graded on attendance. If you come to class every day and do not ever participate in our discussions, you will get "0" participation points.

Quality refers to the kinds of comments you offer, questions you ask, etc. and the level of thinking that is reflected. To increase the quality of your participation, it will be absolutely necessary that you prepare for class. The nature of your comments, etc. will indicate the level at which you have read and thought about the material. We are looking for high quality in the participation process.

At (roughly) the mid-point in the semester, you will be informed as to what your participation grade would be, if assigned at that time. You will also be provided with some brief feedback on your class involvement to that point. This information will be provided to allow for the opportunity of improving your participation score, if necessary and/or desired.

Grading Scale: Grades will be computed on the following scale:
A = 90% and above, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%

V. Attendance Policy

Individual faculty will denote an attendance policy on specific course syllabi.

VI. Required Textbooks, Supplemental Books and Readings

Textbooks:

Pollock-Byrne, J. (1997). Ethics in crime and justice: Dilemmas and decisions (3rded.). New York: Wadsworth Publishing Company.

Braswell, M.C., McCarthy, B.R., & McCarthy B.J. (2001). Justice, crime and ethics (4th ed.). Cincinnati, OH: Anderson Publishing.

Supplemental Readings:

Academy of Criminal Justice Sciences. (2001). Code of ethics [On-line]. Available:<http://www.acjs.org/PDF%20Files/ethics.pdf>.

Wilber, K. (1980). Eye to eye. In R.N. Walsh and F. Vaughn (Ed.s), Beyond ego (pp. 216-221). Los Angeles: Jeremy P. Tarcher, Inc.

Indiana University of Pennsylvania. (2001). Internal review board guidelines [On-line]. Available: <http://www.iup.edu/gradua/irb/>.

VII. Special Resource Requirements

None

VIII. Bibliography

Academy of Criminal Justice Sciences. (2001). Code of ethics [On-line]. Available: <http://www.acjs.org/PDF%20Files/ethics.pdf>.

Babbie, E.B. (1998). The politics of social research (excerpt). The practice of social research (8th ed.). Belmont, CA: Wadsworth Publishing.

Baumrind, D. (1964). Psychology in action: Some thoughts on ethics of research after reading Milgram's "Behavioral study of obedience." American Psychologist, 19(6), 412-423.

Braswell, M.C., McCarthy, B.R., & McCarthy B.J. (1998). Justice, crime and ethics (3rd ed). Cincinnati, OH: Anderson Publishing.

Centre for Applied Ethics. (2001). Applied ethics resources on the www [On-line]. Available: <http://www.ethics.ubcica/resources/>.

Haney, C., Banks, C., & Zimbardo, P. (1973). Interpersonal dynamics in a simulated prison. International Journal of Criminology and Penology, 1,(1), 69-97.

Hagan, F.E. (1989). Ethics in criminal justice research. Research methods in criminal justice and criminology (2nd ed.). New York: MacMillan Publishing.

Indiana University of Pennsylvania. (2001). Internal review board guidelines [On-line]. Available: <http://www.iup.edu/gradua/irb/>.

Jones, J.R., & Carlson, D.P. (2001). Reputable conduct: Ethical issues in policing and corrections. Upper Saddle River, NJ: Prentice Hall.

Lester, P.M. (2001). Police ethics [On-line]. Available: <http://www.commfaculty/fullerton.edu/Lester/ethics/police.html>.

Milgram, S. (1963). Behavioral study of obedience. Journal of Abnormal and Social Psychology, 67(4), 371-378.

Pollock-Byrne, J. (1997). Ethics in crime and justice: Dilemmas and decisions (3rd ed.). New York: Wadsworth Publishing Company.

Ready, T. (1999, November-December). Science for sale. Utne Reader, 60-62.

Schurr, G.M. (1982). Toward a code of ethics for academics. Journal of Higher Education, 53(3), 318-333.

Shernock, S. (1984). Social control and criminal justice education. Wisconsin Sociologist, 21(2/3), 81-86.

Snell, M.B. (1995, Sept.-Oct.). Habitat for inhumanity. Utne reader, #71, 82-91.

Strike, K.A. (1995, Fall) Professional ethics and the education of professionals. Educational Horizons. 29-36.

Wilber, K. (1980). In R.N. Walsh and F. Vaughn (Eds.), Beyond ego (pp. 216-221). Los Angeles: Jeremy P. Tarcher, Inc.

Course Analysis Questionnaire: CRIM 403
Dilemmas in Criminology and Criminal Justice

Section A: Details of the Course

- A1 The proposed course is part of the core requirements for the major and is required for the minor. It is not offered to students in other majors.
- A2 This course does require changes in the content of existing courses within our program. It is one component of a program revision. Separate proposals for the required changes are included in the larger program revision proposal in which this course is included.
- A3 This course has not been offered at IUP on a trial basis. A more advanced course of this nature is currently required by the M.A. and Ph.D. programs.
- A4 The course will NOT be dual-listed.
- A5 The course will NOT be taken for variable credit.
- A6 This course is found at other higher education institutions. Current examples are listed on the pages immediately following this Course Analysis Questionnaire.
- A7 The content of the course is recommended by a professional society: the Academy of Criminal Justice Sciences [ACJS]. Our discipline does not have an accreditation program; instead, one of the two main professional societies has published "minimum standards for criminal justice education" (see Appendix TBA). Of relevance to this course, ACJS recommends (under Standard 3) an ethics course and earlier (under Standard 1) the Standards state:

Programs should strive not only to familiarize students with facts and concepts but, more importantly, teach students to use ethical behavior in applying this knowledge to related situations and changing fact situations.

Section B: Interdisciplinary Implications

- B1 The course will be taught by a single instructor.
- B2 The course content is specific to our major; we see no conflict with the courses offered by other departments.
- B3 Seats in the course will be restricted to Criminology majors and minors.

Section C: Implementation

- C1 Faculty resources are adequate. The proposed course is part of a major program revision. The program revision was designed to fit departmental resources.
- C2 No additional resources are needed.
- C3 No part of the course is grant funded.
- C4 Frequency of course offering: each semester
Please see Appendix A for a chart of course offerings.
- C5 Number of sections: 4
Please see Appendix A for a chart of course offerings.
- C6 Number of students per section: 25
Please see Appendix A for a chart of course offerings.
- C7 Our professional societies have NOT made any recommendations regarding enrollment limits or parameters for a course of this nature.

Section D: Miscellaneous

The proposed course is fast becoming a staple in Criminology and Criminal Justice programs. The content reflects course materials we currently teach and a new emphasis on the material. As noted, both our Ph.D. and M.A. programs require a similar course. The proposed course, and the larger program revision of which it is part, reorganizes and enhances existing program content to streamline our curriculum and to reflect contemporary practices in the discipline.

CRIM 403: Dilemmas in Criminology and Criminal Justice

School	Course Number of Similar Class	Catalog Description
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University of North Carolina at Charlotte	CJUS 2101: Ethics and the Criminal Justice System	Ethical issues in the administration of justice.
University of Nevada, Reno	CRJ 413: Dilemmas in Law and Law Enforcement	Legal, moral and social implications of issues including police discretion, deadly force, victimless crimes, surveillance, entrapment, plea bargaining, judicial discretion and other controversial issues.
University of Missouri at St. Louis	315: Ethics in Criminology and Criminal Justice	Examination of major ethical issues encountered in criminology and criminal justice research and practice.
Georgia State University	CrJu 4060: Ethics in Criminal Justice	Discusses the philosophical theories underlying ethics and how they relate to the police, courts, corrections, law, criminal justice research, and the principles of justice.
University of Memphis	CJUS 4130: Ethical Dilemmas in Criminal Justice	Legal, moral, and social implications of ethical dilemmas in criminal justice, including police use of deadly force, police discretion, victimless crimes, surveillance, enforcement of unpopular laws, use of informers, plea bargaining, judicial discretion, and capital punishment; subcultural norms and dilemmas they present to criminal justice practitioners.
West Chester University	487: Ethical Issues in Criminal Justice	This course is designed to identify and examine ethical issues among practitioners and students in the criminal justice field. Such issues may include the discretionary power of arrest, the use of deadly force, the decision to prosecute, participation in plea bargaining, representation of the guilty, and the imposition of punishment. Such a course will promote inquiry that combines ethical analysis with a practical awareness of the realities of the criminal justice system.