

Syllabus

Course Overview

In this course, you will analyze the ethical dimension of policing practice, while developing the critical knowledge and skills to engage in ethical on-the-job decision making. This course includes:

- An examination of the basis for personal and professional ethics.
- A review of the guidance provided by professional codes of practice and human rights standards.
- A study of the application of ethical principles, via policing case studies.

As you approach the study of ethics, crime, and justice, it is important that you view your study as a search, journey, or exploration.

— **Michael Braswell, Belinda McCarthy, and Bernard McCarthy**

You will analyze major ethical problems, such as discrimination, corruption, deception, racial profiling, and use of excessive force, using materials drawn from the following sources:

- Commissions of inquiry.
- Internal affairs investigations.
- Published literature.
- Human rights documentation.
- Everyday circumstances observed in police-community relations.

View the [Morality Versus Ethics](#) presentation.

Reference

Braswell, M. C., McCarthy, B. R., & McCarthy, B. J. (2005). *Justice, crime, and ethics* (5th ed.). New York, NY: Anderson.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Dissect criminal justice ethical issues and practices.
- 2 Apply human rights standards.
- 3 Compare different ethics systems in a criminal justice community and leadership context.
- 4 Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
- 5 Communicate effectively in writing.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Pollock, J. M. (2019). *Ethical dilemmas and decisions in criminal justice* (10th ed.). Boston, MA: Cengage. ISBN: 9781337558495.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Kohlberg, L., & Hersh, R. H. (1977). [Moral development: A review of the theory](#). *Theory Into Practice*, 16(2), 53–59.
- Meridian Educational (Producer). (2000). [Teaching ethics \[Video\]](#). Films on Demand.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Cherry, K. (n.d.). Kohlberg's theory of moral development. *About.com*. Retrieved from <http://psychology.about.com/od/developmentalpsychology/a/kohlberg.htm>
- Gold, E., & Bradley, M. (2013). The case for procedural justice: Fairness as a crime prevention tool. *COPS*, 6(9). Retrieved from http://cops.usdoj.gov/html/dispatch/09-2013/fairness_as_a_crime_prevention_tool.asp
- Hodges, B. (Producer). (n.d.). Why Ethics Is Law Enforcement's Greatest Need | Transcript. | Transcript Retrieved from <https://www.youtube.com/watch?v=-VxDtiHqFoE>
- John Jay College of Criminal Justice Institute for Criminal Justice Ethics. (n.d.). Project on agency character & identity. Retrieved from <http://johnjayresearch.org/cje/>
- Johns, J. (2013). The docket: On justice vs. the law, the bitter pill of reasonable doubt. *CNN*. Retrieved from <http://edition.cnn.com/2013/07/29/politics/docket-reasonable-doubt/>
- Klockars, C. B., Ivkovich, S. K., Harver, W. E., & Haberfeld, M. R. (2000). The measurement of police integrity. *National Institute of Justice – Research in Brief*. Retrieved from <https://www.ncjrs.gov/pdffiles1/nij/181465.pdf>
- Martin, R. (2011). Police corruption: An analytical look into police ethics. *FBI Law Enforcement Bulletin*. Retrieved from <https://leb.fbi.gov/2011/may/police-corruption-an-analytical-look-into-police-ethics>
- Police Crimes. (n.d.). Police code of ethics. Retrieved from http://www.policecrimes.com/police_code.html
- US. Department of Justice. (n.d.). Ethics and integrity. *COPS*. Retrieved from <http://www.cops.usdoj.gov/Default.asp?Item=2469>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- ACLU. (n.d.). Police corruption. Retrieved from <https://www.aclu.org/issues/criminal-law-reform/reforming-police-practices/police-corruption>
- American Bar Association. (n.d.). Retrieved from <http://www.americanbar.org/aba.html>
- Bayley, B. (2012). Ethics in corrections – Why we incarcerate: Punishment. *CorrectionsOne.com*. Retrieved from <http://www.correctionsone.com/jail-management/articles/5149556-Why-we-incarcerate-Punishment/>
- Brown University. (n.d.). A framework for making ethical decisions. Retrieved from <http://www.brown.edu/academics/science-and-technology-studies/framework-making-ethical-decisions>
- Bureau of Justice Assistance. (2009). Preventing and responding to corrections-based sexual abuse: A guide for community corrections professionals. Retrieved from <https://www.appa-net.org/eweb/docs/APPA/pubs/PRCBSA.pdf>
- Bureau of Justice Statistics. Corrections. Retrieved from <http://www.bjs.gov/index.cfm?ty=tp&tid=1>
- Butzer, D. (1996). The role of police in combating domestic violence in the United States: A case study of the Domestic Violence Reduction Unit, Portland Police Bureau. National Institute of Justice. Retrieved from <https://www.ncjrs.gov/policing/role161.htm>
- Cartwright, G. (2010). Perspective: Maintaining ethical behavior. *FBI Law Enforcement Bulletin*. Retrieved from <https://leb.fbi.gov/2010/august/perspective-maintaining-ethical-behavior>
- Christensen, G. E., & Crime and Justice Institute. (2008). Our system of corrections: Do jails play a role in improving offender outcomes? U.S. Department of Justice, National Institute of Corrections. Retrieved from <https://s3.amazonaws.com/static.nicic.gov/Library/023357.pdf>
- Cornell University Law School: Legal Information Institute. (n.d.). Legal ethics. Retrieved from https://www.law.cornell.edu/wex/legal_ethics
- Corrections.com. (2012). A correctional officer's challenge: Does abuse or neglect lead to violence? Retrieved from <http://www.corrections.com/news/article/30926-a-correctional-officer-s-challenge-does-abuse-or-neglect-lead-to-violence>
- CorrectionsOne.com. (n.d.). All staff misconduct articles. Retrieved from <http://www.correctionsone.com/staff-misconduct/articles/>
- EthicsinPolicing.com. (n.d.). Retrieved from: <http://www.ethicsinpolicing.com/>
- FindLaw. (n.d.). Criminal defense strategies. Retrieved from <http://criminal.findlaw.com/criminal-legal-help/criminal-defense-strategies.html>
- Howard, M. A. (2010). The best prosecutor? Perhaps a defense attorney. *The Huffington Post*. Retrieved from http://www.huffingtonpost.com/maureen-a-howard/the-best-prosecutor-perha_b_502709.html
- International Association of Chiefs of Police. (n.d.). Retrieved from <http://www.iacp.org/>
- Johnson, C. (2009). Report shows rise in reports of sexual misconduct by federal prison workers. *The Washington Post*. Retrieved from <http://www.washingtonpost.com/wp-dyn/content/article/2009/09/10/AR2009091004135.html>

- Joy, P., & McMunigal, K. (2005). Why should prosecutors "seek justice"? *Criminal Justice Magazine*, 20(2). Retrieved from http://www.americanbar.org/publications/criminal_justice_magazine_home/crimjust_cjmag_20_2_ethics.html
- Klein, C. (2012). Police ethics: The creed. *Law Officer*. Retrieved from <http://lawofficer.com/2012/10/23/police-ethics-the-creed/>
- Kokemuller, N. (n.d.). Role of a police officer. *Chron*. Retrieved from <http://work.chron.com/role-police-officer-8056.html>
- Legal Ethics Forum. (n.d.). Retrieved from <http://www.legalethicsforum.com/>
- Los Angeles Police Department. (n.d.). Crime prevention. Retrieved from http://www.lapdonline.org/crime_prevention
- MacFarlane, P. (2002). The importance of ethics and the application of ethical principles to the legal profession. *Journal of South Pacific Law*, 6(2). Retrieved from <http://www.paclii.org/cgi-bin/sinodisp/journals/JSPL/2002/13.html>
- Malone, M. (n.d.). Comparison of a defense lawyer & a prosecutor. *Chron*. Retrieved from <http://work.chron.com/comparison-defense-lawyer-prosecutor-26628.html>
- National Center for Women & Policing. (n.d.). A history of women in policing. Retrieved from <http://womenandpolicing.com/history/historytext.htm>
- National Commission on Correctional Health Care. (n.d.). Retrieved from <http://www.ncchc.org/>
- National Conference of State Legislatures. (2011). Principles of effective state sentencing and corrections policy. Retrieved from <http://www.ncsl.org/research/civil-and-criminal-justice/principles-of-sentencing-and-corrections-policy.aspx>
- National Institute of Corrections. (n.d.). Retrieved from <http://nicic.gov/>
- NOLO: Law for All. (n.d.). Free legal articles & FAQs. Retrieved from <http://www.nolo.com/legal-encyclopedia>
- Papenfuhs, S. (n.d.). Training to think. *PoliceOne.com*. Retrieved from <https://www.policeone.com/legal/articles/3467115-Ethical-dilemmas-cops-face-daily/>
- Peczenik, A. (1983). Taking laws seriously. *Cornell Law Review*, 68(5). Retrieved from <http://scholarship.law.cornell.edu/cgi/viewcontent.cgi?article=4318&context=clr>
- Postema, G. J. (1980). Moral responsibility in professional ethics. *New York University Law Review*. Retrieved from https://www.researchgate.net/publication/264839520_Moral_Responsibility_in_Professional_Ethics
- Rawls, J. (1958). Justice as fairness. *The Philosophical Review*, 67(2), 164–194. Retrieved from <https://www2.southeastern.edu/Academics/Faculty/jbell/rawls1.pdf>
- Reamer, F. G. (2002). Eye on ethics. *Social Work Today*. Retrieved from http://www.socialworktoday.com/news/eoe_101402.shtml
- Refuge, J. (2011). Ethics and training in forensic science. Retrieved from <http://www.crime-scene-investigator.net/ethicsinforensicscience.html>
- Roufa, T. (n.d.). Ethics in law enforcement and policing: What the public expects from police and how officers can deliver. *About.com*. Retrieved from http://criminologycareers.about.com/od/Career_Trends/a/Ethics-In-Law-Enforcement.htm
- The Free Thought Project.com. (2015). 'Hero' cop arrested for faking a 'war on cops.' shoots himself & blames a Hispanic. Retrieved from <http://thefreethoughtproject.com/hailed-hero-bullet-line-duty-cop-confesses-shot/>
- The Police Chief. (n.d.). Retrieved from <http://www.policechiefmagazine.org/>
- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>
- U.S. Department of Justice. (n.d.). Offices of the United States Attorneys. Retrieved from <http://www.justice.gov/usao/justice-101/trial>
- US. Department of Justice. (n.d.). COPS. Retrieved from <http://www.cops.usdoj.gov/>
- Walker, S., & Katz, C. M. (2011). Foundations: Police and society. In *The police in America* (4th ed.). Retrieved from http://highered.mheducation.com/sites/007241497x/student_view0/part1/chapter1/chapter_outline.html
- Ward, S. F. (2007). Top 10 ethics traps. *ABA Journal*. Retrieved from http://www.ABAJournal.com/magazine/article/TOP_10_ETHICS_TRAPS

Unit 1 >> Ethical Standards

Introduction



Competencies Addressed in This Unit

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 3:** Compare different ethics systems in a criminal justice community and leadership context.

Ethical Decisions and Moral Issues

Each of us makes decisions that can be judged under ethical standards. We frequently judge others' behaviors as right or wrong. Research has suggested that human beings may respond differently to moral issues in a way that is systematically related to characteristics of the issue itself. These characteristics include the magnitude of the consequences, social consensus, probability of effect, temporal immediacy, proximity and concentration of effect (Jones, 1991). Collectively, these characteristics form the basis of moral intensity, which is a construct that captures the extent of issue-related moral imperative in a given situation. Moral intensity does not include traits of moral decision makers such as moral development, ego, strength or knowledge, and values, nor does it include organizational factors such as organizational culture. Rather, moral intensity focuses on the moral issue itself, not on the agent debating the issue or the organizational context (Jones, 1991). Law enforcement officials are typically faced with ethical decisions and moral issues such as whether to accept gratuities or to cover up the wrongdoing of another officer, drinking on duty, and many others. Because moral intensity can vary substantially from issue to issue, some issues such as accepting a free cup of coffee may achieve a low level of intensity, whereas covering up a fellow officer's wrongdoing may achieve a high level of moral intensity.

Moral issues are present where a person's actions, when freely performed, may harm or benefit others (Jones, 1991). Actions and decisions of police officers involve choices, and the costs of certain choices can be high. One of the issues typically at the forefront of criminal justice practice is the concept of discretion, or the legal authority to make decisions during the performance of one's duties. Discretion exists at every stage of the process from legislative, enforcement, prosecution, and corrections. The use of discretion is more noted, however, in law enforcement, where officers have discretionary power to charge a person during an encounter or merely release them, depending upon the potential charges at hand. Police officials have often claimed that the exercise of discretion and use of police power is circumscribed by both law and departmental regulations, therefore officers must still work *by the book*. Discretion does not simply mean that police officers have the capacity to freely choose between various courses of action. What it does permit, however, is permission, privilege, or prerogative to use judgment about how to make a practical determination, given the circumstances at hand (Kleinig, 1996). For those working in the criminal justice profession, having a good working knowledge of ethical issues frequently encountered on the job may assist in guiding them in discretionary issues and help prevent abuses of power.

Criminal justice professionals must also accept that their main duty is to protect the constitutional safeguards that are the very cornerstone of our legal system, namely that of due process and equal protection under the law. Legal concepts also serve as precedents for moral intensity. In criminal justice, one of the functions of the penal system is retribution and the extent of that retribution is quite often proportionate to the evil perpetrated by the offender. Therefore, the range of sentences for murder is far more severe than the range of sentences for larceny. This legal principle is parallel to moral intensity in ethical decision making (Jones, 1991).

References

Jones, T. (1991). Ethical decision making by individuals in organizations: An issue-contingent model. *The Academy of Management Review*, 16(2), 366–395.

Keining, J. (1996). *Handled with discretion: Ethical issues in police decision making*. Lanham, MD: Rowman & Littlefield Publishers.

Learning Activities

u01s1 - Studies

Readings

In your *Ethical Dilemmas and Decisions in Criminal Justice* text, read the following:

- Chapter 1, "Morality, Ethics, and Human Behavior," pages 1–23.
 - This chapter provides an overview of morality, ethics, and human behavior. After reading this chapter, you will have a better idea of why you should study ethics. In addition, you will explore morality and the law, morality and behavior, and analysis of ethical dilemmas.
- Chapter 2, "Determining Moral Behavior," pages 24–51.
 - This chapter provides an overview of determining moral behavior. In this chapter, you will explore ethical systems. The information in the chapter will also give you an opportunity to learn about the methods of ethical decision making.

Internet Resources

Use the Internet to read the following:

- Gold, E., & Bradley, M. (2013). [The case for procedural justice: Fairness as a crime prevention tool](#). *COPS*, 6(9).
- John Jay College of Criminal Justice Institute of Criminal Justice Ethics. (n.d.). [Project on agency character & identity](#).
- Klockars, C. B., Ivkovich, S. K., Harver, W. E., & Haberfeld, M. R. (2000). [The measurement of police integrity](#). National Institute of Justice – Research in Brief.
- U.S. Department of Justice. (n.d.). [Ethics and integrity](#). *COPS*.
- Hodges, B. (Producer). (n.d.). [Why Ethics Is Law Enforcement's Greatest Need](#) | [Transcript](#).

Optional Internet Resources

The following Web resources may be useful for your activities in this unit:

- Klein, C. (2012). [Police ethics: The creed](#). Law Officer.
- Postema, G. J. (1980). [Moral responsibility in professional ethics](#). *New York University Law Review*.
- Refuge, J. (2011). [Ethics and training in forensic science](#).

u01s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Ethical Systems and Characteristics

Competency Addressed in This Discussion

- **Competency 1:** Dissect criminal justice ethical issues and practices.

Introduction

Ethical systems have a number of characteristics. They are the source of our moral beliefs as well as the underlying premises from which you make judgments. To be accepted as an ethical system, the system of principles must be internally consistent, must be consistent with generally held beliefs, and must possess a type of moral common sense. The ethical system we subscribe to determines what behaviors we consider right and wrong. Some of these systems are subject to several criticisms as well as support. Ethical systems can even polarize people into opposing arguments.

Instructions

For your main post:

- Determine which ethical system most closely conforms to your own beliefs.
- Explain the importance of adhering to ethical standards while working within the criminal justice system.
- Identify a potential ethical challenge you might face in looking ahead to a career field you are exploring.
- Evaluate how you would handle an ethical challenge you identified.

Discussion Objectives

The competency addressed in this discussion is supported by discussion objectives, as follows:

- Dissect criminal justice ethical issues and practices.
 - Determine which ethical system most closely conforms to your own beliefs.
 - Explain the importance of adhering to ethical standards while working within the criminal justice system.
 - Identify a potential ethical challenge you might face in looking ahead to a career field you are exploring.
 - Evaluate how you would handle the ethical challenge you identified.

Response Guidelines

Respond to the posts of two peers. Interact with your colleagues about the how ethics influences criminal justice work. Discuss whether all law enforcement officers should subscribe to the same ethical system or not. Did the insights shared by your peers impact you or your positions in any way? If so, how?

APA citations are not required for discussions, however, if outside material is used, you are required to cite references.

Course Resources

[CJ Discussion Scoring Guide](#)

[Community of Excellence](#)

[G.R.E.A.T Discussion Guidelines](#)

[Criminal Justice Undergraduate Library Research Guide](#)

u01d2 - As the Police Chief . . .

Competency Addressed in This Discussion

- **Competency 3:** Compare different ethics systems in a criminal justice community and leadership context.

Introduction

Imagine that you are a newly appointed chief of police in a city of 100,000 residents. The demographics for your city indicate that the residents are predominantly white, with upper-middle-class incomes, and relatively conservative political views. You report to a city manager, who is an accountant by training. The city manager chairs a seven-person city council.

Your internal affairs commander has just informed you that one of your first disciplinary decisions involves a female officer being investigated for posing naked in a men's magazine, and using pieces of her police uniform as props for the photo shoot. Allegedly, the officer readily admitted to having done the photo shoot, and using her uniform and equipment. The internal affairs commander stated that the investigation has substantiated this allegation.

The city manager and two city council members have left word with your secretary that they want to know your decision before you propose any action. A local editorial columnist has been following the story, and suggests that your first disciplinary decision will be an indicator of your leadership style. You must decide if the officer should be disciplined, and if so, what the appropriate punishment would be. The punishment ranges from oral reprimand to removal from her position as a police officer. You will also have to justify your decision and articulate your responses to the city manager, the city council, and the media.

Instructions

In your main post:

- Articulate which punishment, from oral reprimand to termination, would be most appropriate for a female officer involved in posing for nude photographs.
- Explore the potential implications of a police officer's error in judgment.
- Determine what you, in a leadership capacity, would have done to prevent this potential problem.

Discussion Objectives

The competency addressed in this discussion is supported by discussion objectives, as follows:

- Compare different ethics systems in a criminal justice community and leadership context.
 - Articulate which punishment, from oral reprimand to termination, would be most appropriate for a female officer involved in posing for nude photographs.
 - Explore the potential implications of a police officer's error in judgment.
 - Determine what you, in a leadership capacity, would have done to prevent this potential problem.

Response Guidelines

Respond to the posts of two peers. Interact with your colleagues about how you would justify your decision regarding the officer's situation. Does dealing with these types of situations make you more or less likely to pursue a leadership position in criminal justice? Did the insights shared by your peers impact you or your positions in any way? If so, how?

APA citations are not required for discussions, however, if outside material is used, you are required to cite references.

Course Resources

CJ Discussion Scoring Guide

[Community of Excellence](#)

G.R.E.A.T Discussion Guidelines

[Criminal Justice Undergraduate Library Research Guide](#)

Unit 2 >> Justice and the Law

Introduction



Competencies Addressed in This Unit

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.

Law Versus Justice

Professionals in the criminal justice system both serve and promote the interests of law and justice. However, oftentimes, the ends of law and justice are different and, more often than not, contradictory. Justice is a philosophical concept concerned with rights and needs. Law, on the other hand, is the administration of that justice. Criminal justice professionals strive to appropriately interpret legality because of their use of the law as an instrument of order. The criminal law contains a set of rules that all citizens must abide by for the maintenance of social order. This set of rules comprises the substantive part of law, which includes the elements of crime, the principles under which the accused is to be held accountable for alleged crimes, the principles justifying the enactment of specific prohibitions, and the crimes themselves. Procedural law, on the other hand, regulates the conduct of those officials charged with processing citizens who are suspected, accused, or found guilty of crime. Procedural law covers such matters as the law of search and seizure, the law of arrest, the elements and degree of proof, the right to counsel, the nature of a lawful accusation of crime, and the fairness of trial (Skolnick, 2011).

Justice is not something for which we should feel grateful for. Instead, we should regard it as something for which we all have a right to insist upon. Justice is the result of a logical and rational acceptance of the concept of fairness in human relations. Many of the definitions of fairness include the terms fairness, equality, impartiality, and appropriate rewards or punishments. Justice often concerns the rights and interests of those involved, rather than the needs. The concept of justice holds two principles: first, each persona participating in a practice, or affected by it, has an equal right to most extensive liberty compatible with a like liberty for all; and second, inequalities are arbitrary unless it is unreasonable to expect that they will work out for everyone's advantage, as well as provided that the positions and offices to which they are attached, or from which they may be gained, are open to all citizens (Rawls, 1958).

Criminal justice officials walk a fine line between law and justice in the performance of their daily duties. Depending on the criteria utilized and the principles of law, the official will achieve more or less justice, based upon the notion that like cases should be treated alike. Justice, therefore, depends primarily on the commitment that the official is attempting to fulfill and the fairness with which the criteria are used (Skolnick, 2011).

Immoral laws are those that deprive certain groups of liberty or treat some groups differently, giving them either more or fewer rights or privileges than other groups. Laws that are unjust to people are typically degrading to humans, discriminatory against certain groups, enacted by unrepresentative authorities, and unjustly applied. Most ethical systems condemn such laws. Natural law tradition considers immoral laws as not binding because the law derives validity either from natural law or from morality (Peczenik, 1983).

References

Peczenik, A. (1983). Taking laws seriously. *Cornell Law Review*, 68(5).

Rawls, J. (1958). Justice as fairness. *Philosophical Review*, 67(2).

Skolnick, J. (2011). *Justice without trial: Law enforcement in a democratic society*. New Orleans, LA: Quid ProBooks.

Learning Activities

u02s1 - Studies

Readings

In your *Ethical Dilemmas and Decisions in Criminal Justice* text, read the following:

- Chapter 3, "Justice and Law," pages 52–79.
 - This chapter explores all kinds of justice—equality, fairness, impartiality, restorative, and corrective.

Internet Resources

Use the Internet to read the following:

- Johns, J. (2013). [The docket: On justice vs. the law, the bitter pill of reasonable doubt](#). CNN.
- Martin, R. (2011). [Police corruption: An analytical look into police ethics](#). *FBI Law Enforcement Bulletin*.

Optional Internet Resources

The following Web resources may be useful for your activities in this unit:

- Peczenik, A. (1983). [Taking laws seriously](#). *Cornell Law Review*, 68(5).

- Rawls, J. (1958). [Justice as fairness](#). *The Philosophical Review*, 67(2), 164–194.

u02d1 - Jury Duty

Competency Addressed in This Discussion

- **Competency 1:** Dissect criminal justice ethical issues and practices.

Introduction

The right to a trial by jury is a key right under the Bill of Rights, pursuant to the Sixth Amendment. Along with that right comes procedural safeguards to ensure the juror system is functioning within legal parameters. Rules are established for parameters. There are instances where rules are violated.

Imagine that you are serving on a jury for a murder trial. The evidence presented at trial is largely circumstantial and, in your mind, equivocal. During the closing arguments, the prosecutor states that you must find the defendant guilty, because he confessed to the crime. This confession was not provided as evidence during the case. The defense attorney immediately objects, and the judge sternly instructs you to disregard the prosecutor's statement.

While you do not know exactly what happened, you suspect that some procedural error excluded the confession. During deliberations, several other jurors commented on the error, including discussing the impact on their position.

Instructions

In your main post:

- Explain how you would handle what took place in the deliberations.
- Evaluate the implications of a judicial official making improper comments to the jury when such comments are likely to be accorded substantial weight by the jury.
- Discuss a situation from recent events where the jury may have been influenced by judicial comments, even when they were instructed to disregard the comments.
- Analyze the potential ethical and legal issues in the situation in the context of the constitutional right to a trial by jury.

Discussion Objectives

The competency addressed in this discussion is supported by discussion objectives, as follows:

- Competency 1: Dissect criminal justice ethical issues and practices.
 - Explain how you would handle what took place in the deliberations.
 - Evaluate the implications of a judicial official making improper comments to the jury when such comments are likely to be accorded substantial weight by the jury.
 - Discuss a situation from recent events where the jury may have been influenced by judicial comments, even when they were instructed to disregard the comments.
 - Analyze the potential ethical and legal issues in the situation in the context of the constitutional right to a trial by jury.

Response Guidelines

Respond to the posts of two peers. Interact with your colleagues about what you would do in this situation. How were your decisions regarding the jury instructions different from your peers? Do you agree with the rationale for their decisions in this scenario? Present follow-up questions to draw attention to varying perspectives that your peers may not have considered.

APA citations are not required for discussions, however, if outside material is used, you are required to cite references.

Course Resources

CJ Discussion Scoring Guide

[Community of Excellence](#)

G.R.E.A.T Discussion Guidelines

u02d2 - Promotion Decision

Competency Addressed in This Discussion

- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.

Introduction

Imagine that you are on a promotion committee to recommend to the chief of police a candidate for a captain's position. All are lieutenants and have received similar scores on the objective tests available for the position.

The candidates are:

- A 39-year-old woman who has been with the police department for 9 years. She has obtained a college degree and a master's degree by going to school at night. She has spent relatively little time in her career on the street (moving quickly to juvenile, community service, and DARE positions).
- A 46-year-old white male who has also had experience in command positions in the army before joining the police force. He has 15 years of experience—all in patrol positions—and has a college degree.
- A 40-year-old Hispanic male with 10 years of experience. He has been very active with the community. Several community groups have endorsed him, and they demand that there be Hispanic representation on the command staff. He also has strong support among Hispanic officers, serving as their association president. He has a 2-year college degree.

In your main post:

- Compare the qualifications of the candidates for promotion in the scenario.
- Determine which of the candidates in the scenario should be promoted and why.
- Describe what information is needed to make an informed decision regarding promotional endorsement.
- Identify additional criteria you would impose if you were in charge of hiring decisions.

Discussion Objectives

The competency addressed in this discussion is supported by discussion objectives, as follows:

- Competency 4: Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
 - Compare the qualifications of candidates for promotion in a scenario.
 - Determine which candidates in a scenario should be promoted and why.
 - Describe the information needed to make an informed decision regarding promotional endorsement.
 - Identify additional criteria you would impose if you were in charge of hiring decisions.

Response Guidelines

Respond to the posts of two peers. Interact with your colleagues about what you would do in this situation. Whom would you endorse and why? Was your selection different from that of your peers? Discuss how you would use information about the candidates to make your decision and if that information was unavailable, how you would make the decision without it.

APA citations are not required for discussions, however, if outside material is used, you are required to cite references.

Course Resources

[CJ Discussion Scoring Guide](#)

[Community of Excellence](#)

[G.R.E.A.T Discussion Guidelines](#)

[Criminal Justice Undergraduate Library Research Guide](#)

Unit 3 >> Moral and Ethical Behavior

Introduction



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Competencies Addressed in This Unit

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 2:** Apply human rights standards.
- **Competency 5:** Communicate effectively in writing.

The Corruption Controversy

In any organization, there are those who will almost always make ethical choices, those who will usually make unethical ones, and those who can be influenced one way or the other. It is just assumed that in the law enforcement profession, the best of the best are recruited, hired, screened, and trained, and that this noble calling draws in only those with the utmost sense of professionalism and integrity. Those in policing must have a philosophical appreciation for the power and authority of the badge. As a profession, it must police itself and demand a strict adherence to the oath of office and dedication to needs of the citizens they serve and protect (Martinelli, 2011). Unfortunately, in the law enforcement profession, issues of corruption, ethics, and integrity have become front and center. The two central aspects of these issues include: (1) the role law enforcement organizations play in the struggle against corruption in society and (2) the corruption and integrity problem within themselves as criminal justice organizations (Fijnaut, 2002). Corruption is that behavior that deviates from the normal duties of a public role, instead focusing on the exercise of private influence.

To meet future challenges, companies and organizations will have to recognize responsibilities to the greater community. Public integrity denotes the quality of acting in accordance with the moral values, norms, and rules accepted by the community. These standards prohibit public officials from engaging in misconduct, bribery, nepotism, fraud, conflict of interests, and corruption (Fijnaut, 2002). When even one police officer acts beyond the scope of his duties and engages in corruption, citizens will automatically jump to conclusions of guilty by associations regarding the entire police force. This taints the organization as a whole (Martinelli, 2011).

For an organization to be excellent and succeed in the future, individuals in the organization must be more than intelligent and educated; they must be ethical. Ethical leadership is absolutely essential for the ethical organization. How criminal justice professionals perform their job determines whether justice is a reality or an illusion. An officer or agent within a criminal justice organization is said to be personally corrupt if he knowingly sacrifices his agency's interest to that of his own or betrays the trust that the organization and the public has put on him. However, he is said to be officially corrupt if, in serving the agency's interests, knowingly violates a rule or acts illegally or unethically (Banfield, 1985). When good officers substitute their personal values for the values of the profession and the law, this is known as noble cause corruption. It is an *end-justifies-the-means* rationalization where some officers may break the law to enforce it. It is an unconstitutional form of policing, including an illegal use of authority and power. However, it is not for personal gain, but rather its goal is to rid society of its predators, no matter the means or the costs. Typically, officers found practicing noble cause corruption will cut corners to circumvent the constitutional guidelines such as planting evidence or falsifying information on a search warrant affidavit (Martinelli, 2011).

References

Banfield, E. (1985). *Here the people rule*. New York, NY: Springer.

Fijnaut, C. (2002). Corruption, integrity and law enforcement. In C. Fijnaut, & L. Huberts (Eds.), *Corruption, integrity and law enforcement* (pp. 3–37). Den Haag: Kluwer Law Enforcement.

Martinelli, T. (2011). Updating ethics training – Policing privacy series: Noble cause corruption and police discretion. *Police Chief Magazine*, 77(3).

Learning Activities

u03s1 - Studies

Readings

In your *Ethical Dilemmas and Decisions in Criminal Justice* text, read the following:

- Chapter 4, "Becoming an Ethical Professional," pages 80–111.

Library Articles

Use the Capella University Library to read the following:

- Kohlberg, L., & Hersh, R. H. (1977). Moral development: A review of the theory. *Theory Into Practice*, 16(2), 53–59.

Internet Resources

Use the Internet to read the following:

- Police Crimes. (n.d.). Police code of ethics.
- Cherry, K. (n.d.). Kohlberg's theory of moral development. *About.com*.

Media

- View the Ethical Decisions – Who Do You Owe? presentation. You will use this media for the assignment in this unit.

Optional Internet Resources

The following Web resources may be useful for your activities in this unit:

- ACLU. (n.d.). Police corruption.
- The Free Thought Project.com. (2015). 'Hero' cop arrested for faking a 'war on cops.' shoots himself & blames a Hispanic.

u03a1 - Who Do You Owe?

Competencies Addressed in This Assignment

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 3:** Compare different ethics systems in a criminal justice community and leadership context.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
- **Competency 5:** Communicate effectively in writing.

Overview

In this unit, the focus shifts to "why do people act in ethical or unethical ways?" Philosophers, religious scholars, biologists, psychologists, sociologists, and criminologists have all tried to explain why people do bad things. Biology, learning theory, and Kohlberg's moral stages are used to explain why people behave the way they do. The focus then turns to issues concerning ethics teaching and training. It seems clear that training alone is not sufficient and must be combined with ethical leadership, which in turn, is essential for the ethical organization. The greatest protection against corruption of power is a belief in a commitment to the democratic process and all it entails.

Instructions

After reviewing the media *Ethical Decisions – Who Do You Owe?*, place yourself in the role of the FBI special agent who is faced with dilemma portrayed in the media. What should you do? Would you report this trainee to a supervisor? Would you talk to his father about it and hope he would handle it? What if this trainee becomes an agent and continues to engage in future misconduct?

In your paper:

- Identify the variables that you would consider in determining your approach to the situation.
- Determine whether you would report an FBI trainee for cheating on a written examination.
- Predict the possible implications of not reporting the misconduct.

Requirements

Your paper should meet the following requirements:

- **Written communication:** Must be free of errors that detract from the overall message.
- **References:** Support your ideas and opinions with appropriate resources.
- **APA formatting:** Format resources and citations as per current APA style and formatting guidelines.
- **Length of paper:** Three pages, not including the title page and the references page.
- **Font and font size:** Times New Roman, 12 point.

You are required to submit a draft of your paper to SafeAssign. Once you review your results and make any needed changes, submit your paper for grading.

How to Submit Your Assignment

This is a two-step process.

SafeAssign: Drafts of all assignments must be submitted to SafeAssign.

1. Access SafeAssign through the link in the courseroom.
2. Submit your assignment using the draft folder.
3. Review the returned report and make changes as needed. (You may ignore any template matches.)

Submit Your Assignment for Grading: See Submit an Assignment (linked in the resources) for more information.

1. Click on the linked assignment heading.
2. Attach your file.
3. Click submit.
4. You will know your submission was successful by viewing the Submitted section of the My Grades area.

Be sure to review the Who Do You Owe? Scoring Guide to ensure you understand the criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Capella Writing Center](#)

[Select the Best Databases](#)

[Selecting the Best Keywords](#)

[Smarthinking Tutoring](#)

[SafeAssign](#)

[Submit an Assignment \[PDF\]](#)

[Writing Feedback Tool](#)

[Ethical Decisions – Who Do You Owe? | Transcript](#)

[APA Style and Format](#)

[Criminal Justice Undergraduate Library Research Guide](#)

Competencies Addressed in This Discussion

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 2:** Apply human rights standards.

Introduction

In the following scenario, to analyze ethical issues and practice, you will have to continue to define your personal philosophy of ethics, and apply ethics to decision making. Because you will have to apply human rights standards, you should comprehend their ethical implications.

You are a rookie police officer and are riding with a field training officer (FTO). During your shift the FTO stops at a convenience store and quickly drinks four beers in the back room of the store. He is visibly affected by the beers and the smell of alcohol is very noticeable. The store is located adjacent to a wooded area where there is a homeless encampment. The FTO states to you that he plans on dealing with the homeless and their vagrancy once and for all. He opens the trunk of the police cruiser and retrieves a pepper-ball gun, a non-lethal weapon that fires plastic projectiles that burst on impact and emit an irritant. He walks over to the edge of the encampment and begins firing the pepper balls at the camp, ordering the homeless to disperse. Many of the homeless people are sleeping and not resisting. There are also a few children present.

Instructions

Based on the above scenario, determine what you would do in this situation by addressing the following in your main post:

- Articulate the basis for your action or inaction in the scenario.
- Explain the possible departmental and individual implications based on your decision.
- Describe an ethical dilemma criminal justice professionals face when witnessing misconduct by supervisors.
- Evaluate how police misconduct can lead to human rights violations.

Discussion Objectives

The competencies addressed in this discussion are supported by discussion objectives, as follows:

- Competency 1: Dissect criminal justice ethical issues and practices.
 - Articulate the basis for your action or inaction in the scenario.
 - Explain the possible departmental and individual implications based on your decision.
 - Articulate the ethical dilemma criminal justice professionals face when witnessing misconduct by supervisors.
- Competency 2: Apply human rights standards.
 - Evaluate how police misconduct can lead to human rights violations.

Response Guidelines

Respond to the posts of two peers. Interact with other learners about what you would do in this situation. Was your choice of action or inaction different from that of others? Why or why not? Do you agree with others' views of what to do in an ethical dilemma when observing misconduct by supervisors? Why or why not?

APA citations are not required for discussions, however, if outside material is used, you are required to cite references.

Course Resources

CJ Discussion Scoring Guide

[Community of Excellence](#)

G.R.E.A.T Discussion Guidelines

[Criminal Justice Undergraduate Library Research Guide](#)

Unit 4 >> Law Enforcement Practices

Introduction



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Competencies Addressed in This Unit

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 2:** Apply human rights standards.
- **Competency 3:** Apply human rights standards.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
- **Competency 5:** Communicate effectively in writing.

Role of Police

This unit of study continues into the abstract concept of justice. You will begin to apply concrete methods of operation as a criminal justice professional. You will gain an overview of the *crime fighter* view of the police, as opposed to the *public servant* view, and explore authority and power, formal ethics for police officers, and police subculture, discretion, duty, and discrimination.

You have already been introduced to the realities that law and justice are often competing forces in the field of criminal justice, because they are not always synonymous. Professionals in the criminal justice system actively serve, and often vigorously promote, the interests of law and justice. The law is a system of rules and procedures designed to achieve justice.

It is important to understand why misuse of force occurs. There is often disagreement among law enforcement professionals about whether a particular use of force was justified. Officers' discretion is controlled and guided by both formal ethics and the informal culture of law enforcement officers. It is important to understand subcultural supports for such behavior, because formal policies can be interpreted to justify it. The most important takeaway from this issue is the contrast between the crime fighter role and the public servant role.

Police have an uncontested right to use force when necessary to apprehend or subdue a suspect of a crime. When their use of force exceeds that which is necessary to accomplish their lawful purpose, or when their purpose is not lawful apprehension or self-defense, it is defined as excessive force and is unethical and illegal. Worden and Catlin (2002) reported that a small number of officers seem to be disproportionately involved in use-of-force incidents and, arguably, are more likely to also engage in excessive force.

The use of force in response to perceived challenges to police authority is highly resistant to change, even in the presence of public scrutiny and management pressure. Research indicates that the *culture of force* is international in scope and this may be due to similarities experienced by all police officers. It is estimated that officers use excessive force in a miniscule portion of total encounters with the public—estimated at one-third of 1 percent (Pollock, 2017).

The most common explanations for excessive force are that force is the only thing *these people* understand and that *officers are only human* and consequently get mad, just like anyone else would in that situation. Another prevalent comment is that the person *deserved it* because of his or her commission of a crime or because he or she ran away from police.

Operational policy is the true administration of law. You will see how to balance policy, law, and justice, in your resolution of ethical dilemmas as a criminal justice professional. It is not often an easy task. Some of the ways police use authority, power, persuasion, and force have created ethical dilemmas and sparked controversy. It is how one resolves the dilemmas involved in policing has everything to do with whether law enforcement officers are seen fundamentally as crime fighters or as public servants.

Paradigms and ideologies shape our beliefs about crime, and ultimately, how we choose to control criminals. Criminal justice professionals face various challenges, including how policymakers moderate laws and how criminal justice professionals implement the policies that are prompted by those laws. This kind of process is just one of the many issues that challenge criminal justice professionals to demonstrate the elements of good, ethical leadership, and to assist other employees in making ethical decisions based upon their training and ethical foundations.

Law enforcement officers operate within a democracy. As such, they must understand their roles as they relate to the appropriate use of authority, power, force, and even persuasion and the differences between the formal ethics of law enforcement and the values of the police subculture.

References

Pollock, J. M. (2017). *Ethical dilemmas and decisions in criminal justice* (9th ed.). Boston, MA: Cengage Learning.

Worden, R. E., & Catlin, S. E. (2002). The use and abuse of force by police. In K. M. Lersch, & M. L. Dantzker (Eds.), *Policing and misconduct* (pp. 85–120). Upper Saddle River, NJ: Pearson.

Learning Activities

u04s1 - Studies

Readings

In your *Ethical Dilemmas and Decisions in Criminal Justice* text, read the following:

- Chapter 5, "The Police Role in Society," pages 112–144.
 - This chapter provides an overview of the crime fighter view of the police, as opposed to the public servant view. It also discusses authority and power, formal ethics for police officers, and police subculture, discretion, duty, and discrimination.

Media

- View the [Political Courtesy](#) presentation. You will use this media for the assignment in this unit.

Optional Internet Resources

The following Web resources may be useful for your activities in this unit:

- National Center for Women & Policing. (n.d.). [A history of women in policing](#).
- Butzer, D. (1996). [The role of police in combating domestic violence in the United States: A case study of the Domestic Violence Reduction Unit, Portland Police Bureau](#). National Institute of Justice.
- Kokemuller, N. (n.d.). [Role of a police officer](#). *Chron*.
- Los Angeles Police Department. (n.d.). [Crime prevention](#).
- Walker, S., & Katz, C. M. (2011). [Foundations: Police and society](#).
- [The Police Chief](#).

u04a1 - Political Courtesy

Competencies Addressed in This Assignment

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 3:** Compare different ethics systems in a criminal justice community and leadership context.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
- **Competency 5:** Communicate effectively in writing.

Overview

Public attitudes toward police misconduct or police legitimacy have been linked to violent crime. For that, and other reasons, it is important for police departments to set and maintain high standards of conduct for professional pride, and because it can be argued that police ethics impact public safety in a more general sense. Officers' discretion is controlled and guided by both formal ethics and the informal culture of law enforcement offices.

Review the Political Courtesy media for a scenario that you will analyze for this assignment.

Instructions

For this assignment, prepare a three-page paper detailing the moral rules you would follow and the ethical judgment you would employ regarding whether you would arrest or not in this situation.

In your paper:

- Explore the ethical system you would apply in carrying out your duties as a law enforcement officer.
- Articulate the moral rules you would follow in considering what your response might be if the driver were a non-political figure.
- Analyze whether your ethical and moral behavior would be the same or different if the driver were a fellow police officer.

Requirements

Your paper should meet the following requirements:

- **Written communication:** Must be free of errors that detract from the overall message.
- **References:** Support your ideas and opinions with appropriate resources.
- **APA formatting:** Format resources and citations as per current APA style and formatting guidelines.
- **Length of paper:** Three pages, not including the title page and the references page.
- **Font and font size:** Times New Roman, 12 point.

You are required to submit a draft of your paper to SafeAssign. Once you review your results and make any needed changes, submit your paper for grading.

Be sure to review the Political Courtesy Scoring Guide to ensure you understand the criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Capella Writing Center](#)

[Select the Best Databases](#)

[Selecting the Best Keywords](#)

[Smarthinking Tutoring](#)

[SafeAssign](#)

[Submit an Assignment \[PDF\]](#)

[Writing Feedback Tool](#)

[Political Courtesy | Transcript](#)

[APA Style and Format](#)

[Criminal Justice Undergraduate Library Research Guide](#)

u04d1 - Are Police Crime Fighters or Public Servants?

Competencies Addressed in This Discussion

- **Competency 3:** Compare different ethics systems in a criminal justice community and leadership context.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.

Introduction

In our society, criminals are seen as the *enemy* and fundamentally different from *good* people. Police are often seen as crime fighters in the *army* that fights the enemy. *Good* people accept and understand that police are in a *war* and must be allowed deference in their decision making. Police perception of their role as crime fighters will lead to certain decisions in their use of force, definition of duty, use of deception and coercion, and other decisions.

Police are also seen as *public servants*, who serve all people, including criminals. In this context, criminals are not a distinct group in that they shop, pay taxes, have kids and parents, and often are one's next-door neighbors.

Police have limited ability to affect crime rates one way or the other since crime is a complex social phenomenon. The public favors a police approach that protects due process and equal protection over the use of force.

Instructions

In your main post, consider the historical development of police roles and the different ethics systems in a criminal justice community context, and respond to the following:

- Differentiate ethical viewpoints and models of police as *crime fighters* and *public servants*.
- Explain, as a criminal justice professional, how these opposing viewpoints may affect your perception of yourself and the public.
- Examine the effect self-perception has on a criminal justice professional's ethical behavior in carrying out his or her assigned duties.

Discussion Objectives

The competencies addressed in this discussion are supported by discussion objectives, as follows:

- Competency 3: Compare different ethics systems in a criminal justice community and leadership context.
 - Differentiate ethical viewpoints and models of police.
- Competency 4: Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
 - Explain the effect of opposing ethical viewpoints on a criminal justice professional's perception of self and the public.
 - Examine the effect of self-perception on a criminal justice professional's ethical behavior.

Response Guidelines

Interact with other learners about your understanding of the various ethical viewpoints and models of police as *crime fighters* and *public servants*. What are the similarities and differences between your perspective, as a criminal justice professional, of how opposing viewpoints may affect your perception of yourself and the public? Did you share similar views with other learners regarding the effect of self-perception on a criminal justice professional's ethical behavior in carrying out his or her assigned duties? Why or why not?

APA citations are not required for discussions, however, if outside material is used, you are required to cite references.

Course Resources

[CJ Discussion Scoring Guide](#)

[Community of Excellence](#)

[G.R.E.A.T Discussion Guidelines](#)

[Criminal Justice Undergraduate Library Research Guide](#)

Unit 5 >> Ethics in Law Enforcement

Introduction



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Competencies Addressed in This Unit

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
- **Competency 5:** Communicate effectively in writing.

Ethics in Law Enforcement

Controversial issues regarding police methods are abstract, but for individual officers who are faced with dilemmas regarding what they should do in certain situations, the questions are much more immediate. To resolve them, the individual should look to legal holdings, departmental policies, and finally, ethical rationales. Utilitarian reasoning is used to justify many actions, but the question remains whether it is ever ethical to achieve a good end through bad acts. How one resolves the dilemmas involved in policing has everything to do with whether law enforcement officers are seen fundamentally as crime fighters or as public servants.

Discretionary powers can contribute to creating opportunities for unethical decision making. This topic may be somewhat sensitive. For instance, we will examine the issue of racial profiling, including the methodological problems that are present when attempting to establish its prevalence. Police work is not an exact science. It is a discipline of service that incorporates the powers of observation and understanding, and the exercise of extraordinary authority and discretion, in comparison to many professions.

Despite the unethical behaviors of some police officers, it is important to emphasize that the vast majority of police officers are honest and hardworking. However, the important question is why do good officers protect bad officers? Critics of law enforcement might ask, "Why would anyone become a police officer?" The answers to that question may vary considerably, depending upon the background and experience of the person responding. Generally, individuals tend to incorporate their own ethical and moral points of view, when confronted with a question asking for rational clarity.

For instance, you may respond by saying that people are drawn to serve in public safety positions because they have an overwhelming desire to make a difference in society, and that they want to leave the world a better place after they are gone. You know from your experience that many good people have gone into law enforcement, and made a good career of their service to a community. The critic, however, responds by saying, "If you wallow long enough with the pigs, you eventually get dirty yourself," implying that when you deal with the criminal elements of society long enough, there is no way to avoid the corruption they deal in.

You may be thinking, "Sure, I have read about police corruption, but no one I know in law enforcement has ever been accused of wrongdoing." Perhaps, you have heard that officers take care of their own, but you never really knew what that meant. Now is a good time to ask yourself, "Why would a good officer ever protect a bad officer, and what does that mean?"

Corruption, excessive force, and other forms of deviance among police are as real as the criminals they pursue. Deviance is not limited to the criminal world; it invades every form of society and every profession, including law enforcement. The information in this unit will raise your awareness of the parameters of law enforcement deviance. You will begin to understand the arguments that support and criticize practices such as favoritism and gratuities, and more serious issues such as the excessive use of force by police officers.

These issues are not restricted to the United States. The information in this unit will take you across international borders, as you become familiar with the types and ranges of law enforcement deviance in other countries. While the purpose of the learning activities in this unit is not to condone law enforcement deviance, it is certainly important for you, in any public safety realm, to understand the variety of explanations that are offered for it.

Learning Activities

u05s1 - Studies

Readings

In your *Ethical Dilemmas and Decisions in Criminal Justice* text, read the following:

- Chapter 6, "Police Discretion and Dilemmas," pages 145–180.
 - This chapter provides an overview of policymaking in criminal justice, balancing law and justice, and the criminal justice professional and leadership and training.
- Chapter 7, "Police Corruption and Responses," pages 181–223.
 - This chapter provides an overview of types of police corruption and misconduct.

Media

View the [Ethical Reactions in Law Enforcement](#) presentation. You will use this media for the assignment in this unit.

Optional Internet Resources

The following Web resources may be useful for your activities in this unit:

- Roufa, T. (n.d.). [Ethics in law enforcement and policing: What the public expects from police and how officers can deliver](#). *About.com*.
- Cartwright, G. (2010). [Perspective: Maintaining ethical behavior](#). *FBI Law Enforcement Bulletin*.
- [EthicsinPolicing.com](#).
- US. Department of Justice. (n.d.). [COPS](#).
- [International Association of Chiefs of Police](#).

u05a1 - Ethical Reactions in Law Enforcement

Competencies Addressed in This Assignment

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 2:** Apply human rights standards.
- **Competency 5:** Communicate effectively in writing.

Overview

In this unit, you have explored some of the ways that police use authority, power, persuasion, and force. All of those rights are reflected in the need for police to act in their capacity of law enforcement officers to fight crime. Those rights are acknowledged to be appropriate when needed to take a suspect of a crime into custody. Lately, however, the headlines have been full of situations in which police are being viewed as having exceeded their rights. Police forces, local governments, and even society as a whole are now faced with deciding when force is excessive and whether certain actions are unethical, racist, and even illegal.

Instructions

For this assignment, review the Ethical Reactions in Law Enforcement media. Explain what you would do as a criminal justice professional in this situation.

In your paper:

- Explore the ethical issues associated with shooting at the driver.
- Analyze the ethical ramifications of shooting at the driver's tires.
- Evaluate the ethical impact of waiting to see what happens and dealing with the aftermath.

Requirements

Your paper should meet the following requirements:

- **Written communication:** Must be free of errors that detract from the overall message.
- **References:** Support your ideas and opinions with appropriate resources.
- **APA formatting:** Format resources and citations as per current APA style and formatting guidelines.
- **Length of paper:** Three pages, not including the title page and the references page.
- **Font and font size:** Times New Roman, 12 point.

You are required to submit a draft of your paper to SafeAssign. Once you review your results and make any needed changes, submit your paper for grading.

Be sure to review the Ethical Reactions in Law Enforcement Scoring Guide to ensure you understand the criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Capella Writing Center](#)

[Select the Best Databases](#)

[Selecting the Best Keywords](#)

[Smarthinking Tutoring](#)

[SafeAssign](#)

[Submit an Assignment \[PDF\]](#)

u05d1 - Police Gratuities

Competencies Addressed in This Discussion

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.

Introduction

Imagine you are a rookie police officer on your first night of patrol. Your squad car partner is a veteran police officer with 15 years of experience. He has agreed to take you under his wing and *show you the ropes*. Midway through the shift, when the calls for service have slowed, you both decide to grab a quick bite to eat.

The older, experienced officer tells you that the restaurant on the corner likes to have police around the restaurant to deter criminal activity, so they always give police officers free meals. You feel a bit uneasy about this but decide to join your partner since it seems common practice for officers to dine there. Your partner orders steak, potatoes, and all the trimmings, knowing that it will cost him nothing.

You reach some decision points. What are you going to do? What if it were just coffee at a convenience store? What if the owner refused to take your money at the cash register?

Instructions

In your main post:

- Assess how you would respond as a police officer if you were put in a situation involving gratuities.
- Explain how partaking in even small gratuities can lead to further misconduct and even corruption.
- Explore how a police officer should respond if a merchant insists on providing a free meal or service to law enforcement.
- Describe whether it is more difficult for rookie officers to deal with ethical situations versus veteran officers.

Discussion Objectives

The competencies addressed in this discussion are supported by discussion objectives, as follows:

- Competency 1: Dissect criminal justice ethical issues and practices.
 - Analyze how to respond as a police officer to the offer of gratuities.
 - Explore how a police officer should respond if a merchant insists on providing a free meal or service.
- Competency 4: Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
 - Explain how partaking in even small gratuities can lead to misconduct and corruption.
 - Describe whether it is more difficult for rookie officers to deal with ethical situations versus veteran officers.

Response Guidelines

Respond to the posts of two peers. Interact with other learners about how you would respond as a police officer if you were put in a situation involving gratuities. Are your responses similar or different? Why? Do you share perspectives with other learners on what you would do in this situation? Why or why not? Do you agree with other students' rationale for their decisions? Present follow-up questions to draw attention to varying perspectives that your peers may not have considered regarding whether it is more difficult for rookie officers to deal with ethical situations versus veteran officers.

APA citations are not required for discussions, however, if outside material is used, you are required to cite references.

Unit 6 >> Legal Professionals: Prosecutors and Defense Attorneys

Introduction



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Competencies Addressed in This Unit

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 3:** Compare different ethics systems in a criminal justice community and leadership context.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.

Ethics in the Legal Profession

Many often perceive law as a given but the law is created by interest groups and is dynamically responsive to power shifts. It is also a tool of behavior change, that is, civil rights legislation. Ethical codes of the American Bar Association (ABA) have the force of law, however, disciplinary proceedings are fairly rare, and there is a subculture in the law that promotes putting the client's interests ahead of everything, and winning is valued over all else. Our laws serve as the written embodiment of society's ethics and morals.

Natural law refers to the belief that some law is inherent in the natural world and can be discovered by reason. *Positive law* refers to those laws written and enforced by society. This type of law is of human construction and therefore fallible. Early codes of law did not differentiate between what we might call public wrongs and private wrongs. Two different areas of law can be distinguished today: criminal law and civil law. *Good Samaritan laws*, common in Europe, are legislation that prohibits passing by an accident scene or witnessing a crime without rendering assistance.

The major justification for corrective (criminal) law is prevention of harm. Social contract theory explains that law is a contract. Each individual gives up some liberties and, in return, is protected from others who have their liberties restricted as well. In addition to protection from harm, there are also the rationales of protection of self (paternalism) and protection of morals (moralism). A paradigm is a fundamental view of the world around us. It is a way of constructing and organizing knowledge:

- In a *consensus paradigm*, society is a community consisting of like-minded individuals who agree on goals important for ultimate survival; law is functional.
- In a *conflict paradigm*, society is made up of competing and conflicting interests; law is a tool used by those in power.
- In a *pluralist paradigm*, society is made up of competing interests, but more than two basic interest groups; law is tool of power group or coalition.

The Model Code of Professional Responsibility dictated that lawyers should be "temperate and dignified" and "refrain from all illegal and morally reprehensible conduct." Law schools have been criticized for being singularly uninterested in fostering any type of moral conscience in graduating students. Ethical issues have received more attention in recent years, and most law schools now have a variety of public service clinics where students help the poor, elderly, immigrants, or criminal clients. In a highly critical overview of the legal profession, Glendon (1994) proposed that legal profession has changed in dramatic ways, not all of which have been for the better.

Formal ethics standards for lawyers and judges were originally promulgated by the ABA in the Model Code of Professional Responsibility. In 1983, the ABA switched its endorsement to the Model Rules of Professional conduct. The Model Rules continue to be revised periodically, responding to changing

sensibilities and emerging issues. Today's Model Rules cover many aspects of the lawyer's profession, including areas such as client-lawyer relationships, the lawyer as counselor, the lawyer as advocate, transactions with others, public service, and maintaining the integrity of the profession.

The bureaucratic system of justice is seen as developing procedures and policies that, although not intentionally discriminatory, may contribute to a perception of unfairness. One other perception of the criminal justice system is that of Samuel Walker's wedding-cake illustration. This is a model of justice in which the largest portion of criminal cases forms the bottom layers of the cake and the few *serious* cases form the top layer; the bottom-layer cases get minimal due process. Because the public is exposed only to the top of the wedding cake, people develop a highly distorted perception of the system.

References

American Bar Association. (1980). ABA model code of professional responsibility. Retrieved from <http://www.americanbar.org/content/dam/aba/migrated/cpr/mrpc/mcpr.authcheckdam.pdf>

Glendon, M. A. (1994). A nation under lawyers. New York, NY: Farrar, Straus, and Giroux.

Learning Activities

u06s1 - Studies

Readings

In your *Ethical Dilemmas and Decisions in Criminal Justice* text, read the following:

- Chapter 8, "Law and Legal Professionals," pages 224–257.
 - This chapter provides an overview of ethical issues for legal professionals, defense attorneys, and prosecutors.

Optional Internet Resources

The following Web resources may be useful for your activities in this unit:

- Joy, P., & McMunigal, K. (2005). [Why should prosecutors "seek justice"? *Criminal Justice Magazine*, 20\(2\).](#)
- Malone, M. (n.d.). [Comparison of a defense lawyer & a prosecutor. *Chron.*](#)
- Howard, M. A. (2010). [The best prosecutor? Perhaps a defense attorney. *The Huffington Post.*](#)
- U.S. Department of Justice. (n.d.). [Offices of the United States Attorneys.](#)
- NOLO: Law for All. (n.d.). [Free legal articles & FAQs.](#)
- FindLaw. (n.d.). [Criminal defense strategies.](#)

u06d1 - Bureaucratic Justice

Competencies Addressed in This Discussion

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 3:** Compare different ethics systems in a criminal justice community and leadership context.

Introduction

The ideal of the justice system is that two advocates of comparable ability will engage in a pursuit of truth, guided by a neutral judge within legal and procedural parameters. Actual practices in our justice system may be quite different. Blumberg refers to the practice of law as a confidence game because the prosecutor and the defense attorney conspire to appear as something they are not—adversaries in a do-or-die situation (Pollock, 2017). Another perspective describes our courts as administering bureaucratic justice—in which each case is treated as one of many; the actors merely follow the rules and walk through the steps, and the goal is efficiency.

For this discussion, assume you are a district attorney prosecuting a burglary case. The defendant is willing to plead guilty in return for a sentence of probation, and you feel that this is a fair punishment. However, the victims are upset and want to see the offender receive prison time. They insist that you try the case. What should you do?

Instructions

Consider your responses from a legal, moral, and ethical perspective, and address the following in your main post:

- Analyze the steps you would take when faced with this dilemma, from an ethical standpoint.
- Explain your individual philosophy of ethics, as a criminal justice professional in this scenario, based on the ethical system that applies.
- Differentiate the legal, moral, and ethical issues you see in the scenario provided.

Discussion Objectives

The competencies addressed in this discussion are supported by discussion objectives, as follows:

- Competency 1: Dissect criminal justice ethical issues and practices.
 - Analyze the steps you would take as a district attorney when faced with an ethical dilemma.
 - Differentiate legal, moral, and ethical issues that arise in the legal profession.
- Competency 3: Compare different ethics systems in a criminal justice community and leadership
 - Explain your personal philosophy of ethics in the context of an ethical system.

Reference

Pollock, J. M. (2017). *Ethical dilemmas and decisions in criminal justice* (9th ed.). Boston, MA: Cengage Learning.

Response Guidelines

Respond to the posts of two peers. Interact with other learners from an ethical standpoint about what you should do when faced with this ethical dilemma as a district attorney. Was your personal philosophy of ethics as a criminal justice professional, as explored in this scenario, similar or different from that of other learners? Why or why not? Did you share the same perspective with others about the moral and ethical issues you see in the scenario provided? Did you agree with others about the ethical systems that you would apply in your professional career when deciding what to do in this scenario? Why or why not? What additional perspective have you gained about ethics from reading the posts of others?

APA citations are not required for discussions, however, if outside material is used, you are required to cite references.

Course Resources

CJ Discussion Scoring Guide

[Community of Excellence](#)

G.R.E.A.T Discussion Guidelines

[Criminal Justice Undergraduate Library Research Guide](#)

u06d2 - Internal Affairs Investigations

Competencies Addressed in This Discussion

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.

Introduction

Imagine that you work for the inspector general's office as an internal affairs investigator for the U.S. Department of Justice. Your current investigation involves an agent for the Drug Enforcement Administration (DEA) with 18 years on the job. The agent has numerous commendations and awards for successfully arresting some of the most violent drug traffickers in the world. He is 41 years old, and his wife is 39 years old.

A paid DEA informant has alleged that the agent is corrupt, and has been selling illegal drugs on the street.

In opening the case, you conduct some preliminary inquiries, and learn through informal sources that the agent's wife has been diagnosed with an aggressive form of cancer. Rumor has it that her only option is a stem-cell transplant, which is not covered by the DEA health insurance plan. The

medical procedure is estimated to cost about 300,000 dollars. You can relate to this agent's situation since you lost your own spouse a couple of years ago to cancer as well.

There are many things running through your mind. Do you call the agent under investigation (he does not know about the internal affairs case) and inquire about his wife's health? Or do you not concern yourself with the potential reason for his alleged actions? Do you seek help from other investigators, or keep this information to yourself? Should you turn this investigation over to another staff member?

Instructions

Thoughtfully consider your responses from a legal, moral, and ethical perspective, and address the following in your main post:

- Analyze the steps you would take as an internal affairs investigator faced with the ethical dilemma in the scenario.
- Explain your rationale for the decisions you would make as an internal affairs investigator in this case.
- Describe the impact your personal bias may have on the outcome of this internal affairs investigation.

Discussion Objectives

The competencies addressed in this discussion are supported by discussion objectives, as follows:

- Competency 1: Dissect criminal justice ethical issues and practices.
 - Analyze the steps to take as an internal affairs investigator faced with an ethical dilemma.
 - Explain the ethical rational decisions you make as an internal affairs investigator.
- Competency 4: Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
 - Describe the impact of personal bias on the outcome of an internal affairs investigation.

Response Guidelines

Respond to the posts of at least two peers. Interact with other learners about what you would do in this situation. Do you agree with the approach shared by other learners? Why or why not? What steps did you identify that were similar or different from the steps others would take in this ethical dilemma? What additional factors might you consider after reviewing the perspective of your peers?

APA citations are not required for discussions, however, if outside material is used, you are required to cite references.

Course Resources

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[Criminal Justice Undergraduate Library Research Guide](#)

Unit 7 >> Ethics of Punishment and Corrections

Introduction



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Competencies Addressed in This Unit

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 3:** Compare different ethics systems in a criminal justice community and leadership context.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
- **Competency 5:** Communicate effectively in writing.

Ethical Dilemmas and Misconduct in the Legal Profession

This unit examines how the discretion of defense attorneys, prosecutors, and judges leads to ethical dilemmas and acts of misconduct. The prosecutor's goal of justice, however, is often the only goal that seems to be winning. Judges have their own unique ethical dilemmas, and their discretion can be understood in the two areas of court rulings and sentencing.

The role of the defense attorney is to protect the due-process rights of the defendant. Due-process rights, including notice, neutral fact finders, cross-examination, and presentation of evidence and witnesses, are supposed to minimize the risk of error in proceedings that might result in the deprivation of life, liberty, or property. Although we know we should presume innocence, our system tends to operate under a presumption of guilt, and defense attorneys are often in the position of defending clients they know are guilty.

Regardless of defendant's guilt, the defense attorney ensures the police and prosecutor follow proper procedure.

Defense attorneys must balance the needs and problems of the client against their ethical responsibilities to the system and profession. Even unworthy people deserve advocates to protect them. An attorney cannot withdraw from case except with judge's approval and for specific reasons. We often ask the question, "Does money buy better defense?" Defense attorneys must also be mindful of conflicts of interest. For example, they are specifically prohibited from engaging in representations that would compromise their loyalty to their clients. This begs the question of whether there are conflicts of interest when defense attorneys plea-bargain for multiple clients. Part-time prosecutors present a host of ethical issues, and political and career aspirations also present potential conflicts of interest, especially with elected positions.

The major complaint about defense attorneys is that they do not communicate regularly with clients. One of the reasons most often cited for false convictions (in addition to eyewitness testimony) is ineffective assistance of counsel. Most misconduct by defense attorneys probably falls into the realm of negligence, not criminal behavior.

Ethical issues for prosecutors often arise because prosecutors do not serve an individual client; rather, their client is the system or society itself. The types of misconduct range from minor lapses of ethical rules to commission of criminal acts. Most prosecutorial misconduct occurs in the furtherance of the case. However, there are some examples where it appeared that the prosecutors involved did not take their duty as public servants seriously. The most common charge leveled against prosecutors—failure to disclose evidence—stems from a duty to reveal exculpatory evidence to the defense.

The system would not be complete without the third legally trained mind of the judge. Judges are cloaked in a type of mystery, because of their source of power and autonomy in the judicial process. In their neutral position on the bench, judges must follow official guidelines of conduct, known as the Model Code of Judicial Conduct. Established by the ABA, this code identifies the ethical considerations unique to judges, and offers guidance in key areas of concern, including:

- Impartiality.
- Impropriety.
- Personal affairs.
- Extra-judicial activities.
- Political activity.

Judges are expected to be impartial, knowledgeable, and authoritative across the board. However, judges have been the subject of scrutiny and criticism for decades, if not generations. For example, judges are supposed to maintain complete impartiality, yet there is sometimes great disparity in the length of sentences for similar crimes. They guide the prosecutor, defense attorney, and all the other actors in the trial process from beginning to end, helping to maintain the integrity of the proceeding—this is the ideal situation, but judges are human, with human failings. There are a number of problematic issues in the perceived objectivity of judges. For instance, 87 percent of judges are elected, and much of the funds they raise for their campaigns comes from attorneys. The legal process is far from perfect, and justice often seems lost in the courtroom, depending upon the potential risks and one's point of view.

Learning Activities

u07s1 - Studies

Readings

In your *Ethical Dilemmas and Decisions in Criminal Justice* text, read the following:

- Chapter 9, "Discretion and Dilemmas in the Legal Profession," pages 258–296.
 - This chapter provides an overview of discretion and dilemmas in the legal profession.

- Chapter 10, "Ethical Misconduct in the Courts and Responses," pages 297–328.
 - This chapter is an overview of ethical misconduct in the courts and responses.

Optional Internet Resources

The following Web resources may be useful for your activities in this unit:

- MacFarlane, P. (2002). The importance of ethics and the application of ethical principles to the legal profession. *Journal of South Pacific Law*, 6(2).
- Ward, S. F. (2007). Top 10 ethics traps. *ABA Journal*.
- American Bar Association.
- Legal Ethics Forum.
- Cornell University Law School: Legal Information Institute. (n.d.). Legal ethics.

u07a1 - Federal Judges - Enforce or Interpret the Law?

Competencies Addressed in This Assignment

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 3:** Compare different ethics systems in a criminal justice community and leadership context.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
- **Competency 5:** Communicate effectively in writing.

Overview

Those who are *strict constructionists* believe that judges should enforce, not interpret law. This is considered an extreme view where an individual has no rights unless they are specified in the Constitution or are present in some other legal source. An *interpretationist* (or activist) utilizes a looser reading of the Constitution and reads into it rights that the framers might have recognized or that they believe should be recognized due to evolving standards. Critics of activism say that just because it has been used for good causes does not mean this is always the case. Proponents of activism argue that it is needed to counteract overreaching of federal powers.

For this assignment, assume you are a judge with the appropriate jurisdiction to decide the following case. You were raised in a very strict and sheltered household and must decide whether a particular piece of artwork is obscene. The artist has painted a series of sex scenes, including bondage, sadomasochism, bestiality, and necrophilia, interspersed with paintings of nude children at play. She states that her art has redeeming social qualities because it is a statement of the many faces of humanity. The series of paintings is being displayed in a public gallery supported by city and federal funds. The district attorney has filed for an injunction to close the show due to obscenity.

Instructions

Prepare a three-page memorandum to your clerk, who will draft your opinion, detailing the following:

- Explain your ruling in the case, including the rationale for your decision.
- Determine how you will dismiss any personal bias in reaching and explaining your decision.
- Explore, as part of your dicta (non-legally binding opinion), whether you agree with the statement, "If the judicial system is not independent of political powers, and is a pawn or agent of political power, then due process is a sham and the very essence of democracy is threatened," in the context of constitutional rights and other potential influences on your decision.

Requirements

Your paper should meet the following requirements:

- **Written communication:** Must be free of errors that detract from the overall message.
- **APA formatting:** Format resources and citations as per current APA style and formatting guidelines.
- **Length of paper:** Three pages, not including the title page and the references page.
- **Font and font size:** Times New Roman, 12 point.

You are required to submit a draft of your paper to SafeAssign. Once you review your results and make any needed changes, submit your paper for grading.

Be sure to review the Federal Judges – Enforce or Interpret the Law? Scoring Guide to ensure you understand the criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Capella Writing Center](#)

[Select the Best Databases](#)

[Selecting the Best Keywords](#)

[Smarthinking Tutoring](#)

[SafeAssign](#)

[Submit an Assignment \[PDF\]](#)

[Writing Feedback Tool](#)

[APA Style and Format](#)

[Criminal Justice Undergraduate Library Research Guide](#)

u07d1 - Ethics Review and Analysis

Competencies Addressed in This Discussion

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 3:** Compare different ethics systems in a criminal justice community and leadership context.

Introduction

The attorney–client privilege refers to the inability of authorities to compel an attorney (through subpoena or threat of contempt) to disclose confidential information regarding his or her client. There are only a few situations where a lawyer can ethically reveal confidences of a client (consent, required by law, to defend self or employees, to prevent death or bodily harm, to prevent substantial injury due to fraud, and to prevent or mitigate financial loss due to lawyer's involvement). This rule has been enlarged to include more crimes. Proponents argued that such a rule would have prevented Enron lawyers from participating in the scheme to defraud stockholders by hiding the true level of debt. The rule of confidentiality, however, does not apply to physical evidence.

For this discussion, assume you are a defense attorney and that your first big case is a multiple murder. As the defense attorney, you have come to the realization that your client really did break into a couple's home and torture and kill them in the course of robbing them of jewelry and other valuables. He has even confessed to you that he did it. However, you are also aware that the police did not read him his Miranda warning and that he was coerced into giving a confession without your presence.

Instructions

Thoughtfully consider your responses from a legal and moral perspective, and address the following in your main post:

- Explain the relevant facts and ruling of the court in a case on point with this ethical dilemma.
- Articulate what you would do if faced with this ethical dilemma.
- Differentiate the action you would take under situational versus systems model of ethics.
- Explore whether your answer would be different if you believed your client was innocent or did not know for sure either way.

Discussion Objectives

The competencies addressed in this discussion are supported by discussion objectives, as follows:

- Competency 1: Dissect criminal justice ethical issues and practices.
 - Explain the facts and court ruling in an ethical dilemma case.

- Articulate the action you would take when faced with this ethical dilemma.
- Explore what you would do if you believed your client was innocent or did not know for sure either way.
- Competency 3: Compare different ethics systems in a criminal justice community and leadership context.
 - Differentiate the situational versus systems model of ethics.

Response Guidelines

Respond to the posts of two peers. Interact with other learners about the relevant facts and ruling of the court in the case you located that is on point with this ethical dilemma. Was your perspective on what you would do if faced with this ethical dilemma similar or different from that of others? What additional perspective have you gained about whether your answer would be different if you believed your client was innocent or did not know, based on reading the posts of others? Did you agree with others about the situational versus systems model of ethics? Why or why not?

APA citations are not required for discussions, however, if outside material is used, you are required to cite references.

Course Resources

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Unit 8 >> Ethics of Punishment and Corrections

Introduction



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Competencies Addressed in This Unit

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 2:** Apply human rights standards.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.

Ethics in Corrections

Governments and political entities throughout history have authorized systems of rules or laws to carry out punishment for criminal behavior. Thus, punishment for an individual found guilty of a crime is prefaced by a judgment.

Many societies have debated the ethics of punishment and corrections. This debate includes topics such as the length and degree to which human beings can inflict pain or harm in the name of the law. Over the course of history, various groups have offered different rationales for punishment and corrections. These rationales change over time.

The unit activities deal with the basic concepts of punishment. In this unit, you will explore the ethical supports for punishment, in both institutional and community corrections. Your exploration begins with whether or not society even has the right to punish or correct its miscreants. That will lead to an examination of the legal foundations necessary to support the response to crime.

Corrections serve several purposes, including retribution, reform, incapacitation, deterrence, and even rehabilitation. In this unit, you will review the ethical considerations of corrections.

The Eighth Amendment to the U.S. Constitution protects all people of the United States from cruel and unusual punishment. You will study this amendment, and absorb the content of this vaguely written protection. Then, you will further examine what constitutes cruel and unusual punishment.

Correctional professionals are primarily divided into two groups:

- Correctional officers and their supervisors, who are responsible for the containment of the inmates.
- Treatment professionals, a large group made up of educators, counselors, psychologists, and others in supporting roles that serve a variety of functions in modern institutions.

In this unit, you will examine the variety of complex ethical issues encountered by these groups. For example:

- How do corrections workers behave with discretion?
- How do they avoid unbridled domination of prisoners, but maintain rational, reasonable, and civilly permissible institutional control?
- How are they similar to police officers?

Corrections workers are exposed to the criminal elements of society for longer periods of time and in greater depth than police officers, who encounter criminals in the exterior setting of generalized freedom for short periods. The corrections facilities where they work might best be described as an environment of uneasy truce, where they must manage a complex population of violators.

As always, candidly participate in the discussions for this unit. While you may never have experienced incarceration, or worked as a corrections officer, examine both sides of the issues as best you can. Attempt to understand the rationales for these punishment conditions. Be honest with yourself, and try to genuinely explore the reasoning of theorists and public safety practitioners. Learning happens when we frankly confront the reasons for our actions.

Learning Activities

u08s1 - Studies

Readings

In your *Ethical Dilemmas and Decisions in Criminal Justice* text, read the following:

- Chapter 11, "The Ethics of Punishment and Corrections," pages 329–364.
 - This chapter provides an overview of rationales for punishment and corrections, and ethical frameworks for corrections, punishment, and private corrections.

Optional Internet Resources

The following Web resources may be useful for your activities in this unit:

- Christensen, G. E., & Crime and Justice Institute. (2008). [Our system of corrections: Do jails play a role in improving offender outcomes?](#) U.S. Department of Justice, National Institute of Corrections.
- National Conference of State Legislatures. (2011). [Principles of effective state sentencing and corrections policy.](#)
- Bayley, B. (2012). [Ethics in corrections – Why we incarcerate: Punishment.](#) CorrectionsOne.com.
- [Corrections.com.](#)
- Bureau of Justice Statistics. (n.d.). [Corrections.](#)

u08d1 - Inappropriate Relationships With Inmates

Competency Addressed in This Discussion

- **Competency 1:** Dissect criminal justice ethical issues and practices.

Introduction

Assume you are a prison counselor with a good working relationship with the other counselors. Occasionally, you all go out drinking together after work, and you like and respect everyone you work with.

Recently, you notice that something seems to be going on with one of the other counselors. Stella is usually quite outgoing and cheerful, but lately she seems distracted and upset. You see her in the parking lot one evening, and ask her what the matter is. She confides to you that she is in love with an inmate.

She knows it is wrong, but says that they had instant chemistry, and that he is like no other man she has ever known. She has been slipping him love notes, and he has been writing her. You tell her that she has to stop it, or else quit her job. She tearfully tells you that she cannot let him go, that she needs her job, and that you must keep quiet, or you will get her fired.

Instructions

Based on the scenario described, address the following in your main post:

- Describe the moral and ethical issues involved in this scenario.
- Decide the steps you would or would not take as a prison counselor and the rationale for your decisions.
- Determine whether you would contact anyone about the potential relationship with an inmate, and if so, who.
- Evaluate the ethical implications of your action or inaction as a criminal justice professional.

Discussion Objectives

The competency addressed in this discussion is supported by discussion objectives, as follows:

- Competency 1: Dissect criminal justice ethical issues and practices.
 - Describe the moral and ethical issues that arise for prison counselors.
 - Decide whether or not action would be taken in a situation involving ethics from the perspective of a prison counselor.
 - Determine whom you would contact about a potential inappropriate relationship with an inmate.
 - Evaluate ethical implications of action or inaction as a criminal justice professional.

Response Guidelines

Respond to the posts of at least two peers. Interact with other learners about the moral and ethical issues that arise for prison counselors. Was your approach to ethical action or inaction as a prison counselor in this scenario similar or different from that of other learners? Did you agree with others about whom you would contact about a potential relationship with an inmate? Why or why not? Did the posts of others change your mind regarding the ethical implications of action or inaction as a criminal justice professional in this situation?

APA citations are not required for discussions, however, if outside material is used, you are required to cite references.

Course Resources

CJ Discussion Scoring Guide

[Community of Excellence](#)

G.R.E.A.T Discussion Guidelines

[Criminal Justice Undergraduate Library Research Guide](#)

u08d2 - Human Rights Standards in Corrections

Competencies Addressed in This Discussion

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 2:** Apply human rights standards.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.

Introduction

Assume you are working as a part-time corrections officer at the county jail, while working your way through college. Actually, you hate the job, partly because of the inmates, but partly because of the other officers. Many of them enjoy and abuse their power. You try to stay out of the way of the most vocal ones, but one day you hear one of them castigate an African-American inmate for not sweeping properly. He utters a number of racial epithets and pushes the inmate around. You can see that the inmate is tense and ready to fight.

Instructions

Consider the scenario above and address the following in your main post:

- Articulate the rationale for the steps you would or would not take in approaching this ethical issue, based on applicable ethical systems.
- Explain your own ethical system, based on human rights standards and their ethical implications.
- Assess whether your personal biases may affect your ethical approach to this dilemma.

Discussion Objectives

The competencies addressed in this discussion are supported by discussion objectives, as follows:

- Competency 1: Dissect criminal justice ethical issues and practices.
 - Articulate the rationale for the steps you would or would not take as a criminal justice professional approaching this ethical issue, based on applicable ethical systems.
- Competency 2: Apply human rights standards.
 - Explain your own ethical system, based on human rights standards and their ethical implications.
- Competency 4: Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
 - Assess whether your personal biases may affect your ethical approach to this dilemma, and the consequences of those biases.

Response Guidelines

Respond to the posts of at least two peers. Interact with other learners about the steps you would or would not take as a criminal justice professional in approaching this ethical issue and the ethical systems you think apply. How was your perspective on the ethics systems similar or different from that of other learners? Did you agree with others about the application of human rights standards and their ethical implications? Why or why not? What additional perspective have you gained from reading the posts of others about how personal biases may affect your ethical approach to this dilemma and their consequences?

APA citations are not required for discussions, however, if outside material is used, you are required to cite references.

Course Resources

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Unit 9 >> Ethical Leadership

Introduction



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Competencies Addressed in This Unit

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.

- **Competency 5:** Communicate effectively in writing.

Ethical Leadership

A career in criminal justice continually confronts its participants with issues like integrity and ethics, and challenges them to make sound judgments on the job. Do you think institutional and community corrections require the same kinds of leaders, despite their seemingly different approaches to punishment?

On the surface, community corrections have a more positive and helpful image than institutional corrections. Despite this image, ethical issues still surface in community corrections, as in institutional corrections. Some aspects of bureaucracy surface, and the ideals of justice, care, and fair play can become blurred, as community corrections practitioners go about their day-to-day duties.

Community corrections personnel are employees within the criminal justice system, but their duties and responsibilities are uniquely different from those of the police officer or the institutional corrections officer. The community corrections officer may exercise only limited physical power or force over the defendant, yet they possess significant power over their clients. Those powers must be used with discretion, or they will become subverted to personal ends.

The concept of community corrections is supported by ethical care and ethical leadership. Community corrections promote the concept of restitution for the victim, while helping the offender transition to a life without criminal behavior. Halfway houses, work-release centers, probation, parole, electronic bracelets, and other innovative intermediate sanctions all provide community corrections.

Supervision is focused on the fact that the offender was originally sentenced for a crime, but now deserves an opportunity to be accepted and integrated into a community, without the banishment of a prison term. However, the offender must meet prescribed standards and expectations that reflect appropriate growth, as mandated by the state.

Such mandates can be controversial, because they dictate with whom the offender can associate, or what levels of privacy they may be entitled to. For example, offenders may be restricted by electronic surveillance, or required to attend a church. Community corrections personnel are allowed a broad range of discretionary powers, and these powers pose ethical considerations and dilemmas.

The profit-driven corrections industry is another challenge in today's environment. The high incarceration rate in the United States is increasing. The demand for corrections facilities and services from the private sector has made a select group wealthy, while providing significant economic comfort to many who have acquired white-collar positions in the private corrections industry.

While spreadsheets and economic analyses may be a strong argument for the privatization of corrections, another innovation of criminal justice has been restorative justice. In restorative justice programs, restoration (or reparation) for the victim is the philosophical rationale. Participants exercise their own ethical influences as they decide who may enter the program, and what they must accomplish to satisfy the sentence.

Remember to enter this unit with an open mind, and to be willing to explore avenues you have not previously considered.

Learning Activities

u09s1 - Studies

Readings

In your *Ethical Dilemmas and Decisions in Criminal Justice* text, read the following:

- Chapter 12, "Discretion and Dilemmas in Corrections," pages 365–398.
 - This chapter provides an overview of rationales for punishment and corrections, and ethical frameworks for corrections, punishment, and private corrections.
- Chapter 13, "Correctional Professional: Misconduct and Response," pages 399–431.
 - This chapter provides an overview of determining moral behavior. In this chapter, you will explore correctional professionals, correctional officers, treatment of staff, and management issues.

Optional Internet Resources

The following Web resources may be useful for your activities in this unit:

- Bureau of Justice Assistance. (2009). [Preventing and responding to corrections-based sexual abuse: A guide for community corrections professionals.](#)
- Corrections.com. (2012). [A correctional officer's challenge: does abuse or neglect lead to violence?](#)
- Johnson, C. (2009). [Report shows rise in reports of sexual misconduct by federal prison workers.](#) *The Washington Post*.
- [National Institute of Corrections.](#)
- [National Commission on Correctional Health Care.](#)

- CorrectionsOne.com. (n.d.). [All staff misconduct articles](#).

u09a1 - Probation and Parole - Treatment of Offenders

Competencies Addressed in This Assignment

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 5:** Communicate effectively in writing.

Overview

Imagine that you are working in a state probation and parole office. You have just celebrated four years on the job as a journeyman parole officer. Many of your colleagues turn to you for advice with their clients, and you consider yourself well respected by your peers and your supervisors.

Recently, you begun to develop genuine concern over a co-worker's treatment of offenders. His office is directly next to yours, and on at least four occasions, you have heard him screaming obscenities at them in his office. One time, you personally observed him pat a female probationer on the buttocks, as she was leaving his office, and you heard him say to her, "Be sweet to me and I'll keep you out of jail."

What surprises you is that no one else in the office seems to notice anything wrong. You begin to wonder if you are misinterpreting things, or if there is a genuine problem brewing.

Instructions

Prepare a 3–4-page paper, addressing the scenario provided. In your paper:

- Articulate what you would do in response to a co-worker's unethical behavior.
- Explain what action you would or would not take, and the rationale for your action or inaction, based on your understanding of applicable ethical systems.
- Analyze factors you would evaluate in reaching a decision to contact internal affairs about the potential sexual harassment of a probation client.

Requirements

Your paper should meet the following requirements:

- **Written communication:** Must be free of errors that detract from the overall message.
- **References:** Support your position with at least two academically verified sources.
- **APA formatting:** Format resources and citations as per current APA style and formatting guidelines.
- **Length of paper:** 3–4 pages, not including the title page and the references page.
- **Font and font size:** Times New Roman, 12 point.

You are required to submit a draft of your paper to SafeAssign. Once you review your results and make any needed changes, submit your paper for grading.

Be sure to review the Probation and Parole – Treatment of Offenders Scoring Guide to ensure you understand the criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Capella Writing Center](#)

[Select the Best Databases](#)

[Selecting the Best Keywords](#)

[Smarthinking Tutoring](#)

[SafeAssign](#)

[Submit an Assignment \[PDF\]](#)

[Writing Feedback Tool](#)

[APA Style and Format](#)

[Criminal Justice Undergraduate Library Research Guide](#)

u09d1 - Parole Violation

Competencies Addressed in This Discussion

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.

Introduction

Assume you are a probation officer, married to a police officer in the same community where you both reside. You are invited to another police officer's home for a party attended by other police officers. Your spouse introduces you to her new partner, an individual you recognize immediately as one of your probation clients recently convicted of a driving while intoxicated (DWI) charge off-duty. His probation status was kept confidential as a favor to the chief of police, and you have been asked by the director of probation to be very discreet with this case.

You say nothing during the personal introduction, other than to pretend that the two of you have never met. Later, during the party, you observe your probationer drinking steadily, which is a violation of his probation conditions. You start to go over to talk with him, but you hear him mention to another officer that he is at the party alone, and then makes the comment that he needs to be careful getting home tonight. You are shocked. He does not make any effort to conceal the fact that he is already under the influence of alcohol.

There are many things for consideration. What do you do to ensure that he gets home safely? Do you allow him to drive home? Do you disclose to your spouse that you know this individual? Do you advise the director of probation or the chief of police? In this scenario, to analyze this public safety ethical issue, you will have to continue to define your personal philosophy of ethics, distinguish between moral and ethical issues, and apply ethics to decision making.

Instructions

Consider the scenario above and address the following in your main post:

- Differentiate between the moral and ethical issues involved.
- Describe the steps you would take to manage this public safety ethical issue, based on your personal philosophy of ethics.
- Evaluate whether your personal biases may affect your ethical approach to this dilemma.
- Analyze the ethical implications of your decision making as a criminal justice professional.

Discussion Objectives

The competencies addressed in this discussion are supported by discussion objectives, as follows:

- Competency 1: Dissect criminal justice ethical issues and practices.
 - Differentiate between moral and ethical issues for probation officers.
 - Describe how to manage public safety ethical issues, based on a personal philosophy of ethics.
 - Analyze the ethical implications of decision making for criminal justice professionals.
- Competency 4: Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
 - Evaluate whether your personal biases may affect your ethical approach to this dilemma, and the consequences of those biases.

Response Guidelines

Respond to the posts of at least two peers. Interact with other learners about your definition of moral and ethical issues facing probation officers. Was your perspective regarding how to manage public safety ethical issues, based on a personal philosophy of ethics, similar or different from that of others? Did you agree with others about the ethical implications of decision-making for probation officers? Why or why not? What additional perspective have you gained about personal biases from reading the posts of others?

APA citations are not required for discussions, however, if outside material is used, you are required to cite references.

Unit 10 >> Reflections on Ethical Impact

Introduction



Competencies Addressed in This Unit

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 2:** Apply human rights standards.
- **Competency 3:** Compare different ethics systems in a criminal justice community and leadership context.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
- **Competency 5:** Communicate effectively in writing.

Making Ethical Choices

Character is the bedrock of our ethical foundation. If character is alterable, then our ethical foundation can shift as well. So the decision making we do in our everyday lives needs ongoing maintenance and review. This prevents bias, prejudice, and neglect.

This unit will afford you an opportunity to reflect on the rationales that have contributed to your discussions in previous units. This includes the ones that you and your learning colleagues may have held in reserve.

The World Trade Center attack and other assaults on U.S. targets around the world have created a sense of vulnerability and fear. The response to this fear has been to reduce civil liberties through law, policy, and individual practices. This *end-justifies-the-means* thinking is insidious—even more so now that that threat is so much greater. It is important to identify what ethical system might support any contested practice, act, or government policy. In previous units, you have learned about the presence of authority, power, force, and discretion in each of the subsystems of the criminal justice. You have seen examples of informal practices and value systems among criminal justice actors that are contrary to formal principles of behavior. This knowledge should reinforce the importance of ethical leadership in the criminal justice field. If we are to preserve and improve upon our collective ethical perspectives, sorting through ethical dilemmas requires attention to detail and an understanding of our inner selves.

Using the *war on terror* as an example is useful, because not only it is the greatest challenge or controversy facing the United States today, but it also dramatically illustrates how ethics is an unspoken and largely unanalyzed, but powerful element in how events unfold. Over the course of one's career, perhaps the most difficult decisions to make are those that go against the wishes of a superior or of colleagues. Whistleblower is the term given for those who risk their career to expose wrongdoing in their organizations. How one faces and resolves dilemmas is influenced by their ethical systems and understanding that the right thing to do is not always easy, nor is it necessarily easy to determine what is right. It is therefore best to approach any type of ethical dilemma by first asking if there is relevant law that is applicable to the situation. Several other questions we may ask ourselves when confronted with an ethical dilemma include:

- Are you being asked to do something or are you observing something that is contrary to state, national, or military law?
- Is there relevant policy?
- Does the action violate company or agency policy?

- Can you use official channels rather than violate the policy, if you feel the policy is wrong?
- What do ethical systems tell you to do?

Although utilitarianism may be the most pervasive ethical system used in the war on terror, when responding to other national challenges, there are limits to what can be done for a *good end*. One could apply ethical formalism or ethics of care to consider the action, or, even the simpler *front-page test*, which requires that we consider how we would feel if the action taken was described on the front page of a newspaper. If you would not want that to happen, there may be problems with your action. Criminal justice practitioners find themselves faced with a wide spectrum of ethical choices, including the balancing of several important things, such as friendship against institutional integrity, client needs against bureaucratic efficiency and institutional goals, and personal goals or biases, that conflict with fair and impartial treatment of the public and the client served.

When it comes to ethical behavior, the *end-justifies-the-means* approach may seem harmless at first but can actually lead to grave consequences, even more so now that threats are so much greater, with so much more at stake. It is therefore important to identify what ethical system might support any contested practice, act, or government policy.

Learning Activities

u10s1 - Studies

Readings

In your *Ethical Dilemmas and Decisions in Criminal Justice* text, read the following:

- Chapter 14, "Making Ethical Choices," pages 432–470.

Films on Demand Video

- View [Teaching Ethics](#).
 - Ethics engage a fair amount of systematic analysis. In this video, explore key issues in ethics, such as the legal, financial, and ethical implications of the decisions.

Optional Internet Resources

The following Web resources may be useful for your activities in this unit:

- Brown University. (n.d.). [A framework for making ethical decisions](#).
- Reamer, F. G. (2002). [Eye on ethics](#). Social Work Today.
- Papenfuhs, S. (n.d.). [Training to think](#). PoliceOne.com.

u10a1 - Connecting Your Learning

Competencies Addressed in This Assignment

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 2:** Apply human rights standards.
- **Competency 3:** Compare different ethics systems in a criminal justice community and leadership context.
- **Competency 4:** Articulate how personal biases affect ethical approaches to criminal justice dilemmas.
- **Competency 5:** Communicate effectively in writing.

Overview

Throughout the course, you have analyzed the ethical dimension of policing practice, examined the basis for personal and professional ethics, and reviewed the guidance provided by professional codes of practice and human rights standards. Your study of the ethical principles and how they are applied in a policing context highlighted the major ethical problems, such as discrimination, corruption, deception, racial profiling, and use of excessive force.

Instructions

For this assignment, prepare a 4–6-page paper (1–1.5 pages per competency for Competencies 1 through 4), focused on the course competencies and address two key areas of learning for each competency. Competency 5 will be showcased through your coverage of Competencies 1–4.

Ensure that this paper showcases your learning proficiency and describes the importance of your learning relative to application in a career context.

Requirements

Your paper should meet the following requirements:

- **Written communication:** Must be free of errors that detract from the overall message.
- **References:** Include one reference per competency.
- **APA formatting:** Format resources and citations as per current APA style and formatting guidelines.
- **Length of paper:** 4–6 pages (1–1.5 pages per competency for Competencies 1 through 4), not including the title page or the references page.
- **Font and font size:** Times New Roman, 12 point.

You are required to submit a draft of your paper to SafeAssign. Once you review your results and make any needed changes, submit your paper for grading.

Be sure to review the Connecting Your Learning Scoring Guide to ensure you understand the criteria for this assignment.

Portfolio Prompt: This assignment should be placed in your ePortfolio for future reference, and to demonstrate your learning connections for future employment purposes.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Capella Writing Center](#)

[Select the Best Databases](#)

[Selecting the Best Keywords](#)

[Smarthinking Tutoring](#)

[SafeAssign](#)

[Submit an Assignment \[PDF\]](#)

[Writing Feedback Tool](#)

[APA Style and Format](#)

[Criminal Justice Undergraduate Library Research Guide](#)

[ePortfolio](#)

u10d1 - Ethics Review and Analysis

Competencies Addressed in This Discussion

- **Competency 1:** Dissect criminal justice ethical issues and practices.
- **Competency 3:** Compare different ethics systems in a criminal justice community and leadership context.

Introduction

Throughout this course, you have completed learning activities based on scenarios involving a series of dilemmas. These scenarios were designed for utilization of your internal and external analysis of behaviors and situations that you will confront as a professional in criminal justice field. The challenge was to be direct, honest, and forthright in your answers to these scenarios, because it was in the exchange of opinions and analyses that genuine learning took place.

Instructions

Thoughtfully consider your responses from a legal and moral perspective, and address the following in your main post:

- Articulate your definition of an ethical and an unethical law enforcement officer or criminal justice professional, using examples of ethical and unethical behavior in the criminal justice context, supported by appropriate research.
- Explore whether, when a good law enforcement officer performs a bad act, that act makes him or her ethical or unethical.
- Differentiate ethics systems in a criminal justice community and leadership context.
- Analyze whether you believe that misrepresenting yourself as someone else during an undercover law enforcement action is ethical or unethical using applicable ethical theories.

Discussion Objectives

The competencies addressed in this discussion are supported by discussion objectives, as follows:

- Competency 1: Dissect criminal justice ethical issues and practices.
 - Articulate your definitions of an ethical and an unethical law enforcement officer or criminal justice professional.
 - Explore the ethics of a good law enforcement officer performing a bad act.
 - Analyze the ethics of misrepresenting oneself during an undercover law enforcement action.
- Competency 3: Compare different ethics systems in a criminal justice community and leadership context.
 - Differentiate ethics systems in criminal justice.

Response Guidelines

Respond to the posts of at least two peers. Interact with other learners about your definition of an ethical versus an unethical law enforcement officer or criminal justice representative and the examples shared of ethical and unethical behavior in the criminal justice context. How was your perspective on the ethics systems similar or different from that of other learners? Did you agree with others about the ethics of a good law enforcement officer performing a bad act? Why or why not? What additional perspective have you gained about ethics from reading the posts of others?

APA citations are not required for discussions, however, if outside material is used, you are required to cite references.

Course Resources

CJ Discussion Scoring Guide

[Community of Excellence](#)

G.R.E.A.T Discussion Guidelines

[Criminal Justice Undergraduate Library Research Guide](#)