



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** CJ

**Course and Section #:** 4200-X01

**Course Title:** Ethical Issues in Criminal Justice

**Credits:** 3

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### ***Course Description***

Presents major ethical problems within the criminal justice system. Studies differences between moral decay and the ideal justice system. Uses an issue-based approach to solve individual, group, and departmental ethical dilemmas.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Matthew L. Duffin

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### ***Student Learning Outcomes***

- Describe the unique interaction of morality and the law, morality and behavior.
  - Identify concepts for determining moral behavior and making ethical decisions.
  - Detail the ethics of criminal justice professionals such as police, lawyers, and judges to identify different types of corruption.
  - Describe the ethics of punishment and corrections including institutional and community corrections.
  - Identify the ethical choices caused by terrorism and the "War on Terror"
  - Analyze ethical dilemmas.
  - Identify different types of corruption.
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### ***Course Materials and Texts***

There is no textbook for this course.

Access to one of the following is required:

- [Serpico Links to an external site.](#)by Peter Maas
- Serpico Video (Provided within the course - Note this is rated R)

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

#### **Assignment Submission Policy:**

All assignments are to be completed and submitted online through Canvas.

#### **Grading Scale:**

The following grading standards will be used in this class:

<b>Grade</b>	<b>Percent</b>
<b>A</b>	94-100
<b>A-</b>	90-93
<b>B+</b>	87-89
<b>B</b>	84-86
<b>B-</b>	80-83
<b>C+</b>	77-79
<b>C</b>	74-76
<b>C-</b>	70-73

<b>D+</b>	67-69
<b>D</b>	64-66
<b>D-</b>	60-63
<b>E</b>	0-59

### Assignment Categories

<b>Activity</b>	<b>Point</b>
Assignments	170
General Discussions	75
Scenario Discussions	600
Prisoner Dilemma Assignments / Discussions	330
Total	1175
Extra Credit	20

### Late Work Statement:

All assignments must be turned in as per the assignment due dates. Late assignments will only be accepted with a documented medical or family emergency.

### Assignment and Assessment Descriptions

#### Assignments:

You will write and reflect on your own Moral Code. This will be used and referred to throughout the semester. You will have the opportunity to study the Hammurabi Code and present material on laws you agree and disagree with. There are two Research papers as well as smaller papers.

## Prisoner Dilemma Exercise:

We will spend a couple of weeks in partner groups completing a "Prisoner Dilemma Exercise" working through a series of negotiations. For this exercise, you and your partner will need to meet and record your negotiations and submit them. You do not necessarily need to meet in person, but you do need to record and submit your interactions. This can be done through a recorded Google Hangout or other creative media of your choosing.

There are two parts to this exercise and you will have a new partner for each.

These exercises will culminate in a couple of full class discussions and a reflection.

## Discussions:

Our course is heavy on discussions. We will examine criminal justice ethics topics using real-world scenarios. Everyone is expected to weigh in on the topics. Because the topics are discussed in such depth, the scenario-type discussions divide students into smaller groups so they can tease out the topics in greater detail.

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive **no credit**.* It is okay to disagree in a discussion. Much learning happens when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn.

Due dates for discussions correspond with the initial post date which is usually a **Thursday**. Follow-up comments are due by Sunday. Follow-up posts are expected to be after the due date and are not marked late. Discussions conclude by the **Sunday** following the due date. After this, posts will be marked late.

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## Required or Recommended Reading Assignments

The Unwritten Code That Stops Police [Links to an external site.](#)

Knapp Commission Report (pp. 5-7)

Knapp Commission Report Summary [Download Knapp Commission Report Summary](#)

Serpico [Links to an external site.](#) by Peter Maas

You must either read the book or watch the video below.

Rampart Scandal Timeline [Links to an external site.](#)

Russell Poole [Links to an external site.](#)

Scroll down to "Detective Russell Poole" read the preface to the full article; then click on "read more" for the remainder of the article. Read to the very end to learn why Detective Poole left the LAPD.

Search the internet to learn what happened to Detective Poole.

Hammurabi Code

Jeremy Bentham - Father of Utilitarianism

Model Rules of Professional Conduct for Lawyers [Links to an external site.](#)

ABA Model Code of Judicial Conduct [Links to an external site.](#)

Case Examples of Ethical Issues (6)

Model Rules of Professional Conduct for Lawyers [Links to an external site.](#)

ABA Model Code of Judicial Conduct [Links to an external site.](#)

Case Examples of Ethical Issues (6)  
Corrections Officer Ethics Scenarios (Discussions)  
Police Officer Ethics Scenarios (Discussions)  
Ethical Dilemma Scenarios (Discussions)  
2015 Report to the Congress: Impact of the Fair Sentencing Act of 2010, Impact of the Fair Sentencing Act of 2010 (August 2015)Links to an external site.  
Harvey Gee, Striving for Equal Justice: Applying the Fair Sentencing Act of 2010 Retroactively, 49 WAKE FOREST L. REV. 207 (2014).Links to an external site.  
Benefits of Three Strikes Disputed study finds crime has dropped across the board, not just in cases involving the law, by Joh MatthewsLinks to an external site.  
Torture Lecture  
Jay S. Bybee Memo  
Allan Clark Memo

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### **General Description of the Subject Matter of Each Lecture or Discussion**

Lesson 1 - The Law and Culture v. Morality  
Lesson 2 - Choice, Values, and Moral Responsibility  
Lesson 3 - Justifications for Behavior  
Lesson 4 - Morality v. Law  
Lesson 5 - Ethical Reasoning ( 2 weeks)  
Lesson 6 - Lawyers and Judges Ethical Codes (2 Weeks)  
Lesson 7 - Corrections Officer Ethics  
Lesson 8 - Police Officer Ethics  
Lesson 9 - Solving Ethical Dilemmas  
Lesson 10 - Ethics of Punishment  
Lesson 11 - Ethics of dealing with Terrorism (2 weeks)

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## ***Required Course Syllabus Statements***

### **Generative AI**

#### Use of AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts you must develop over time to develop your voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g., ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please contact me for a conversation before submitting your work.

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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.