

# Ethics and Administration of Justice: CRMJ 4200

## Syllabus, Fall 2020

### WELCOME!

Instructor: Dan Fetsco  
Telephone: 307 766 2988  
Email: dfetsco@uwyo.edu  
Office: 204 Arts & Sciences  
Office Hours: by Zoom appointment

### MEET YOUR GA

Name: Jannat Ara Hoque  
Office: TBD  
Office Hours: By Zoom appt.  
Email: jhoque@uwyo.edu

### COURSE INFORMATION

Day/Time: MWF – 11:00 – 11:50 am  
Room/Delivery: Online Synchronous  
Credit Hours: 3

### PREREQUISITES

CRMJ 3110, 3350 & 3490

### COURSE DESCRIPTION

This course will explore and analyze the vast power that the criminal justice system exerts over all of our lives. Starting with the legislators who pass laws, to the law enforcement officers who enforce those laws, to the courtroom actors who argue over and interpret the laws, and the correctional officials who carry out the sentences imposed by the courts, the entire system is marked with an incredible amount of discretion. Discretionary decisions that are made throughout this continuum can have lifelong and devastating consequences.

The course is designed to help students prepare for some of the ethical dilemmas and difficult situations they will face once they begin a career in the criminal justice field. We will begin by studying the historical background for ethical systems and religions, turning our attention to issues of ethics and the ethical quandaries faced by criminal justice professionals. The course will involve traditional lecture, in-class discussion related activities designed to generate intellectual dialogue regarding hypothetical dilemmas, and guest speaker(s).



### COURSE OBJECTIVES

Upon completion of this course students should possess the following:

- Δ Recognize the primary sources of criminal law in An understanding of the many ways in which discretion enters into the criminal justice system. The ability to critically evaluate ethical dilemmas. An understanding of the various ethical systems and how these systems still influence ethical decision-making in the criminal justice system. An understanding of the ethical dilemmas faced by criminal justice professionals at various stages of the criminal justice process. Knowledge of the institutions in place to control and respond to misconduct by criminal justice professionals.

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### REQUIRED READINGS\*:

Pollock, J. M. (2019). *Ethical Dilemmas and Decisions in Criminal Justice* (10th Ed). Belmont, CA: Wadsworth.

\* Additional readings will be made available throughout the semester on WyoCourses.

### COURSE REQUIREMENTS:

Grades for this course will be comprised as follows:

- A. **Online Chapter Quiz** - Each week students will be required to complete an online quiz focusing on the assigned chapter and other readings for that week. Quizzes can be accessed through WyoCourses. Quizzes will be posted each week (no later than 5:00 pm on Friday) and must be completed by 11:59 pm on the following Tuesday. Students will have 30 minutes to complete the quizzes. Quizzes are considered open-book, meaning that notes and readings can be used. However, quizzes

must be completed individually, and students are not allowed to consult with other class members about the quizzes. Anyone found to be collaborating or assisting other students with quizzes will be subject to the penalties outlined in the Academic Dishonesty section of this syllabus. The quizzes will be a combination of multiple choice, true/false, and short answer questions. Each quiz will be worth 15 points.

**B. Take Home Essay Questions** – There is a total of 4 take home essays throughout the course of the semester. These essays focus on the assigned readings. Each essay will be worth 60 points. The questions for the essays will be made available at least one week before they are due. Essays must be turned in to me at [dfets-co@uwyo.edu](mailto:dfets-co@uwyo.edu). Please submit the essays as a Word document. Essays will be graded on both the content and quality of writing, and additional instructions will be provided when the assignments are posted.

**C. Class Participation/Group Discussion** – Each week, you are expected to participate in the course discussion boards. Typically, one or two starter questions will be posted to begin the discussion and then students can either respond to those questions or raise other issues based on the readings that they are interested in. Each module/week will have two discussion boards with a closing date. In order to receive a high participation grade, you need to post multiple times in each module’s discussion board before the closing date. **Each week, and in each module’s discussion board, you should post once yourself (original post), and post two responses to other’s posts, for both boards. When you post your own comment, you should reference some aspect of the reading and where appropriate, end the post with a question to invite comments from other students. Your original post should be a two to three paragraphs long, and your paragraphs should consist of at least three sentences. You will not be required to cite the textbook or utilize APA citation format for the discussion board. However, if you reference material outside the course, it must be attributed for through some type of cite or link to the source.**

You are expected to participate with excellent posts in every module’s discussion boards. Each discussion board will be worth 5 points, for a total of 10 points weekly. The discussion boards and questions will be ready by 8:00 a.m. on each Monday and can accessed through WyoCourses, and they will close Sunday at 11:59 p.m.

**Guest speakers:** I do hope to have several guest speakers address the class throughout the semester, and during those weeks, I will replace the discussion boards with activities related to that speaker. lecture ends. Each quiz is worth 10 points. At the end of the semester, I will drop your two lowest quiz scores. These quizzes cannot be made up unless you have an excused absence.

**Grading Scale**

On-Line Chapter Quizzes	210 pts
Take Home Essays	240 pts
Participation & Group Discussion	50pts
<b>Total</b>	<b>500 pts</b>

Your participation in the discussion board will be graded by the following standards:

- 1) all posts should have complete sentences, correct spelling and grammar, and employ a formal academic tone
- 2) all posts should make specific reference to particular points in the course materials and/or other individual’s posts
- 3) excellent posts make connections across several sources of information (either different readings on the same topic, or connections between old material and new material)
- 4) excellent posts respond to specific points in other students’ posts in a meaningful way that moves the conversation forward
- 5) excellent posts inspire many responses from other students
- 6) excellent posts do not just relate facts, but take on a critical yet respectful tone with regard to readings, lectures or other posts. This means that you take a position, and provide a logical, reasoned defense of your position.

**Grade: Percentage: Class Points:**

A	90-100.00%	450-500
B	87-89.99%	400-449
C	70-79.99%	350-399
D	60-69.99%	300-349
F	less than 60%	000-299

**MAKE-UP WORK**

Make-up work/test opportunities will only be granted for excused absences. Excused absences include:

1. Participation in an organized school activity
2. Death in the immediate family
3. Illness (with doctor’s written excuse)
4. Special circumstances that have been approved **in advance** by the instructor

The instructor is the sole arbiter of what (if any) absences are excused. Documentation will be required. All make-up work must be completed during office hours within **ONE WEEK** of the original due date. It is the student’s responsibility to schedule and complete the make-up work. The instructor reserves the right to change the format of all make-up exams, quizzes, and other assignments.

### **University and Doctor's Excuses:**

In order to be considered for an excused absence from an examination, a valid University excuse or doctor's excuse must be obtained. University excuses can be obtained from the Office of Student Life (Room 128 Knight Hall, University of Wyoming, Laramie, WY 82070 - telephone: 307-766-3296) between the hours of 8:00 a.m. and 5:00 p.m. Monday through Friday. The Office of Student Life (OSL) will provide the excuse, provided the student's absence meets the criteria for an authorized absence. For further information on obtaining an excused absence, contact the OSL or visit their website at: <http://uwacadweb.uwyo.edu/OSL/absences.htm>.

Doctor's excuses must be obtained from your attending physician and must state that you were unable to attend the class period that day. Doctor's appointments do not constitute an excused absence. Excuses need to be presented to the instructor by the class period following the excused absence to be accepted.

### **ACADEMIC DISHONESTY:**

Academic dishonesty in all its forms will not be tolerated in this class. This includes cheating on tests, turning in someone else's work as your own, **plagiarism**, or assisting other students in these activities. Students are expected to do their own work and anyone caught cheating will automatically receive a failing grade on the assignment and may receive a

failing grade in the class depending on the severity of the transgression. Each student is encouraged to read University Regulation 802 for further information concerning academic dishonesty and the potential consequences. <http://www.uwyo.edu/generalcounsel/files/docs/UW-Reg-6-802.pdf>

### **ATTENDANCE:**

Attendance is important to the successful completion of this course. Students are expected to have read assigned readings prior to class and be prepared to participate in class discussions. Students are also expected to check WyoCourses on a regular basis for information pertaining to this course.

### **COVID-19 POLICIES**

During this pandemic, you must abide by all UW policies and public health rules put forward by the City of Laramie, the University of Wyoming and the State of Wyoming. Wear face coverings when you are with others, stay the required physical distance apart from others, take required COVID tests for campus presence and travel, and report your health status in COVID app daily. For the health of our UW community, you should limit unnecessary personal travel.

As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by this policy.

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### **ZOOM AND WYOCOURSES EXPECTATIONS:**

I will respond to questions, concerns, and feedback as quickly as I am able.

My commitments:

- Respond to questions within 24 hours
- Provide timely and detailed feedback
- Respect you as a learner and an individual

Your commitments:

- Abide by all COVID related policies and rules to promote the health and well-being of fellow students and my personal self-care.
- Give and receive feedback from me and your classmates respectfully and constructively in all interactions. This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces.
- Actively engage in civil discourse in a respectful manner. Limit your use of person-to-person Zoom chats, and always chat in all forums using professional language.
- Communicate professionally. Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally.

- Meet assignment deadlines. We expect that you're interacting with course material multiple times during the week.
- Ask for help when you need it.

### **TECHNICAL ASSISTANCE:**

If you have any Information Technology (IT) issues, contact UWIT Service Center at [userhelp@uwyo.edu](mailto:userhelp@uwyo.edu) OR <https://uwyo.teamdynamix.com/TDClient/1940/Portal/Requests/ServiceDe?ID=8890>

### **STUDENTS WITH DISABILITIES:**

It is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, sensory, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with University Disability Support Services (UDSS) in the Student Educational Opportunity offices, Room 128 Knight Hall, 766-3656, <http://www.uwyo.edu/udss/> and provide UDSS with documentation of your disability.



**DIVERSITY AND INCLUSIVENESS:**

The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

**SEXUAL HARASSMENT, DISCRIMINATION AND VIOLENCE:**

The faculty and staff of the University of Wyoming actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination. Under Title IX, the University has a responsibility to take immediate and effective steps to respond to sexual violence and/or sexual harassment. Title IX mandatory reporters are required to notify Equal Opportunity Report and Response of any allegation of sexual misconduct. Mandatory reporters at the University include every administrative officer, dean, director, department head, supervisor, and all instructional personnel including your instructor. More information, including access to confidential resources, can be found at <http://www.uwyo.edu/reportit/policies/index.htm>

# COURSE OUTLINE

## WEEK 1

Aug. 24: Introduction/Review Syllabus; Chapter 1 - Morality, Ethics, and Human Behavior  
Aug. 26: Chapter 1 - Morality, Ethics, and Human Behavior  
Aug. 28: Chapter 2 – Determining Moral Behavior

## WEEK 2

Aug. 31: Chapter 2 – Determining Moral Behavior  
Sept. 2: Chapter 2 – Determining Moral Behavior  
Sept. 4: Chapter 3 – Justice and Law



## WEEK 3

Sept. 7: Chapter 3 – Justice and Law  
Sept. 9: Chapter 3 – Justice and Law  
Sept. 11: Chapter 4 – Becoming an Ethical Professional

## WEEK 4

Sept. 14: Chapter 4 – Becoming an Ethical Professional  
Sept. 16: Chapter 4 – Becoming an Ethical Professional  
Sept. 18: Chapter 5 – The Police Role in Society - **Take Home Essay #1 Due**

## WEEK 5

Sept. 21: Chapter 5 – The Police Role in Society  
Sept. 23: Chapter 5 – The Police Role in Society  
Sept. 25: Chapter 6 – Police Discretion and Dilemmas

## WEEK 6

Sept. 28: Chapter 6 – Police Discretion and Dilemmas  
Sept. 30: Chapter 6 – Police Discretion and Dilemmas  
Oct. 2: Chapter 7 – Police Corruption and Responses

## WEEK 7

Oct. 5: Chapter 7 – Police Corruption and Responses  
Oct. 7: Chapter 7 – Police Corruption and Responses  
Oct. 9: Chapter 8 – Law and Legal Professionals

## WEEK 8

Oct. 12: Chapter 8 – Law and Legal Professionals – **Take Home Essay #2 Due**  
Oct. 14: Chapter 8 – Law and Legal Professionals  
Oct. 16: Chapter 9 – Discretion and Dilemmas in the Legal Profession

**WEEK 9**

Oct. 19: Chapter 9 – Discretion and Dilemmas in the Legal Profession  
Oct. 21: Chapter 9 – Discretion and Dilemmas in the Legal Profession  
Oct. 23: Chapter 10 – Ethical Misconduct in the Court and Responses

**WEEK 10**

Oct. 26: Chapter 10 – Ethical Misconduct in the Court and Responses  
Oct. 28: Chapter 10 – Ethical Misconduct in the Court and Responses  
Oct. 30: Chapter 11 – The Ethics of Punishment and Corrections

**WEEK 11**

Nov. 2 : Chapter 11 – The Ethics of Punishment and Corrections – **Take Home Essay #3 Due**  
Nov. 4: Chapter 11 – The Ethics of Punishment and Corrections  
Nov. 6: Chapter 12 – Discretion and Dilemmas in Corrections

**WEEK 12**

Nov. 9: Chapter 12 – Discretion and Dilemmas in Corrections  
Nov. 11: Chapter 12 – Discretion and Dilemmas in Corrections  
Nov. 13: Chapter 13 – Correctional Professionals: Misconduct and Responses

**WEEK 13**

Nov. 16: Chapter 13 – Correctional Professionals: Misconduct and Responses  
Nov. 18: Chapter 13 – Correctional Professionals: Misconduct and Responses  
Nov. 20: Chapter 14 – Making Ethical Decisions

**WEEK 14**

Nov. 23: Chapter 14 – Making Ethical Decisions  
Nov. 25: Chapter 14 – Making Ethical Decisions  
**THANKSGIVING BREAK**

**WEEK 15:**

Nov. 30: Guest speaker/review  
Dec. 2: Guest speaker/review  
Dec. 4: Guest speaker

As mentioned above, at the bottom of page 3 in the section on Class Participation/Group Discussion, I will have several guest speakers this semester. They will likely be spread out through the semester, but I am saving the last week for guest speaker presentations and review.

Dec. 14: FINAL Take Home Essay #4 Due

**\*Note: This is a tentative class schedule which may be adjusted due to unforeseen circumstances. The instructor will notify students at least one week in advance of any changes to the test schedule.**