

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: CONTEMPORARY ISSUES IN POLICING

CODE NUMBER: CJS 411

SEMESTER: IV

PROGRAM: LAW AND SECURITY ADMINISTRATION

AUTHOR: James J. EUALE

DATE: January 1997

PREVIOUS OUTLINE

New

APPROVED: McDonnell

DEAN

DATE: Oct 1996

TOTAL CREDITS 4

PRESREQUISITE(S) _____

LENGTH OF COURSE 39hrs TOTAL CREDIT HOURS 4

COURSE NAME

COURSE CODE

I. COURSE DESCRIPTION

This course will focus on police and justice officials and the myriad of ethical problems and dilemmas they face in their routine work activities. Students will apply ethical testing procedures to seek solutions to encountered situations.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE

Upon successful completion of this course, the student will demonstrate the ability to:

1. Explain ethics and the foundations on which they are built.
2. Explain and recognize the effects of ethics or lack thereof on the criminal justice system.
3. Identify the three recognized stages of deception in police personell.
4. Explain why police and justice officials should be held to a professional standard of ethics.
5. Write a code of ethics for police and justice personell.
6. Contrast the similarities and differences involving moral and ethical behaviours.
7. Define terms and conditions encountered in the study of ethics.

III. TOPICS TO BE COVERED

1. Ethiiics crime and justice
2. Learning ethics for police officers
3. Signs of Deception in police and justice officials
4. Myths on crime and punishment
5. Ethical dilemmas and decisions for police officers
6. Reforming plea bargaining
7. Crime control its policies and myths

IV. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE

Ethics Crime and Justice

1. Explain the meaning of "ethics" and their foundation.
2. Explain the three contexts for understanding justice and the impact on the system.
3. List the five goals for exploring ethis and explain each in detail.
4. Demonstrate a better understanding of ethics and its impact on the criminal justice system on a personal and social level.

Learning Ethics for Police Officers

- 1. Describe two methods of learning police ethics and explain each.**
- 2. Describe the process of learning a new job and explain the four major stages in joining a new occupation.**
- 3. Explain the eight police value teachings as described by Sherman.**
- 4. Explain the four major stages of moral careers relevant to police officers.**
- 5. Explain why police ethics should be taught differently and why individual responsibility would be highly regarded.**

Signs of Deception

- 1. Describe and give examples of "deception" in the justice system.**
- 2. Explain the impact of deception on the justice system.**
- 3. Identify the three stages of deception and how deception is used in each state.**
- 4. Explain the systemic workings of the "polygraph"**
- 5. Identify and describe beliefs that support deception in police officers.**

Myths on Crime and Punishment

- 1. Explain the significance of the "Shylock" analogy by Pepinsky and Jesilow.**
- 2. List and describe three key elements to punishment.**
- 3. Evaluate the theory that there is too much punishment in the Corrections system.**
- 4. Explain why you believe that punishment can or can not fit the crime.**

Ethical Dilemmas in Decisions for Police Officers

- 1. Select and justify possible solutions to current ethical dilemmas in a research setting.**
- 2. Distinguish between participant and professional issues in regard to ethical dilemmas.**
- 3. Support or Dismiss the authors choice of examples in research regarding ethical dilemmas.**

Reforming Plea Bargaining

- 1. Contrast and compare the strengths and weaknesses in plea bargaining.**
- 2. Explain the relevance and relationship of abolition, replacement and regulation to the plea bargaining system.**
- 3. Compare the advantages and disadvantages of the status quo approaches to plea bargaining.**
- 4. Explain why written guidelines may be necessary for police officers**

Crime Control its Policies and Myths

1. **Contrast the myths and realities of present crime control policies.**
2. **Explain the consequences of a poor crime control policy.**
3. **Explain the interests of the general public concerning crime control myths versus reality.**

IV. REQUIRED RESOURCES / TEXT / MATERIALS

Text required for this course: JUSTICE, CRIME AND ETHICS

Authors: Michael C. Braswell, John T. Whitehead and Robert C. England

Publisher: Anderson Publishing Company

V. EVALUATION PROCESS / GRADING SYSTEM

Mid Term Exam	40%
Class Project	20%
Final Exam	40%

VI. SPECIAL NOTES

- a) **If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accomodations with the faculty member and/or the Special Needs Office, room E1204, ext. 493, 717 or 491 so that suuport services can be arranged for you.**
- b) **It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post secondary institutions.**
- c) **Substitute course information (if applicable)**
- d) **Other special notes**

VII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in this course should consult the faculty member responsible for the course. Credit for prior learning will be given upon successful completion of the following: