Regis University  
College of Professional Studies  
School of Humanities and Social Sciences  
Course Syllabus  
MSCR625 – Ethical Conduct in Positions of Power  
Classroom – 8 Week Format

Instructor Name/Title:  
Telephone:  
Email:  
Class dates/term:

Course Description

MSCR625-Ethical Conduct in Positions of Power (3). This course examines contemporary ethical standards and conduct in multiple contexts. Case studies, readings, and discussion examine conflicts of interest, authoritative power and abuse, political influence, trust relationships and violation of trust, and other dilemmas faced by individuals in positions of leadership.

Course Outcomes

Upon completion of this course, students will be able to:

- Know the history of ethics in Western Civilization and how these early works still pertain to the field of criminology; how positions of power in criminology are derived, and how leadership positions and ethical considerations have impacted, shaped, and developed the criminal justice field in modern American society.
- Know and understand how organizational culture and values affect ethics within the criminal justice system.
- Analyze group and individual decision making, public perception, and social and moral influences that affect the criminal justice system.
- Analyze the broad political and social consequences of ethical decision making in the field of criminology in America.
- Develop sophisticated analytical and critical skills that promote ethical decision making and decision making in situations where there significant ethical disagreement exits.
• Understand the role and impact of ethics in the global community and how ethical decisions and behavior shape the course of world history.

Course Prerequisites

None

Course Materials

No textbook


RegisNET Email Account

A RegisNET Account allows students to use and access Regis University web-based resources. Student use of RegisNet email protects student identity and ensures more confidential exchange of information between Regis students and instructors. RegisNET provides access to SHAREPOINT, SMARTTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite http://insite.regis.edu/, select “RegisNET Account.” You will be required to post either your social security number or student ID. Specific instructions on how to create a RegisNet account are at the following link: https://in2.regis.edu/sites/nurse/03062042152/Orientation%20Documents/How%20to%20create%20a%20RegisNET%20account.doc

Course Learning Topics

Learning Topic #1: History of Ethics in Western Civilization
Learning Topic #2: Ethics and Values in Criminology Organizations and Professions
Learning Topic #3: Ethical Decision Making in the Field of Criminology
Learning Topic #4: Ethics in the Global Community and Its Role in the Field of Criminology
Learning Topic #5: Ethics and Power

NOTE: You will receive a detailed course syllabus for the course on the first night of class. The facilitator may make changes.
FIRST NIGHT ASSIGNMENT

Reading Assignment:

Conduct library research on ethical theories.

Written Assignment:

Prepare a one-page, point-form summary of each of the following ethical theories or approaches. Be sure to outline the theory’s main features, to comment on its usefulness (or otherwise), and to evaluate its principal advantages and disadvantages.

- Utilitarianism
- Virtue ethics
- Divine command theory
- Hedonism

This assignment will be graded on content and integration, as well as organization, grammar and mechanics.

Regis University Core Philosophy

Course materials and format are designed to celebrate the framework that makes Regis superior to other universities, the Regis Core Philosophy. When you engage in the readings, learning topics, activities and assessments which are part of this course, be aware that they embody the principles of Jesuit teachers, many of whom gave their lives for publicly advocating such beliefs. Principles, such as spreading knowledge, thinking critically, embracing personal standards, being socially responsible and becoming leaders in a quest to improve society, are bequeathed to us by those intrepid global educators. Classroom discussions, debates, documentaries, group projects and essay assignments are all designed with these principles in mind. They enable you to combine knowledge with principles, and apply to both your personal life and your world through analysis, synthesis, and final evaluation. Embrace these elements and use them to become a better learner today for tomorrow’s challenges.

Grading Scale

The course instructor may use either of the following grading scales:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A or A-</td>
</tr>
<tr>
<td>90-92</td>
<td>B+</td>
</tr>
<tr>
<td>87-89</td>
<td>B</td>
</tr>
<tr>
<td>83-86</td>
<td>B-</td>
</tr>
<tr>
<td>80-82</td>
<td>C+</td>
</tr>
<tr>
<td>77-79</td>
<td>C</td>
</tr>
<tr>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 or lower</td>
<td>F</td>
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</tbody>
</table>
The value and weight of each assignment will be explained by your facilitator as applicable to the final course grade.

**APA Documentation Style**
The School for Humanities and Social Sciences has adopted the APA documentation style for referencing source materials and as a style guide for written papers. Information on APA documentation is included in The Brief New Century Handbook, a required text undergraduate Humanities and Social Sciences courses.

**Assignment and Assessment Methods**
A variety of assessment methods (i.e. classroom activities and assignments) will be used to enable students to demonstrate the competencies identified by the course description and course outcomes. These assessment methods may include, but are not limited to, written assignments, oral presentations, research papers, quizzes, service learning projects, and class participation.

**Grading Criteria Guidelines**
Following are general grading criteria for written assignments. Faculty will provide more specific grading criteria for course participation and other graded assignments/assessments/activities.
### Grammar, Punctuation, and Spelling

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description of Performance – Format and Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The paper is virtually free of errors in sentence structure, usage, and mechanics and shows evidence of excellent control of language</td>
</tr>
<tr>
<td>B</td>
<td>The paper has few errors in sentence structure, usage, and mechanics. Those few errors do not interfere with comprehension and are not distracting to the reader.</td>
</tr>
<tr>
<td>C</td>
<td>The paper may contain some awkward or ineffective sentences and may show</td>
</tr>
</tbody>
</table>

### Content and Organization

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description of Performance - Content</th>
</tr>
</thead>
</table>
| A     | The writer completes the task set by the assignment, and the paper is excellent in nearly all respects. It exhibits the following characteristics:  
- well argued;  
- well organized;  
- clear thesis;  
- contains well-developed content that is specific, accurate, interesting, and appropriate;  
- demonstrates the author’s ability to produce and synthesize complex ideas;  
- contains logical connectors and transitions which contribute to a fluent style. |
| B     | Shares most of the characteristics of the "A" paper. The reasoning is logical, and the content is effectively organized into coherent units. Areas of weakness may be:  
- less careful reasoning than found in the "A" paper;  
- minor problems in paragraphing and / or organization. |
| C     | The writer has come to terms with the basic task of the assignment, and the paper is generally competent. The organization is sufficiently clear that the reader can move with relative ease through the discourse. The paper, however, has problems in one or more of the following areas:  
- it may have a weak thesis;  
- the development of minor points may be weak, but the writer provides evidence of the ability to support key ideas;  
- connectors and transitions may be lacking or illogical. |
| D     | The writer shows difficulty managing the task of the assignment in some significant way. For example:  
- the thesis may be vague, too broad, or too obvious to be effectively developed;  
- the thesis may lack adequate support;  
- paragraphing and organization may be weak, but the reader is never completely lost in terms of following the train of thought. |

The writer fails to come to terms with the assignment. The primary task is ignored, misconstrued, badly mishandled, or redefined to accommodate what the writer wants to say or is able to say. This category may also be used for the paper, which is obviously off topic, regardless of the quality of the writing.
some problems with mechanics or usage. These errors, however, are not serious or frequent enough to consistently distract the reader from the content or to interfere significantly with comprehension.

**D**
The paper contains errors in grammar, sentence construction, mechanics, and/or usage which often interfere with comprehension or prove distracting to the reader.

The paper has a number of ungrammatical or poorly constructed sentences and serious, frequent errors in mechanics and usage which impede understanding. The difference between a "D" paper and an "F" paper lies primarily in the pervasiveness of errors.

### Tentative Course Schedule/Assignments

Students should read the material and complete any necessary assignments PRIOR to each class session.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics Covered</th>
<th>Assigned Reading(s)</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>First Night Written Assignment in section above.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Learning Topic Two</td>
<td>Readings listed at the end of this course schedule for week two.</td>
<td>Written assignment at the end of this course schedule for week two.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Learning Topic Three</td>
<td>Readings listed at the end of this course schedule for week 3 &amp; 4.</td>
<td>Written assignment at the end of this course schedule for week 3.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Learning Topic Three</td>
<td>Readings listed at the end of this course schedule for week 3 &amp; 4.</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Learning Topic Four</td>
<td>Readings listed at the end of this course schedule for week 5 &amp; 6.</td>
<td>Written assignment at the end of this course schedule for week 5 &amp; 6.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Learning Topic Four</td>
<td>Readings listed at the end of this course schedule for week 5 &amp; 6.</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Learning Topic Five</td>
<td>Readings listed at the end of this course schedule for week 7 &amp; 8.</td>
<td>Written assignment listed at the end of this course schedule for week 8.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Learning Topic Five</td>
<td>Readings listed at the end of this course schedule for week 7 &amp; 8.</td>
<td></td>
</tr>
</tbody>
</table>
**METHOD OF EVALUATION** Specific Assignment information will be provided the first night of class by the instructor.

The final grade for the course will be determined by the number of points earned for demonstration of learning and achievement of course outcomes, as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Attendance</td>
<td>20</td>
</tr>
<tr>
<td>First Night Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>15</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>15</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>15</td>
</tr>
<tr>
<td>Final Project/Case Study</td>
<td>25</td>
</tr>
</tbody>
</table>

**Total Points** 100 points

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**Week Two Reading Assignment**

- Massacre at Ruby Ridge: [http://www.stormfront.org/ruby.htm](http://www.stormfront.org/ruby.htm)
  [http://www.njleg.state.nj.us/RacialProfiling/Overview.pdf](http://www.njleg.state.nj.us/RacialProfiling/Overview.pdf)
- Pre-Employment Background Application: [http://www.oronopolice.org/about_us/background_packet.pdf](http://www.oronopolice.org/about_us/background_packet.pdf)

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**Week Two: Written Assignment**


The above website focuses on much of the material found in the learning topic and allows you to tailor your interest or research focus to a particular topic and develop additional resources around the learning topic. Select a topic that interests you. Read reports and articles from that website that are relevant to your topic area. Feel free to go beyond this website and conduct your own research via the Regis library. Write a one page reflection paper on what you have learned from your readings and research. Identify 2–3 questions you still have on the topic that you will be interested in doing more research and seeking answers in the remaining of the course.
Week Three and Four Reading Assignments

- Electronic Civil Disobedience: http://www.thing.net/~rdom/ecd/oecd.html
- Civil Disobedience: http://plato.stanford.edu/entries/civil-disobedience/
- Controlling Legal Protest: http://prop1.org/legal/prisons/1amend.htm
- At War with War: http://cgi.cnn.com/ALLPOLITICS/1996/analysis/back.time/9605/20/
- WTO Settle conference: http://content.lib.washington.edu/wtoweb/
  http://depts.washington.edu/wtohist/
- The War on Whistleblowers: http://centerforinvestigativereporting.org/articles/thewaronwhistleblowers

Week Three Written Assignment

Select one of the three legal protests for this case study and answer the following questions: Was civil disobedience an effective tool for change in each of these circumstances? What were the social, political, and cultural factors that incited the protests? Was one factor more predominant than the other? What is the role between civil disobedience and public opinion in public protests? Can an issue be too global to be successful at the local level? What role does the media play in influencing public opinion? Are the outcomes of civil disobedience and legal dissent different in the United States if the issues are constitutional, affecting personal rights, than when the issues are more global in nature?

Week 5 and 6 Reading Assignments

- Gandhi: http://www.mkgandhi.org/civil_dis/civil_dis.htm

• Expanding Criminology’s Domain: The American Society of Criminology 2006 Presidential Address: http://www.ccjs.umd.edu/Faculty/userfiles/26/CriminologyPageProofs.pdf

• The Munich massacre: http://www.accesshistory.com/black_september.html

• Countering Terrorism: The Israeli Response to the 1972 Munich Olympic Massacre and the development of Independent Covert Action: http://www.fas.org/irp/eprint/calahan.htm


• Ethical Issues in Counterterrorism Warfare: http://www.scu.edu/ethics/publications/ethicalperspectives/cook.html

• Anti-Terrorism Efforts, Civil Liberty: http://www.heritage.org/Research/LegalIssues/tst031904a.cfm

• Legislating Tyranny: http://www.globalpolicy.org/empire/terrorwar/analysis/2008/0603tyranny.htm

**Week 6 Written Assignment**

How has international and political terrorism affected the field of criminology in the US? Choose an area and write a white paper discussing the ethical issues that criminologists must address when in enforcing or carrying out the US response to a perceived threat. Topics might include for example: airport security (profiling, racial discrimination), the Patriot Act (privacy violations, abuse of discretion), immigration, Guantanamo (constitutional rights, torture). Have your topic approved by the facilitator prior to beginning the assignment.

Your paper should be between 8–10 pages double spaced. Your paper should identify the threat, address the response to that threat, either here in the United States or in another country, identify the potential ethical violations that may arise from that choice, discuss the role of global opinion in fashioning the response, and address how the media and technology facilitates/hinders/globalizes the response.

**Week 7 & 8 Reading Assignment**

• The Long Reign of J. Edgar Hoover: http://www.time.com/time/magazine/article/0,9171,903456-1,00.html

• Domestic Violence by Police Officers: A Policy of the IACP Police Response to Violence Against Women Project:
  http://theiacp.org/LinkClick.aspx?fileticket=NIUbhXpGgss%3d&tabid=372

• The National Center for Women and Policing:
  http://www.womenandpolicing.org/violenceFS.asp

• Definition of Discretion: http://www.apsu.edu/oconnort/4000/4000lect07.htm


• The Measurement of Police Integrity: http://www.ncjrs.gov/pdffiles1/nij/181465.pdf

**Week 8 Written Assignment**

Read the case study and write a 4–5 double-spaced page paper to analyze and assess the use of power, authority, and ethics in the case study affecting the field of criminology. Your case study analysis should address the following questions:

• How is power being abused?

• How does the sense of “entitlement” potentially affect choices?

• Discuss the different types of authority being exercised.

• Are there conflicting codes of silence at work? Can these drug wars be controlled as long as these codes exist?

• What role do situational ethics play? Is this situation only about law enforcement, or is it also a statement about economic and financial factors?

• What role, if any, will global ethics play in resolution of this issue?

• In times of extreme violence such as Mexico is experiencing, is the exercise of discretion and use of excessive force justified?

• What is the range of temptations that are prompting officers to act unethically?
Course Policies

Academic Dishonesty

Regis University is committed to intellectual integrity in its academic pursuits. Sanctions may, therefore, be imposed by the College for Professional Studies Undergraduate faculty, departments or programs for cheating (defined as using inappropriate sources of information on a test) or plagiarism (defined as presenting as one’s own, the ideas, words, or products of another). Such sanctions may include a failing grade on the assignment, failure of the course, or expulsion of the student from the course or the department.

Attendance/Participation

The expectation is for students to attend all class sessions. Because of the accelerated nature of the course work in the College for Professional Studies, missing any class may have a negative impact on the student’s learning and course performance. Any student who misses the first class must contact the facilitator/instructor or the School of Humanities and Social Sciences either prior to the first class session or as close to the first class session as possible. If a student fails to do so, he/she will automatically be dropped from the course. A student who has not attended the first class session may be admitted to the course only with facilitator/instructor permission. Because classes are condensed, students need to attend every class. Regis guidelines are such that students cannot miss more than 4 hours of class time and still pass a course.

Make up work may be required if the student misses a class. This work is arranged, in advance if possible, between the facilitator/instructor and the student. The student is responsible for contacting the facilitator for the additional assignments(s).

Classes scheduled on a holiday will be made up at a time and location identified by University Services.

Plagiarism

Plagiarism is defined as presenting as one’s own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.
Incomplete Grade

A grade of Incomplete or ‘I’ denotes that the required work for the course is incomplete due to unforeseen circumstances. Unforeseen circumstances mean, for example, that an accident, an illness, a death, or a major life transition has occurred. This grade is awarded at the discretion of the instructor and is submitted with an alternate grade of “I/F.”

A student must submit a written request to the instructor asking that an incomplete grade be assigned prior to the end of the term in which the course is taken. The course instructor will determine the length of time for course completion, and the remaining requirements to complete the course; however, the maximum time for completion is the end of the following semester. Faculty will notify students in writing of the approval/denial of their request and provide instructions and guidelines required to resolve the incomplete grade. If the course work is not completed by the end of the next applicable semester and a grade change form submitted by the instructor, the incomplete grade reverts to the alternate grade assigned by the instructor and is calculated in the grade point average.

Dayton Memorial Library

The Dayton Memorial Library can be accessed at Website http://www.regis.edu/library.htm. The Jesuit University system provides 24 hour research support. The reference desk can be accessed by clicking on the “Ask Us” icon Website and looking under “Chat with us”, or at 303-458-4031, 1-800-388-2366 Ext. 4031.

Disability Guidelines and Eligibility

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

If you have a documented disability requiring academic adjustments for this class, please contact the Office of Disability Services (ODS) Room 118B, Life Directions Center (303.458.4941 or 1.800.967.3237 ext. 4941; or mbwillia@regis.edu). The staff will review your documentation and help you determine appropriate and reasonable accommodations. Following the meeting with Disability Services, please make an appointment with me to discuss your accommodation request in light of the course requirements. You may self-disclose and request at anytime during the terms. However, I strongly recommend that you meet with Disability Services as soon as possible because accommodations are not provided retroactively and adequate lead time is required.
Diversity

“Diversity” often is a term tossed around with little thought to its meaning. But at Regis University, the term diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all our members.

At Regis, our differences should thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice. Respecting our human differences, whether they are physical or philosophical, is what diversity is all about. It is not necessary that we all believe the same thing, but we all must respect others’ beliefs and opinions. Within Jesuit tradition, respect for self and others is critical. A learning community that embraces a diversity of thoughts and ideas benefits all of its members. The discovery and discussion of different viewpoints is what makes a university unique.

Incidents of intolerance and disrespect on campus are thoroughly investigated and individuals who behave disrespectfully will be held responsible for their actions according to University policies and procedures.

At Regis University, policies and practice are based on our Jesuit mission of maintaining a campus climate in which the civil rights of every individual are recognized and respected. Accordingly, acts of disrespect and discrimination, no matter how subtle, are not acceptable and will not be tolerated.

We are actively pursuing measures to increase diversity on our campus in all areas of human difference, not because it is the “in” thing to do, but because it is the right thing to do.

It is imperative that we continue to make Regis University a safe and welcoming community of which we may all be proud to be a part. To contact the Diversity office call (303) 458-5304 or e-mail: diverse@regis.edu

Writing Assistance/Writing Consultants Information

Occasionally students need additional assistance with course content. Tutorial assistance is available to students through Smarthinking, writing assistance and personal tutoring. Smarthinking provides every CPS student ten hours of free online tutoring in writing, math, statistics, economics and accounting each year. Writing assistance is available in the form of a variety of writing workshops. Individual personal tutors are available in a variety of discipline areas with fees and arrangements made between the individual student and tutor. For access to these services, go to www.regis.edu, click on “Current Student” then “Humanities and Social Sciences” under College of Professional Studies (CPS), then “Services for Students” on the left, and finally “Tutoring/Smarthinking” under Academic Tools.

Writing Consultants are available to give personal, specific assistance to all CPS Undergraduate and Graduate Students, including distance learning students. The Writing Consultants meet with students by appointment on campus or at a mutually convenient place. These services are at no charge to CPS students. For contact information, go to the following link: http://regis.edu/regis.asp?sctn=ars&p1=ws
Student Conduct

CPS Graduate Programs’ students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly in online and other courses. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the School of Humanities and Social Sciences Programs and Faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the Regis University Student Code of Conduct.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

Institutional Review Board (IRB)

Regis University has an Institutional Review Board (IRB) to ensure that research is conducted in a principled and ethical manner. The IRB is a cross-sectional committee of university experts that reviews research to ensure that protocols are in alignment with Federal regulations covering the protection of human subjects. The IRB wishes to encourage research and helps investigators achieve their intended outcomes in a safe and efficacious manner. The IRB may provide assistance in design so that research is in accord with ethical and legal guidelines. There are three types of IRB review: exempt, expedited and full board. These categories depend on the potential risk to subjects. The design may be quantitative, qualitative or a mixed method. If coursework involves human or animal subjects (in primary research studies such as surveys, interviews, interventions, behavioral studies or physical experiments that test hypotheses) you are required to obtain IRB approval prior to any research initiatives. In this facile process, the Chair of the Regis University IRB will review the application and ask for a board review (in one of the three categories noted above), depending on the nature of the inquiry. If there is any doubt whether IRB approval is required in your research, please see your faculty advisor for clarification or go to: http://www.regis.edu/regis.asp?scnt=ars&p1=agr&p2=irb