

**University of Oklahoma**  
**College of Liberal Studies**  
**Criminal Justice in the Modern World**  
**LSTD 4700 803**  
**Oklahoma City Community College**  
**Main Building – Room 2N3**

**Course Meeting Dates/Times and Required Texts**

Day: Thursdays & Online Each Week

In - Class Dates: March 13, (*Week of 3/20 will be all online*), & 27  
April 3, 10, 17, 24,  
May 1

In - Class Meeting Time: 5:30 - 7:30pm

Online Meetings: Asynchronous during the days after in class meetings

Course Texts:

Muraskin, R. & Roberts, A.R. (2005). *Visions for change: Crime and justice in the twenty-first century.*(4<sup>th</sup> ed.). Pearson Education Inc. ISBN: 0-13-177689-4

Hickey, T. J. (2006) *Taking Sides: Clashing views in criminal justice* (1<sup>st</sup> ed.). McGraw Hill. ISBN: 0-07-282817-X

**Instructor**

Dr. Mark R. McCoy

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Dr. McCoy recently retired after 20 years of service with the Oklahoma State Bureau of Investigation. Prior to his career at the Oklahoma State Bureau, he worked as a police officer for the Tulsa Police Department and served as an officer in the United States Marine Corps. He has investigated and supervised the investigation of all types of major crime from homicide to public corruption. He has been Certified Forensic Computer Examiner since 1996 and was the first supervisor of the OSBI Computer Crime Unit. Dr. McCoy has a Masters Degree in Forensic Science and a Doctorate in Occupational and Adult Education. His research interests include the application of technology in law enforcement, computer forensics, computer crime, and law enforcement education and training.

**Course Description**

This course will investigate and analyze critical issues currently facing the United States criminal justice system.

**Course Overview and Rationale**

*This is a hybrid course. The class will meet weekly for two hours each week and then the remainder of each week's content will be delivered online in OU's Desire to Learn (D2L) course platform.*

The course consists of four units. The first unit will explore some of the systemic issues facing the criminal justice system in the twenty-first century. The second unit will explore critical issues facing law enforcement. The third unit will study legal and procedural issues facing the U.S. courts and judicial system. The fourth unit will analyze social justice issues in the criminal justice system.

This course will provide students with an in-depth look at key issues at the forefront of the criminal justice system and give them the opportunity to examine critically the issues and challenges facing the system in the twenty-first century.

### **Course Goals**

The goals of this course are to provide students with the opportunity to critically explore the important issues facing the U.S. criminal justice system and provide them the opportunity to critically analyze and debate these issues. Using empirical research, the students will analyze and evaluate the effectiveness of criminal justice policies, practices, and programs at solving current problems and dilemmas.

### **Course Outline/Schedule**

<b>Date</b>	<b>Where</b>	<b>Topic(s)/Readings</b>	<b>Assignments</b>
<b>3/13/2008</b>	In-Class	Overview/Crime Challenges in the Twenty-First Century  Muraskin & Roberts Chapters 1 - 4	Reading must be completed before the first class meeting.  Class Participation
	Online	Hickey, Issue 1  "Are U.S. crime problems a result of our failure to get tough on crime?"	Online Debate
<b>3/20/2008</b>	Online	Challenges in the Twenty-First Century  Muraskin & Roberts Chapters 5 - 9	Research Paper and Presentation Topics Due  Class Participation
	Online	Hickey, Issue 4  "Will strict gun control laws reduce the number of homicides in the	Online Debate

		United States?"	
<b>3/27/2008</b>	In-Class	Terrorism Muraskin & Roberts Chapters 10-14	Class Participation
	Online	Hickey, Issue 2 "Does the United States have a right to torture suspected terrorists?"	Online Debate
<b>4/3/2008</b>	In-Class	Policing Muraskin & Roberts Chapters 15 - 20	Class Participation
	Online	Hickey, Issue 7  "Should U.S. courts abandon the Miranda Rule?"	Online Debate
<b>4/10/2008</b>	In-Class	Courts and the Law Muraskin & Roberts Chapters 21 - 23	Class Participation
	Online	Hickey, Issue 8  "Should a judge be permitted to admit evidence about an alleged rape victim's history as a prostitute?"	Online Debate
<b>4/17/2008</b>	In-Class	Corrections Muraskin & Roberts Chapters 24 - 26	Class Participation
	Online	Hickey, Issue 12  "Do "Three Strikes" sentencing law help to reduce serious crime?"	Online Debate
<b>4/24/2008</b>	In-Class	Technology Muraskin & Roberts Chapters 27 - 30	Presentations  Class Participation

	Online	Hickey, Issue 13 “Does confining sex offenders indefinitely in mental hospitals after they have served their prison sentences violate the Constitution?”	Online Debate
<b>5/1/2008</b>	In-Class	Gender, Diversity and the Law  Muraskin & Roberts Chapters 31 - 35	Presentations  Class Participation
	Online		Research Paper Due

### **Attendance and Class Participation**

Each student is expected to attend class and be actively involved in the discussion of the course materials. You will be expected to critically read and reflect on the assigned materials prior to class. Each week, I will evaluate each student based upon their participation in the class discussions and other in-class activities. I will be looking for thorough preparation, insightful comments, thoughtful questions, and comprehension and critical analysis of the course material. During the course you will have opportunities to participate in group activities and class discussions. I encourage and welcome opposing perspectives, nevertheless, class participants are expected to treat one another with the respect and dignity everyone is entitled to and nothing less than such democratic behavior will be acceptable.

### **Research Paper and Presentation**

Each student will write a research paper on any topic related to this course. Use the introduction of your paper to engage your reader’s interest in a problem or question that you will address in your paper. Show your reader what makes this problem or question both significant and problematic. At the close of your introduction provide a clear and concise “thesis statement”. The body of your paper should be your support and response to your thesis statement made as persuasive as possible through appropriate analysis and argumentation, including effective use of evidence. The paper should be in APA format, word-processed, 8 -10 pages, double-spaced with 12-point font. The paper should include a minimum of 10 references from books, articles and other research reports. The majority of these references should be from academic journals and books. *No more than 2 Internet references may be used.*

**The research paper should include the following:**

- Cover sheet identifying the research topic, your name and date;
- An introduction section which explores the context of the topic, the problem(s) that will be addressed, and a clear thesis statement;
- Discussion of the topic, including a brief review of the literature;
- A section in which you take a position on the issue, and answer the question or address the problem you pose in the thesis of your paper and support your position with the literature;
- A conclusion section in which the writer summarizes the paper's point(s) and discusses the future challenges regarding this topic; and
- A reference page.

Each student will present his or her research paper in a presentation during the last two weeks of the course. The presentation should use some form of visual aid (PowerPoint, Handout, Poster etc) and be from 10 – 15 minutes in length.

Topics for the paper and presentation must be receive the prior approval of the instructor.

### **Online Debates**

Students will be divided into two teams on the first night of the course. Debates will be on debate issues raised in the Hickey test. For each issue, I will assign one team to argue the “Affirmative” side of the question and one team to argue the “Negative” side. The debate questions are to provide students the opportunity to critically reflect about controversial issues covered in the course materials and text. **You may agree or disagree with the debate question/statement, but you will have to make an argument for the side you are assigned.** The purpose of your responses to these questions is to stimulate dialogue with others in the class and provide an opportunity to reflect on the diverse opinions and views about the topic.

Each person on the team will make an initial response to the debate question. Responses to the Debate Questions should be 350 – 500 words in length. Think of them as mini-research papers. Responses to the debate questions should have a factual as well as an opinion response. The facts should come from the course text, supplemental materials and other academic sources. **Citations in APA format are required.** Opinion statements should be based on interpreted facts and/or related experiences and should not be unsubstantiated. **Questions from the opposition addressing an issue in your original post must be responded to.**

### **Responses/Rebuttal's/Questions for the Opposition**

After carefully reading the initial arguments of the other team, each student is required to comment on, make a rebuttal, or pose a question to at least **one posting by a member of the opposing team for each debate question. Your “Comments, Rebuttals” or Questions for the Opposition” should be respectful and academic.** *If you intend to be critical of the other student's response, you must do so in a way that is constructive, respectful and in no way insulting or demeaning of the other student.*

You should not post anything in this forum that you would not say to a classmate in a regular classroom. Flaming is **STRONGLY** discouraged.

Comments/Rebuttals/Questions for the opposition should be 25-100 words in length. They should be thoughtful and coherent responses that engage the original post and show signs of critical reflection on the post and raise significant issues or concerns about the originals posts.

### **Grading Information**

Final grades will be determined by the percentage of points earned on all course assignments, papers, online debates and class participation.

Attendance/Participation	80pts
Research Paper	100pts
Presentation	100pts
Online Debates	140pts

Grading (%)	Letter Grade
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 and below	F

### **Plagiarism & Academic Integrity**

Plagiarism refers to the utilization of someone else's ideas or thoughts as if they were your own. Since we rely on the ideas and words of others as we develop our own ideas and words, it is especially important that we give credit to the sources for our ideas and words. When we fail or forget to give this credit, we are committing plagiarism – a serious offense against our academic integrity that could lead to a failing grade or even expulsion.

### **Academic Misconduct**

Any act which improperly affects the evaluation of a student's academic performance or achievement, including but not limited to the following:

- (a) Cheating: the use of unauthorized materials, methods, or information in any academic exercise, including improper collaboration;
- (b) Plagiarism: the representation of the words or ideas of another as one's own, including:
  - (1) direct quotation without both attribution and indication that the material is being directly quoted, e.g. quotation marks;
  - (2) paraphrase without attribution;

- (3) paraphrase with or without attribution where the wording of the original remains substantially intact and is represented as the author's own;
- (4) expression in one's own words, but without attribution, of ideas, arguments, lines of reasoning, facts, processes, or other products of the intellect where such material is learned from the work of another and is not part of the general fund of common academic knowledge;
- (c) Fabrication: the falsification or invention of any information or citation in an academic exercise;
- (d) Fraud: the falsification, forgery, or misrepresentation of academic work, including the resubmission of work performed for one class for credit in another class without the informed permission of the second instructor; or the falsification, forgery or misrepresentation of other academic records or documents, including admissions materials and transcripts; or the communication of false or misleading statements to obtain academic advantage or to avoid academic penalty;
- (e) Destruction, misappropriation or unauthorized possession of University property or the property of another;
- (f) Bribery or intimidation;
- (g) Assisting others in any act proscribed by this Code; or
- (h) Attempting to engage in such acts.

The University of Oklahoma has prepared the "OU's Guide to Academic Integrity" that further explores issues of academic integrity. This information is available on the web at <http://www.ou.edu/provost/integrity/>. Please take the time to thoroughly review this website. If you have any questions about plagiarism or academic misconduct, I will be glad to answer them.

### **Disability Issues**

Any student in this course who has a disability that may prevent her or him from fully demonstrating his or her academic abilities should contact Frank Rodriguez (405-325-1061) as soon as possible to discuss the accommodations necessary to ensure full participation and to facilitate your educational opportunities. For further information on disability issues please refer to the following link: <http://www.dsa.ou.edu/ods/index.html>