

Course Outline

COURSE: CRCJ 4001D: Diversity in the Criminal Courtroom

TERM: Winter 2014

PREREQUISITES: 4th year standing

CLASS: **Day & Time:** Thursdays, 11:35 – 2:25
Room: Please check with Carleton Central for current room location.

INSTRUCTOR: Dr. Evelyn Maeder

CONTACT: **Office:** C566 Loeb
Office Hrs: Mondays, 11:00 – 12:00
Telephone: x2421
Email: evelyn.maeder@carleton.ca (please write “CRCJ 4001D” in subject line if not using CULearn email template)

For contact purposes, it is best to get in touch with me via email using CULearn. **Prior to emailing me, please consult this syllabus in order to determine if the answer to your question is included here.**

CULearn

PLEASE NOTE: This course will be supported by the CULearn Course Management System. All correspondence with the professor should be carried out through the CULearn e-mail system ONLY. A discussion group will be available for students, and a variety of resources (both text and online) will be made available through the CULearn site.

Students will be fully responsible for reading and responding appropriately to all information distributed to students through the CULearn Course Page. Information provided on this page will be considered to have been provided to all registered students within 24 hours of posting.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Academic Accommodations for Students with Disabilities: The **Paul Menton Centre** for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

COURSE DESCRIPTION

Our society is becoming increasingly diverse in terms of race and ethnicity, gender, religion, sexual orientation, and other factors. As such, it is important to understand how these factors affect decision-making within the criminal courtroom. This course will examine the psychological science of diversity in the courtroom by considering both *target* effects (i.e., the consequences within the criminal justice system for those who are members of diverse groups) and *actor* effects (i.e., how decision-makers themselves are influenced by diversity). We will also discuss interactions between target and actor effects, and include discussions of relevant theory and case law throughout the course.

This course will be largely discussion-based, and may follow a format that is different from other criminology classes you have taken. This class will be taught in seminar format, meaning that the instructor will minimize lectures in favour of group discussions. The goal is to engage students in the course content to promote active learning of the material. To facilitate this goal, students will be expected to participate in class discussion, and their grades will reflect the quality and quantity of their participation.

REQUIRED TEXTS

There is no textbook for this class. A reading list will be made available on CULearn. These readings will include book chapters, journal articles, and cases, and are all available online.

This is an upper-level criminology course, which will be reflected in the reading assignments. On average, students will be expected to read 40-60 pages of material for each class period. Some of the reading assignments will be dense, and many will be research articles. Students are expected to read *all* of the assignments for *every* class, and to come prepared to participate in class discussion.

EVALUATION**(All components must be completed in order to get a passing grade)**

ASSIGNMENT	VALUE	DUE DATE
Weekly Coursework		
In-Class Discussion	28%	throughout
Critical Responses	14%	throughout
Semester Assignments		
Research Poster & Poster Presentation	15%	March 27 & April 3
Research Poster Peer Review	3%	March 27 & April 3
Paper Outline	5%	February 6
Term Paper	35%	March 20

Weekly Coursework

In-Class Discussion: Discussion is the essence of this class. Much of the learning that will take place in this class will come from sharing your thoughts and listening to the thoughts of your colleagues. In addition, discussion enables you to ask questions about anything that is confusing you. You, therefore, are expected to attend and meaningfully participate in class sessions. Meaningful participation means that you have read *and thought about* all of the assigned readings prior to class. It also means that, during class, you actively engage the material by posing questions, drawing connections, generating ideas, and discussing relevant issues.

This class will be conducted using a modified version of the Socratic Method. Students will be expected to come to class having read the assigned material and prepared to answer questions. You may be asked questions about the readings at any time throughout the discussion period. These questions may relate to factual material from the readings, extrapolation on the content of the works, and/or critical thought about the material's implications.

Your discussion grade for this class is worth 30% of your final grade. Each week, participation is graded on a scale from 0 through 4, using the criteria in the table below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate.

Grade	Participation Criteria
0	<ul style="list-style-type: none"> ○ Absent or more than 15 minutes late
1	<ul style="list-style-type: none"> ○ Present, not disruptive. ○ Tries to respond when called on but does not offer much. ○ Demonstrates very infrequent involvement in discussion. ○ At the other extreme, monopolizes the discussion and makes it difficult for others to participate
2	<ul style="list-style-type: none"> ○ Demonstrates adequate preparation: knows basic facts from the papers, but does not show evidence of trying to interpret or analyze them.

	<ul style="list-style-type: none"> ○ Offers straightforward information (e.g., straight from the papers), without elaboration or with very infrequent (perhaps once a class) elaboration. ○ Does not offer to contribute to discussion, but contributes to a moderate degree when called. ○ Demonstrates sporadic involvement and attention.
3	<ul style="list-style-type: none"> ○ Demonstrates good preparation: knows content of the papers, has thought through implications of them. ○ Offers interpretations and analysis of material (more than just facts) to class. ○ Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. ○ Demonstrates consistent ongoing involvement and attention.
4	<ul style="list-style-type: none"> ○ Demonstrates excellent preparation: has analyzed the papers exceptionally well, relating the content to other readings and relevant material (e.g., readings, course material, discussions, experiences) ○ Offers analysis, synthesis, and evaluation of the papers, e.g., puts together pieces of the discussion to develop new approaches that take the class further. ○ Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, relates to real-life experiences and perspectives. ○ Demonstrates ongoing very active involvement and attention.

* Criteria adapted from

http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1996/TC_Spring_1996_Maznevski.htm

If you are unable to attend class on a given day due to an excused absence, then you may make up for lost discussion points by attending office hours and discussing the material with me to demonstrate that you have completed and thought about the assigned readings. Excused absences consist of personal illness, family emergencies, and professional activities (e.g., conferences, job interviews), and are left to my discretion. I must be notified before the missed class in order for you to be eligible to make up the lost points.

Because this seminar is heavily based on discussion, attendance is required. Class participation is worth 30% of your overall grade, so missing class or coming unprepared will lower your final grade. If you have three or more unexcused absences, you will automatically receive a "0" for the discussion course component, and therefore will be unable to pass the course (as all course components must be completed in order to pass).

Critical Responses: To promote thoughtful discussion, all students are required to submit "critical responses" related to the readings **each Wednesday morning before class by 9:00 a.m.** Each critical response should be no longer than one page and have 3 components:

1. **Major theme:** Briefly state the most important thing you learned from the readings. Focus on the important principles, not the small details. Try not to simply summarize the readings, but instead integrate the important ideas across the material. Therefore, your major theme should encompass (and refer to) both of the week's readings.

2. **Things to clarify:** Indicate anything you didn't understand in the readings.
3. **Questions to discuss:** Write 2-3 thoughtful discussion questions related to the readings or the content area (*not things you didn't understand*).

Discussion notes will be graded on a 2-point scale. You will earn 2 points if you fully integrate across the readings and demonstrate that you have read and thought about the material. You will earn 1 point if you demonstrate that you have read the material, but have only summarized the works (i.e., lack of integration). You will earn 0 points if you do not turn the notes in, or if they are submitted late.

To submit weekly responses, you have two options. If you would like feedback on your response, you must submit a hard copy to the CCJ main office. If you do not require feedback, then you may submit the assignment electronically. To do this, you must compose the response as a Word document, then submit it to me as an attachment using the CULearn email interface. Your name must be somewhere on the document. Regardless of how you choose to submit, your responses are due the Wednesday prior to the corresponding class at 9:00 a.m. sharp. Late responses will not be accepted.

Semester Assignments

Term Paper: The purpose of this assignment is to engage in critical thinking about a specific area of diversity, and to improve your writing skills in the process. You will write a research proposal in an area of diversity in the courtroom (e.g., target or actor effects of race, gender, religion, sexual orientation, etc., or an approved special topic [please consult with me]). To facilitate thoughtful work on this research paper, you will first submit an outline for approval. The final paper should be between 10 and 15 pages long, not including references or the title page.

Research Poster and Poster Presentation: Using the information gathered in the process of writing your term paper, you will design a research poster similar to those presented at academic conferences. In addition, we will have two poster presentation days, in which you will be asked to explain your poster briefly (again, as you would at a conference) and be able to circulate and see the posters of your colleagues. Your grade for this assignment will result from a combination of my score and the scores of your colleagues.

Research Poster Peer Review: During the poster sessions, you will be asked to review the posters and presentations of your colleagues (on the day on which you are not presenting). You will be provided with peer feedback criteria, and will be expected to critically engage with your colleagues and determine an appropriate score for each poster given these criteria. Your grade for this assignment will reflect the thoroughness of your feedback, as well as your degree of critical engagement with the posters/presentations.

There will be an entire half-class period devoted to describing the expectations for the term paper / research poster. If you have further questions, please do not hesitate to see me during office hours, or to make an appointment to discuss them in more detail.

Late Assignment Policy

Late assignments will be docked 10% per day that the assignment is late, **including weekends** (i.e., each day of the weekend counts as a full day). If the paper is more than three days late, it will automatically receive a grade of 0. A paper is considered late if it is not turned in by the **end** of the class period in which it is due. This means that if you are not in class, the assignment must be turned into the Institute of Criminology and Criminal Justice Office (C562 Loeb Building) before 2:25 p.m. in order for it to be considered on time. Papers that are turned in after 2:25 p.m. on the due date will be considered one day late. Papers that are turned in after 2:25 p.m. the following day will be considered two days late, and so on.

If you are handing in the assignment late or outside of class, please have it time stamped by one of the administrators (Marilyn or Robin) so that I know when it was turned in to the office. Papers that are not time stamped will be presumed turned in the day that I receive them, which may result in further lateness penalty.

If you need to submit a late assignment over the weekend, you will not be able to have the paper time-stamped as the administrators are not in the office until the following Monday morning. As such, you can email a copy of the assignment to me **at the same time as you submit it in person** to the ICCJ office via the drop-box. If the email copy matches the hard copy submitted, the paper will be considered turned in at the time I receive the email from you (via CULearn, with the paper attached as a Word Document). You do need to turn in the hard copy as I do not accept assignments via email other than to check the submission time.

Other than to verify submission time, assignments will **NOT** be accepted by email; only hard copies will be evaluated. If you have a major problem (such as prolonged illness), please let me know ahead of time. If you do not receive permission to turn in the term paper late before the day it is due, you will not be excused.

HONESTY POLICY

For rules regarding proper conduct during examinations, please see the Academic Integrity Policy at http://www2.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf. Also, do not plagiarize. We will discuss proper citation and quotation rules in class, as well as APA format. As such, there is no excuse for plagiarism. The University Senate defines plagiarism as *“presenting, whether intentional or not, the ideas, expression of ideas, or work of others as one’s own.”* This can include:

- Reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- Submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotation, or paraphrased material, concepts, or ideas without appropriate acknowledgement in any academic assignment;
- Using another’s data or research findings;
- Failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

- Handing in *“substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”*

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of “F” for the course.

SCHEDULE

Please refer to the “Tentative Schedule” on CULearn.