

**Popular Media in the Courtroom – Course Outline**

<b>COURSE:</b>	CRCJ 3201A
<b>TERM:</b>	Early Summer 2017
<b>PREREQUISITES:</b>	Third-year standing
<b>CLASS:</b>	<b>Day &amp; Time:</b> Tuesdays & Thursdays, 11:35 – 14:25
	<b>Room:</b> Please check Carleton Central for location.
	<b>Website:</b> The course website is <a href="https://carleton.ca/culearn/">https://carleton.ca/culearn/</a>
<b>INSTRUCTOR: (CONTRACT)</b>	Susan Yamamoto
<b>CONTACT:</b>	<b>Office:</b> C566 Loeb
	<b>Office Hrs:</b> Tuesdays & Thursdays 3-4 or by appointment
	<b>Telephone:</b> N/A
	<b>Email:</b> Susanyamamoto@cunet.carleton.ca

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**\*\* Please note: you must use your Carleton email address when emailing me \*\***

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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 see the Student Guide

**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 see the Student Guide

**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](mailto: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 ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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## **COURSE DESCRIPTION**

This course features an examination of how popular media can shape and/or express our beliefs about the legal system, as well as influence juror decision-making. We will critically evaluate the ways in which the media serves as both a watchdog for injustice and a manipulator of public sentiments. Using classic psychological theories, we will interpret various forms of media with the goal of identifying how it can hinder (or facilitate) a fair trial.

**Learning outcomes:**

By the end of this course, you will be able to:

- Describe the positive and negative effects of media on legal decisions
- Critically evaluate several forms of media from a psycho-legal perspective
- Identify both societal and individual level phenomena that help to explain the effects of the media on legal decisions
- Produce a written critical essay on these issues and share what you've learned with your colleagues via a PowerPoint presentation

**REQUIRED TEXTS**

*There is no required text book.*

A collection of required journal article readings and media articles will be available through the Carleton University Library on cuLearn. Please note that readings not listed on this outline may be assigned later, and that the course will require that you locate and read additional articles independently.

**EVALUATION**

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

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Participation (including in-class activities)	20%	Ongoing
Discussion Questions	20%	Ongoing
Paper outline and annotated bibliography	10%	Due: May 18 <sup>th</sup>
Group presentation	20%	Begin May 23 <sup>rd</sup>
Final paper	30%	Due: June 13 <sup>th</sup>

***Submitting Your Assignments:*** All written assignments must be submitted as a Word document via cuLearn before the specified time. To submit your assignments, navigate to the course cuLearn page (at <https://carleton.ca/culearn/>), click on the appropriate assignment drop box (e.g., “Final Paper”), and then click “Add Submission”. You will then be able to upload your Word document to the drop box.

**Participation / Attendance (20%)**

Attendance is an essential part of a seminar-style class. Your participation grade will be based on both *quality* of contribution and quantity of participation in each class. You should strive to show respect to others’ contributions/facilitate discussion, listen thoughtfully to others and offer constructive feedback/questions/comments, as well as to avoid monopolizing the conversation. In other words, class participation isn’t “easy for outgoing people and difficult for

shy people.” Less talkative people may have to work at increasing their contributions, but more talkative people must also work at staying concise and encouraging contributions from their classmates. There will also be a total of *10 in-class activities* that are not otherwise assigned grades but for which students will receive increments in their participation grade when they submit them. More information on each of these activities will be given in class.

### Discussion Questions (20%)

All students are expected to participate actively in class discussions. To facilitate this, before class, you must submit one discussion question to the ‘discussion forum’ section of that week in cuLearn. This question could be about either article you've read for the class or both, or about popular media relevant to the topic. Questions of clarification are permissible, but ideally you will offer a question more amenable to exploration and debate. These discussion questions should *be no longer than 1/2 page*, single spaced. Following your submission, you are encouraged to read what other students have posted, and if possible, reply to them. A well thought out, novel and interesting comment on someone else's discussion question may count as a discussion question.

Each discussion question will be scored out of 5 (graded for novelty, interest, and clarity of expression). There are 11 opportunities to post discussion questions, but only the 10 best discussion questions will count towards your grade. Failure to post a question *before* class will result in 0% and there is no opportunity to make up for it after class.

### Group Oral Presentation (20%)

You will also be presenting as a group (3-4 people) on a topic relevant to popular media in the courtroom. This topic can be the same or different from your final research paper. Your presentation will involve providing the class with a critical overview of the research in your selected area, discussing the limitations of existing research, and providing general recommendations for future research to address the limitations. Each group will have approximately 15 minutes for their presentation, with an additional period for questions/discussion at the end. *Please email me by May 9th* to indicate whether you have any preferred group members; otherwise, you will be randomly assigned to a group. Grades will be based on your presentation (slide organization, content, etc.), your ability to answer questions, and group member evaluations. We will discuss the presentation more in class so that you know what I expect in terms of content, structure, and formatting. I will also post a grading rubric to the cuLearn page so that you know what I am looking for in your presentation.

### Outline and Annotated Bibliography

2-4 pages. Due May 18<sup>th</sup> (worth 10%).

Students must provide a one-page, double-spaced outline of their proposed research essay. The outline must describe their research topic and identify research articles that will be used to explore the topic. The outline should give a sense of preliminary research, highlighting major issues that are relevant to the research topic, and should include a thesis statement indicating what you will argue.

Students must also provide a 1-3 page annotated bibliography. The bibliography should have minimum 5 academic citations regarding the field or topic under investigation. Each entry should have 2-3 sentences outlining the relevance of the entry to the research topic. Major works in the area should be identified. Detailed instructions for creating the outline and annotated bibliography will be provided in class during Week 2.

This assignment is to be submitted via cuLearn by 11:59pm on the due date. Late assignments without official documentation will be docked 10% per day (including weekends) that the assignment is late. If the assignment is more than 3 days late, it will automatically receive a zero.

### Research Essay

You will be tasked with writing an individual research paper in this course, 7-10 pages, double-spaced, due June 13<sup>th</sup> by 11:59 pm. Your paper can be written on the same topic as your presentation or a different topic that interests you. You can choose the same or a different topic from your fellow group members, but everyone must submit their own papers. The only criteria are that it must be on an area that is relevant to the topic of popular media in the courtroom and it must be written individually. Your research paper will provide a critical overview of research in your chosen area, and apply your chosen topic to real world media (e.g., a case widely written about, a crime TV show, etc.). We will discuss the research paper more in class so that you know what I expect in terms of content, structure, and formatting. I will also post the grading rubric on cuLearn. Maximum length for the text is 10 pages double-spaced (title page, references, and appendices are *not* included in the 10 pages).

Papers are to be submitted on cuLearn by 11:59pm on the due date. Late assignments without official documentation will be docked 10% per day (including weekends) that the assignment is late. If the assignment is more than 3 days late, it will automatically receive a zero.

### **A note on late assignments:**

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 an assignment late before the day it is due, you will not be excused.

### **GRADING SYSTEM**

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 B = 73-76 C - = 60-62

A = 85-89 B - = 70-72 D+ = 57-59

A - = 80-84 C+ = 67-69 D = 53-56

B+ = 77-79 C = 63-66 D - = 50-52

F Failure. No academic credit

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND "Failed, no Deferral" – assigned when the student is absent from the final exam and has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

### **STATEMENT ON PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentionally 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 quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment 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 that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

### **INTELLECTUAL PROPERTY**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

**SCHEDULE**

DATE	TOPIC	ASSIGNED READINGS/MEDIA
<b>Week 1: Introduction</b>		
May 2 <sup>nd</sup>	Juror decision-making	No readings.
May 4 <sup>th</sup>	Media influence	Hodges, A. (2015). Ideologies of language and race in US media discourse about the Trayvon Martin shooting. <i>Language in Society</i> , 44, 401-423.  <a href="http://fox2now.com/2017/03/12/new-michael-brown-security-footage-surfaces-raises-questions/">http://fox2now.com/2017/03/12/new-michael-brown-security-footage-surfaces-raises-questions/</a>
<b>Week 2: Traditional Media</b>		
May 9 <sup>th</sup>	Agenda-setting	Kovera, M. B. (2002). The effects of general pretrial publicity on juror decisions: An examination of moderators and mediating mechanisms. <i>Law and Human Behavior</i> , 26(1), 43-71.  <a href="http://www.cbc.ca/news/canada/toronto/jian-ghomeshi-sexual-assault-trial-ruling-1.3505446">http://www.cbc.ca/news/canada/toronto/jian-ghomeshi-sexual-assault-trial-ruling-1.3505446</a>
May 11 <sup>th</sup>	Pre-trial Publicity	Ruva, C., McEvoy, C., & Bryant, J. B. (2007). Effects of pre-trial publicity and jury deliberation on juror bias and source memory errors. <i>Applied Cognitive Psychology</i> , 21(1), 45-67.  <a href="http://www.theglobeandmail.com/news/national/pickton-judge-imposes-unique-media-ban/article18229282/">http://www.theglobeandmail.com/news/national/pickton-judge-imposes-unique-media-ban/article18229282/</a>
<b>Week 3: Entertainment Media</b>		
May 16 <sup>th</sup>	Crime TV & True Crime Mini workshop: Talks	Potter, W.J. (1986). Perceived reality and the cultivation hypothesis. <i>Journal of Broadcasting &amp; Electric Media</i> , 30(2), 159-174.  <a href="https://serialpodcast.org/posts/2016/07/judge-orders-new-trial-for-adnan-syed">https://serialpodcast.org/posts/2016/07/judge-orders-new-trial-for-adnan-syed</a>
May 18 <sup>th</sup>	The CSI-Effect <b>Paper outline due</b>	Ewanation, L. A., Yamamoto, S., Monnink, J., & Maeder, E. M. (2017). Perceived realism and the CSI-effect. <i>Cogent Social Sciences</i> , 3(1), 1294446.  <a href="http://www.crimemuseum.org/crime-library/the-csi-effect/">http://www.crimemuseum.org/crime-library/the-csi-effect/</a>
<b>Week 4: Social Media</b>		
May 23 <sup>rd</sup>	Facebook & Twitter <b>Presentations begin</b>	Fischer, M. (2016). #Free_CeCe: The material convergence of social media activism. <i>Feminist Media Studies</i> , 16(5), 755-771.  <a href="http://edition.cnn.com/2017/01/22/health/facebook-study-narrow-minded-trnd/">http://edition.cnn.com/2017/01/22/health/facebook-study-narrow-minded-trnd/</a>
May 25 <sup>th</sup>	Juror selection	Lieberman, J. D., & Sales, B. D. (2007). History and overview of the scientific jury selection process. Scientific jury selection; scientific jury selection (pp. 3-15, Chapter ix, 261 Pages) American Psychological Association, Washington, DC.

		Cotter, J., & Volkers, L. Jury issues arising from use of technology and social media. Retrieved from: <a href="https://www.nixonwenger.com/fileadmin/user_upload/Nixon_News_Images/Jury_Issues_Arising_From_Use_of_Technology_and_Social_Media__00436566xB91A7_.PDF">https://www.nixonwenger.com/fileadmin/user_upload/Nixon_News_Images/Jury_Issues_Arising_From_Use_of_Technology_and_Social_Media__00436566xB91A7_.PDF</a>
<b>Week 5: Technology</b>		
May 30 <sup>th</sup>	Sousveillance Mini workshop: Writing	Murphy, K. (2009). Public satisfaction with police: The importance of procedural justice and police performance in police–citizen encounters. <i>Australian and New Zealand Journal of Criminology</i> , 42(2), 159-178.  Hamilton Police/citizen altercation (non-graphic): <a href="https://www.youtube.com/watch?v=f23CPcTdY2M">https://www.youtube.com/watch?v=f23CPcTdY2M</a>
June 1 <sup>st</sup>	Surveillance	Feigenson, N. (2010). Visual evidence. <i>Psychonomic Bulletin &amp; Review</i> , 17(2), 149-154.  Force Science Institute. (2010 March 12). “Do head cameras always see what you see in a force encounter?” <i>Force Science News</i> , 145. <a href="http://www.forcescience.org/fsinews/2010/03/force-science-news-145-do-head-cameras-always-see-what-you-see-in-a-force-encounter/">http://www.forcescience.org/fsinews/2010/03/force-science-news-145-do-head-cameras-always-see-what-you-see-in-a-force-encounter/</a>
<b>Week 6: Special Topics</b>		
June 6 <sup>th</sup>	Media Tropes	Quintero Johnson, J. M., & Riles, J. (2016). “He acted like a crazy person”: Exploring the influence of college students’ recall of stereotypic media representations of mental illness. <i>Psychology of Popular Media Culture</i> .  <a href="https://www.vice.com/en_us/article/forget-guilt-or-innocence-amanda-knox-is-about-what-we-want-to-believe">https://www.vice.com/en_us/article/forget-guilt-or-innocence-amanda-knox-is-about-what-we-want-to-believe</a>
June 8 <sup>th</sup>	Knowledge Translation	Horwitz, J., Grilley, A., & Kennedy, O. (2015). Beyond the academic journal: Unfreezing misconceptions about mental illness and gun violence through knowledge translation to decision-makers. <i>Behavioral Sciences &amp; the Law</i> , 33(2-3), 356-365.  <a href="http://www.capitalnews.ca/archive/index.php/news/harsher-punishments-for-mentally-ill-offenders-are-counterproductive-say-ex">http://www.capitalnews.ca/archive/index.php/news/harsher-punishments-for-mentally-ill-offenders-are-counterproductive-say-ex</a>
<b>Last Class</b>		
June 13 <sup>th</sup>	Paper Q & A No readings <b>Final paper due</b>	No readings.

**ADDITIONAL COURSE TOOLS:****ANONYMOUS COURSE FEEDBACK TOOL**

I have set up an anonymous course feedback tool on the course cuLearn page. I encourage you to share your feedback and ideas about this course either anonymously using this tool or directly with me if you feel comfortable doing so. I am always striving to improve my teaching, so I am genuinely interested in hearing what you think went well in the course, what you think didn't go so well, as well as any suggestions you might have to improve the course in the future.

**POLL EVERYWHERE**

During most classes, we will use a website called *Poll Everywhere*, which allows you to submit anonymous responses (via text or through the website) to questions that I pose. You are certainly not required to participate and there is no mark associated with these polls. The polls will help facilitate group discussion and are a chance to anonymously communicate your opinions in class in conjunction with real-time discussion; I encourage you to take advantage of this tool. Detailed instructions will be provided in class.