

Course Outline

COURSE:	CRCJ 4002B: Media Misinformation & The Courtroom
TERM:	Fall 2022
PREREQUISITES:	CRCJ 1000, CRCJ 2100, fourth-year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice, or by permission of the Institute.
CLASS:	Day & Time: Mondays, 8:35-11:35am Room: Please check Carleton Central for current room location.
INSTRUCTOR: (CONTRACT)	Erica Chen (<i>she/her</i>)
CONTACT:	Office: Dunton Tower 2114 Office Hrs: Mondays 1-2pm, or by appointment Telephone: N/A Email: Erica.chen@carleton.ca

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/143974>

**** Please note, you MUST use your Carleton email address in all correspondence with the instructor. ****

COURSE DESCRIPTION

This course features an examination of how various forms of media misinformation can shape and/or express our beliefs about the legal system with specific regard to the courtroom and juror legal decision making. We will critically evaluate the ways in which the media serves as a manipulator of public sentiments, and particular attention will be paid to Indigenous, Black, and other marginalized groups. Facilitated by the tenants of classic psychological theories, we will interpret various forms of media with a view to identifying and nuancing how it can hinder a fair trial.

LEARNING OUTCOMES

By the end of the course, students should be able to...

- Describe the effects of media misinformation 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
- Discuss the role of racism and colonization and its current impact on racialized defendants in the courtroom
- Produce a written critical essay on these issues

TEXTS

There is no required textbook.

A collection of required journal article readings and media articles will be available through the Carleton University Library on Brightspace. 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.

COURSE CALENDAR**

Note: This is an upper-level criminology course, which will be reflected in the reading assignments. Some of the reading assignments will be dense, and most will be research articles. For the research articles, students are only expected to focus on the introduction, some of the methods, and discussion/conclusions. Students are expected to read *all* of the assigned readings for every class.

** Subject to change.

Week	Topic	Readings
<i>Unit 1: Course Introduction and Workshops</i>		
Week 1: September 12 th	Course Introduction + Library Demo	Course Outline
Week 2: September 19 th	Introduction to Jury Decision Making + Writing/Plagiarism Workshop	Schuller, R. A., & Yarmey, M. (2001). The jury: Deciding guilt and innocence. In R. A. Schuller & J. R. P. Ogloff (Eds.), <i>Introduction to psychology and law: Canadian perspectives</i> (pp. 157–187). University of Toronto Press. https://doi.org/10.3138/9781442688391-008
<i>Unit 2: Background</i>		
Week 3: September 26 th	Defining Misinformation	Molina, M. D., Sundar, S. S., Le, T., & Lee, D. (2021). “Fake News” Is Not Simply False Information: A Concept Explication and Taxonomy of Online Content. <i>American Behavioral Scientist</i> , 65(2), 180–212. https://doi.org/10.1177/0002764219878224 Allcott, H., Gentzkow, M., & Yu, C. (2019). Trends in the diffusion of misinformation on social media. <i>Research & Politics</i> . https://doi.org/10.1177/2053168019848554
Week 4: October 3 rd	Media & Crime	Potter, W.J. (1986). Perceived reality and the cultivation hypothesis. <i>Journal of Broadcasting & Electric Media</i> , 30(2), 159-174. 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. Pickett, J. T., Mancini, C., Mears, D. P., & Gertz, M. (2015). Public (Mis)Understanding of Crime Policy: The Effects of Criminal Justice Experience and Media Reliance. <i>Criminal Justice Policy Review</i> , 26(5), 500–522. https://doi.org/10.1177/0887403414526228
<i>Unit 3: Traditional Media</i>		
Week 5: October 17 th	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. McManus, L., Maeder, E., & Yamamoto, S. (2018). The Role of Defendant Race and Racially Charged Media in Canadian Mock Juror Decision Making. <i>Canadian Journal of</i>

		Criminology and Criminal Justice, 60(2), 266–295. https://doi.org/10.3138/cjccj.2017.0035.r1
Week 6: October 31 st	Pre-trial Publicity	<p>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.</p> <p>Daftary-Kapur, Penrod, S. D., O'Connor, M., & Wallace, B. (2014). Examining Pretrial Publicity in a Shadow Jury Paradigm: Issues of Slant, Quantity, Persistence and Generalizability. <i>Law and Human Behavior</i>, 38(5), 462–477. https://doi.org/10.1037/lhb0000081</p>
<i>Unit 4: Entertainment Media</i>		
Week 7: November 7 th	The CSI-Effect	<p>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.</p> <p>Holmgren, & Fordham, J. (2011). The CSI Effect and the Canadian and the Australian Jury. <i>Journal of Forensic Sciences</i>, 56(s1), S63–S71. https://doi.org/10.1111/j.1556-4029.2010.01621.x</p>
<i>Unit 5: Social Media</i>		
Week 8: November 14 th	Facebook and Twitter + Final Paper Workshop	Fischer, M. (2016). #Free_CeCe: The material convergence of social media activism. <i>Feminist Media Studies</i> , 16(5), 755-771.
Week 9: November 21 st	Juror Selection + Final Paper Q & A	Cotter, J., & Volkens, L. Jury issues arising from use of technology and social media. Retrieved from: https://silo.tips/download/jury-issues-arising-from-use-of-technology-and-social-media
<i>Unit 6: Special Topics</i>		
Week 10: November 28 th	Media Tropes & Knowledge Translation	<p>Quintero Johnson, & Riles, J. (2018). “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>, 7(2), 146–163. https://doi.org/10.1037/ppm0000121</p> <p>Horwitz, J., Grilley, A., & Kennedy, O. (2015). Beyond the academic journal: Unfreezing misconceptions about mental illness and gun violence through knowledge translation to</p>

		decision-makers. <i>Behavioral Sciences & the Law</i> , 33(2-3), 356-365.
Week 11: December 5 th	Mitigating the Effects of Media Misinformation in the Courtroom	Daftary-Kapur, Dumas, R., & Penrod, S. D. (2010). Jury decision-making biases and methods to counter them. <i>Legal and Criminological Psychology</i> , 15(1), 133–154. https://doi.org/10.1348/135532509X465624 Maeder, E., Yamamoto, S., & Fenwick, K. L. (2015). Educating Canadian Jurors About the Not Criminally Responsible on Account of Mental Disorder Defence. <i>Canadian Journal of Behavioural Science</i> , 47(3), 226–235. https://doi.org/10.1037/cbs0000016
Week 12: December 9 th	Wrap-up & Flexible Class	

EVALUATION

Component	Weight	Deadline
Participation: Participant (x6) Discussant (x1)	30% @ 3% each 12%	Ongoing Sign up on Brightspace Sign up on Brightspace
Reflection Papers: Participant papers (x2) Discussant paper	20% @ 5% each 10%	3 days after seminars of choice 11:59pm the Saturday before chosen seminar
Final paper proposal	20%	November 7 th , 2022 @ 11:59pm
Final paper	30%	December 9 th , 2022 @ 11:59pm

All components must be completed in order to get a passing grade.

PARTICIPATION: Active participation is essential to seminar-style classes. As such, part of your grade is allotted to attending and engaging in class. In groups of 2, you will sign up to serve as discussants for one journal article (where participation will be graded out of 12%) and as a participant for six seminars (where participation will be graded out of 3% for each session). While you may work individually, I highly recommend that you work with a partner. Sign-ups will begin on week 2. More information on how to sign up will be provided in class.

Discussants are expected to take on a leadership role by posing thoughtful questions to the class. Participants are expected to answer those questions. Taken together, this means that you must actively participate in six seminars to get full marks. Your discussion grade will be based on quality and quantity of participation. You should show respect to others' contributions, help facilitate discussion, listen thoughtfully, offer constructive feedback, and avoid monopolizing the conversation. You should be prepared to offer unique insights and answer basic questions about the associated reading. If you miss a seminar session, I may, at my discretion, assign you another task.

REFLECTION PAPER (DISCUSSANT): In preparation for leading discussion, each student must submit a reflection paper prior to their assigned seminar meeting (worth 10%). This paper should be a roughly one-page, single-spaced reflection (marked out of 10). In this reflection you must 1) provide a concise description of the assigned text, 2) Indicate the major theme of the topic, 3) Pose 4-5 thoughtful discussion questions.

REFLECTION PAPER (PARTICIPANT): To facilitate active participation, each student must submit two reflection papers (worth 5% each). Students will be able to choose which seminars they submit reflection papers for, based on the six seminars where they will serve as participants. However, reflection papers are due within 3 days of each seminar meeting chosen. You will be asked to provide a roughly one-page, single-spaced reflection. In this reflection you must 1) provide a concise description of the overarching theme(s) of the discussion, 2) Indicate what your and a classmate's best insights were, and 3) ask a clarification question.

FINAL PAPER PROPOSAL: Students must provide a 5- to 6-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 2- to 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.

FINAL PAPER: You will be tasked with writing a research paper in this course, 10-15 pages, double spaced. The only criteria are that it must be on an area that is relevant to the topic of media misinformation 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 Brightspace. Maximum length for the text is 15 pages double spaced (title page, references, and appendices are *not* included in the 10 pages).

****Detailed instructions and a rubric for each component will be provided on Brightspace.****

EMAIL POLICY

Students will be fully responsible for reading and responding appropriately to all information distributed through Brightspace. Information provided on the Brightspace page will be considered to have been provided to all registered students within 24 hours of posting. All correspondence with me should be carried out through the Carleton e-mail system, using "CRCJ4002B" as the subject. Expect a reply within 48-hours (weekend and statutory holidays NOT included); otherwise, you should email me again.

POLICY ON LATE WORK

If you have a major problem (such as prolonged illness), please let me know with reasonable warning. Try to complete your assignments early and submit them on time. That said, each student can have one 24-hour grace period for a written assignment of their choosing **with the exception of the discussant paper**. This means that you can hand in an assignment up to 24-hours after the deadline for any reason (which you need not share). I strongly urge you to consider saving this "freebie" for the final paper.

An assignment is considered late if it is not fully submitted to the assignment portal on Brightspace by the end of the day on which it is due (i.e., by 11:59 pm). Assignments that are submitted as a draft, saved in a format that I cannot open, or that are turned in after 11:59 pm on a due date will be considered one day late. Assignments that are turned in after 11:59 pm the following day will be considered two days late, and so on. You must submit the assignment via the Brightspace assignment portal; assignments will not be accepted by email except in extenuating circumstances.

Late assignments will be docked 5% per day that the assignment is late. If the assignment is more than 3 days late, it will automatically receive a zero.

Please note: 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.

ANONYMOUS COURSE FEEDBACK TOOL

I have set up an anonymous course feedback tool on the course Brightspace 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.

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgment;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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).

STATEMENT ON STUDENT MENTAL HEALTH

As a University student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>

- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

STATEMENT ON PANDEMIC MEASURES

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety, which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see Section 8 above, and the [Instructors' Guide to Academic Accommodation](#).

ACADEMIC ACCOMMODATION

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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

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 [click here](#).

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).

SURVIVORS OF SEXUAL VIOLENCE

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

ACCOMMODATION FOR STUDENT ACTIVITIES

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>