

# American Society of Criminology

## Undergraduate Syllabi Collection

Syllabi from Various Contributors

**Prepared by: Kelly Vance, ASC Associate Director &  
The ASC Teaching Committee**

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**Administration (Criminal Justice Management)**

CJUS 3364 (W and O) Sections 1 and 2

**Dr. Charisse T.M. Coston**

Department of Criminal Justice and Criminology

5081 Colvard Building

(704) 687-0745

**Office Hours:** (Mondays 10-11 and Tuesdays 11-12 and/or by appointment)

**Texts:** All of the following materials are free:

A workbook and readings

Further readings on Canvas

Power Point slides on Canvas

What should I include in my paper? It is a file on Canvas

**Prerequisites:**

Majors or minors.

Juniors or seniors.

CJUS 1100 with a grade of C or better

**Catalog Description:** CJUS 3364: Examines major organizational theories and administrative functions with direct application to criminal justice agencies.

**Course Description**

You will acquire a new skill set. The focus of this course is on the examination of principles of organization and management as they are applied to the American Criminal Justice System. This course focuses on management as a systems concept. The highlight of this course involves a socio-technical systems analysis of CJ organizations in terms of their purpose(s), structure, relationships, rewards, technology and leadership. If you have not worked in or are working in a CJ organization then you must identify an organization that you are most familiar. After successful completion of this course, you will have completed intensive writing and oral competency credits within the Criminal Justice and Criminology major.

**Course Goals:**

1. To recognize the importance of examining the criminal justice system from the viewpoint that it has three components;
2. To analyze criminal justice agencies from the perspective of "socio-technical" systems;
3. To apply basic concepts of organizational theory to the field of criminal justice; and
4. To critically examine a criminal justice agency in terms of its purpose(s); structure, relationships, rewards, technology and leadership.

**Assessments:**

1. You will write and revise this paper throughout the course. Lectures, group review sessions, quizzes and mini-presentations will help you to apply these concepts;
2. To organize the application of these concepts into a pre-approved outline complete with a cover page, table of contents, subheadings and appendices;
3. To clearly and accurately apply and present these concepts (in an organized manner) in a 15 minute presentation and
4. After presenting your analysis paper, make any revisions and submit your 12 page technical paper.

**\*GRADING:** Course requirements and grading are transparent. Your success in this course is in direct relation to your following of the process in this course. We will have lecture, discussion and group instruction periods where you will bring that section of your paper. Next, you will have mini presentations over each section followed by a quiz over that section. This process leads up to your presentation of your paper and final paper.

The final grade for this course will be calculated as follows:

**Four-5 point quizzes over concepts in your analysis paper:** (given during the first 6 weeks of class) 5 points each over the material from the preceding mini-presentation **20 points**

**Four-5 point presentations of sections of your analysis paper:** They will be during the second group instruction period attached to each section(s). Five points each for a total of 20 points towards your final grade in this course. **20 points.**

Presentation 1 of Introduction

Presentation 2 of Purpose and Structure

Presentation 3 of Relationships and Rewards

Presentation 4 of Technology and Leadership

**Rubric for mini-presentations:** 5 total points

(Reading your presentation -3, not mentioning a concept -1 for each concept; applying the concept incorrectly-1for each concept)

**Presentation of your complete analysis paper:** up to 15 minutes for a total of **20 Points**

**Rubric for presenting your final analysis paper (20 points):**

Clarity of expression grammar,

Organization-flow and arrangement,

Ability to maintain audience interest 2

Use of visual aids 2

Use of notes/outline 3

Delivery, i.e.

Voice projection-	1
Eye contact-	1
Gestures-	1
Familiarity with subject matter; how well prepared	10

**Analysis paper:** A socio-technical system’s analysis of a criminal justice, related organization, or an organization that you are most familiar. It is due on December 6 by 12 noon (between 10 to 12 pages excluding cover sheet, table of contents and appendices). **40 points.**

**Class Participation and Attendance:** Attendance matters. Participation is considered as a determining factor for students who have borderline grades in the course. Participation will be considered when you give your peers feedback on their entire presentation. If you miss more than 3 class sessions without a legitimate excuse (e.g., a note from the Dean’s Office), your final grade will be lowered by one grade. This means that instead of getting the A; you will get a B and so forth.

#### CLASS SCHEDULE AND ASSIGNMENTS

DATE	TOPIC	READINGS/ASSIGNMENT
Week 1	Introduction/format of the course The Criminal Justice System: A System or a non-system	None Handout
Week 2	An introduction to Systems Management Inputs, transformation process, outputs buffering	2-17 71-78
Week 3	Three schools of Management Theory, Systems Management cont...(open/ closed systems, formal, informal organizations, etc.)	2-17, 82-85
Week 4	Introduction to Weisbord’s Six-Box Model Introduction due	2-9 18-21
Week 5	Purpose	86-89
Week 6	Structure Purpose and Structure due;	22 104-114
Weeks 8	Relationships and Rewards	30-148
Week 9	Relationships and Rewards (Due)	

Week 10	Technology and Leadership	44-47
Week 11	Leadership Technology and Leadership Due	149-159;
Week 12	Presentations	
Week 13	Presentations	
Week 14	<b>FINAL ANALYSES PAPER DUE: 12/6</b>	
Week 15	Final examination	

**No Classes:** September 11-14; fall break: October 8 and 9 and during one or two periods the week before Thanksgiving.

### ANALYSIS PAPER

You are a management consultant that specializes in the organizational health of companies. You have been brought in to assess the health of a CJ, related organization or an organization that you are most familiar. In so doing, select a criminal justice organization, e.g., a police, court, probation, parole, jail, prison or a related organization (e.g., a rape crisis center, private investigation organization or substance abuse agency). If you have not worked in a CJ or related agency, you can still get credit for this class by identifying an agency that you are most familiar with. Eventually you will be in a supervisory or managerial position in a CJ or related organization. This course has direct applicability to all organizations. You will observe this organization and tell me what you see. That is, **you** will let me know in which areas this organization is healthy and unhealthy by correctly applying the concepts that we will cover. Throughout your paper, you will make suggestions aimed at making this organization healthier. Describe the organization and analyze its functioning in terms of the following:

Introduction (25)

Purpose (10)

Structure (10)

Relationships (10)

Rewards (10)

Technology (10)

Leadership (25)

Bibliography: use if you borrow other agencies materials

Appendix A: Overall Organizational Structure

Appendix B: Unit Design

Appendix C: *Helpful/Unhelpful, Formal/Informal* Technology

Appendix D: Your signed Plagiarism document

In which areas is the organization currently most healthy? What are the least healthy areas of functioning?\*

This paper is not to exceed 12 pages in length which does not include cover page, table of contents, nor the appendices. Your grade will be based on your ability to concisely present the major characteristics of your CJ, related or an organization that you are most familiar in each of these socio-technical areas, and your ability to demonstrate an application of the concepts into your paper based upon the course material (readings and lectures).

**\*NOTE:** The above must make up your table of contents.

#### Dates for Group Review periods and Mini presentations

**MWF**

**TTH**

<b>8/27</b>	<b>Introduction bring section to class for review</b>	<b>8/28</b>
<b>8/29</b>	<b>Presentations of Introduction</b>	<b>8/30</b>
<b>9/10</b>	<b>Purpose and Structure bring these two sections to class</b>	<b>9/11</b>
<b>9/17</b>	<b>Presentations of Purpose and Structure</b>	<b>9/13</b>
<b>9/24</b>	<b>Relationships &amp; Rewards bring section for review</b>	<b>9/25</b>
<b>9/26</b>	<b>Presentations of Relationships &amp; Rewards</b>	<b>9/27</b>
<b>10/5</b>	<b>Technology Leadership and Concluding Remarks bring sections for review</b>	<b>10/16</b>
<b>10/10</b>	<b>Presentations of Technology, Leadership and Concluding Remarks</b>	<b>10/18</b>

**Presentations of your entire paper will begin on the 15<sup>th</sup> of October**

FORMAT--COVER PAGE FOR YOUR TERM PAPER

Title of paper

This paper submitted to  
Dr. Charisse Coston  
in partial fulfillment of the  
requirements for the course

Title of course and course number

Your Name

University of North Carolina  
Department of Criminal Justice  
Charlotte, North Carolina 28223

Fall 2018



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Leadership	10

Bibliography

Appendix A: Overall Organizational Structure

Appendix B: Unit Design

Appendix C: \_\_\_\_\_ Technology

Appendix D: Signed Plagiarism document

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no page numbers



This is Appendix D; the plagiarism document. Double click on the icon, and it will open. Please download it, sign it, and then insert it as the last page of your document. Do not forget to include it in your table of contents.

## Our Course Contract

**(if you decide to remain in this class; I will assume that you agree to the terms contained in my course contract)**

### Assumptions and Commitments

**In this class, students will be referred to and expected to comport themselves as professionals. The context for this course is the Administration of Criminal Justice**

### ASSUMPTIONS UNDERLYING THE COURSE

All students are asked to believe that with hard work on their part and with my support as the professor, they will meet all of the course goals and objectives. In addition, all students are asked to assume and commit to the following:

- learning is a process requiring active participation;
- as the instructor, I am responsible for assisting students to learn;
- My responsibilities include: articulating clear goals and expectations, collecting and applying learning process data, collecting and applying outcome data, providing timely and helpful feedback.
  
- students have the primary responsibility for their own learning; processing, taking notes, respectfully commenting and questioning, discussing, proposing, thoughtfully completing assigned work in a timely manner, documenting evidence of their learning, using assistance and support from classmates, the instructor, and materials at the University library, on the internet, and in the community;
- students have a secondary but important responsibility to enhance the learning of their classmates by interacting with them and with me.

### COURSE PROCEDURES AND REQUIREMENTS

Course credit is recorded when student work is evaluated and documented. As the instructor, I will:

- record earned points when the students have completed their work products.

### Class Attendance and Participation

I recognize that it is my responsibility as a student to actively participate in all aspects of planning, implementing, and evaluating class activities. Participation requires much more than my presence in class, although my attendance is essential. As a student, I am expected to work hard to meet course goals and to contribute to my classmates' success.

I will demonstrate my professionalism through:

- a) my physical appearance (e.g., appropriate dress for class, cleanliness, neatness);
- b) my patterns of speech (e.g., interactions with others, body language and other mannerisms);
- c) my dispositions toward colleagues and the professor (e.g., respect, attention to others' ideas and concerns, work ethic, punctuality);

d) my dispositions toward standards of quality in work products, attention to details, continuous improvement).

Cell Phones, Pagers, and other forms of classroom disruption

It is important that the flow and rhythm of classroom interactions are not interrupted. I will shut off my cell phones, pagers, and any other noise making electronic equipment should be prior to entering class. If I anticipate the need for emergency communication, I will consult with the instructor before class.

## OUR COMMITMENTS IN THIS COURSE

### Instructor Commitments:

As the instructor, my first responsibility is to assure that every student has a clear understanding of what must be learned about classroom assessment. My second responsibility is to assure that every student understands what they must demonstrate and document regarding classroom assessment and evaluation to earn a satisfactory grade in this course. Finally, I am responsible for helping all students learn, demonstrate, and document that they have met all course goals and requirements.

### Student's Commitments

As a student, I am responsible for my own learning and for completing course goals in a manner that provides compelling evidence of my achievement.

As a student, I am responsible for supporting the development of ideas, knowledge, skills, and dispositions by my classmates. Therefore, I commit to:

1) Attending all scheduled class sessions.\*

This includes:

- Arriving at all class sessions on time;
- Being prepared to begin work on time;
- Completing assignments on time.\*\*

2) Participating in class discussions.

This includes:

- attending well to the instructor, students, and other speakers;
- supporting or questioning the ideas of others;
- proposing alternative ideas for others to consider.

3) Interacting with others in a respectful and professional manner.

This includes:

- helping class members by giving useful evaluative feedback;

- being specific with concrete suggestions for improvement;
- being constructive and helpful.

4) Producing written work that reflects my respect for the teaching profession.

This includes:

- documents that are mechanically correct (e.g., grammar, spelling, punctuation, page breaks)
- a tone that is professional, inviting, encouraging, and supportive.      - pride in the quality of my work and competence in my written communication.

\* I know that any excused absence from class requires prior instructor approval and the satisfactory make-up of all the work that is missed.

\*\* I know that late or incomplete submissions of work requires prior instructor approval and the satisfactory completion of work within a time period specified by the instructor.

**YOUR CONTINUED PARTICIPATION IN THIS COURSE INDICATES THAT YOU WILL ABIDE BY THESE CONDITIONS.**

**RCRJ 430Z: CHILDREN, PSYCHOLOGY, AND THE LAW**

**3 Credit Hours**

**Spring 2017 Course Syllabus**

**Husted Hall, Room 310**

**Wednesdays, 1:15–4:05pm**

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**INSTRUCTOR CONTACT INFORMATION**

Cynthia J. Najdowski, Ph.D.

Assistant Professor

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518-591-8786

cnajdowski@albany.edu

Available during drop-in hours on Thursdays 12-2pm in Draper 117 or by appointment

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**COURSE DESCRIPTION & OBJECTIVES**

More and more children are becoming involved in our legal system, a system that was designed for adults. Special issues arise when children enter the legal system, issues that receive a considerable amount of attention from psychological researchers. In this course, you will learn about research investigating a number of those issues, particularly the nature of and societal response to child maltreatment, the reliability of children's eyewitness testimony, juvenile justice, legal decision makers' perceptions of children, and unique concerns related to juvenile sex offenders and other special topics. We will focus on how social scientific research and the use of psychological theories can contribute to a better understanding of the issues, how the legal system can be informed by the results of research, and how to design future research to address remaining questions. The research in this field is interdisciplinary, so theories and methods from nearly every subdiscipline of psychology will be featured, including clinical, cognitive, and community psychology, but because I am a social psychologist, there will be special emphasis throughout on understanding issues in their social context.

By the end of the semester, you should have acquired:

- Specific knowledge about various issues that affect children who enter the legal system;
- The ability to identify legal assumptions that can be addressed through psychological research;

- An understanding of how psychological theory and science can be used to address issues related to children, psychology, and the law; and
- The ability to think critically and write clearly about research as it relates to children, psychology, and the law.

This advanced course provides undergraduate students with specialized knowledge about a particular content area, so it can count towards completion of the criminal justice minor or major. It is also a “Z” course and can be completed in fulfillment of the upper-level writing-intensive course requirement.

### **COURSE MATERIALS**

- 1. Bottoms, B. L., Najdowski, C. J., & Goodman, G. S. (Eds.). (2009). Children as victims, witnesses, and offenders: Psychological science and the law. New York: Guilford Press.**
- 2. Required readings (theoretical, empirical, and review journal articles and book chapters listed in the course calendar and available on Blackboard under Electronic Reserves)**

### **COURSE FORMAT, REQUIREMENTS, & GRADING**

This is a seminar course. Weekly classes will generally include discussion of key points from the weekly readings, application of readings to current events, and student oral reports. Emphasis will be placed on the preparation and active participation of **all** seminar members during each class. Your success in this course will depend on your ability to prepare and participate at a level appropriate for upper-division undergraduate students. Class preparation includes completing all readings prior to class and making notes that will prepare you to discuss the main points, theories, methods, and empirical findings from the readings. You should be prepared to discuss the implications of readings for future psychological research related to children, psychology, and law and relate readings to real-world events. In addition to discussing common material with all seminar members, you will sometimes present material that you are uniquely familiar with to the rest of the class. Being able to communicate effectively is one of the most important skills for students to develop, and certain tasks are designed to help you learn to teach as well as learn from each other. Thus, your performance will be evaluated based on class participation (20%), class preparation questions (15%), current event reviews (15%), an oral report (15%), and a grant proposal project (35%). I will neither curve grades nor issue extra credit on an individual basis.

#### **CLASS PARTICIPATION = 20%**

Class participation means self-motivated, regular, and thoughtful in-class verbal comments and questions that illustrate your mastery of the readings (scientific observations, not unfounded opinions). In each class, you will be expected to demonstrate your ability to think critically about, apply, and reflect on the assigned readings. Class time will be dedicated to reviewing class preparation questions and reflecting on discussion, current events, and oral reports. Freewrites will be used occasionally to

facilitate such reflections. Therefore, you **must** read the assigned material prior to class and be ready to discuss your work each week. When reading, you should be thorough and analytical—make sure you understand the authors' point, critically analyze the method and results of each study, point out contradictions, think about questions for discussion, relate the readings to real-world events, etc. Reading in this way will help you with class participation.

Class participation reflects in-class contributions to discussion and thoughtful reflections on the material covered, not simply class attendance or coming to class on time, which are assumed. However, unexcused absences will be graded as "0." Further, more than two unexcused absences will result in the automatic loss of all class participation points. In addition, penalties will be imposed for late arrivals, early departures, inappropriate technology use, sleeping, etc.

Participation will be graded as A–E. Your **best 11** participation grades will be averaged to comprise 20% of your final grade. Please realize that even if you score all possible points on all other assignments (which is unlikely), if you are unwilling to speak up in class often, you will not do well in this course.

#### **CLASS PREPARATION QUESTIONS = 15%**

To help you achieve the level of preparation necessary to participate in class and to encourage critical thinking and engagement with the material (not just passive absorption of it), you are required to submit **one** typed question about the readings assigned for **any 5** of the 12 classes from February 1<sup>st</sup> to May 3<sup>rd</sup>. These questions should be brief and focused, but with enough detail that they are clear, well developed, and reflect that you have thought critically about the readings. Participating in class would be difficult if you hadn't read and thought about the main points in the articles. These questions are designed to help you do that, and they will also help you gain a deeper understanding of the kinds of questions researchers in this field ask and the ways they go about answering these questions.

The best questions **go beyond what you have been assigned to read by synthesizing information from multiple readings**. For example, you might apply an existing theory to a new problem, consider limitations and strengths of various research methods, or compare and contrast results from different studies. I especially encourage you to considering implications of the readings for future research (do you have a novel research question? a new hypothesis to test?) or policy (do the research findings suggest specific social policies or laws that should be changed or created?). I recommend that you make notes in the margins of your readings as you read—notes about even your most trivial reactions. When you're done reading, you'll have plenty of thoughts on which to base your questions.

Please note that your questions should not simply address things that you don't understand in a reading—I encourage you to ask those kinds of questions in class discussions. They also should not merely summarize the readings or be designed to quiz for understanding of the readings (i.e., the answer should not be apparent from the readings), as these types of questions do not promote discussion. I have posted sample questions on Blackboard to help you understand what I expect you to submit.

These questions will be used to facilitate class discussion, and as such, they are **due by 1:15pm on the Tuesday before class**. All questions must be submitted electronically via Blackboard. Don't let technical difficulties prevent you from getting them in on time. Late submissions will not be accepted except in the case of *documented* medical or family emergencies. You should also bring a copy of your questions to class to guide your comments during discussion.

Questions will be graded as A–E. Note that if you submit multiple questions for one class, only the first question will be graded. You may, however, submit questions for more than the required 5 classes, in which case your best 5 grades will be used to compute your final grade. Class preparation question grades will be averaged to comprise 15% of your final grade.

### **CURRENT EVENT REVIEWS = 15%**

To help you learn how to draw connections between what you learn about in this course and real-world events, you should find a news article about a current event (i.e., from the past year) and write an analysis of that event for **any 3** of the 12 classes from February 1<sup>st</sup> to May 3<sup>rd</sup>. Your analysis should describe (a) how the event exemplifies the topic we will be discussing in class that week, (b) how it reflects the implementation of sound psychological research into everyday practice and policy or how it disregards such research, and (c) what research is needed to help criminal justice practitioners and policymakers respond to similar events in the future. For example, for the topic of juvenile justice, you could find an article about a juvenile offender who experienced solitary confinement, describe whether solitary confinement is in line with the ideals of the juvenile justice system and what we know about juvenile rehabilitation potential, and call for research exploring links between solitary confinement and juvenile recidivism rates. This is but one example—events highlighting the intersection of children, psychology, and law are showcased in the media on a daily basis.

Be sure to rely on reputable news sources when identifying a current event to review—that is, you should use trusted sources like BBC, NPR, and The New York Times, and avoid less trusted sources like The Huffington Post, The Sean Hannity Show, etc. (when in doubt, see <http://www.businessinsider.com/here-are-the-most-and-least-trusted-news-outlets-in-america-2014-10>).

These reviews will be used to facilitate class discussion. Thus, you should email me at [cnajdowski@albany.edu](mailto:cnajdowski@albany.edu) **by 1:15pm on the Tuesday before class** to describe the article you plan to write about. Your email should include 1 or 2 sentences describing the event as well as a PDF of the article. Then, you should **submit your review in class by 1:15pm**. Your current event review should be **2 to 3 pages in length**. Please type your paper and use double spacing and 1-inch margins. In addition, you will be responsible for describing the current event and highlighting the main points of your review during class discussion.



Current event reviews will be graded as A–E on the basis of the suitability of the article, the quality of your review, and your leadership during class discussion of the event. You may submit more than the 3 required current event reviews, in which case your best 3 grades will be used to compute your final grade. Current event review grades will be averaged to comprise 15% of your final grade.

### **ORAL REPORT = 15%**

You will be assigned to present a special reading to the class. The topics have been selected to correspond to the readings assigned for each week, with the goal of reducing the number of readings assigned to the entire class each week while still allowing us to explore a variety of important issues related to the topics at hand. You will be asked for your top few topic choices and then you will be assigned to a topic and specific reading.

In your oral report, you should present a summary of your special reading. You should explain the main points of your reading (e.g., what are the main questions addressed?) and discuss how the article is relevant to the assigned readings for the week. If the article describes an empirical study, be sure to summarize the most important predictions, methodology, main findings, and conclusions. If the article is a theoretical piece, state the main premise and basic argument, as well as evidence used to support the thesis. For any article, present a critical analysis of the work (that is, add your own thoughts about the work and how you think it is relevant to the other readings).

You must submit a typed 1- to 2-page summary of relevant points (e.g., theoretical basis for hypotheses, main study findings) **by email no later than 1:15pm on the Tuesday before your report**. Late submissions will be penalized. I will make copies of the summary to distribute to your classmates.

In class, you should deliver your report using PowerPoint. For help on creating a presentation, visit [www.actden.com/pp/](http://www.actden.com/pp/). Because your presentation should be brief, you should have 8 to 12 slides (not including the title slide). Review your materials carefully—typos and such reflect a lack of professionalism and will negatively impact your grade.

Although you should prepare a PowerPoint presentation, your goal should be to engage your classmates with the material covered in your special reading using whatever means you think will be most effective. Therefore, you should consider supplementing your slides by using a game, having the class vote on questions, showing a brief video (i.e., no longer than 4 minutes), incorporating discussion among pairs of students or small groups, presenting a case study, etc.

The prepared part of the report should last **between 15 and 20 minutes** (you must practice beforehand so that you do not go over 20 minutes), but the class discussion you generate can last longer. In fact, a goal of the report is to promote discussion, and the very best presentations will encourage this.

In general, the importance of expressing ideas orally is often overlooked in undergraduate training, but it is essential for success in any career you may choose to pursue. You may be nervous at first about

giving an oral presentation, but after we all get comfortable with one another, the presentations will be easier and go quite smoothly. Here are a few guidelines that will be helpful.

- If you don't understand something, see me well before your presentation so I can help you.
- Focus on your main points and explain them clearly, assuming your audience knows almost nothing about the topic. You can assume that your classmates have completed the assigned readings but, otherwise, do not assume any prior knowledge on their part beyond that. One of the most common mistakes made by unskilled speakers is to assume people understand things you haven't explicitly stated. Give the report as if you were giving it to an 8th grader who has never studied anything about juries or psychology. I'm completely serious.
- Don't be nervous. Give your report in a relaxed, but professional manner. Nervousness usually stems from being ill-prepared, which relates to the next point.
- It is no fun for anyone to have to sit through an ill-prepared presentation. Think about bad presentations you've attended. Make a list of the things that made the presentation horrible, and avoid them all! Make sure your reports are concise, accurate, and well-prepared—even over-prepared. I suggest you prepare by practicing your presentation several times. Advance preparation, including making sure your presentation is the appropriate length, is key to doing a good job. If you follow these recommendations, you'll find that your presentation will come out almost automatically in class.
- The best reports are those given in a relaxed, but professional manner. If you don't want to be interrupted during your presentation, say so. However, it is generally helpful if we can interrupt you to ask questions or make comments.
- Give your presentation from notes rather than from articles, but do not read from your notes or "highlighted" articles (a sure way to bore us all and get a low grade). Your PowerPoint presentation and handouts should be used to help you make the main points of your argument. Do not, however, overuse slides—you should need no more than 12. Your slides should consist of only a scaffolding or outline of key points, not a lot of prose, and they should be in BIG, clear font. And handouts are important because they will help your classmates take notes on your presentation. You're presenting the class with novel information, so you must be an effective teacher.
- Dress comfortably but professionally. There is scientific evidence (see, e.g., Adam & Galinsky, 2012) that clothing influences how you think and feel, so dress for success!

Grading will be based on the clarity and quality of your presentation and handout as well as your ability to respond to classmates' questions and facilitate discussion. In addition, you will complete a debriefing memo in which you will indicate what you think went well, what went wrong, and what you can improve in the future. Grades will reflect the percentage of points you earn out of 100, and that grade will comprise 15% of your final grade.

## GRANT PROPOSAL = 35%

You will write a formal grant proposal in which you will propose original research about an important issue in the field of children, psychology, and the law. This paper is designed to help you formulate relevant questions and think about how research can help to answer those questions. In the paper, you will identify a problem, discuss why it is important, propose a testable hypothesis, and present a novel research idea that will help to advance the field's understanding of and ability to address the issue.

To help you succeed on this assignment, there will be several graded steps for this assignment. **More information will be provided on Blackboard**, but here are the major components. First, you will complete 2 online tutorials on conducting library research and writing (worth 2% of your grade). Second, you will submit a brief statement (100 words or less) describing the issue and research you plan to write about with a list of at least 5 potential references (worth 4% of your grade). I will give you feedback at this stage. Third, to help you prepare for your paper and receive additional feedback, you will submit a detailed outline that will be reviewed by your peers in class (worth 7% of your grade). Fourth, you will submit your paper, including a project narrative of 8 to 10 double-spaced pages (worth 15% of your grade). You will also be given the opportunity to submit a revision of your paper, which would then be the basis of your final paper grade. Finally, **on May 10<sup>th</sup>**, you will make a brief oral presentation about your proposed research (worth 7% of your grade).

To add a real-world dimension to the assignment, each student will be given the opportunity to contribute money to a class "grant fund." After oral presentations, students will vote to determine which proposal should receive the pooled grant money. The money will then be donated to a suitable organization to put research into action!

## GRADING SUMMARY AND SCALE

Decimal values of .5 and above will be rounded up, and all other decimal values will be rounded down.

Domain	% Possible	Total % Earned	Letter Grade Assigned
Class participation	20%	93-100	A
Class preparation questions	15%	90-92	A-
Current event reviews	15%	87-89	B+
Oral report	15%	83-86	B
Grant proposal project	35%	80-82	B-
Total	100%	77-79	C+
		73-76	C
		70-72	C-
		60-69	D
		< 60	E

## COURSE EXPECTATIONS & POLICIES

**ASSIGNED READINGS:** Come to class having completed the assigned readings. Most class time will be devoted to discussing course material thoughtfully. If you do not complete the assigned readings before class, you will not be able to complete your preparation questions or current event reviews or participate in class discussions and reflections effectively, and you will not do well in this course.

**ATTENDANCE AND MAKE-UP WORK:** You must attend class regularly to pass this course. Participation will be assessed in every class meeting and it will constitute a significant portion of your final grade, as detailed previously. Students who add the course late will be held responsible for all assignments (i.e., grades for work missed will be “0” regardless of whether it was due prior to or after you add the course). It is your responsibility to identify any scheduling conflicts that may interfere with your ability to attend class or complete coursework now. If you miss a class, it is your responsibility to ask another student for notes. Please note that you do not need to alert me to the reasons you will not be in class unless you have a serious illness or other very special circumstances.

Late work will not be accepted nor will make-up work be permitted except in the event of *documented* medical or family emergencies. In that case, at the end of the semester (i.e., **no earlier than April 26<sup>th</sup> and no later than May 10<sup>th</sup>**) you may request to complete a writing assignment to make up the work you missed *only if there is a chance that completing the work will actually increase your final letter grade*. Please note, however, that no make-up work will be allowed for class participation if you have more than two undocumented absences over the course of the semester.

### ACADEMIC INTEGRITY

Cheating and other forms of academic dishonesty will not be tolerated. Instances of cheating include (but are not limited to) copying from others, sharing answers, and plagiarism (i.e., using written material from others, including the Internet, for papers—see <http://www.plagiarism.org/> for more information). If I become aware that you have cheated, I will give you a “0” grade on the assignment. I may also give you a failing grade for the course and/or refer you to the University for further disciplinary action.

**RESPECT & COURTESY:** I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. We will be discussing some very sensitive topics. Each of us may have strongly differing opinions on some topics. The conflict of ideas is encouraged and welcome. The orderly questioning of others’ ideas, including mine, is similarly welcome. I will, however, exercise my responsibility to manage the discussions so they can proceed in an orderly fashion. The ground rules for class discussions are these: (1) treat others’ opinions with respect and courtesy, (2) maintain confidentiality of experiences shared by class members, (3) don’t monopolize discussion, and (4) attack ideas rather than people. If your conduct during discussions disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further. You should also refrain from telling things that are too personal, and exercise your right not to share your thoughts and ideas if you are uncomfortable talking about something.

Please turn off cell phones before coming to class. I permit the use of laptops in class but expect that they be used solely for class purposes. Talking to each other, talking on cell phones, texting, instant messaging, social networking, browsing the Internet, etc. are prohibited. If I see this behavior, it will negatively impact your class participation grade and I may ask you to leave the class that day.

Please arrive to class on time, and avoid leaving in the middle of class or before class is over. Such interruptions are very distracting to me and other students and, if frequent, will not be accepted (i.e., I will ask you to leave the class that day).

**BLACKBOARD:** I will post course materials (e.g., this syllabus, course readings) and grades on Blackboard. Although I may use Blackboard to communicate with you, I anticipate making most announcements in class.

**EMAIL:** When considering emailing me, please first try to find the answers to your questions in this syllabus and on Blackboard. I strongly encourage you to ask questions about the syllabus and assignments *during class time*, as other students are likely to have the same questions. Please note that, with the exception of oral presentations, **I will not provide guidance or feedback on assignments or discuss why you received a particular grade via email.** For these and other kinds of in-depth discussions, please plan to meet with me in person. Therefore, your primary purpose for emailing me should be to set up a one-on-one meeting if your schedule conflicts with my drop-in hours. In that case, **please include the course number, your real name, and “meeting request” in the subject line of your email.** Your message should include at least two times when you are available to meet and one or two sentences describing the reason for the meeting. In general, you can expect a reply from me within 3 days. If I cannot respond to your email within 3 days, you will receive an automatic reply explaining when I will be able to respond. Make sure any emails you send to me are professional. If you have questions about how to write a professional email, please see <http://grammar.about.com/od/developingessays/a/profemails.htm>.

**SYLLABUS:** This syllabus is designed to be a resource for you to use throughout the semester. However, I reserve the right to modify assignments and dates throughout the course. Any such modifications will be announced in class. Otherwise, it is your responsibility to keep up with course deadlines, as well as university deadlines for registering, dropping the course, etc., and to know whether you need to meet with me to discuss something before deadlines approach.

**RECOMMENDATION LETTERS:** I will not write a recommendation letter for you unless we have met outside of class enough for me to have something substantial to comment on. I welcome you to drop by my research lab or office to chat about interesting material, current events, or your future plans.

**ACCOMMODATIONS:** If you have a disability and require accommodations, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide me with verification of your disability, and recommend appropriate accommodations.

## *COURSE CALENDAR*

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### **Week 1: January 25**

#### Topics to be covered

Introduction to Professor Najdowski and the course

Select Week 15 topics

Select oral report topics

#### Required readings

1. Mongetta, J. N., Salerno, J. M., Najdowski, C. J., Bottoms, B. L., & Goodman, G. S. (2009). Children as victims, witnesses, and offenders: An introduction through legal cases. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law*, pp. 1-15. New York: Guilford Press.

**\*\*\*No oral reports this week\*\*\***

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### **Week 2: February 1**

#### Topics to be covered

Definition, measurement, and study of child maltreatment

#### Required readings

1. Rind, B., Tromovitch, P., & Bauserman, R. (1998). A meta-analytic examination of assumed properties of child sexual abuse using college samples. *Psychological Bulletin*, *124*, 22-53.
2. Ondersma, S. J., Chaffin, M., Berliner, L., Cordon, I., & Goodman, G. S. (2001). Sex with children is abuse: Comment on Rind, Tromovitch, and Bauserman (1998). *Psychological Bulletin*, *127*, 707-714.
3. Gershoff, E. T. (2008). *Report on physical punishment in the United States: What research tells us about its effects on children*. Columbus, OH: Center for Effective Discipline.

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### **Week 3: February 8**

#### Topics to be covered

Disclosure: Denials, delayed disclosure, reluctance, and recantation

#### Required readings

1. Lyon, T. D. (2009). Abuse disclosure: What adults can tell. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law*, pp. 19-35. New York: Guilford Press.
2. Rush, E. B., Lyon, T. D., Ahern, E. C., & Quas, J. A. (2014). Disclosure suspicion bias and abuse disclosure: Comparisons between sexual and physical abuse. *Child Maltreatment, 19*, 113-118.
3. Münzer, A., Fegert, J. M., Ganser, H. G., Loos, S., Witt, A., & Goldbeck, L. (2016). Please tell! Barriers to disclosing sexual victimization and subsequent social support perceived by children and adolescents. *Journal of Interpersonal Violence, 31*, 355-377.
4. Malloy, L. C., Mugno, A. P., Rivard, J. R., Lyon, T. D., & Quas, J. A. (2016). Familial influences on recantation in substantiated child sexual abuse cases. *Child Maltreatment, 21*, 256-261.

Assignment due

Grant proposal project: Online tutorials

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**Week 4: February 15**

Topic to be covered

Investigating child maltreatment

Required readings

1. Blandon-Gitlin, I., & Pezdek, K. (2009). Children’s memory in forensic contexts: Suggestibility, false memory, and individual differences. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law*, pp. 57-80. New York: Guilford Press.
2. Wood, J. M., Nathan, D., Nezworski, M. T., & Uhl, E. (2009). Child sexual abuse investigations: Lessons learned from the McMartin and other daycare cases. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law*, pp. 81-101. New York: Guilford Press.
3. Saywitz, K. J., & Camparo, L. B. (2009). Contemporary child forensic interviewing: Evolving consensus and innovation over 25 years. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law*, pp. 102-127. New York: Guilford Press.

**\*\*\*No oral reports this week\*\*\***

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**Week 5: February 22**

Topics to be covered

Dependency court proceedings: Children’s understanding, effects on children, and decisions about placements

Required readings

1. Quas, J. A., Cooper, A., & Wandrey, L. (2009). Child victims in dependency court. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law*, pp. 128-149. New York: Guilford Press.
2. Weisz, V., Wingrove, T., Beal, S. J., & Faith-Slaker, A. (2011). Children's participation in foster care hearings. *Child Abuse & Neglect, 35*, 267-272.
3. Zeanah, C. H., Shaffer, C., & Dozier, M. (2011). Foster care for young children: Why it must be developmentally informed. *Journal of the American Academy of Child & Adolescent Psychiatry, 50*, 1199-1201.
4. Patton, W. W. (2014). Bringing facts into fiction: The first “data-based” accountability analysis of the differences between presumptively open, discretionarily open, and closed child dependency court systems. *University of Memphis Law Review, 44*, 831-868.

Assignment due

Grant proposal project: Statement of intent

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**Week 6: March 1**

Topics to be covered

Child victim-witnesses: Effects of testifying, special accommodations, and jurors’ expectations

Required readings

1. Troxel, N. R., Ogle, C. M., Cordon, I. M., Lawler, M. J., & Goodman, G. S. (2009). Child witnesses in criminal court. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law*, pp. 150-166. New York: Guilford Press.
2. Chong, K., & Connolly, D. A. (2015). Testifying through the ages: An examination of current psychological issues on the use of testimonial supports by child, adolescent, and adult witnesses in Canada. *Canadian Psychology/Psychologie Canadienne, 56*, 108-117.
3. McAuliff, B. D., & Kovera, M. B. (2012). Do jurors get what they expect? Traditional versus alternative forms of children's testimony. *Psychology, Crime, & Law, 18*, 27-47.

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**Week 7: March 8**

Topic to be covered

Child-victim witnesses

Crossover youth

Required readings

1. Widom, C. S., & Wilson, H. W. (2009). How victims become offenders. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law*, pp. 255-274. New York: Guilford Press.



2. The Center for Juvenile Justice Reform, Georgetown University. (2015). *The Crossover Youth Practice Model (CYPM): An abbreviated guide*. The Center for Juvenile Justice Reform, Georgetown University.

\*\*\*\*\*Skype session on therapy dogs with Chuck Mitchell\*\*\*\*\*

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**Week 8: March 15**

**NO CLASS**

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**Week 9: March 22**

Topics to be covered

Juvenile interrogations & confessions

Required readings

1. Redlich, A. D., & Kassin, S. M. (2009). Police interrogation and false confessions: The inherent risk of youth. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law*, pp. 275-294. New York: Guilford Press.

**\*\*\*No oral reports this week\*\*\***

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**Week 10: March 29**

Topics to be covered

Juvenile interrogations, confessions, & guilty pleas

Required readings

1. Cleary, H. M. D. (2014). Police interviewing and interrogation of juvenile suspects: A descriptive examination of actual cases. *Law and Human Behavior, 38*, 271-282.
2. Cleary, H. M. D., & Warner, T. C. (2016). Police training in interviewing and interrogation methods: A comparison of techniques used with adult and juvenile suspects. *Law and Human Behavior, 40*, 270-284.
3. Redlich, A. D., & Shteynberg, R. V. (2016). To plead or not to plead: A comparison of juvenile and adult true and false plea decisions. *Law and Human Behavior, 40*, 611-625.

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**Week 11: April 5**

Topic to be covered

Juvenile justice

Required readings

1. Stevenson, B. (2014). All God’s children. In B. Stevenson, *Just mercy: A story of justice and redemption*, pp. 147-162. New York: Spiegel & Grau.
2. Brief for the American Psychological Association as Amicus Curiae, *Roper v. Simmons*, 125 S.Ct. 1183 (2005).
3. Fader, J. (2013). Introduction. In J. Fader, *Falling back: Incarceration and transitions to adulthood among urban youth*, pp. 1-18. New Brunswick, NJ: Rutgers University Press.
4. Fader, J. (2013). “You can take me outta the ‘hood, but you can’t take the ‘hood outta me”: The experience of “reform” at Mountain Ridge Academy. In J. Fader, *Falling back: Incarceration and transitions to adulthood among urban youth*, pp. 56-76. New Brunswick, NJ: Rutgers University Press.

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**Week 12: April 12**

Topic to be covered

Juvenile sex offenders

Required readings

1. Najdowski, C. J., Stevenson, M. C., & Cleary, H. M. (2015). *Does risk of registration reduce adolescent sex offending: Predictions for general deterrence from criminology and developmental psychology frameworks*. Collaborative research proposal to the National Science Foundation.

Assignment due

Grant proposal project: Outline

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**Week 13: April 19**

**NO CLASS**

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**Week 14: April 26**

Topic to be covered

Juvenile psychopathy

Required readings

1. Vincent, G. M., Kimonis, E. R., & Clark, A. (2016). Juvenile psychopathy: Appropriate and inappropriate uses in legal proceedings. In K. Heilbrun, D. DeMatteo, & N. E. S. Goldstein (Eds.), *APA handbook of psychology and juvenile justice*, pp. 197-232. Washington, D.C.: American Psychological Association.
2. Viljoen, J. L., MacDougall, E. A. M., Gagnon, N. C., Douglas, & K. S. (2010). Psychopathy evidence in legal proceedings involving adolescent offenders. *Psychology, Public Policy, and Law*, 16, 254-283.

Assignment due

Grant proposal project: Grant proposal paper

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**Week 15: May 3**

Topic to be covered

Child trafficking

Required readings

1. Shared Hope International. (2006). *Report from the US midterm review on the Commercial Sexual Exploitation of Children in America*. Vancouver, WA: Shared Hope International.
2. Todres, J., & Wolf, L. E. (2017). The complexities of conducting research on child trafficking. *JAMA Pediatrics*, 171, 9-10.
3. Beyrer, C. (2004, December). Global child trafficking. *The Lancet*, 364, 16-17.

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**Week 16: May 10**

Assignment due

Grant proposal project: Oral presentation

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**Week 17: May 17**

Assignment due

Grant proposal project: Optional revision



## Criminal Justice Learning Community for Transfer Students Seminar I

### CJUS 3031 (W)

**Instructor:** Dr. Charisse T.M. Coston

**Day/Time/Location:** Thursdays, 1 p m - 2 p m

**Office Location/Phone/Hours:** 5081 Colvard Building; 704 687 0745

**E-mail:** ccoston@uncc.edu

**Philosophy/Goal:** This year-long course is designed to introduce transfer students in Criminal Justice to the University of North Carolina at Charlotte and help them feel comfortable with the experience of being a criminal justice major and a University of North Carolina at Charlotte student. As a group, you will examine the academic and social culture of UNCC and look at ways to be successful at UNCC. Through interactive exercises, lectures and assignments, you will discuss a variety of topics, including the transition to UNCC life, goal setting, decision-making, study skills, time management, campus resources, criminal justice resources and choosing/evaluating a minor and career. As a group, the students will examine the nature of statistics and receive support for An Introduction to Criminal Justice 1100, Statistics, Criminal Justice Theory 3100; Criminal Justice Research Methods 3101 and/or Statistics 1222; Math 900 or Math 1100 of which you must take one per semester as a condition of participating in the Criminal Justice Learning Community Seminar.

**Readings:** Are recommended and they give you prospective, but they are optional.

**Weir, S.** (2009). Transitions: A Guide for the Transfer Student, Belmont California: Wadsworth. **On reserve in the library**

**Harr, J.S and K. M. Hess** (2006). Careers in Criminal Justice and Related Fields, Belmont, California: Wadsworth. **On reserve in the library**

**Class Grading:** This course is graded. You will receive written communication credit. Grades will be based upon self-reflections, cultural activities, written assignments, and participation. Points can be earned as follows:

Five Self-Reflections	25
Cultural Activity Packet	25
(12.5 for each of two cultural activity)	
Criminal Justice Scavenger Hunt	25
Major and Careers Packet	25
	100 Total Points

**Participation:** In order to get the most out of the course, your participation in class discussions and exercises will be important. Please come to class prepared to discuss any readings or assignments that have been given.

Class Participation used as a factor in borderline cases.

**Written Assignments:** There are four written assignments. An overview is provided below. All written work must be typed and double-spaced. We will discuss all of these assignments in greater detail as they emerge throughout the semester.

**Your Self-Reflections of Guest Speakers or questions in the syllabus:** Five self-reflections will be due no later than the week after the presentation from the guest speakers or the question in the syllabus that you have decided upon. These writings should be a maximum of one page in length, typed, double-spaced, and completed with depth and insight. (5 total points each) **for a total of 25 points. All five must be turned in no later than the 25th of October.**

**Cultural Activity Packet:** The Cultural Activity Packet will describe your experiences at 2 culturally diverse (from yourself and from each other) events at UNCC during the fall semester. You will select the 2 events. (12 ½ points each). After the event, you will briefly describe in writing the nature of the activity. **Both papers are due no later than 11/8/2016 but can be handed in ahead of time.**

**Paper length=3-5 pages for each paper.**

**C J Scavenger Hunt Presentation:** This is a group project (individual grades will be given) requiring students to complete a resource scavenger hunt, take pictures along the way, and develop a class presentation based on the experience. **(25 points for each group member)** Groups 1-3 will present on 11/1/29, and groups 4-6 will present on the 6th of December.

The group will identify an event occurring in the criminal justice process and create a presentation. You can do ride alongs, cover a trial in domestic or drug court, talk to particular types of inmates, for example. But, you will need to present what you all did as a group. Please get my approval beforehand. Provide me with an activity plan and participation for each member of your group. Be creative! Do not put yourself or anybody else in danger!

**Major and Career Packet:** This assignment is a report outlining your career strategies, and selection of a minor. You must end the report with the description of and contact information for the organization where you will intern during the spring semester for a total of 24 hours (5-7 pages).

**Due: No later than 11/29/2016**

**Statistics:** If you have not taken Stats 1222, it is mandatory that you take it during this class, preferably at 11am with your cohort. Additional lectures and assigned readings designed by me to support you passing the class with a 'C' or better will be reviewed in this class. Thereafter, you will be able to apply as a major to Criminal Justice. If you have taken Statistics and Intro to CJ then you must take an Theory or an elective. We will be briefly reviewing these elective topic areas as well.

**Please make a copy of your work. Your originals might not be returned.**

**The K-9 demonstration is on TBA NO classes on 10/11; 11/16**

**Late Work:** All assignments must be turned in on time. Late papers without an excuse will receive 3 points off per day late. **Please note: Missing a class session does not excuse you from completing any future assignment on time.**

**Attendance:** Because the course is discussion and activity based, attendance is required in order to earn a satisfactory grade. **If you have more than 2 absences without a legitimate excuse you will lose a course grade.**

**Plagiarism and Cheating:** The University of North Carolina prohibits dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are all examples of

academic dishonesty. Cheating or plagiarism can result in a student failing a course or expulsion from the University.

**Incivility/Class Etiquette:** You are expected to exhibit courtesy and respect towards your professor and fellow students. It is important to be tolerant of different viewpoints, values, and opinions, in order to create a positive learning environment for everyone. Additionally, you may not use your cellular phone or beeper during class. They must be turned off before class begins.

**Americans with Disabilities Act (ADA):** In compliance with the Americans with Disabilities Act, all qualified students enrolled in this course are entitled to “reasonable accommodations.” It is the student’s responsibility to inform the professor of any special needs before the end of the second week of class.

**Diversity Statement:**

The University of North Carolina at Charlotte is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, sexual orientation, age, or disability. In keeping with this commitment, UNC Charlotte actively seeks to promote diversity in its educational environment through its recruitment, enrollment, and hiring practices.

**Course Schedule – The Transfer Transition**

There may be times throughout the semester when we decide to pursue different topics from those specified in this syllabus. Therefore, this document is subject to change.

All assigned readings for the fall semester are from Weir (2007) and are to be read before class. Likewise, the Self-Reflections assigned are to be answered before class for discussion during the class period.

- Week 1**                    Topic: The Transition from Community College/UNCC  
Self-Reflection: Why did you decide to transfer to UNCC?  
Read: Chapter #1 – Plugging into your new world Transitions: Charting a New Course

**GUEST SPEAKERS (GS):**

Welcome: Chair: Criminal Justice Department  
University Advising for Transfer Students UNCC Police;

- Week 2**                    Read: Chapter #2 – Building a Foundation for success

Learning About the University’s Rules and Policies Self-reflection: Past Successes – Think of a time when you resolved to do something you eventually accomplished. Maybe it wasn’t exactly pleasant to deal with, but you did it anyway. What drove you to accomplish this? Write about the experience. What can you draw from this experience that could be applied to your current or future goals?

(GS) Library Services; Writing Resource Center; Charlotte/Mecklenburg Police/K-9 Unit

- Week 3**      **Read Chapter 3—Study Skills 1; Setting Goals for College Self-Reflection:** People who are happy in their majors/careers have made choices that closely match their interests, abilities and values. Describe your interests, abilities and values. What really captures and holds your attention? What are you passionate about? What are you good at- writing, working with people, etc.? What is important to you-family, money, helping other, etc.? How do your current plans match/mismatch with these attributes?
- Week 4**      **GS:** Information Technology;Counseling Center; Crime Scene Clean-up  
**Read Chapter 4 Study Skills II**
- Week 5**      **GS:** Criminal Justice Association; Honors; Alpha Phi Sigma (CJ Honor Society); Pre-Law Program; Mecklenburg County Court System  
**Topic:** Time Management -Day One Time Management Log  
**Read:** Chapter 5 – Time Management
- Week 6**      **GS:** Disability Services; Recreation Services; Legal Affairs  
**Topic:** Preparing for and Taking Tests  
**Read:** Chapter 6 – Managing your money  
**Self- Reflection:** There are times in all peoples lives when they say, “yes” when they should have said, “no.” Write about a time either this semester or in the past when you said, “yes” when “no” would probably been a better choice. Explain the situation, including your thoughts that led you to say, “yes.” Describe the consequences of your saying “yes” in terms of the “price” you paid later.
- Week 7**      **GS:** Dean of Students Office; O.A.S.E.S;F.B.I.  
**Read Chapter 7:** Staying Well; Stress Management  
**GS:** Center for Academic Excellence; Homeland Security- Bureau of Customs and Border Protection and Security
- Week 8**      Read Chapter 8 Career Planning; Managing PersonalFinances Complete Appendix D (p.171)  
**GS:** Financial Aid Office; Ware BonsellArchitects
- Week 9**      **Read Chapter 9 Your next transition:** The first year after college  
**Topic:** Developing Interdependent Relationships and Mentoring  
Bring in a question about advising.  
**Topic:** Preparing for Final Exams; Course Wrap-up and Evaluation;  
In class preparation for the presentations of the Scavenger Hunts  
**Self-Reflection:** Who is your Mentor? – Consider the people in your life who have made an impact on you (not a family member). Do any of them fit your definition of a mentor? If so, describe your relationship with this person and focus on how they have influenced your thinking, behaviors, and decision-making. If you have not had a mentor in your life, decide if you think it would be a good thing. If not, why not. If yes, describe the kind of mentor you would find helpful.

**Week 10**

**TOUR:** Piedmont Medium Security Prison.

1245 Camp Rd. Take I-85 to Peeler Rd exit and turn left. Follow the road until it ends and turn left immediately. Turn right onto Camp Rd. and travel about a mile. Do not go to the minimum sized prison on the corner. Go to the high rise prison that you'll see on your left.

**Weeks 11-15**

United Family Services (Victim Services) Recycling and Student Health and Wellness





**SOC/CRM 256-001 Criminology: Writing Intensive**

**Class Hours: Tuesdays 3:30pm – 6:15, Bear Hall 219**

Dr. Kimberly J. Cook, [cookk@uncw.edu](mailto:cookk@uncw.edu)

Department of Sociology and Criminology, University of North Carolina Wilmington

228 Bear Hall

962-3785

Teaching Assistant: Ms Kenyetta Corley, [kmc5172@uncw.edu](mailto:kmc5172@uncw.edu)

**Office Hours: Tuesdays: 2:00pm – 3:30pm**, and by appointment. Students can also contact me through email and should allow for 48 hours (during the work week) for me to reply. I will not respond to emails after 8pm or before 8am, during holidays, breaks, or weekends.

**Prerequisites:**

CRM 105 or SOC 105. Any student who has not satisfied the prerequisite is NOT eligible to be enrolled in this class.

**Course Catalogue Description:**

Prerequisite: SOC 105 or CRM 105. The scientific study of the nature, extent, correlates and etiology of crime, with an emphasis on sociological theories of crime. Topics include crimes against persons and property, public order crimes and both informal and formal reactions to crime. Partially satisfies University Studies II: Approaches and Perspectives/Understanding Human Institutions and Behaviors. Partially satisfies University Studies IV Building Competencies/Writing Intensive.

Student Learning Outcomes are found at the end of this syllabus.

**Applied learning is required. Writing is required.** Flipped classroom work will frame the majority of our class discussions. While there will be some lecture material provided, students are expected to attend class fully prepared to discuss the reading materials as scheduled. When arriving in class every day, be sure you have read and understood the assigned reading as scheduled. Doing so will increase your academic performance. Classroom discussions will mainly be “flipped” to ensure students gain the best academic skills and achieve high academic performance. Flipping exercises will be scored on a scale of 0-10; students who miss class cannot make-up flipped classroom exercises.

**Texts:**

The books required for this course are available at the campus bookstore. Additionally, other readings will be posted on blackboard. Earlier editions of the Barkan text are **NOT** permitted.

**Barkan, Steve. 2018. Criminology, 7<sup>th</sup> Edition. (required)**

**Blood Done Sign My Name, by Timothy B. Tyson. (required)** This is a true story that depicts complex and difficult themes of crime and violence which are commonly covered in criminology classes. Issues surrounding gender, race, and social class are explored in social and historical contexts. It is required reading for all students to apply criminological concepts to analyze specific themes in the book. This book examines the social and historical context of actual events in North Carolina regarding race, gender, social class and crime. Students should be aware that some of the language in the book may be considered offensive by modern standards and should read those passages as sociological phenomena. The events depicted are the main platform for class discussions on gender, race, social class, and crime. The discipline of criminology tackles very difficult topics such as those portrayed in this book; using it is meant to provide us with common examples to use for a richer understanding of complex concepts in criminology. The book frames the basis for our APPLIED LEARNING assignments.

**Grading Requirements:**

**Assignments and Grades:**

1. **Mid-term and Final Exams (constitute 30% of final grade).** Exams will be entirely in-class in mixed formats. Scoring will be on a 100-point scale.
2. **Applied Learning: Book review, and Empirical and Theoretical papers (constitute 50% of final grade).** All students are required to write an analytical book review of the Tyson book to ensure that everyone has fully understood the complex events that Tyson documents as well and the complex social context within which this has occurred. All students are expected to work in teams to write and revise papers that apply criminological research methods and theoretical analysis to themes in the Tyson book. These papers must be academically rigorous, applying both criminological theory and empirical research findings. These papers *require collaboration in teams, additional library research and application of academic research to examine specific themes in depth.* Additional instructions will be distributed separately. Instructions for these papers can be found in the ETEAL Assignment Guide. Scoring of these papers will be based on rubrics that will be distributed separately.
3. **Class Participation (constitutes 20% of final grade).** Participation grades are based on the percentage of the following aspects of engagement with class throughout the semester. Instructions for the essay and scholarly collaboration components are explained in the ETEAL Assignment Guide.
  - a. Critical reflection essay
  - b. Scholarly Collaboration
  - c. In-class attendance, flipping exercises accumulated percentage, and contributions to discussions Attending class with a scholarly attitude and commitment to scholarly contributions to discussions is essential. Successful scholars are responsible, respectful, and responsive; therefore, attendance in every class will be monitored with sign-in sheets at every class meeting. Arriving late and leaving early will count as an unexcused absence. More than one unexcused absences will negatively influence your final grade by subtracting half a letter grade (that is 5 points for each unexcused absence) from the final course grade calculated at the end of the semester. In order to have an absence classified as “excused” students must provide official documentation of the reason

for the absence (not a hand-written note alone, in other words) within one week of that absence. If students miss class they cannot make up missed points on flipping exercises. Quantity and quality of participation in class also factor in to this portion of the grade.

**Alerts:**

1. The classroom work throughout the semester is **“flipped”** and requires student to “use” the material in class. **The content of the flipped exercises in class is intended to build students’ skills with sociological analysis for the purpose of writing scholarly papers.** There will be some lectures. You may find it helpful to have either a laptop computer or smartphone with you during class; however you may not use these technologies to access information or communicate with others outside of class. Doing so may trigger the Academic Honesty policy and you may be reported for violating that policy. If you find your classmates are violating this policy you may: discuss their non-academic behavior directly with them; or discuss it with me privately. If you opt to discuss it with me privately, I will then discuss it with the individual student privately to arrive at a constructive resolution.
2. Official communication and class materials will be distributed through **email attachments**; it is the students’ responsibility to check email regularly.
3. It is imperative that you **maintain a disciplined approach to the readings.** Do not try to cram the readings and writing assignments in to the night before the class. Be vigilant to the requirements of this class throughout the entire semester. You’ll be grateful for it in the end. The assigned reading is to be discussed on the day that it is listed on the syllabus. That means students are required to come to class having completed the reading assignments in advance of the class so that questions can be discussed and material can be covered effectively.
4. **All written work must be submitted electronically (email attachments in Microsoft Word only) prior to the start of class on the dates they are due.** Unless arranged in advance and with adequate justification, I will not accept papers that are submitted after the deadline. Be vigilant to writing style, sentence structure, and other grammatical issues since improper writing style will negatively influence your grades. Your papers must include your name, page numbers, and the word count for the document. Failure to include this information will result in lost points.

**Final Grades will be distributed as follows:**

A: 94-100

A- : 90-93.99

B+: 87 - 89.99

B : 84 - 86.99

B- : 80 - 83.99

C+: 77 - 79.99

C : 74 - 76.99

C - : 70 - 73.99

D+ : 67 - 69.99

D : 60 - 66.99

F: anything below 60 points.

## Deadlines:

Deadlines for exams and papers are firm. Extensions will be given only under very unusual circumstances after appropriate documentation is provided. If you request an extension, do not be offended when you are asked for appropriate/official documentation of the situation leading to your request. And, please, do not place yourself in the uncomfortable position by asking for exceptions to this policy.

### **Course Outline and Reading Schedule**

(It may be necessary to modify this schedule; any changes will be announced in advance.)

Date	Assignment
1/9	Introductions, opportunities, requirements and expectations.
1/16	Sociological Criminology, read Barkan chapter 1 Media and Crime, read Barkan chapter 2  Empirical Patterns of Crime, read Barkan chapter 3; <b>Homework assignment:</b> Find and read a recent (since 2010) peer-reviewed criminological journal article that applies a theoretical perspective and analyzes data on one of the following subjects: violent crime victimization and race, criminal offending and gender, poverty and street crime in communities. Bring a paper copy of your article to class and email the .pdf document to Dr Cook. The article you find will be used in flipping exercises during class.
1/23	Crime victimization, read Barkan chapter 4 Applied Learning: Read Tyson book (p. 1 – 166)
1/30	<b>Teammates selection submitted – 1/30 (submit on Bb)</b> <b>Individual book review of Tyson due – 1/30 (submit through Safe Assign on Bb)</b> Violent Crime patterns, read Barkan chapter 10 Applied Learning: read Tyson, (p. 167-322). <b>Documentary: Wilmington On Fire</b>
2/6	Violence Against Women, read Barkan chapter 11  UNCW Care Office presentation (tentative)
2/13	White Collar and Organized Crime, read Barkan chapter 13.
2/20	Political Crime, read Barkan chapter 14
2/27	<b>Mid-term Exam</b>
3/6	<b>Spring break, no class</b>
3/13	<b>3/13: Applied Learning Empirical Analysis papers due</b> Explaining Crime: Classical and Neoclassical Theories, read Barkan chapter 5
3/20	Sociological Theories, read Barkan chapters 7
3/27	Sociological Theories, read Barkan chapters 8

4/3	Sociological Theories, read Barkan chapters 9
4/10	Crime Control? Read Barkan, chapter 17 <b>4/10: Applied Learning Theoretical Analysis papers due.</b>
4/17	Crime Control? Read Barkan, chapter 18  <b>Netflix Documentary: 13<sup>th</sup>.</b>
4/24	Restorative Justice Practices. <b>4/24: Applied Learning Individual Reflection papers due &amp; Scholarly Collaboration Self and Peer Evaluation Scores due</b>
5/1, 3:00-6:00pm	<b>Final exam</b> <b>UNCW exam schedule is: <a href="http://uncw.edu/reg/exams-spring17.html">http://uncw.edu/reg/exams-spring17.html</a></b>

SOC/CRM 256 Engaged Learning Map					
Student Learning Outcomes	Opportunities to Build Scholarly Skills				
SOC/CRM 256, Students will be able:	Theoretical paper	Empirical paper	Individual papers	Exams	In Class & Team work
To understand crime and the enterprise of sociological criminology.	√	√		√	√
To describe and evaluate data sources on crime and victimization.	√	√		√	√
To describe and critically assess the assumptions, propositions and supporting evidence pertaining to sociological theories of crime.	√	√		√	√
To demonstrate being active participants in the learning process, and to work interdependently on writing projects.	√	√	√		√
To demonstrate communication skills, critical thinking and reading skills, and the ability to formulate and offer solutions to important questions.	√	√	√		√
ETEAL SLOs	Theoretical paper	Empirical paper	Individual papers	Exams	In Class & Team work
Students will articulate their expectations, the purpose, and/or the goals of the experience in terms of their personal educational development.			√		√
Students will synthesize knowledge drawn from their previous and present coursework to address the issues/challenges/questions involved in the experience.	√	√	√		√
Students will be able to communicate the impact or significance on their personal educational development and on others in the profession or in the field at the conclusion of the experience.			√		√
University Studies: Writing Intensive SLOs	Theoretical paper	Empirical paper	Individual papers	Exams	In class & Team work

Demonstrate an ability to produce written texts that reflect a knowledge and understanding of disciplinary conventions in terms of audience expectations, genre conventions, and/or citation practices. [Inquiry; Information Literacy; Critical Thinking; Thoughtful Expression]	√	√	√	√	√
Demonstrate the ability to employ an iterative writing process that includes invention, drafting, and revision in response to instructor feedback to complete a major writing project or series of written assignments. [Critical Thinking; Thoughtful Expression]	√	√	√	√	√

**Additional notifications:**

UNCW takes all forms of sexual harassment and sexual misconduct very seriously. When students disclose, first or third-hand, to faculty or staff about sexual harassment or misconduct, faculty members must be report this information to the administration for follow-up. This insures students’ rights, and provides appropriate resources are available and further investigation is explored. Three offices on campus can receive confidential reports from students: UNCW CARE, the Student Health Center, and the Counseling Center. If you want to speak to someone in confidence, these resources are available, including CARE’s 24-hour crisis line (910-512-4821). For more information, please visit [www.uncw.edu/sexualmisconduct](http://www.uncw.edu/sexualmisconduct) or [www.uncw.edu/care](http://www.uncw.edu/care).

**THE UNIVERSITY LEARNING CENTER**

DePaolo Hall 1056 &  
1003, first floor  
910.962.7857

[www.uncw.edu/ulc](http://www.uncw.edu/ulc)

**THE UNIVERSITY LEARNING CENTER’S (ULC) MISSION:** to help students become successful, independent learners. Tutoring at the ULC is NOT remediation: the ULC offers a different type of learning opportunity for those students who want to increase the quality of their education. ULC services are free to all UNCW students and include the following: Learning Services, Math Services, Study Sessions, Supplemental Instruction, and Writing Services.

**ULC OFFICE HOURS:** Office hours are shorter at the beginning of the semester, during exams, and during the summer, but typically the ULC office is open:

Sunday	2pm – 9pm	
Monday – Thursday	8am – 9pm	Friday 8am – 5pm

**NOTE: Hours for ULC services vary. Please click on specific service links for those hours.**

**MAKE AN APPOINTMENT ONLINE:** For ULC Services that require an appointment, students can schedule online through our website: <http://www.uncw.edu/ulc/appointmentinstructions.html>

**NOTE: The Math Lab, Supplemental Instruction Sessions, Writing Lab, and Study Sessions are drop-in only. No appointment is required.**

### LEARNING SERVICES

Learning Services provides content tutoring for *most* University Studies classes. At Learning Services, qualified UNCW students are trained to work effectively with other UNCW students and support them in achieving their academic goals. We like to say that our goal is to tutor ourselves out of a job. This philosophy translates into a tutoring practice that integrates what to study with how to study, thereby fostering independent learning and developing skills that will transfer to other courses.

<http://www.uncw.edu/ulc/learning/index.html>

### WRITING SERVICES

All writers need readers, and the more readers you have while drafting a paper, the better your paper can become. Writing Services provides experienced peer readers for all UNCW students as they develop and improve their writing skills. Writing Services are not remedial, but designed for all student writers who want to improve their papers. Students can get help with their writing in three ways:

- The Writing Center (DE1003) provides one-on-one writing consultations led by faculty recommended peer writing tutors who are trained to help students identify areas to improve and develop specific revision plans. Visit our website to schedule an appointment: <http://www.uncw.edu/ulc/writing/center.html> .
- Students can also receive electronic response to their developing papers through our Online Writing & Learning (OWL) program. Visit our website for a variety of writing resources: handouts, guides, useful links, and the Online Consultation link: <http://www.uncw.edu/ulc/writing/owl.html>
- Students can drop-in at our Writing Lab (DE 1003) for help with quick questions about their developing papers. The Writing Lab is staffed with a writing tutor, and has a few computers and other writing resources for students. Check out the Writing Lab schedule here: <http://www.uncw.edu/ulc/writing/lab.html>

### **Furthermore:**

1. All members of UNCW's community are expected to follow the academic **Honor Code**. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook and available here:

<http://www.uncw.edu/odos/honorcode/>). Academic dishonesty in any form will not be tolerated in this class, will be reported to the Dean of Students and will result in a failing grade for assignment and (perhaps) the semester.

2. Please be especially familiar with UNCW's position on **plagiarism** as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own. Here are some examples of plagiarism:
  1. You write about someone else's work in your paper and do not give them credit for it by referencing them.
  2. You give a presentation and use someone else's ideas and do not state that the ideas are the other person's.
  3. You get facts from your textbook or some other reference material and do not reference that material.
3. Students with diagnosed disabilities should contact the **Office of Disability Services** (962-7555). At the beginning of the semester, please give me a copy of the letter you receive from Office of Disability Services detailing class accommodations you may need. If you require accommodation for test-taking, please make sure I have the referral letter no less than three days before the test.
4. UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with a violent or harassing situation can be located at <http://www.uncw.edu/wsrc/crisis.html>.

Religious Observance: North Carolina General Statute 116-11(3a) and the UNCW policy authorizes a minimum of two excused absences each academic year for religious observances required by the faith of a student. Please provide written notice of the request for an excused absence within the first two weeks of class. You will be given the opportunity to make up any tests or other work missed due to an excused absence for religious observance if you follow these guidelines. Students must register this absence with the Registrar through Seanet.



# CJUS3540: Criminology

Fall 2018

Professor: Dr. Amaia Iratzoqui

Email: [Amaia.Iratzoqui@memphis.edu](mailto:Amaia.Iratzoqui@memphis.edu)

Class Schedule: TR 9:40-11:05, Mitchell Hall 407

Office: McCord 325

Office Hours: TR 8:00-9:00 or by appointment

## **DEPARTMENT OF CRIMINOLOGY & CRIMINAL JUSTICE UNDERGRADUATE PROGRAM (GENERAL) LEARNING OUTCOMES**

- Define and properly use specialized terms to describe, explain, and differentiate the components, roles, and practices of the criminal justice system.
- Describe and explain at least one major theory in criminal justice and criminology, identify its associated theorist(s), use it to explain a selected behavior (e.g., crime), event (e.g., victimization), or policy response (e.g., law), and discuss potential implications for policy related to the behavior, event, or policy response.
- Develop a critique of a published article resulting from a research study, program evaluation, or policy analysis and locate, evaluate, and support that critique with information from different relevant scholarly/peer-reviewed media sources (e.g., book, journal article, online source), using APA format to cite and reference sources.
- Develop and deliver a media (e.g., Powerpoint) presentation that describes a sustained, coherent argument, provides narrative information, or explains technical issues and processes related to criminal justice/criminology theory, practice, or research.

## **COURSE BACKGROUND**

Criminological theories provide a framework for understanding the root causes of crime as they pertain to social processes, group, and individual behavior. The goal of this course is to familiarize students with the evolution of theoretical models that have attempted to explain the causes and patterns of deviant behavior, with varying success. Through lectures and readings, students will be exposed to and encouraged to think critically on the state of criminological theory and the implications these theories offer for the development and advancement of law and policy, the work of practitioners, and the balance between criminological theory and criminal justice policy. Topics focused on within the course include theories of crime causation and a critical analysis of public policies concerning crime control.

## COURSE OBJECTIVES

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

- Understand the major criminological explanations of crime
- Utilize criminological theory to explain crime
- Critically assess the relative utility of various theoretical explanations of criminal behavior
- Understand how theory impacts criminal laws and policy

## MAIN COURSE TEXT

The following book is mandatory reading for the course:

Brown, Esbensen, and Geis. Criminology: Explaining Crime and Its Context. Ninth Edition. **(The 8<sup>th</sup> edition is also fine, as the content on theory development is largely similar).**

Additional materials may be uploaded to ECourseware or provided by email by the professor.

## COURSE POLICIES

Students will note that I have posted PowerPoints outlining each chapter on ECourseware. **I recommend that each student print out the PowerPoints and bring them to class meetings.** These PowerPoints provide an outline of the book and class materials we will cover in that day's lecture. Please keep in mind that not all of the material in the lectures appears in the course readings, nor is all the material in the readings covered in the lectures. The PowerPoints I post in class are my personal notes that contain additional information from outside sources and relevant case studies, **all** of which may be included on course exams. I do not provide the class PowerPoints to students outside of class lectures **for any reason**. Students are responsible for **both** the material in the textbook and in class lectures, so you will not be able to pass the course only by reading the textbook or by relying solely on class notes. Students perform best in the course when they use the uploaded PowerPoints as a **rough guide and** take notes from the PowerPoints I use during class meetings, **as well as** notes from textbook material. Please do **NOT** contact me and ask me to send you the notes from lectures that you have missed or ask me what you missed from class! **It is solely your responsibility to get notes from your classmates for whatever classes you have missed.**

Laptops may be used to take notes in class. Audio recorders are also permitted. **Taking photos or video of the PowerPoint materials shown in class is prohibited.** Please try to be considerate of both your classmates and your professor and make sure your use of these items is discreet and does not disturb the class as much as possible. I do not permit the use of cell phones in the class. Students who are observed using their phones will be asked to put their phones away. If this happens repeatedly within the same class period, I will ask that student to leave the class for the day.

## DISABILITY SERVICES

Students with disabilities are encouraged to contact the Disability Resources for Students at 901-678-2880. Reasonable accommodations for students with disabilities may be arranged by contacting me during the first week of class.

## COURSE REQUIREMENTS AND GRADING

**Syllabus Quiz (10 points):** Students are required to take a short quiz on the information provided in this syllabus. This quiz is designed to have students familiar with important dates, course policies, and grading information necessary to pass this course. This quiz is available in ECourseware and will only be available through the end of the second week of the semester (closing January 28 at 12:00 am).

**Students may take the quiz as many times as they like but must receive a 100% score to enable access to the course PowerPoints.** The quiz is worth **10 points** towards your final grade.

**Attendance and Quizzes (5 points each, 75 points total):** Please show respect to the instructor and your fellow students by being on time! While attendance is not required, a quiz will be given at the beginning of each class period where a new topic is introduced. Students who are not present when the quiz is given will not be able to make up the quiz for any reason. **There are no excused absences for this course.**

**Discussion Days (10 points each, 40 points total):** There will be four class meetings throughout the semester where students will get into small groups to discuss and debate topics together from the upcoming exam. Students will be assigned to a group at the beginning of the semester. During these discussion days, I will assign one topic from the upcoming exam to each group. The first half of class, the group will meet to discuss what important points should be taken away from this topic, supported by the book readings, class lectures, and personal viewpoints. The second half of class, each group will briefly summarize their discussion to their classmates, and I will spend any remaining time answering questions for the upcoming exam. Discussion days are worth 40 points of your total grade (**10 points each**).

**Exams (100 points each):** There will be four multiple-choice exams for the course, each worth 100 points, aimed at addressing Outcome 2 of the Department's Program Learning Outcomes. Each examination may draw from class discussions, material from the textbook, as well as any videos, articles, or real-life examples introduced in class related to the major theory explanations and applications described in this course. Exams are non-cumulative and will only cover the current material. Exams will begin promptly at the beginning of class. **Once the exam has begun, late admissions into the class WILL NOT be allowed – walking in late means that you will not be able to take the exam, and you will receive a 0 grade for that exam.** **There are no makeup exams for the course.**

Students who have questions on their test grades or wish to review their exams may schedule an appointment during regular office hours. Since grades are posted on ECourseware, they will not be

provided via e-mail. In addition, the Family Educational Rights and Privacy Act (FERPA) do not allow the release of grades over the telephone or to another person.

Incompletes will only be given in accordance with university policy. Please read through the university policy online at this website ([http://www.memphis.edu/ugcatalog/acad\\_reg/standards.php](http://www.memphis.edu/ugcatalog/acad_reg/standards.php)) before asking me for an incomplete.

**Term Paper (150 points):** Students will be required to write a 5-page paper (double spaced, 1-inch margins, 12 point Times New Roman font, not including a cover page) aimed at addressing Outcomes 2 and 5 of the Department's Program Learning Outcomes. Your term paper will connect criminological theory to criminal justice policy and is worth **150** points towards your final grade. **This paper must address three points to be eligible for full credit.** **First**, students will be required to outline and discuss an existing criminal justice policy that draws from criminological theory. We will be talking over the course of this semester (as a means of addressing Outcome 3 of the Department's Program Learning Outcomes) how changes in criminal justice policy are often connected to current events, policy makers, practitioners, and social issues, among other factors, so you will receive plenty of examples over the semester. **Students with any questions on the policy and/or examples they plan on using may contact me for further clarification.** In the paper, you will outline the policy itself, then describe how it draws from one of the major theories we have discussed in this course. A detailed description of both the policy and the theory are necessary to demonstrate your understanding of their connection. **Second**, you will discuss whether you believe your chosen policy is actually effective at solving crime, based on what the policy intends to do and what it actually does in practice. **Third**, you should discuss how knowledge gained from this course could enhance the ability of criminal justice personnel (meaning, police, judges, attorneys, correctional officers, or other personnel) to be able to do their job in enforcing your chosen criminal justice policy. Your discussion on all three points should draw extensively on all course materials and indicate what you have learned from our course and your ability to apply it to real-world situations. A more detailed set of instructions is also uploaded to your Ecourseware, along with a sample PowerPoint.

**Term papers will be uploaded to Turnitin and any cases of plagiarism will be handled in accordance with the University's policy on plagiarism.**

Students will also be required to put together a PowerPoint with short bullet points summarizing your theory, policy, and recommendations. I will be happy to review any papers and PowerPoints during office hours **for up to a week before the paper is due (up until March 23, a week before the deadline of March 30).** **I recommend students take this opportunity, as it will improve your chances of doing well on the paper!**

**Extra Credit Thinking About Crime Paper (up to 100 points):** An extra credit paper option is available for students to improve their grades. Students who choose to complete this paper will have their paper grade (**max 100 points**) replace their lowest exam grade of the semester when it comes time to final grading, including any 0's resulting from missed exams. Students will write a 3 to 5-page paper (double

spaced, 1-inch margins, 12 point Times New Roman font, not including a cover page) discussing your own views on crime causation. Specifically, you will be asked to discuss (1) your general thoughts on why people break the law, (2) the events and experiences in your life that have shaped these views, and (3) why you are studying criminology. In other words, I want you to provide an explanation as to why your thoughts on crime causation are the way they are. I have uploaded an example paper on ECourseware to give students an idea of how to structure their paper. **This paper will be due via ECourseware the last day before the final exam (April 25) and may not be handed in late – no exceptions! There are no other opportunities for extra credit.**

Students may earn a **total amount of 675 points**, with the points calculated as follows:

Syllabus Quiz	10 points
Quizzes	75 points
Discussion Days	40 points
Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Exam 4	100 points
Term Paper	150 points
Extra Credit	
Thinking About Crime Paper	(replacement 100 points)

Final letter grades are calculated as an average (**your total/the maximum 675 points**) using the following scale:

A	93-100	C	73-77.99
A-	90-92.99	C-	70-72.99
B+	88-89.99	D+	68-69.99
B	83-87.99	D	63-67.99
B-	80-82.99	D-	60-62.99
C+	78-79.99	F	59.99 or below

Students who have questions on course material, feel they are struggling in the class, or have a question about their grade are encouraged to contact me by email, stop by office hours, or set up an appointment.

**COURSE SCHEDULE**

The following information lists the class date, topic, and materials that one should read prior to that class session. This schedule may require modification from time to time, depending upon the needs of the course. If a change or an adjustment does take place, you will be notified in class and/or by email.

**Dates on which quizzes are held are marked by an asterisk (\*).**

Date	Topic	Readings
January 17	Course Overview and Introduction	
January 19* January 24	Defining Crime and Criminology Criminology and Criminal Justice Policy	Chapters 1 & 2
January 26*	Statistics and Issues with Criminological Research	Chapter 3
January 31* February 2	Introducing Criminological Theory Gender, Race, Age and Crime	Chapter 4 & Lecture Notes
<i>February 7</i>	<i>Discussion Day</i>  Topics: Divide between Policy and Criminology  Relativity of Crime  Sources of Crime Statistics (UCR, SRS, NCVS)  Patters of Crime (Age, Race, Gender, Social Class)  Consensus vs. Conflict Perspectives  Goals of Criminal Justice	
<b>February 9</b>	<b>First Exam</b>	

Date	Topic	Readings
February 14* February 16	Deterrence and Rational Choice Routine Activities	Chapter 5
February 21*	Biological and Biosocial	Chapter 6
February 23*	Anomie and Strain	Chapter 7
February 28* March 2	Social Disorganization	Chapter 7
<i>March 7</i> <i>March 9</i>	<i>No class – Spring Break</i>	
<i>March 14</i>	<i>Discussion Day</i>  Topics: Deterrence Routine Activities Biosocial Classic Strain (Merton) General Strain (Agnew) Classic Social Disorganization Moral/Legal Cynicism	
<b>March 16</b>	<b>Second Exam</b>	
March 21*	Social Learning Theories	Chapter 8

Date	Topic	Readings
March 23*	Control Theories  <b>**Review term paper instructions and plagiarism policy**</b>	Chapter 8
March 28*	Labeling Theory	Chapter 9
March 30*	Conflict Theories  Marxist and Critical Theories/Feminist Theories  <b>**Term Paper Due**</b>	Chapter 9
<i>April 4</i>	<i>Discussion Day</i>  Topics: Social Learning  Social Bonds and Self-Control  Classic Labeling  Blocked Opportunities  Marxism  Feminism  Legal Conflict	
<b>April 6</b>	<b>Third Exam</b>	
April 11*	Special Topic: Domestic and Intimate Partner Violence	Lecture Materials Only
April 13*	Special Topic: Rape and Sexual Assault	Lecture Materials Only
April 18*	Special Topic: Victim/Offender Overlap	Lecture Materials Only



Date	Topic	Readings
April 20*	Special Topic: Current Issues in Criminal Justice	Lecture Materials Only
<i>April 25</i>	<p><i>Discussion Day</i></p> <p>Topics: Domestic and Intimate Partner Violence</p> <p>Rape and Sexual Assault</p> <p>Victim/Offender Overlap</p> <p>New Issues in Criminology and Criminal Justice</p> <p><b>**Extra Credit Paper Due**</b></p>	
May 2	Final Exam	



# Foundations of Criminal Justice

## CJUS 1100

### Sections 1-MWF and 2-TTH

#### Who:

Dr. Charisse T.M. Coston  
Dept. of Criminal Justice and Criminology  
5081 Colvard Building  
Office Hours: Mondays and Wednesdays: 10am-11am;  
and/or by appointment. Phone: 704 687-0745

**Graduate Teaching Assistant: TBA**

**Preceptor for section 1 MWF-Mr. Aidan Cole** [acole50@uncc.edu](mailto:acole50@uncc.edu)

**Preceptor for section 2 TTH-Ms. Briona McRae** [bmcr4@uncc.edu](mailto:bmcr4@uncc.edu)

**The purpose of preceptors is to facilitate your learning in this class. They will let you know which days they will have office hours. Stay tuned for announcements from them through Canvas.**

**Required:** PowerPoint slides on Canvas (they are free)

**Text:** Selected readings on Canvas (they are free)

**Catalog Description:** CJUS 1100: Components of the criminal justice system are reviewed and their interrelatedness assessed; law enforcement, corrections and courts discussed; studies of the functions of the system reviewed.

#### Course Description/Course Objectives:

This course is an introduction to the Criminal Justice System in the United States. The course will provide an overview of the philosophy of criminal law, theories of deviance, and of the nature and extent of crime in America. The theory, structure, and operation of each of the principle components of the Criminal Justice System (i.e., police, courts, and corrections) will be examined in detail. An assessment will be made of how well these components function as a system to serve the aims of justice.

One of the objectives of this course is to help prepare the student majoring in criminal justice with a broad foundation of knowledge to pursue more comprehensive and rigorous analysis in advanced courses. For students not majoring in criminal justice, this course attempts to provide the understanding of the processes and institutions of justice which contribute to more effective and enlightened citizenship.

#### The course has these specific goals for its students:

1. to identify the major steps in the criminal process,
2. to describe and analyze major problems and issues in the field of criminal justice,
3. to acquaint students with criminal justice concepts and principles,

4. to describe and analyze the wide use of discretion in field situations--(e.g., the use of deadly force by police officers) &
5. to recognize and evaluate the interrelationships among various agencies and processes within criminal justice administration.

Hopefully, as a result of this course, the student will acquire an interest in and an appreciation for basic legal, philosophical and historical concepts which affect our approaches to criminal justice.

This course meets the "C" goal (#6); understanding the individual, society, and culture. In this regard, you should be able to:

- Understand how institutions operate with societies in both contemporary and historical perspectives.
- Understand internal and external influences which promote and inhibit human action.
- Understand the patterns of change which individuals experience at various points in life.
- Recognize the complex, integrated, and dynamic nature of human behavior and human experience.
- Understand the commonalities, differences, and interdependence among and within societies of the world.

### Student Responsibilities:

To **attend all classes**, take copious notes, participate in discussions, ask questions, and take tests. No make-up exams without a prior legitimate excuse. Unexcused make-ups will be penalized 2 points off per business day late. Those of you who end up on the cusp in this course will be given the next highest grade (e.g. 359 points=A).

### Grades:

1. 4 tests worth 100 points each (50 questions).
2. Participation and attendance are calculated in borderline cases only.

**Word of caution:** You will not pass this class by missing it. It is important to get the notes if you miss. All of the readings and activities further add to your learning in this vast field. The tests will come from my lecture notes. If you read about it, you will not necessarily see it again unless I talk about it in class. However, if you read about it and I talk about it then you will see it again.

3. **OPTIONAL ASSIGNMENT: MEDIA ANALYSES:** for 5 points added to your overall grade.

### MEDIA ANALYSIS

Should you decide to do this optional assignment you must maintain a folder or notebook in which you will include newspaper or magazine articles related to criminal justice. Students completing this assignment should:

1. Find at least six newspaper or magazine articles dealing with criminal justice. In selecting the articles make sure that they deal with crime control (any topic from this 1100 class or higher is appropriate. Examples of appropriate articles include: stories about issues or controversies related to criminal justice, editorials about criminal justice in the newspaper, or newspaper coverage of how various political candidates deal with crime.
2. In your folder, include the article and your reaction to it. Reactions should be one typed page and use 12' font. In it, you need to connect the topic in the media account with something that you have learned in academia. For example, you might critique a newspaper's editorial on crime

in light of what you've learned in this course. Do not just summarize the articles. One implication is that you may not wish to analyze an article about a topic unless you have covered the topic in a class.

Your media analyses should be given to your **preceptor (scan your articles and reactions to them then email them to your Preceptor)** no later than November 16, 2018. Your Preceptor will grade these and record your grade in Canvas. Late papers will not be considered for any reason. You can email your Preceptor with this assignment at anytime before the last day that it is due.

You must bring a photo ID with you in order to take all tests. Additionally, bring a #2 pencil.

A = 360 and higher

B = 320-359

C = 280-319

D = 240-279

F = Below

Test 1: MWF-sec 1 9/17; TTH-sec 2 9/20 PRE CJ material

Test 2: MWF-sec-1 9/28; TTH-sec 2 10/18 POLICE material

Test 3: MWF-sec 1 10/19; TTH-sec-2 COURTS material

**Test 4: during finals week. The material covers Corrections and is NOT a final.**

**There will be a number of extra credit questions given throughout the semester before each test.**

**No Classes: 9/11-14; 10/8; 10/9; Thanksgiving break**

**Strategy for note taking:** Use your PowerPoint slides to follow my lectures while taking notes. The topics to be covered are listed below and also represent test material. I will let you know when we have covered each topic. The discussion questions are on Canvas and are intended to be used to further your knowledge of the criminal justice system.

**Other dates to remember:**

**K-9 demonstration** Friday, October 5 for 2 points of extra credit at 8am (for both sections); for credit see your Preceptor **before** the demonstration begins.

Inmates will come to visit us towards the end of the semester. Please come and show your support. This day is very special for them as they are being released from custody to come talk to you, tell their stories, and answer your questions.

**Test 1**  
**PRE-CRIMINAL JUSTICE**  
**TOPIC OUTLINE**

1. WHAT IS CRIMINAL JUSTICE?
2. THE FIELD OF CRIMINAL JUSTICE
3. CRIMINAL JUSTICE AND THE LAW
4. CRIMINAL JUSTICE AND OTHER DISCIPLINES
5. MULTIPLE GOALS OF THE CRIMINAL JUSTICE PROCESS
6. METHODS OF CRIME REPORTING
7. COMMON LAW AND MODERN CRIMES
8. STRUCTURE OF THE CRIMINAL JUSTICE SYSTEM
9. CRIMINAL JUSTICE SYSTEM/NON-SYSTEM?
10. FLOW OF OFFENDERS THROUGH THE CRIMINAL JUSTICE SYSTEM
11. CRIMINAL JUSTICE RELATED AMENDMENTS IN THE U.S. CONSTITUTION AND IDEOLOGICAL PRINCIPLES
12. CRIMINOLOGY & DEVIANCE
13. EXPOSURE TO RISK, VULNERABILITY AND MODERN THEORIES OF VICTIMIZATION
14. ANTICIPATION OF VICTIMIZATION, PERCEIVED RISK, FEAR AND BEHAVIORAL RESPONSES

**TEST 2**  
**POLICE**  
**TOPIC OUTLINE**

1. LAW ENFORCEMENT AGENCIES
2. EARLY DEVELOPMENT OF LAW ENFORCEMENT
3. LAW ENFORCEMENT IN THE U.S.
4. THE CRIMINAL INVESTIGATOR
5. POLICE WORK
6. STAGES OF THE CRIMINAL JUSTICE PROCESS: POLICE
  - A. INVESTIGATION
  - B. ARREST: STANDARD OF PROOF
  - C. BOOKING
7. CONTEMPORARY LAW ENFORCEMENT ISSUES
  - A. DISCRETION
  - B. PATTERNS OF PATROL
  - C. AGGRESSIVE PREVENTIVE PATROL
  - D. TEAM POLICING
  - E. SPECIAL RESPONSES TO CRITICAL PROBLEMS
  - F. PROFESSIONALIZATION
  - G. UNIONIZATION
  - H. USE OF FORCE
  - I. WOMEN IN POLICING
  - J. CORRUPTION
8. POLICING AND THE FEAR OF CRIME



- A. PHILADELPHIA SYSTEM
- B. AUBURN SYSTEM
- 4. PRISON OVERCROWDING; PRISON RIOTS
- 5. SPECIAL CATEGORY OFFENDERS/OFFENSES
  - A. MENTALLY ILL
  - B. MENTALLY RETARDED
  - C. SEXUAL EXPLOITATION
    - Animal Cruelty
    - Rape
    - Child Sexual Abuse
    - Incest
    - Growing up in an Alcoholic Home
    - Domestic Violence
    - Sexual Harassment at the Workplace
  - D. SERIAL KILLERS
- 6. INMATE SUBCULTURES & COPING STRATEGIES
- 7. TREATMENT MODALITIES IN PRISON
- 8. PRISONER/EX-OFFENDER RIGHTS
- 9. PROBATION/PAROLE
- 10. CAPITAL PUNISHMENT
- 11. JUVENILE JUSTICE
- 12. TRENDS IN CRIMINAL JUSTICE

### Our Course Contract

#### Assumptions and Commitments

In this class, students will be referred to and expected to comport themselves as professionals. The context for this course is the **Foundations of Criminal Justice**

#### ASSUMPTIONS UNDERLYING THE COURSE

All students are asked to believe that with hard work on their part and with my support as the professor, they will meet all of the course goals and objectives. In addition, all students are asked to assume and commit to the following:

- Learning is a process requiring active participation;
  - As the instructor, I am responsible for assisting students to learn;
- My responsibilities include:
- articulating clear goals and expectations,
  - collecting and applying learning process data,
  - collecting and applying outcome data,
  - providing timely and helpful feedback.
- Students have the primary responsibility for their own learning;
    - processing,
    - taking notes,

- Respectfully commenting and questioning,
- discussing,
- proposing,
- Thoughtfully completing assigned work in a timely manner,
- documenting evidence of their learning,
- using assistance and support from classmates, the instructor, and materials at the University library, on the internet, and in the community;
- Students have a secondary but important responsibility to enhance the learning of their classmates by interacting with them and with me.

## COURSE PROCEDURES AND REQUIREMENTS

Course credit is recorded when student work is evaluated and documented. As the instructor, I will:

- Record earned points when the students have completed their work products.

### Class Attendance and Participation

I recognize that it is my responsibility as a student to actively participate in all aspects of planning, implementing, and evaluating class activities. Participation requires much more than my presence in class, although my attendance is essential. As a student, I am expected to work hard to meet course goals and to contribute to my classmates' success.

I will demonstrate my professionalism through:

- a) My physical appearance (e.g., appropriate dress for class, cleanliness, neatness);
- b) My patterns of speech (e.g., interactions with others, body language and other mannerisms);
- c) My dispositions toward colleagues and the professor (e.g., respect, attention to others' ideas and concerns, work ethic, punctuality);
- d) My dispositions toward standards of quality in work products, attention to details, continuous improvement).

Cell Phones, Pagers, and other forms of classroom disruption

It is important that the flow and rhythm of classroom interactions are not interrupted. I will shut off my cell phones, pagers, and any other noise making electronic equipment prior to entering class. If I anticipate the need for emergency communication, I will consult with the instructor before class.

OUR COMMITMENTS IN THIS COURSE

### Instructor Commitments:

As the instructor, my first responsibility is to assure that every student has a clear understanding of what must be learned about classroom assessment. My second responsibility is to assure that every student understands what they must demonstrate and document regarding classroom assessment and evaluation to earn a satisfactory grade in this course. Finally, I am responsible for helping all students learn, demonstrate, and document that they have met all course goals and requirements.



## Student's Commitments

As a student, I am responsible for my own learning and for completing course goals in a manner that provides compelling evidence of my achievement.

As a student, I am responsible for supporting the development of ideas, knowledge, skills, and dispositions by my classmates. Therefore, I commit to:

1) Attending all scheduled class sessions.\*

This includes:

- Arriving at all class sessions on time;
- Being prepared to begin work on time;
- Completing assignments on time. \*\*

2) Participating in class discussions.

This includes:

- attending well to the instructor, students, and other speakers;
- supporting or questioning the ideas of others;
- proposing alternative ideas for others to consider.

3) Interacting with others in a respectful and professional manner.

This includes:

- helping class members by giving useful evaluative feedback;
- being specific with concrete suggestions for improvement;
- being constructive and helpful.

4) Producing written work that reflects my respect for the teaching profession.

This includes:

- documents that are mechanically correct (e.g., grammar, spelling, punctuation, page breaks)
- A tone that is professional, inviting, encouraging, and supportive.
- pride in the quality of my work and competence in my written communication.

\* I know that any excused absence from class requires prior instructor approval and the satisfactory make-up of all the work that is missed.

\*\* I know that late or incomplete submissions of work requires prior instructor approval and the satisfactory completion of work within a time period specified by the instructor.

## **RCRJ 431Z: THE PSYCHOLOGY OF JURIES**

**(4 Credit Hours)**

**Spring 2018 Course Syllabus**

**Husted Hall, Room 217**

**Thursdays, 2:45–5:35pm**

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### **INSTRUCTOR CONTACT INFORMATION**

Cynthia J. Najdowski, Ph.D.

Assistant Professor

University at Albany, School of Criminal Justice, Draper Hall 117 and 210B

518-591-8786

[cnajdowski@albany.edu](mailto:cnajdowski@albany.edu)

Available during drop-in hours on Tuesday from 4:15–5pm and Thursday 1–2pm in Draper 117 or by appointment

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### **COURSE DESCRIPTION & OBJECTIVES**

The jury is praised by some as an important symbol of democracy, yet sharply criticized by others as incompetent and biased. This course uses a psychological perspective to evaluate claims about the strengths and limitations of the contemporary jury. In this course, we will examine the image of the jury in popular culture, then explore the work of legal scholars, psychologists, and other social scientists who have studied the jury in depth. Questions we will address include: What are barriers to jury service? Do juries represent all segments of their communities? Can lawyers stack a jury in their favor? How do jurors use trial evidence and legal rules to decide verdicts or which defendants should be sentenced to death? Are jurors influenced by the “CSI effect?” What should judges do about jurors’ use of the internet and social media? We will focus on how psychological theories and research can shed light on these issues, how the legal system can be informed by the results of research, and how to design future research to address remaining questions. The research in this field is interdisciplinary, so theories and methods from many subdisciplines of psychology will be featured, but because I am a social psychologist, there will be special emphasis throughout on understanding juries and juror decision making in their social context.

By the end of the semester, you should have acquired:

- Specific knowledge about issues affecting juries and juror decision making,
- The ability to identify legal assumptions that can be tested with psychological research,
- An understanding of how psychological theory and science can be used to address issues related to juries,
- The ability to think critically and communicate clearly about research as it relates to juries and psychology and law, and
- An understanding of the factors that contribute to your own views and attitudes toward the jury.

Class meetings, reading assignments, individual and group activities, and writing assignments are all designed to meet these course objectives. Because this is a writing-intensive course aimed at providing undergraduate students with specialized knowledge about a particular content area, it is an advanced course that can be completed as a senior Capstone Seminar for the criminal justice major. It is also a “Z” course and can be completed in fulfillment of the upper-level writing-intensive course requirement.

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## COURSE MATERIALS

**All required readings (theoretical, empirical, and review journal articles and book chapters) are listed in the separate course calendar and available on Blackboard under Electronic Reserves.**

## COURSE FORMAT, REQUIREMENTS, & GRADING

This course will be conducted as a seminar course. Weekly classes will generally include two parts: (a) discussion of key points from the weekly readings and (b) student presentations. Emphasis will be placed on the preparation and active participation of **all** seminar members during each class. The success of the course will depend, in large part, on your ability to prepare and participate at a level appropriate for senior-level undergraduate students. Class preparation includes completing all readings prior to class and making notes that will prepare you to discuss the main points, theories, methods, and empirical findings from all readings. You should also be prepared to discuss the implications of readings for future psychological research and potential reforms related to juries. The “reaction questions” are assigned to help you achieve the level of preparation necessary to participate in class. Being able to communicate effectively is one of the most important skills for students to develop, and certain tasks are designed to help you learn to teach as well as learn from each other. Thus, your performance in this course will be evaluated based on class participation (20%), reaction questions (10%), the image-of-the-jury assignment (5%), the interview assignment (15%), a *Jur-E Bulletin* analysis (15%), a special topic

presentation (15%), and a movie analysis paper (20%). I will not curve any grades and I will not issue extra credit on an individual basis.

### **CLASS PARTICIPATION = 20%**

Class participation means self-motivated, regular, and thoughtful in-class verbal comments and questions that illustrate your mastery of the readings (scientific observations and thoughts, not just unfounded opinions). In each class, you will be expected to demonstrate your ability to think critically about, apply, and reflect on the assigned readings. Class time will be dedicated specifically to reviewing students' reaction questions and reflecting on discussion and student presentations (see below). A variety of group and writing activities will be used on occasion to facilitate such reflections. Therefore, you **must** read the assigned material prior to class and be ready to discuss it and apply the readings to related issues each week. When reading, you should be thorough and analytical—make sure you understand the authors' point, critically analyze the method and results of each study, point out contradictions, think about questions for discussion, relate the readings to real-world events, etc. Reading in this way will help you with class participation.

Class participation reflects in-class contributions to discussion and thoughtful reflections on the material covered, not simply class attendance or coming to class on time, which are assumed. However, unexcused absences will be graded as "0." Further, more than two unexcused absences will result in the automatic loss of all class participation points. In addition, late arrivals, early departures, inappropriate technology use, sleeping, etc. will be penalized.

Participation will be graded as A–E. Your best 10 participation grades will be averaged to comprise 20% of your final grade. Please realize that even if you score all possible points on all other assignments (which is unlikely), if you are unwilling to speak up in class often, you will not do well in this course.

### **REACTION QUESTIONS= 10%**

To help you achieve the level of preparation necessary to participate in class and to encourage critical thinking and engagement with the material (not just passive absorption of it), you are required to submit **one** typed question about the readings assigned for **any 5** classes. These questions should be brief (approximately one double-spaced paragraph) and focused, but with enough detail that they are clear, well developed, and reflect that you have thought critically about the readings. Participating in class would be difficult if you hadn't read and thought about the main points in the articles. These questions are designed to help you do that, and they will also help you gain a deeper understanding of the kinds of questions researchers in this field ask and the ways they go about answering these questions.

The best questions **go beyond what you have been assigned to read by synthesizing information from multiple readings**. For example, you might apply an existing theory to a new problem, consider limitations and strengths of various research methods, or compare and contrast results from different

studies. I especially encourage you to consider implications of the readings for future research (do you have a novel research question? a new hypothesis to test?) or policy (do the research findings suggest specific policies or laws that should be changed or created?). I recommend that you make notes in the margins of your readings as you read—notes about even your most trivial reactions. When you're done reading, you'll have plenty of thoughts on which to base your questions.

Please note that your questions should not simply address things that you don't understand in a reading—I encourage you to ask those kinds of questions in class discussions. They also should not merely summarize the readings or be designed to quiz for understanding of the readings (i.e., the answer should not be apparent from the readings), as these types of questions do not what I expect you to submit.

These questions will be used to facilitate class discussion (e.g., we may begin class by discussing a sample of reaction questions in a small group). Thus, they are **due by 10am on the day of class**. All questions must be submitted electronically via Blackboard. Don't let technical difficulties prevent you from getting them in on time. Late submissions will not be accepted except in the case of *documented* medical or family emergencies.

Reaction questions will be graded on a scale from A–E. Note that **if you submit multiple questions for one class, only the first question will be graded**. You may, however, submit questions for more than the required 5 classes, in which case your best 5 grades will be used to compute your final grade. Reaction question grades will be averaged to comprise 10% of your final grade.

#### **IMAGE-OF-THE-JURY ASSIGNMENT = 5%**

Share an example of an image or depiction of the jury—any jury, any depiction! It could be a story about an old or new legal case decided by a jury, a favorite scene from a movie or TV show that features the jury, a YouTube video, a blog post rant about juror stupidity, a heartfelt account of a person's experience on jury duty, a research study on jury decision making, etc. Ideally, the depiction you submit will be something that *resonated with you personally*, not simply something you found through Google because of this assignment. Any text depictions (e.g., stories, articles) must be 5 or fewer pages long. Any video depictions must be 5 minutes or less in length.

In addition, submit a brief description (approximately one double-spaced page) about what you think the selected image or depiction says about trial by jury. On February 1st, we will discuss the depictions, and reflect on what the set of images reveals about the cultural significance, values, and challenges of the jury system.

This assignment will be graded as A–E and will comprise 5% of your final grade. It is **due on Blackboard by 8pm on January 31st**.

### **INTERVIEW ASSIGNMENT = 15%**

As a class, we will develop a core set of questions that you will use to interview a person who has either (a) actively sought to be excused from jury service or (b) served on a jury. You will conduct a short interview of someone matching one of these descriptions, no more than 1 hour in length. Then you must write a 5-page paper (not including references) summarizing and reflecting on the interview. Your task is to **integrate what you learn during the interview with what you have learned from the assigned readings**. That is, you should consider the results of your interview in the context of the material we cover in class (e.g., how are the interviewee's responses consistent or inconsistent with research findings about attitudes toward jury service?).

This assignment will be graded as A–E and will comprise 15% of your final grade. The core questions will be made available to you by February 8<sup>th</sup>. You must complete your interview and submit your paper **on Blackboard by 9am on March 12<sup>th</sup>**.

### **JUR-E BULLETIN ANALYSIS = 15%**

To help you learn how to draw connections between what you learn about in this course and real-world developments in the field, you should subscribe to the *Jur-E Bulletin* (see <http://www.ncsc.org/jure>). The *Jur-E Bulletin* is a newsletter produced by the National Center for State Courts and publishes articles on many topics that we will be discussing in this course. You must **submit confirmation of your subscription** (a screenshot showing that your request to subscribe to the newsletter was processed) **no later than 2:45pm on February 1st**. This submission may be completed by email or in class.

In addition to subscribing to the *Jur-E Bulletin*, you should submit an analysis of an event highlighted in the newsletter over the course of the semester. Your analysis should (a) describe the article (be sure to list the article in your reference section), (b) discuss how it relates to the topics we cover, (c) examine whether it reflects the implementation of sound psychological research into everyday practice and policy or disregards such research, and (d) propose research that is needed to help the jury system respond to similar events in the future. For example, for the topic of jury selection, you could find an article about a venireperson who wore an executioner costume to court, discuss how that relates to the issues of avoidance of jury service and juror bias, and describe how future research might explore the links between such actions, bias, and decision making. This is but one example—articles highlighting the psychology of juries are presented frequently in the *Jur-E Bulletin*.

Your *Jur-E Bulletin* analysis **will be due on Blackboard no later than 10:00am on April 26th**. However, you should consider the course calendar and **submit your analysis on the same day we will be discussing corresponding topics in class**. For instance, if you want to write about an article describing pretrial questionnaires designed to assess prospective jurors' exposure to publicity about a high-profile case, you should submit your analysis by 10:00am on March 29th so it can be used to facilitate class discussion of that topic. The analysis should be approximately 5 full pages in length (not including references).

Your grades related to this assignment will be graded as A–E on the basis of timely subscription to the *Jur-E Bulletin*, the suitability of the article you choose to write about, the quality of your analysis, how well you relate the article to the class topics, and your ability to facilitate discussion of the article during class. All of these components will comprise 15% of your final grade.

### **SPECIAL TOPIC PRESENTATION = 15%**

You will be assigned to present a special reading related to one of the topics we will be studying this semester. The goal of this assignment is to reduce the number of readings assigned to the entire class each week while still allowing us to explore unique issues related to the topics at hand. In addition, by presenting a paper to the class, you will benefit from receiving constructive feedback and gain skills for future public presentations.

In the first class meeting, you will be asked for your top 3 choices and then you will be assigned to a reading. In your presentation, you should present a summary of your special reading. You should explain the main points of your reading and discuss how the article is relevant to the other readings assigned for the week. If the article describes an empirical study, be sure to summarize the most important predictions, methodology, main findings, and conclusions. If the article is a theoretical piece, state the main premise and basic argument, as well as evidence used to support the thesis. For any article, present a critical analysis of the work (that is, add your own thoughts about the work and how you think it is relevant to the class).

You must submit a typed 1- to 2-page summary of relevant points (e.g., theoretical basis for hypotheses, main study findings) **by email no later than 2:45pm on the Wednesday before your report**. I will make copies of the summary to distribute to your classmates.

In class, you should deliver your report using PowerPoint. For help on creating a presentation, visit [www.actden.com/pp/](http://www.actden.com/pp/). Because your presentation should be brief, you should have 8 to 12 slides (not including the title slide). Review your materials carefully—typos and such reflect a lack of professionalism and will negatively impact your grade.

Although you should prepare a PowerPoint presentation, you should supplement your slides by using games, having the class vote on questions, showing brief videos (i.e., no longer than 3 minutes), incorporating discussions among pairs of students or small groups, presenting case studies, etc. Your goal should be to engage your classmates with the material covered in your special reading using whatever means you think will be most effective.

The prepared part of the report should last **no more than 20 minutes** (you must practice beforehand so that you do not go over 20 minutes), but the class discussion you generate can last longer. In fact, a goal of the report is to promote discussion, and the very best presentations will encourage this.

In general, the importance of expressing ideas orally is often overlooked in undergraduate training, but it is essential for success in any career you may choose to pursue. You may be nervous at first about

giving an oral presentation, but after we all get comfortable with one another, the presentations will be easier and go quite smoothly. Here are a few guidelines that will be helpful.

- If you don't understand something, see me well before your presentation so I can help you.
- Focus on your main points and explain them clearly, assuming your audience knows almost nothing about the topic. You can assume that your classmates have completed the assigned readings but, otherwise, do not assume any prior knowledge on their part beyond that. One of the most common mistakes made by unskilled speakers is to assume people understand things you haven't explicitly stated. Give the report as if you were giving it to an 8th grader who has never studied anything about juries or psychology. I'm completely serious.
- Don't be nervous. Give your report in a relaxed, but professional manner. Nervousness usually stems from being ill-prepared, which relates to the next point.
- It is no fun for anyone to have to sit through an ill-prepared presentation. Think about bad presentations you've attended. Make a list of the things that made the presentation horrible, and avoid them all! Make sure your reports are concise, accurate, and well-prepared—even over-prepared. I suggest you prepare by practicing your presentation several times. Advance preparation, including making sure your presentation is the appropriate length, is key to doing a good job. If you follow these recommendations, you'll find that your presentation will come out almost automatically in class.
- Give your presentation from notes rather than from articles, but do not read from your notes or "highlighted" articles (a sure way to bore us all and get a low grade). Your PowerPoint presentation and handouts should be used to help you make the main points of your argument. Do not, however, overuse slides—you should need no more than 12. Your slides should consist of only a scaffolding or outline of key points, not a lot of prose, and they should be in BIG, clear font. And handouts are important because they will help your classmates take notes on your presentation. You're presenting the class with novel information so you must be an effective teacher.
- Dress comfortably but professionally. There is scientific evidence (see, e.g., Adam & Galinsky, 2012) that clothing influences how you think and feel, so dress for success!

Grading will be based on the criteria laid out herein, especially the clarity and quality of your presentation and handout as well as your ability to respond to classmates' questions and facilitate discussion. In addition, you will complete a debriefing memo in which you will indicate what you think went well, what went wrong, and what you can improve in the future. Grades will reflect the percentage of points you earn out of 100, and that grade will comprise 15% of your final grade.

### **MOVIE REVIEW = 20%**

You will be responsible for writing a (variant on a) movie review of a film about jury decision making. A few movies from which you can choose are *To Kill a Mockingbird*, *Runaway Jury*, and *A Time to Kill*. If you'd like to review a different movie, you must first get my permission.



Your review should include the following (in the order you choose):

- Basic information about the movie, including the title, main actors, basic setting (time and place), and type of film (fictional, documentary, etc). Note, this should probably come first.
- Whether the movie is based on an actual person or events; if so, briefly describe the case(s).
- Review major plotlines and happenings. It is okay to reveal the ending. A recommended guideline is to review five events, and to span the entire movie (i.e., do not only describe events in the first ½ hour).
- Discuss **at least five** psychological issues related to the jury process that come up during the movie. Be sure to integrate what you have learned in this course into your review. This assignment is purposely late in the semester so that you will be knowledgeable about psychological issues related to the jury process. This knowledge should be reflected in your review. For example, were there consistencies or inconsistencies between what you saw in the movie and what you have learned about jury selection? If a movie shows a jury deliberating, what do you know about the psychological processes that explain the depiction or how the jury reached its decision? Cite from the assigned or special topic readings to support your statements.

Some suggestions to help you do well on this assignment:

- Re-read the above requirements before watching the movie and keep them in mind while watching.
- If you have already seen the movie, watch it again.
- Create an outline before writing.
- Remember that the bulk of your paper should focus on psychological research (e.g., as you describe events in the movie, put them in the context of what you learned in this course).
- Check out this website for helpful hints, but recall that you must follow the guidelines above: <https://edusson.com/blog/how-to-write-movie-review>.

The movie review is **due on Blackboard by 5pm on May 10th**. The review should be approximately 7 double-spaced pages long (not including references). Your grade will be based on your adherence to these instructions as well as the quality of your writing (organization, grammar, spelling, punctuation, etc.), reflecting the percentage of points you earn out of 100 and comprising 20% of your final grade.

### GRADING SUMMARY AND SCALE

Decimal values of .5 and above will be rounded up, and all other values will be rounded down.

Domain	% Possible	Total % Earned	Letter Grade Assigned
Class participation	20%	93-100	A
Reaction questions	10%	90-92	A-

Image-of-the-jury assignment	5%	87-89	B+
Interview assignment	15%	83-86	B
<i>Jur-E Bulletin</i> analysis	15%	80-82	B-
Movie review	20%	77-79	C+
Special topic presentation	15%	73-76	C
<hr/>			
Total	100%	70-72	C-
<hr/>			
		60-69	D
<hr/>			
		< 60	E

## COURSE EXPECTATIONS & POLICIES

### ASSIGNED READINGS

Complete the assigned readings before class. Most class time will be devoted to discussing course material thoughtfully. If you do not complete the assigned readings before class, you will not be able to complete your reaction questions or participate in class discussions and reflections effectively, and you will not do well in this course.

### WRITING

I will devote a great deal of energy to providing you with feedback that is intended to help you improve your writing on subsequent assignments. Thus, I will highlight basic conventions of writing (e.g., spelling, punctuation, capitalization, grammar/usage, paragraphing) as well as higher-level issues (e.g., word choice, sentence fluency, organization.). Also, all of your written assignments should conform to APA style (e.g., use double spacing, 1-inch margins, 11- or 12-point font; format citations and references appropriately; etc.; see <http://www.apastyle.org/>). Your grades will take account of your mastery of each of these writing qualities. Therefore, proofreading is essential. You should use your word processor's built-in features to check spelling, grammar, and readability (see, e.g., <https://www.howtogeek.com/247921/how-to-test-the-readability-of-your-writing-in-microsoft-word-or-outlook/>). I also encourage you to receive feedback from others prior to submitting your assignments (e.g., visit the Writing Center; see <https://www.albany.edu/writing/>). It is also helpful to read your writing aloud (see <https://writingcenter.unc.edu/tips-and-tools/reading-aloud/>). Writing will count for an increasing portion of grades as the semester progresses so it is important to dedicate your attention to this important skill early and consistently.

## ATTENDANCE AND MAKE-UP WORK

You must attend class regularly to pass this course. Participation will be assessed in every class meeting and it will constitute a significant portion of your final grade, as detailed previously. Students who add the course late will be held responsible for all assignments (i.e., grades for work missed will be “0” regardless of whether it was due prior to adding the course). It is your responsibility to identify any scheduling conflicts that may interfere with your ability to attend class or complete coursework now. If you miss a class, it is your responsibility to ask another student for notes. Please refrain from alerting me to the reasons you will not be in class unless you have a serious illness or other very special circumstances.

Most assignments must be submitted electronically via Blackboard—do not let technical difficulties prevent you from getting them in on time (i.e., don’t wait until the last minute to submit your work as the submission sites will close at specified due dates and times). Late work will not be accepted nor will make-up work be permitted except in the event of *documented* medical or family emergencies. In that case, at the end of the semester (i.e., **no earlier than April 26th and no later than May 10th**) you may request to complete a writing assignment to make up the work you missed *only if there is a chance that completing the work will actually increase your final letter grade*. Please note, however, that no make-up work will be allowed if you have more than two undocumented absences over the course of the semester and class participation cannot be made up.

## ACADEMIC INTEGRITY

I do not tolerate cheating or other forms of academic dishonesty (e.g., plagiarism, or using written material from others, including peers or the Internet, for papers—you should view the SafeAssign originality reports when you upload your assignments to Blackboard; etc.). If I become aware that you have cheated, I may give you a “0” grade on the assignment. I may also give you a failing grade for the course and/or to refer you to the University for further disciplinary action.

## RESPECT & COURTESY

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. We may discuss sensitive topics and each of us may have strongly differing opinions on some topics. The conflict of ideas is encouraged and welcome. The orderly questioning of others’ ideas, including mine, is similarly welcome. I will, however, exercise my responsibility to manage the discussions so they can proceed in an orderly fashion. The ground rules for class discussions are these: (1) treat others’ opinions with respect and courtesy, (2) maintain confidentiality of experiences shared by class members, (3) don’t monopolize discussion, and (4) attack ideas rather than people. If your conduct during discussions disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further. You should also refrain from telling things that are too personal, and exercise your right to *not* share your thoughts and ideas if you are uncomfortable talking about something.

Please turn off cellphones before coming to class. Talking to each other, talking on cell phones, texting, instant messaging, social networking, browsing the Internet, etc. are prohibited. If you engage in this behavior, it will negatively impact your class participation grade and I may ask you to leave the class that day.

Please arrive to class on time, and avoid leaving in the middle of class or before class is over. Such interruptions are very distracting to me and other students and also will negatively affect your class participation grade.

## **BLACKBOARD**

I will post course materials (e.g., this syllabus, course readings) and grades on Blackboard. Although I may use Blackboard to communicate with you, I anticipate making most announcements in class.

## **SYLLABUS**

This syllabus is designed to be a resource for you to use throughout the semester. However, I reserve the right to modify assignments and dates throughout the course. Any such modifications will be announced on Blackboard or in class. It is your responsibility to keep up with course deadlines, as well as university deadlines for registering, dropping the course, etc., and to know whether you need to meet with me to discuss something before deadlines approach.

## **EMAIL**

When considering emailing me, please first try to find the answers to your questions in this syllabus and on Blackboard. I strongly encourage you to ask questions about the syllabus and assignments *during class time*. Please note that, with the exception of oral presentations, **I will not provide guidance or feedback on assignments or discuss why you received a particular grade via email**. For these and other kinds of in-depth discussions, please plan to meet with me in person. Therefore, your primary purpose for emailing me should be to set up a one-on-one meeting if your schedule conflicts with my drop-in hours. In that case, please include the course number, your real name, and the subject of your email in the subject line. Your message should include at least two times when you would like to meet and one or two sentences describing the reason for the meeting. In general, you can expect a reply from me within 3 days. If I cannot respond to your email within 3 days, you will receive an automatic reply explaining when I will be able to respond. Make sure any emails you send to me are professional. If you have questions about how to write a professional email, please see <http://grammar.about.com/od/developingessays/a/profemails.htm>.

## **RECOMMENDATION LETTERS**

I will not write a recommendation letter for you unless we have met outside of class frequently enough for me to have something substantial to comment on. I welcome you to drop by my office or lab to chat about interesting material, current events, or your future plans.

**ACCOMMODATIONS**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning, and mental health disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center (DRC; 518-442-5490 or drc@albany.edu). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs me that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations.

**COURSE CALENDAR:**

***TOPICS, REQUIRED READINGS, & SPECIAL REPORT ASSIGNMENTS***

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**Week 1: January 25**

Topics to be covered

Introduction to Professor Najdowski and the course  
Select special report topics

Required readings

1. Vidmar & Hans—Chapter 1, “The English Origins of the Modern Jury: From Trial by Ordeal to the Decline of the ‘Little Parliament’”
2. Vidmar & Hans—Chapter 2, “Criminal and Civil Juries in America from Colonial Times to the Present Day: Evolution, a Heroic Role, and Controversy”

***\*\*\*No special topic presentations this week\*\*\****

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**Week 2: February 1**

Topics to be covered

What do we know about juries, and how do we know it?  
Cultural images of the jury  
Perceptions of jury service

Required readings

5. DeMatteo, D., & Anumba, N. (2009). The validity of jury decision-making research. In J. D. Lieberman & D. A. Krauss, *Jury Psychology: Social Aspects of Trial Processes; Psychology in the Courtroom, Vol. 1*, pp. 1-23. Burlington, VT: Ashgate Publishing Company.
6. Papke, D. R. (2007). The impact of popular culture on American perceptions of the courts. *Indiana Law Journal, 82*, 1225-1234.
7. Sams, D. M., Neal, T. M. S., & Brodsky, S. L. (2014). Avoiding jury duty: Psychological and legal perspectives. *The Jury Expert, 25(1)*, 1-5.
8. Losh, S. C., Wasserman, A. W., & Wasserman, M. A. (2000). Reluctant jurors: What summons responses reveal about jury duty attitudes. *Judicature, 83*, 304-310.

**\*\*\*No special topic presentations this week\*\*\***

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### **Week 3: February 8**

#### Topic to be covered

Jury selection & juror bias

#### Required readings

1. Schuller, R. A., Erentzen, C., Vo, A., & Li, D. (2015). Challenge for cause: Bias screening procedures and their application in a Canadian courtroom. *Psychology, Public Policy, and Law, 21*, 407-419.
2. Kovera, M. B., & Austin, J. L. (2016). Identifying juror bias: Moving from assessment and prediction to a new generation of jury selection research. In C. Willis-Esqueda & B. H. Bornstein (Eds.), *The Witness Stand and Lawrence S. Wrightsman, Jr.*, pp. 75-94. New York: Springer.
3. Roberts, A. (in press). Implicit jury bias: Are informational interventions effective? In C. J. Najdowski & M. C. Stevenson (Eds.), *Criminal juries in the 21<sup>st</sup> century: Contemporary issues, psychological science, and the law*. New York, NY: Oxford University Press.

**Special topic presentation: Nick Ardito**

State v. Brown, 121 A.3d 878, 442 N.J. Super. 154 (2015).

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### **Week 4: February 15**

#### Topic to be covered

Jury selection & representativeness

#### Required readings

1. O'Brien, B., & Grosso, C. M. (in press). Jury selection in the post-Batson era. In C. J. Najdowski & M. C. Stevenson (Eds.), *Criminal juries in the 21st century: Contemporary issues, psychological science, and the law*. New York, NY: Oxford University Press.
2. Foster v. Chatman, 578 U.S. (2016).

3. Sommers, S. R., & Norton, M. I. (2007). Race-based judgments, race-neutral justifications: Experimental examination of peremptory use and the Batson Challenge procedure. *Law and Human Behavior, 31*, 261-273.
4. Anwar, S., Bayer, P., & Hjalmarsson, R. (2012). The impact of jury race in criminal trials. *The Quarterly Journal of Economics, 127*, 1017-1055.

**\*\*\*No special topic presentations this week\*\*\***

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**Week 5: February 22**

Topic to be covered

Jury decision making

Required readings

1. Vidmar & Hans—Chapter 6, “The Tasks of the Jury: Evidence Evaluation and Jury Decision-Making Processes”

**\*\*\*No special topic presentations this week\*\*\***

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**Week 6: March 1**

Topic to be covered

Jury decision making

Deliberation

Effects of decision rules

Required readings

1. Gordon, S. (2015). All together now: Using principles of group dynamics to train better jurors. *Indiana Law Review, 48*, 415-459.
2. Hans, V. P. (2001). The power of twelve: The impact of jury size and unanimity on civil jury decision making. *Delaware Law Review, 4*, 1-31.
3. Liska, K. A. (2017). Experts in the jury room: When personal experience is extraneous information. *Stanford Law Review, 69*, 911-940.

**Special topic presentation: Monica Dejesus**

Sommers, S. R. (2006). On racial diversity and group decision making: Identifying multiple effects of racial composition on jury deliberations. *Journal of Personality and Social Psychology, 90*, 597-612.

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**Week 7: March 8--NO CLASS**

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**Week 8: March 15--NO CLASS**  
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**Week 9: March 22**

Topic to be covered

Jury instructions & comprehension

Jurors' understanding of scientific evidence & testimony

Required readings

1. Vidmar & Hans—Chapter 7, “Judging the Jury: Evaluating Jurors’ Comprehension of Evidence and Law”
2. Diamond, S. S., Murphy, B., & Rose, M. R. (2012). The “kettleful of law” in real jury deliberations: Successes, failures, and next steps. *Northwestern University Law Review*, 106, 1537-1608.
3. Cutler, B. L., & Kovera, M. B. (2011). Expert psychological testimony. *Current Directions in Psychological Science*, 20, 53-57.
4. Hunter, S., Schweitzer, N. J., & Ware, J. (in press). Neuroscience and jury decision making. In C. J. Najdowski & M. C. Stevenson (Eds.), *Criminal juries in the 21st century: Contemporary issues, psychological science, and the law*. New York, NY: Oxford University Press.

**Special topic presentation: Taylor Caviness**

Cowley, M. (2017). ‘The innocent v. the fickle few’: How jurors understand random-match-probabilities and judges’ directions when reasoning about DNA and refuting evidence. *Journal of Forensic Science & Criminal Investigation*, 3(5). Retrieved from <https://juniperpublishers.com/jfsci/JFSCI.MS.ID.555601.php>

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**Week 10: March 29**

Topic to be covered

Pre- and midtrial publicity

Jurors' use of social media

Required readings

5. Vidmar, N. (2002). Case studies of pre-and midtrial prejudice in criminal and civil litigation. *Law and Human Behavior*, 26, 73-105.
6. Daftary-Kapur, T., & Penrod, S. (in press). Pre- and midtrial publicity in the age of the Internet and social media. In C. J. Najdowski & M. C. Stevenson (Eds.), *Criminal juries*



*in the 21<sup>st</sup> century: Contemporary issues, psychological science, and the law.* New York, NY: Oxford University Press.

7. Knutson, A., Greene, E., & Durham, R. [[and practitioner responses](#)] (2015, December 1). The Juror Internet Research Scale (JIRS): Identifying jurors who won't stay offline. *The Jury Expert*. Retrieved from <http://www.thejuryexpert.com/2015/12/the-juror-internet-research-scale-jirs-identifying-the-jurors-who-wont-stay-offline/>

**Special topic presentation: Connor Judd**

Daftary-Kapur, T., Penrod, S. D., O'Connor, M., & Wallace, B. (2014). Examining pretrial publicity in a shadow jury paradigm: Issues of slant, quantity, persistence and generalizability. *Law and Human Behavior*, 38, 462-477.

**Special topic presentation: Abe Haddad**

Green, M. C., & Donahue, J. K. (2018). The effects of false information in news stories. In B. G. Southwell, E. A. Thorson, & L. Sheble (Eds.), *Misinformation and Mass Audiences* (pp. 109-123). Austin, TX: University of Texas Press.

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**Week 11: April 5**

Topics to be covered

Juror qualification and capital juries

Required readings

1. Hritz, A. C., Royer, C. E., & Hans, V. P. (in press). Diminishing support for the death penalty: implications for fair capital case outcomes. In C. J. Najdowski & M. C. Stevenson (Eds.), *Criminal juries in the 21<sup>st</sup> century: Contemporary issues, psychological science, and the law.* New York, NY: Oxford University Press.
2. Brief for the American Psychological Association as Amicus Curiae, *Lockhart v. McCree*, 476 U.S. 651 (1985). [[And American Psychological Association summary sheet](#)]
3. Cover, A. P. (2016). The Eighth Amendment's lost jurors: Death qualification and evolving standards of decency. *Indiana Law Journal*, 92, 113-165.

**Special topic presentation: Billy Wood**

Glaser, J., Martin, K. D., & Kahn, K. B. (2015). Possibility of death sentence has divergent effect on verdicts for black and white defendants. *Law and Human Behavior*, 39, 539-546.

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**Week 12: April 12**

Topics to be covered

Juries and confession evidence

Required readings

1. Kassin, S. M. (2012). Why confessions trump innocence. *American Psychologist*, 67, 431-445.
2. Brief for the American Psychological Association as Amicus Curiae, *People v. Thomas*, 8 N.E.3d 308 (N.Y. 2014). [And APA summary sheet]

**\*\*\*No special topic presentations this week\*\*\***

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**Week 13: April 19**

Topics to be covered

Juries and confession evidence

Video evidence

Required readings

1. Blandón-Gitlin, I., & Mindthoff, A. (in press). Do video recordings help jurors recognize coercive influences in interrogations? In C. J. Najdowski & M. C. Stevenson (Eds.), *Criminal juries in the 21<sup>st</sup> century: Contemporary issues, psychological science, and the law*. New York, NY: Oxford University Press.
2. Feigenson, N., & Spiesel, L. (in press). The psychology of surveillance and sousveillance video evidence. In C. J. Najdowski & M. C. Stevenson (Eds.), *Criminal juries in the 21<sup>st</sup> century: Contemporary issues, psychological science, and the law*. New York, NY: Oxford University Press.
3. Kahan, D. M., Hoffman, D. A., & Braman, D. (2009). Whose eyes are you going to believe? *Scott v. Harris* and the perils of cognitive illiberalism. *Harvard Law Review*, 122, 837-906.

**Special topic presentation: Mike McCurdy**

Caruso, E. M., Burns, Z. C., & Converse, B. A. (2016). Slow motion increases perceived intent. *Proceedings of the National Academy of Sciences*, 113, 9250-9255.

**Special topic presentation: Libby Volkman**

Bang, B. L., Stanton, D., Hemmens, C., & Stohr, M. K. (2018). Police recording of custodial interrogations: A state-by-state legal inquiry. *International Journal of Police Science & Management*, 20, 3-18.

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**Week 14: April 26**

Topics to be covered

Jurors & emotion

Juror stress & satisfaction

Required readings

1. Bandes, S. A., & Salerno, J. M. (2014). Emotion, proof and prejudice: The cognitive science of gruesome photos and victim impact statements. *Arizona State Law Journal*, 46, 1003-1056.
2. Salerno, J. M., & Peter-Hagene, L. C. (2015). One angry woman: Anger expression increases influence for men, but decreases influence for women, during group deliberation. *Law and Human Behavior*, 39, 581-592.
3. Trescher, S., Miller, M., & Bornstein, B. (in press). How does jury service affect 21st-century jurors? In C. J. Najdowski & M. C. Stevenson (Eds.), *Criminal juries in the 21<sup>st</sup> century: Contemporary issues, psychological science, and the law*. New York, NY: Oxford University Press.

**Special topic presentation: Nini Niniashvili**

Salerno, J. M. (2017). Seeing red: Disgust reactions to gruesome photographs in color (but not in black and white) increase convictions. *Psychology, Public Policy, and Law*, 23, 336-350.

**Special topic presentation: Bethany Simpson**

Sirico, Jr., L. J. (2016). The trial lawyer and the reptilian brain: A critique. *Cleveland State Law Review*, 65, 411-425.

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**Week 15: May 3**

Topics to be covered

Conclusions & future directions

Required readings

1. Diamond, S. (in press). Coping with modern challenges and anticipating the future of criminal jury trials. In C. J. Najdowski & M. C. Stevenson (Eds.), *Criminal juries in the 21<sup>st</sup> century: Contemporary issues, psychological science, and the law*. New York, NY: Oxford University Press.
2. Deess, P., & Gastil, J. (2009). How jury service makes us into better citizens. *The Jury Expert*, 21, 51-69.
3. Weiser, B. (2016, August 7). Trial by jury, a hallowed American right, is vanishing. *The New York Times*. Retrieved from <http://www.nytimes.com>



SOC/WGS 350

Women, Crime and Justice

Fall 2017

Lecture: MWF 9-9:50 a.m.  
Lecture Location: KNT 203  
Instructor: Elaina Behounek  
Office: Langdale 217  
Telephone: (478) 301-2937 (better to email)  
Email: Behounek\_e@mercer.edu  
Office Hours: M-F: 1:30-2:30 (Email prior to meeting is always recommended)

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**Course description:**

This course is an introduction to the study of women's involvement in crime. While criminology has historically been an androcentric discipline, in recent years scholarship on women's relationship with crime has greatly increased and improved. Nevertheless, most criminology courses still treat women's experiences of crime as asides or supplementary to the main subject matter of the course—men's criminality. In Women's Studies, women's involvement as criminals is often given less emphasis than women's victimization. We won't do either of those things, here. In this course, we will focus our gaze on women's experiences, first as criminals and then as victims of crime. We will discuss theories about why women commit crime, analyze research on the types of crime women commit, and consider the experiences of women who are imprisoned. This discussion will inevitably lead us to a consideration of women's experiences of victimization, where we will consider the primary forms of victimization that women experience and the criminal justice system's response to women victims.

There are many ways to approach a topic such as Women, Crime and Justice, two of which I will mention here. First, in this course we will use feminist criminology to inform our understanding of women's experiences and we will spend little time comparing men's lives to women's lives. In short, consider this course an opportunity to learn more about the diversity *among* women. While there are similarities between men's and women's criminality and victimization (which we will consider), our focus will be on how **women** experience structural and cultural pressures and how their lives reflect a gendered world.

Second, there is a long-standing controversy within feminist criminology about the nature of women. The debate has centered around the level of control women have in their lives, with some researchers focusing on women as victims (of society and of individual perpetrators) while others have focused on women as active decision-makers who choose crime and who choose strategies to deal with their victimization. In this course we will begin with the assumptions that women do live in a gendered world which is often oppressive, but women still retain agency and thereby choose their own actions. While that isn't purely free will, women (and, I would argue, men) do exercise *constrained* will. In other words, women can be both victims and agents.

This course is project based. Your knowledge will be assessed using a cumulative project you will work on throughout the semester. The project is to design an awareness campaign for one of the issues we discuss in class: Intimate partner violence, Human sex trafficking, juvenile delinquency, sexual assault or female offenders.

**Course Objectives:**

The three major goals for this course are by the end of the semester for students to:

- 1) articulate and analyze the complex and problematic relationship between women, crime and society, especially in terms of the pathways of women's lives;
- 2) utilize feminist perspectives to interpret criminological research on women's criminality and victimization.
- 3) identify and assess current approaches to respond to women's victimization and criminality.

**Course Reading Materials:**

Mallicoat, Stacy L. 2015. *Women and Crime: A Text/Reader*. 2<sup>nd</sup> edition. Thousand Oaks, CA: Sage. ISBN: 9781483356655

**Course Requirements:**

Course Content and Requirements:

Grading Criteria:

Attendance:	25 points	Quizzes:	50 points
Participation:	100 points	Group Project	150 points
Article Reviews:	70 points	Final Paper:	50 points

Total points: 430

### Attendance

25 points = 0-3 unexcused absences

20 points =4 unexcused absences

15 point =5 unexcused absences

0 points=6 unexcused absences

\*1 additional point off your final average for each additional unexcused absence

2 lates/leave early=1 absence

*If you arrive late, it is your responsibility to confirm that I recorded you as present.*

### Absences

If you have an excused absence from class, you must supply proper documentation at the first class meeting you are able to attend or you will not receive credit. It is your responsibility to get the reading if you are absent from class. It is a good idea to get the telephone number/e-mail address of a classmate so you may remain up-to-date in case you are absent. If you are absent for a quiz, no make-up test is given unless you have an officially excused absence (e.g. through the athletics department) **and** you ask if you missed a quiz at the beginning of the first class you attend after your excused absence. You will have the opportunity to drop your lowest quiz grade. However, it is in your best interest to not miss any classes so that you can take all of the quizzes. Moreover, material we cover in class is not necessarily in your texts.

Attendance will be recorded using a sign-in sheet. Anyone signing the attendance sheet for someone else will be guilty of academic dishonesty and will have their own name removed from the sign in sheet for the day. If your name is not present on the sign-in sheet, you will be marked absent from class for that meeting.

You are solely responsible for learning the information in this course. There is a positive relationship between class attendance and final grades: if you attend class on a regular basis, you are more likely to do well in the class. You are responsible for all notes and assignments missed as a result of class absences. One important way to ensure you will get a good grade in this course is to read the syllabus and follow instructions. Please email me a picture of a sloth so I know you read this. My notes are off limits. Being absent from class does not excuse you from adhering to deadlines for homework, projects,

in-class activities or quizzes without appropriate documentation.

Laptops and cellphones are not allowed in the classroom, they are distracting.

### Class Participation:

Class Participation Journal: Starting the first day of class, you should write the date and briefly record what you contributed to class discussion. Please do not feel that you should write too much, a few sentences is fine. After the explanation, you should grade your participation for the class discussion and the grade that you feel that you have earned. Grade yourself using a scale of 0-5. A “0” means you did not contribute. A “3” means you did the reading, and added meaningful comments to our discussion. A “5” means you went beyond the expectations of class-maybe researched additional information on your own to connect to class. If you speak, at all, you should be recorded at least a “1” If you make a helpful or insightful comment, you should raise it to up to five points. For example, if you participate, you should explain how your participation contributed to class discussion, and give yourself credit. And (if it does) explain how your participation revealed knowledge of the text (in other words, how does it show you did the reading), and give yourself an additional point for that contribution as well. At the beginning of the course, I will model excellent class participation by telling you, in class, comments such as “brilliant” or “super helpful.” If it is a 5, I will even say something like “That was a five! Remember to put it in your participation journal.” If you make no comments at all, you should record a “0.” I reserve the right to assign a “0” in instances where you are disruptive, rude, or distracting (say by texting or using laptops during class).

Note: you cannot lose points for comments (even if they seem “wrong.”) Anything, related to the topic that you say in class should only help your grade (i.e. never take off points for talking.)

I don’t care if your journal is handwritten or electronic. However, I will not accept loose-leaf sheets torn out of a journal. They need to at least be put in a folder. I also do not accept this as a mixed medium assignment (in other words, this can’t be a mixture of an electronic submission and a hardcopy, one or the other).

The journal is due on the last class day of the semester. Please make sure to calculate your final journal grade. Please note: You will hand in your journal three times throughout the semester (see due dates on syllabus). I will “spot” check these journals throughout the semester. In other words, I will randomly record, in my own grade book, what was said in the course. I will then double-check if you have accurately recorded your grade. If I find that what you have recorded is significantly off from what I have recorded (for example, if you have recorded a “5” but I have you down as not talking at all) I will dock your journal by 50% per a time. Please be honest.

Here are some sample entries:

Sept. 7, did not participate. 0pts.

02/22/15—We were talking about the distinction between types of feminism. I brought up that this distinction could be understood by referencing the social movements associated with each wave of feminism and the goals organizations have. 3.

September 10, 2015 Class discussion focused on the Peggy McIntosh reading about white privilege. I shared with the class that my biggest takeaway from the reading was that oppression is reinforced through those with privilege and I gave the example of the white man showing up in printed media more often than people of color. This showed that I completed the reading because I was able to pinpoint one of McIntosh's main arguments. For this reason I give myself the first 3 points. I believe that I furthered class discussion by describing that the unearned privilege concept explained on page two of the reading reflected the need for social programs —Dr. B used this comment as a segue into the classroom conversation and further points. For this reason I give myself a 5.

I furthered the discussion by answering the question asked by a student about the ethics of care and femininity. I talked about bringing back the subjective characteristic and that the gender roles in one country may not be the same as the gender roles in another country (USA vs. Middle East) I did the reading and comprehended the text by interpreting the third of the five characteristics of the ethics of care when we were reading passages and breaking them down. 4.

So, you should be able to see from these examples there are several ways of writing them up, but it is relatively short and easy.

Quizzes :There will be unannounced pop quizzes about the readings throughout the semester. You will be able to drop one quiz grade. Quizzes cannot be made up without appropriate documentation. (See attendance policy for other details regarding missed quizzes).

Article Reviews :During this course, you will be reading a number of academic journal articles. You need to read these carefully and think about the material that is covered. To help you prepare for discussion of these articles in class, you should attempt to produce a review of every article. While most of these will be for your own use and knowledge, you will turn in 7 of these. For every article, you will be much better prepared for class and tests if you try to answer the following questions while you are doing the reading. Seven article reviews will be turned in (you choose which three you turn in). You will lose 2 points per day your paper is late. Make sure to include an ASA citation for the article. Use proper citation style throughout your review.

1. What is the thesis or purpose of this article? The thesis is generally found in the introductory paragraph but you should be able to explain in your own words what this article is trying to accomplish. Often it is clearer what the author thinks they are adding to the field after reading the literature review section. This is often where the author discusses other studies and then presents how their study will be different or better or at least add something new.

2. How is the author(s) actually doing the study? In other words, what is the method? This could be a survey of a lot of people, interviews with a few people, a summary and evaluation of previous books and



research, or any combination of these. You just need to demonstrate to me that you understand what it is that the author did.

3. What are the main results or findings of this authors study? There will be lots of little results but focus on the findings that relate to the main questions or what they are trying to accomplish. You can also discuss any findings that either the author or you think are particularly interesting or unexpected. Most of this will come from the section on the discussion of the findings but you can also look at the tables for more findings than are not elaborated on by the author.

4. Did this study contribute in the way that the author hoped? In other words, did it reach its goals and make the contribution the author hoped? For this section, you need to use your own assessment and critical thinking to evaluate whether or not you think the article accomplished what it set out to do.

5. How will this article inform your awareness campaign?

While I hope you will attempt to do the above for all the readings, you need to turn in seven over the course of the semester. TYPE your answers, then print it out and turn it in on the day we cover the reading on the schedule. Answers need to be written in complete and grammatically correct sentences. Be careful about plagiarism in these reviews. I strongly suggest that you avoid quotes and use your own words to demonstrate you understand the reading.

These reviews will be graded as follows:

3 points= Incomplete with inaccurate information and significant problems in writing

5 points= Completed assignment with some accurate information did not fully answer questions.

7 points = Average work. Accurately answered all questions, demonstrated acceptable understanding of reading with some attempt at critical thinking.

10 points = Excellent work. Thoughtful and complete answers to all questions, clear critical thinking provided in discussion, very well written.

Course Project: This course is project based. Your project will be a group activity where you create an awareness campaign for one of the issues central to women's issues that we discuss this semester. Examples include: victims of domestic violence, sexual assault, and women's experiences as inmates, correctional officers, etc. Throughout the semester you will work with your group, both in and out of class, to create a campaign that will be disseminated to the larger public, as well as in class, which creates awareness about the particular topic your group has chosen. Each week the group will meet to work on their project, sometimes in class and sometimes out of class. At the end of that meeting the group will provide me with an update on your project. The progress will also be recorded using the progress report document found on canvas. For each weekly update you will use a different color font. The project will be graded using peer and individual assessment. You will get a grade based on your peer's assessment of your contributions, as well as your own assessment of your contributions. In

addition to the final project, you will need to write a paper describing the project. All detailed instructions can be found on canvas.

Extra Credit: You can earn extra credit this semester by helping me fill the Safe House and Crisis Line of Central Georgia's wishlist (on Canvas). You can earn up to 5 points extra credit by collecting the items needed. It is my hope that you go beyond the 5 items to do as much as you can. You will need to write a brief reaction paper explaining how the wish list items make you feel: were you surprised by the items needed? How would you feel if you did not have those items? What impact do you think it has on women? You may attend campus or community events that relate to class, and write a reflection connecting it to our course content for additional extra credit. I will announce these events as I become aware of them. You may also make me aware of events to share with the class. You may attend up to five events (one point per event). Late papers will not be accepted. Papers are due the day after the event (when our class meets). They must be typed, double spaced, with the event title/details, with your name on them, and stapled. Extra credit points are added to your quiz grade.

Course grading:

A= 90% or higher	B= 80-87%	C= 70-77%	D= 60-69%
B+= 88-89%	C+= 78-79%	F= below 60%	

Learning Accommodations:

Students requiring accommodations or modifications for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the ACCESS and Accommodation Office to document your disability, determine eligibility for accommodations under the ADA/Section 504 and to request a Faculty Accommodation Form. Disability accommodations or status will not be indicated on academic transcripts. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the ACCESS Director. A new form must be requested each semester. Students with a history of a disability perceived as having a disability or with a current disability who does not wish to use academic accommodations are also strongly encouraged to register with the ACCESS and Accommodation Office and request a Faculty Accommodation Form each semester. For further information, please contact Katie Johnson, Director and ADA/504 Coordinator, at 301-2778 or visit the ACCESS and Accommodation Office website at <http://www.mercer.edu/disabilityservices>

Honor Code:

Students are expected to have read the University Honor Code and comply with its requirements. Any violations of the code including, but not limited to, cheating on examinations or quizzes, plagiarizing written materials, or copying of computerized materials, will be referred to the Honor Council for their

investigation and adjudication. A student who cheats on an exam or assignment will receive a zero for that grade.

### **Tentative Course Schedule:**

#### **Week One:**

**8/23: Welcome and Course Overview**

**8/25: Introductions to class and one another, begin Ch. 1**

#### **Week Two:**

**8/28: Ch. 1 Women and Crime: Introduction & How to read a research article**

**8/30: Reading 1 by Meda Chesney-Lind: "Patriarchy, Crime, And Justice..."**

**9/1: Reading 2 by Jody Miller: "Grounding the Analysis of Gender and Crime..."**

**Collect class participation journals.**

#### **Week Three:**

**9/4: No Class! Labor Day!**

**9/6: ~~Ch. 1 Wrap up/Review~~ Dr. B Sick**

**9/8: Ch. 2: Theories of Victimization**

#### **Week Four:**

**9/11: ~~Reading 3 by Fisher and May: "College Students' Crime Related Fears on Campus..."~~  
Hurricane Irma**

**9/13: Ch. 2 Wrap up/Review/Sign up for groups**

**Informal course evaluations**

**9/15: Ch. 3: Women and Victimization-Rape and Sexual Assault**

#### **Week Five:**

**9/18: Reading 5: "Student Perceptions of Sexual Assault Resources..."**

**9/20: Reading 6: "Regretting it After?" ...**

**9/22: Ch. 3 Wrap up/ Meet with group**

**Week Six:**

**9/25:** Tour of Pulaski Women's Prison, Hawkinsville GA. 9:00

**9/27:** Debrief/discuss prison tour.

**9/29:** Project Proposal Due

In class activity 1

**Week Seven:**

**10/2:** Ch. 4: Women and Victimization-IPV and Stalking

Collect class participation journals.

**10/4:** NO Class! Fall Break!

**10/6:** NO Class! Fall Break!

**Week Eight:**

**10/9:** Reading 7: "Interpersonal Violence Against Women..."

**10/11:** Reading 8: "Women's Disclosure of Dating Violence..."

**10/13:** Ch. 4 Wrap Up/Meet With Group

**Week Nine:**

**10/16:** **Tour Safe House**

**10/18:** Ch. 5: International Issues in the Victimization of Women

**10/20:** Reading 9: "Human Sex Trafficking..."

Meet with group outside of class.

**Week Ten:**

**10/23:** Reading 10: "Karo-Kari..."

**10/25:** **Tour Safe House**

**10/27:** Ch. 6: Theories of Female Offending

**Week Eleven:**

**10/30:** Reading 11: "The Intersectional Alternative"...

**11/1: Wrap up Ch. 6/Meet in Groups**

**11/3: Ch. 7: Girls and Juvenile Delinquency**

**Week Twelve:**

**11/6: Reading 13: "Violent Girls..."**

**11/8: Reading 14: "Trauma Among Lesbian..."**

**11/10: Wrap up Ch. 7/Meet in Groups**

**Week Thirteen:**

**11/13: Meet with me to prepare for group meetings.**

**11/15 & 17: No Class: presenting at ASC Annual Meeting. Meet with groups.**

**Week Fourteen:**

**11/20: Ch. 8: Women Offenders and Their Crimes**

**11/22: No Class! Thanksgiving Break!**

**11/24: No Class! Thanksgiving Break!**

**Week Fifteen:**

**11/27: Reading 15: "Cracked Perspectives..."**

**11/29: Reading 16: "It's not Only for the Money"**

**12/1: Wrap up Ch. 8/Meet in Groups**

**Week Sixteen:**

**12/4: Group Presentations**

**12/6: Group Presentations**

**12/8: Group Presentations**

**Participation journals due.**

**Saturday 12/16, 9:00-12 Paper Due by noon on Canvas.**