

CRIM 495-DL2 -- Capstone in Criminology, Law and Society: Models and Meanings of Justice

Spring 2021

Class meets online Tuesdays 1:30-2:45 PM

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Office hours: By appointment only – always happy to meet online

Description and objectives

This capstone course has two primary goals: to expand your thinking about what justice means and how to achieve it, and to help you develop your writing skills. We will address the first goal by exploring different theories or models of justice, including traditional approaches to justice that predominate in our society as well as emerging theories of justice based on practices in non-European cultures. You'll write several short essays and a major research paper applying concepts of justice to crime scenarios. You will develop your writing skills through foundational instruction in principles of writing and a number of worksheets applying those principles.

Requirements Met by This Course

This is the department's capstone course that is required for all CLS majors, and meets the university requirements for Writing-Intensive and Scholarly Inquiry courses.

Capstone Course

A capstone course is the “crowning achievement” or culminating course that pulls a department's curriculum together from the foundation through the structure, in the same way a capstone on a building (such as a capitol dome) pulls together and caps off the building. As such, this course examines a key foundational issue in the field of criminology and justice, which underlies the study of different aspects of this field: what is justice and how can it be achieved?

Writing-Intensive

The university also requires students to complete a writing-intensive course in their major. Writing-intensive courses must “devote significant time to instruction on writing and how to complete assignments successfully. . . Students are required to revise at least one substantive assignment in the course based on instructor feedback . . . [and that assignment should be] divided into sequenced sections that receive feedback and can be revised.” (wac.gmu.edu/wi-course-criteria). A “substantive assignment” means a paper of about 3500 words, or around 14 pages.

This course fulfills the Writing Intensive requirement in the CLS major. It does so through the research paper that is developed through a process of drafting, feedback, and revision. This course provides instruction on writing skills in general, and instruction, review, and revision of the specific written products required in this course (the paper section drafts and the final paper, as well as the brief essays on justice and the writing worksheets). In addition, numerous short writing assignments will be completed to provide additional opportunities to develop critical thinking and writing skills.

Scholarly Inquiry

This course has been designated a Scholarly Inquiry course by Mason's Office of Student Scholarship, Creative Activities, and Research (OSCAR), as part of the *Students as Scholars* initiative. *Students as Scholars* is Mason's initiative to give students the opportunity to conduct undergraduate research. Check out OSCAR.gmu.edu or stop by the Office of Student Scholarship, Creative Activities, and Research in the Johnson Center to learn about the many other programs they offer students.

The general student learning outcomes for Scholarly Inquiry courses are that "Students will articulate a scholarly question; engage in the key elements of the scholarly process; and situate the concepts, practices, or results of scholarship within a broader context." In this course, students will engage in the scholarly process by:

1. Articulating and refining a scholarly question.
2. Following ethical principles.
3. Gathering evidence appropriate to the question.
4. Applying appropriate scholarly conventions when reporting.
5. Assessing the reliability of key assumptions and evidence.
6. Situating the scholarly inquiry within a broader context.

Online Course

This course is an online course that is half synchronous (everyone needs to be online at the same time) and half asynchronous (on your own schedule). **You need to participate fully in both the synchronous and the asynchronous online components to do well in the class.** Generally, the asynchronous portion of the class is taught through narrated PowerPoints (PPTs), readings, and videos that are posted on Blackboard. You are responsible for viewing them prior to class, and completing assignments on them, as detailed in the course schedule at the end of this syllabus. The synchronous meeting time is used mostly for answering your questions about the PPTs, readings, videos, assignments, and section drafts of the final paper.

COVID-19 and Other Emergencies

If you should have to miss assignment due dates because of illness or other emergency situations, it is critical that you **contact me ASAP**. I will work with you and provide as much flexibility as I can, but you have to let me know what's going on in a timely way.

If you develop COVID-19, please inform the university at <https://www2.gmu.edu/safe-return-campus/personal-and-public-health/reporting-illness>

Course Policies

GMU policy provides email as the standard means of communication and requires that all email contact be through GMU email accounts. Please send emails from your GMU account, and make sure you've set up any necessary forwarding so you'll receive emails sent to your GMU account. See masonlive.gmu.edu for information on how to use your Mason email account.

Please stay on top of your GMU email so you don't miss time-sensitive information! Please include your name in your emails, and CRIM 495 in the subject line.

Please be aware of GMU's policy requesting instructors to submit final course grades within two days of the final exam and prohibiting instructors from changing submitted grades for any reason other than a computational or recording error (see the University Catalog at catalog.gmu.edu).

This means that **I cannot allow, nor is there any time, for you to do a last-minute extra paper or other extra work at the end of the semester to raise your grade.** The time to do the work is when it is assigned, and the work to do is the work that is required as class assignments.

Another relevant GMU policy specifies that incompletes can only be given to students who are passing a course but cannot complete scheduled coursework for causes beyond reasonable control (see the University Catalog). Because incompletes are to be used when students cannot complete *scheduled* coursework, **I cannot grant incompletes to allow you time to do extra work to raise your grade.** If some sort of personal or family crisis arises for you during the semester, and it provides a compelling reason that is beyond your control and prevents you from finishing scheduled coursework, I will be more than willing to work with you to take that into account. You just need to let me know right away. Your circumstances will be considered on a case-by-case basis.

Required Course Materials

All PPTs, readings, and videos must be read or viewed in full except as otherwise noted. These are independent assignments that will be covered on the test and other graded assignments, so you need to complete them. **All PPTs, readings, videos, and other resources are available on Blackboard.**

- **Narrated PowerPoints, videos, and other resource documents on justice and on writing**
- **Readings on retributive and utilitarian models of justice:**
 - Moore, M. (1993). Justifying retributivism. *Israel Law Review*, 27(1-2), 15-49. **Read section I, What is Retributivism? on pages 15- 21, and the first 3 full paragraphs on page 30 (page numbers as printed on paper). No need to read other parts of the article.**
 - Weiler, J. (1978). Why do we punish? The case for retributive justice. *University of British Columbia Law Review*, 12(2), 295-319.

- Be sure to use the **reading guide** posted on Blackboard for these readings, it will help you a lot.
- **Readings on restorative justice:**
 - Tullis, P. (2013, January 6). Can forgiveness play a role in criminal justice? *The New York Times*, pp. 28-36.
 - Obbie, M. (2015, June 30). He killed her daughter. She forgave him. *Slate*. Retrieved from http://www.slate.com/articles/news_and_politics/crime/2015/06/gary_brown_and_linda_white_he_killed_her_daughter_she_found_a_way_to_forgive.html
 - Hager, E. (2020, July 21). They agreed to meet their mother’s killer. Then tragedy struck again. *The Marshall Project*. Retrieved from <https://www.themarshallproject.org/2020/07/21/they-agreed-to-meet-their-mother-s-killer-then-tragedy-struck-again>
- **Readings on parallel justice:**
 - Herman, S. (2004). Is restorative justice possible without a parallel system for victims? In H. Zehr & B. Toews (Eds.), *Critical issues in restorative justice* (pp. 2-7). Monsey, NY: Criminal Justice Press.
 - Herman, S. (2012). Looking forward: Redefining justice for victims of crime. In R.C. Davis, A.J. Lurigio, & S. Herman (Eds.), *Victims of crime, fourth edition* (pp. 491-500). Thousand Oaks, CA: Sage.
 - Herman, S. (2014). *Parallel justice redefines justice for victims of crime*. Retrieved from <https://paralleljustice.org/theidea/>
- Other readings may be assigned and will be announced ASAP.
- You will choose a crime to research and write your paper on from the court case file documents provided by the Clerk’s Office of the Fairfax Circuit Court and posted on Blackboard. You will also search news media archives to gain additional information on this crime. **You must research and write your paper on one of the crimes posted on Blackboard; if you use any other crime, you will get a zero for the paper.**

Grading Scale

A+	97-100%	(4.0)		C+	77-79%	(2.33)	
A	93-96%	(4.0)	<i>outstanding</i>	C	73-76%	(2.0)	<i>average</i>
A-	90-92%	(3.67)		C-	70-72%	(1.67)	
B+	87-89%	(3.33)		D	60-69%	(1.0)	<i>marginal</i>
B	83-86%	(3.0)	<i>good</i>	F	0-59%	(0)	<i>failing</i>
B-	80-82%	(2.67)					

Course Grade Components

- 15% Brief essays on concepts of justice (three assignments which each count for 5% of your course grade)
- 15% Worksheets on writing (five assignments which each count for 3% of your course grade)
- 40% Research paper including points gained or lost on section drafts
- 30% Exam

Brief Essays on Justice (15% of final grade)

There will be four essays (anywhere from half a page to maybe a page and a half) on the concepts and theories of justice, all submitted through Blackboard. Together, these four assignments are worth 15% of your course grade, or 5% each. Here's the breakdown:

- Three brief essays on types and models of justice: 1) procedural and distributive justice, 2) retributive and utilitarian justice, and 3) restorative and parallel justice.

There will be a 10% grade reduction as a late penalty for every week (or portion thereof) that it's submitted late. So if it's due on Thursday the 6th and you submit it on Saturday the 8th, the late penalty is 10%. If you don't submit it until Friday the 14th, the late penalty is 20%, and so on. The late penalty can be waived if you have written documentation from a professional that verifies an acceptable reason for missing the due date, and if you get it in within a reasonable timeframe given the reason it was late. I am the sole judge of what qualifies as written documentation, as a professional source, and as an acceptable reason for missing class. **No assignments will be accepted after Tuesday April 27.** *You must take the initiative to identify and submit missed work.*

Writing Worksheets (15% of final grade)

This component of your course grade consists of five writing worksheets, with each worth 3% of your course grade (total of 15%). You will complete them on Blackboard. The same late penalties in this category apply. **No assignments will be accepted after Tuesday April 27.** *You must take the initiative to contact me and to identify and submit missed work.*

- Five writing worksheets: 1) style, tone, and flow, 2) mechanics of writing, 3a) citing in your writing, 3b) the reference list, and 4) levels of heading.

The Research Paper (40% of final grade)

You will review the court case file for an actual crime, from documents provided by the Fairfax County Circuit Court Clerk's Office and posted on Blackboard. You'll also search news media archives to gain additional information on the crime, as available. You'll write a paper that applies each of the models of justice we study in this course to that crime. You'll analyze what each model would offer and decide which model you feel provides the overall best response to the crime.

Detailed instructions for the content and formatting of your paper are provided on Blackboard. The final paper counts for 40% of your course grade. This paper is due on **Tuesday, May 4**. It can be submitted up to three (3) calendar days late, but there will be a 5% reduction for each calendar day it's submitted after the due date.

You'll write your paper in stages, providing drafts of six different sections of the paper and receiving feedback to use for revisions to produce the final paper, as specified in the course schedule at the end of the syllabus. Each draft will be graded on a 0-5 scale according to how extensively it needs to be revised, and how timely it was submitted. You can earn a total of up to 30 points, which will be applied to your grade for the final paper according to the system explained in the grading rubric. **No drafts will be accepted after April 27. None of the grades for your six section drafts will be dropped.** *You must take the initiative to contact me and to identify and submit missed work.*

Exam (30% of final grade)

There will be one cumulative exam that will cover most of the PPTs, videos, and readings. This exam counts for 30% of your course grade. It will be in a multiple choice/true-false format. It will be open book and you can take as much time as you need on it over a one-week period during final exams week. However, you cannot collaborate with any other person on this exam, as that would be cheating. Once you submit it you'll get your grade and you'll be done; no re-takes will be allowed.

Make-up tests are available but certain conditions apply. If you know in advance that you will have to miss the test, please notify me ASAP so we can discuss a make-up. If you miss the test without notifying me in advance, you need to contact me ASAP to schedule a make-up.

If you can provide written documentation from a professional (doctor, police, etc.) that demonstrates a compelling reason for missing the test, and the reason was beyond your control, there will be no penalty applied for taking a make-up. Your circumstances will be considered on a case-by-case basis. If you cannot provide such documentation, there will be a 10% point reduction from your test score.

Blackboard

I'll use GMU's online Blackboard program for posting grades, PowerPoints, readings and other resources, and assignments. Here's how to access Blackboard:

- Go to: mymason.gmu.edu
- Log on using your email username and password. If your email account is lmarmole@gmu.edu, then your username is lmarmole
- Click on the link toward the upper-right part of the screen that says "Courses"
- Under "Course List," click on "CRIM 495-DL2 (Spring 2021)."

If you need assistance with using Blackboard, you can email your questions to courses@gmu.edu, or call (703) 993-3141.

Bad Weather and Other Emergencies

Check www.gmu.edu to see if classes are cancelled for bad weather or other emergencies. You can also register for Mason's emergency alert system at <https://alert.gmu.edu>. If I should have to cancel a class due to a personal emergency, I'll make every attempt to email you ASAP at your GMU email address – a very good reason to stay on top of your GMU email account.

University Services and Resources

Students with Disabilities

If you have (or think you may have) a learning disability or other condition that may affect your academic performance, you should: 1) make sure documentation is on file with the Office of Disability Services (703-993-2474; ods.gmu.edu) to determine the accommodations you need; and 2) see Prof. Marmolejo to discuss your accommodation needs. By Mason policy, I cannot make any accommodations for students without certification from ODS on the existence of a disability and the specific accommodations needed.

Writing Skills

To improve your writing skills, the university offers assistance through the University Writing Center (writingcenter.gmu.edu/).

Diversity

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but is not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard, and respected.

English Language Skills

If you are not a native English speaker and may be interested in linguistic and cultural enrichment services, you can contact Mason's English Language Institute (eli.gmu.edu).

Academic Skills

If you'd like to improve your academic skills, you can get help from Learning Services caps.gmu.edu/learningservices. They offer workshops on the study cycle, effective note-taking

techniques, individual learning styles, ways to prepare for exams, and effective time management. I've heard from former students that these services can be very helpful.

Career Assistance

When you're ready to start your career, be sure to access the many helpful resources of Career Services, at careers.gmu.edu.

University Policies and Other Resources

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu>. All members of the university community are responsible for knowing and following established policies.

Enrollment Responsibilities and Deadlines

Students are responsible for verifying their enrollment in their classes, and for making sure they're enrolled in the classes they want to be enrolled in and not enrolled in the classes they don't want to be enrolled in. Schedule adjustments should be made by the deadlines published in the academic calendar at registrar.gmu.edu. The last day to add a class is Monday August 31. The last day to drop a class without tuition loss is Tuesday September 8. The last day to drop a class with 50% tuition loss is Tuesday September 15. The last day for student self-withdrawal (100% tuition loss) is Monday September 28. After this date the class can only be dropped by using a selective withdrawal option by Wednesday October 28 (100% tuition loss) -- but you only have three selective withdrawals during your entire time at Mason, so use them wisely. Any other type of withdrawal requires the approval of the Dean and is only allowed for nonacademic reasons.

University Honor Code

The following is a summary of Mason's honor code; see the University Catalog and <http://oai.gmu.edu/the-mason-honor-code-2/> for additional information. Mason's honor code will be strictly enforced in this class and **all violations will be reported to the Office of Academic Integrity**.

The Honor Code of George Mason University specifically prohibits *plagiarism, cheating and attempted cheating, lying, and stealing*.

Plagiarism includes "presenting as one's own the words, the work, the ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge." Examples include

taking or buying a paper from someone else or the internet and presenting it as your own, and submitting as your own work a paper with substantial unacknowledged contributions from others. Information and graphics obtained from the internet (except for freeware clipart) must include source citations to avoid plagiarism. **Your final paper will be submitted to Blackboard and screened by the SafeAssign plagiarism detection program. If you use another student's paper as a significant, unacknowledged source for your paper, I will refer you to the Office of Academic Integrity for plagiarism and cheating.**

Cheating and attempted cheating include “willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students.” Examples include the use of unauthorized resources during an exam (including another student), copying another student's work (with or without their permission), allowing another student to copy your work, using an assignment or test from another student, accessing tests or grades electronically for the purpose of getting an unfair advantage, and any other behavior that fits the general definition above. **All papers are submitted to Blackboard and screened by the SafeAssign plagiarism detection program. If you provide your paper to another student, either now or in the future, this is cheating and will result in a referral to the Office of Academic Integrity.**

Lying includes “the willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work.” Examples include making up source materials or source citations in a paper, pretending to use an actual source that you didn't really use, making up an excuse for missing a test or assignment due date, falsifying any written or electronic document, or presenting any other falsehoods through any method and in any context.

Stealing includes “taking or appropriating without the permission to do so, and with the intent to keep or to make use of wrongfully, property belonging to any member of the George Mason University community or any property located on the university campus. This includes misuse of university computer resources (see the Responsible Use of Computing Policy section in the “General Policies” chapter). This section is relevant only to academic work and related materials.”

Tentative Course Schedule

Class meets online Tuesdays 1:30-2:45 PM

All PPTs, readings, videos, and other resources are available on Blackboard

Class date	During the week <u>BEFORE</u> class you need to:	Activities and assignments:
Week 1 [1/26]	Class overview Make sure you access Blackboard and peruse the materials for the class. Also, make sure you know how to use Zoom for class meetings.	No assignments are due. We'll review the syllabus and explore Blackboard in class. You can begin reviewing the court documents and readings posted on Blackboard.
Week 2 [2/2]	Guest speaker from GMU library Review the court case files from Fairfax County Circuit Court Clerk's Office posted on Blackboard and choose one case that you would like to research and write your paper about.	Social Sciences Librarian Christopher Magee will discuss conducting literature and media searches in the library databases. You can begin researching the crime you've chosen for your paper. You need to have finished your research before the draft of the first section is due, in five weeks.
Week 3 [2/9]	<ol style="list-style-type: none"> 1. View the narrated justice PPTs on procedural and distributive justice. 2. View the narrated writing PPT 1: style, tone, and flow. 	Answer your questions about the PPTs on procedural and distributive justice and Writing PPT 1. Discuss short essay assignment on procedural and distributive justice. <u>The short essay assignment on procedural and distributive justice and Writing Worksheet 1 (on Writing PPT 1) will be due by Friday 2/12 at 11:59pm through Blackboard.</u>
Week 4 [2/16]	<ol style="list-style-type: none"> 1. View the narrated justice PPTs on: (1) foundations of the theories, (2) retributive justice, (3) utilitarian justice. 2. View the narrated writing PPT 2 on mechanics of writing. 3. Complete the assigned readings: Moore (1993) and Weiler (1978) 	Answer your questions about the PPTs on foundations, retributive justice, utilitarian justice, and Writing PPT 2. Discuss short essay assignment on retributive and utilitarian justice. <u>The short essay assignment and Writing Worksheet 2 (on Writing PPT 2) will be due by Friday 2/19 at 11:59pm through Blackboard.</u>

Class date	During the week <u>BEFORE</u> class you need to:	Activities and assignments:
	articles. I recommend you use the reading guide for these articles.	
Week 5 [2/23]	1. View narrated writing PPT 3 : understanding and avoiding plagiarism, and narrated writing PPT 4 : time to start writing.	Answer your questions about Writing PPT 3. Finish Writing PPT 4 in class. Two worksheets on Writing PPT 3 (Writing Worksheet 3A on citing in your writing and Writing Worksheet 3B on the reference list) and Writing Worksheet 4 on Writing PPT 4 (levels of heading) will be posted on Blackboard. <u>These 3 assignments will be due by Tuesday March 2 at 11:59pm.</u>
Week 6 [3/2]	Make sure you're caught up on all your assignments.	Preview the research paper, the section drafting process, resources for writing the paper, and section 1 due next class.
Week 7 [3/9]	Draft section 1 of the paper: title page, introduction, research methods	Review section 1 draft. Preview section 2 draft. <u>Submit self-edited section 1 draft by Wednesday 3/10 at 11:59pm.</u>
Week 8 [3/16]	Draft section 2 of the paper: applications of the models, application of the retributive model	Feedback on section 1 draft. Review section 2 draft. <u>Submit self-edited section 2 draft by Wednesday 3/17 at 11:59pm.</u>
Week 9 [3/23]	<ol style="list-style-type: none"> 1. View the narrated justice PPTs on: (1) restorative justice and (2) parallel justice. 2. Complete the assigned readings on restorative justice: Tullis (2013); Obbie (2015); Hager (2020) 3. Complete the assigned readings on parallel justice: Herman (2004); Herman (2012); Herman (2014). 	Feedback on section 2 draft. Preview section 3 draft. Answer your questions about restorative and parallel justice. Discuss short essay assignment on these theories. <u>The short essay assignment will be due by Friday 3/26 at 11:59pm through Blackboard.</u>
Week 10 [3/30]	Draft section 3 of the paper: application of the utilitarian model	Review section 3 draft. Preview section 4 draft. <u>Submit self-edited section 3 draft by Wednesday 3/31 at 11:59pm.</u>

Class date	During the week <u>BEFORE</u> class you need to:	Activities and assignments:
Week 11 [4/6]	Draft section 4 of the paper: application of the restorative model	Feedback on section 3 draft. Review section 4 draft. Preview section 5 draft. <u>Submit self-edited section 4 draft by Wednesday 4/7 at 11:59pm.</u>
Week 12 [4/13]	Draft section 5 of the paper: application of the parallel model	Feedback on section 4 draft. Review section 5 draft. Preview section 6 draft. <u>Submit self-edited section 5 draft by Wednesday 4/14 at 11:59pm.</u>
Week 13 [4/20]	Draft section 6 of the paper: conclusions, references	Feedback on section 5 draft. Review section 6 draft. <u>Submit self-edited section 6 draft by Wednesday 4/21 at 11:59pm.</u>
Week 14 [4/27]	Last class meeting. Be prepared to ask questions about the final paper and the exam.	Feedback on section 6 draft. We'll go over the revision process for the final, complete paper. Q&A test review session. <i>Last day to submit missing work.</i>
Week 15 [5/4]	No class meeting	Final, complete paper due on Blackboard for Safe Assign screening by Tuesday 5/4 at 11:59pm. Late submissions are allowed up to 3 days late (no later than Friday 5/7 at 11:59pm), at a 5% grade penalty per day.
Final Exam	No class meeting	Final exam available on Blackboard from 5/5 to 5/10. Open book but no collaboration with other people. Take as much time as you need within these dates. Submit once for a grade and you're done; no re-takes allowed.