Politics of Criminal Justice
790:404
Instructor: Grace Howard, grace.howard@rutgers.edu
Online: sakai.rutgers.edu
Office Hours: By appointment.

Course Description:
In this course, we will be looking at criminal justice institutions as elements of political systems and as political systems in and of themselves. We will be looking at courts, corrections, policing, as well as how criminal justice moves in the everyday world.

Learning Goals:
By the end of this course, you will be able to:
(1) Identify political elements of US and international criminal justice apparati.
(2) Understand and investigate the relationship between politics, ethics, and criminal justice institutions and politics.
(3) Critically analyze a variety of different resources to form a comprehensive understanding of criminal justice cases.

Course Requirements/Expectations:
Political Crime Project - 30%
Book Review – 30%
Seminar Participation - 20%
Reading Responses – 10%
Online Discussions - 10%

Academic Integrity Policy:
Cheating, plagiarism, or any other kinds of violations will not be tolerated and will be reported to the department and the appropriate Dean. Please familiarize yourself with the Rutgers policy on academic integrity available here: http://academicintegrity.rutgers.edu/integrity.shtml
If you have any questions, please do not hesitate to contact me.

Required Materials:

All other required readings will be posted to the course page. There will be approximately 15-20 pages of reading each week day.

Accommodations: If you require any accommodation, please inform me as soon as possible. Examples of accommodations include allowances for documented learning differences or disabilities or excused absences for participation in sports or other university-sanctioned extra-curricular activities.
Guidelines for Participating in the Threaded Discussions
Discussions are the way we "participate" in class. So it's important that you post thoughtful
messages that move the conversation forward in some way. "Yeah, I agree," and "Me, too" are
not acceptable postings and will not earn any points. Your participation in discussions can earn
you points for each discussion. After the due date for the discussion, you will be graded on your
overall participation in that discussion thread. Late posts are welcome for their intellectual value
but will not be considered in your grade.

As we will spend little to no time “in person” together as a class, these threads will serve as a
virtual classroom of sorts. In this way, it will be possible for us to bounce ideas around,
contribute to complex intellectual conversations, and engage in stimulating debates about some
very contentious contemporary issues.

Your posts should show that you have read the material in the text as well as your group and/or
partner's posts, and that you have applied that knowledge to the question at hand. You should do
more than merely regurgitate the text; you should engage with the material by analyzing and
interpreting it. Your posts should be grammatically clear enough not to present anyone with a
problem in understanding your point. It's not a formal writing forum, but it's not Facebook either.

Though the online discussion is not the central way you will be assessed in this course, your
participation is worth 10% of your overall grade. In order to be successful, please follow
these guidelines:

• Initial postings to each discussion topic unless otherwise advised are completed early in the
  week
• Follow-up posts are timely
• Content is complete, on-point, thoughtful and offers new ideas
• Supporting detail is abundant and appropriate (that is, references from the pieces read and/or
  other sources)
• Content often encourages further discussion on the topic or follows up on others' thoughts
• Postings are characterized by originality, engagement and relevance to the topic
• Postings demonstrate an understanding of the material assigned and familiarity with the ideas
  of the students partner and group members (in other words, it's obvious that you've read
  and understood both the required reading assigned and what your peers have written in
  their postings)

The following chart represents a rubric for grading the threaded discussion entries:

<table>
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<tr>
<th>Number of Points</th>
<th>Skills</th>
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<tr>
<td>9-10</td>
<td>Demonstrates excellence in grasping key concepts; critiques work of others; stimulates discussion; provides sample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly, concisely; uses appropriate vocabulary.</td>
</tr>
<tr>
<td>7-8</td>
<td>Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganization with expression; transition wording may be</td>
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<tr>
<td>Score</td>
<td>Description</td>
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<tr>
<td>5-6</td>
<td>Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language use garbles much of the message; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentence and a redundancy with words and commentary; paragraphs often appear unrelated to each other. This student requires constant prompting for contributions.</td>
</tr>
<tr>
<td>1-4</td>
<td>A minimal posting of material. Shows no significant understanding of material. Language is mostly incoherent. Does not respond readily to prompting.</td>
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**Credits: GRADING RUBRIC FOR THREADED DISCUSSIONS**

*From John F. Bauer, “Assessing Student Work from Chat Rooms and Bulletin Boards.”*

*New Directions for Teaching and Learning 91 (Fall 2002): 35.*

**Technology Policy**

In order to make the most of your online learning experience, there are several technical requirements you will need to fulfill. Refer to the guidelines at the following website to help ensure your online success: [https://oirt.rutgers.edu](https://oirt.rutgers.edu). Throughout the semester, you will be learning about and using various online programs and tools. Many of these are Web 2.0 tools that are found on free, public websites. It is your responsibility to ensure that you have the appropriate technology capabilities to successfully complete assignments and activities. Rutgers University does provide technology assistance for the Sakai course management system, and I am also available to assist you whenever I can. Rutgers Division of Continuing Studies operates a helpdesk M-F during normal business hours. This helpdesk generally helps with less technical issues, such as logon information or Rutgers-specific issues. Murphy’s Law states, “Anything that can go wrong, will go wrong”. Computers crash. Internet access can be limited during a thunderstorm. All of these issues cannot prevent you from submitting assignments on time. My advice to you is...

- **Aim to complete all assignments one day early.** This way you have one more day to get to the library or a friend’s house if the worst happens. You’ll also have time to contact me and notify me of any problem. I will always respond to you within 24 hours, however, if you only have 2 hours to submit the assignment there is no guarantee I will get your message in time.
- **Be sure your computer is in good working order.** If it has any problems or issues you want to make sure those are ironed out BEFORE the course begins.
- **Be sure to arrange access to a 2nd computer.** This could be your own; this could be the computer lab or a friend’s. Technical glitches are not excuses for late work.
- **Test the websites you are assigned to use as soon as you receive the assignment.** Our Sakai course management system may work at your place of business; however, you may find that later in the course a social networking site is filtered (not accessible from your place of business). Some sites don’t work on older computers while others don’t work on newer computers. Videos may not play. Security settings may need to be checked. It only takes a moment to click around and try this out.
• Keep **usernames and passwords** in a safe place. Since we’ll be accessing various sites, you’ll have several different places where you’ll need login credentials. Keep these in a safe place so that they cannot be lost or stolen.

• **Create back-ups.** There are many digital equivalents to the dog eating your homework. You should always have **two copies** of your work, preferably one being in your e-mail, online or off-site. Copying your file to a USB drive and deleting the original is not a back-up. The USB drive can fail too. It may not be going too far to say that important work should be stored online as well as locally. While unlikely, lost data can really set you back in this course.

• **Double-check** work. Make sure assignments are uploaded and posts are submitted.

• **Get phone numbers.** Some of our work will be in groups and group work may require chat sessions or other synchronous meetings. If you encounter a technical problem, you’ll want to be able to have phone numbers for a back-up means to connect.

• **Use the technology that is appropriate.** Sometimes it is easier to pick up the phone and call a classmate or arrange for a call with the professor, rather than carrying on an extensive email conversation.

**Communications**

• If you have a question that’s related to the class, readings, assignments, etc., please post your question to the Q&A section of our site. If you can answer your classmates’ questions, please do so.

• I will read and respond to messages at least 3 times per week. I will make regular visits to the site, so please allow others and myself time to respond before sending a private email message.

**Netiquette**

Consider this a friendly reminder that communicating online should not be any different from when you communicate in a face-to-face class. Although some of your writing assignments do allow for less “academic” and more informal conversations, please refrain from using Internet slang, abbreviations, and acronyms. We cannot assume that everybody understands them. All communications should be courteous and professional. There are a number of online resources that highlight good netiquette. Please become familiar with them. You might want to start with the 10 Best Rules of Netiquette and The Core Rules of Netiquette.

**Required Technology:**

Being that this is a multimedia course, you are going to need some additional equipment above and beyond your computer. Your computer needs to be relatively up-to-date; multimedia creation requires a little more horsepower than browsing the web or checking e-mail. Be sure to test everything out before you need to use the equipment. It may be the case that audio levels have to be adjusted, video codecs must be downloaded, or something just doesn’t work. You don’t want to be stuck with any surprises later in the course.

**Optional:**
• **A microphone.** You don’t need anything fancy here. Your regular computer microphone should do. However, headsets can be good options if your sound isn’t of the highest quality. A headset is useful if you plan on having two-way conversations. If you play audio through your speakers, you might create echo or feedback. I recommend USB headsets where possible. This one from Plantronics is excellent and is around $25: Plantronics Audio 626 USB Headset.

• **A video and still camera.** Many of you have digital cameras or even cell phone cameras that can shoot video as well as take still pictures. These should be fine for use as long as they take acceptable quality films and make videos that you can edit on your computer. Make sure you test a video you’ve taken in Windows Movie Maker or iMovie to be sure that you are able to edit those videos. Some cameras do not create compatible files that can be easily edited. These may require additional downloads or codecs, so always check. If you don’t have a digital camera, the Nikon CoolPix, Panasonic Lumix, or Cannon PowerShot lines are all excellent cameras.

• **A Google-based Account.** Many webinars as well as virtual office hours will be conducted in a "Google Hangout." You can use Google Apps through your ScarletMail account. For more information, you can go here: https://scarletmail.rutgers.edu/index.php However, you don’t HAVE to use your ScarletMail account—a regular gmail account is just fine.

As mentioned in the technology policy above, you should make back-ups of your work. One copy is not a back up, so you need to have one copy on your computer and one copy on another device. Optionally, you should get a USB stick or external hard disk to make a second copy of your work.

• **USB flash drive:** Today’s USB flash drives have very large capacity, so a new one of 8 gigabytes or more can handle all of the multimedia you create in this course. If you have an older stick, make sure you have enough capacity. Here are two 32GB drive for around $34: Maxell 32 GB Flash Drive and SanDisk 32GB Cruzer Blade USB Flash Drive.

• **External hard disk:** External hard disks can hold much more data than USB flash drives, however, they are less portable. If portability isn’t an issue for you, these can back up your entire computer. You want one that has at least 500GB capacity. There are many different case styles and most of the new drives feature USB 3.0 connection which makes for speedy data transfer. Check Buy.com, Newegg.com or Amazon.com. Prices for hard drives have spiked recently, and probably temporarily, due to the severe flooding in Thailand that wiped out nearly one third of the world's hard drive manufacturing capacity. Here is one available from Buy.com, 1.5TB (that's terrabytes), for $99, free shipping. See: Fantom 1.5 TB external drive from Buy.com

• **Online Backup Services:** In addition to the above, you may wish to consider online backup services. There are many and most offer a free version of their service for limited backups (certainly not enough to backup your entire computer) and a relatively modest monthly fee for more extensive backups. These can be set to automatically run in the background and can be coordinated among several devices. Check out Mozy.com as an example, which offers 2 GB for free, 50GB at $5.99/month or 125GB at $9.99/month.
**Daily Reading Schedule**

You should expect to read for a while every single day. Though there isn't a daily reading response requirement, in order to participate in the webinars, you will need to be 'caught up' on the reading schedule. More essentially, these readings are designed to help you to develop a complex and nuanced understanding of the topic of the politics of criminal justice. If you do not do these readings, you will not learn very much from this course. I will be updating the course readings schedule over the next week or so, though there may be some changes throughout the 5-week period. Any time there is a change, there will be a notification on your course homepage. All readings are from the *Blind Goddess* book (linked on the syllabus), posted in the 'doc sharing' portion of this site, or linked under the reading date.

**Reading Schedule** (generally, you should complete the reading BEFORE the day that it is listed):

5/28 - Introduction to Reiman (pages 11-16 of pdf); Article: Obama Hasn't Reformed Criminal Justice; Ryan - Report on Incarceration

5/30 - Reiman, Chapter 1 (starting on pg. 17 of the pdf).
6/2 - Article: LGBT Activist Attacked in NYC; Article: Ugandan LGBT Activists Arrested While Protesting Media Censorship
6/3 - *Blind Goddess*, pp. 1-29
6/5 - Seidman & Cousins, "GETTING THE CRIME RATE DOWN: POLITICAL PRESSURE AND CRIME REPORTING."
6/6 - Reiman, Chapter 2.
6/9 - Reiman, Chapter 3.
6/10-11- Frank - Legal Magic
6/12- Kirchheimer - The Criminal and Political Trial
6/13 - Maddan et al - White Collar Crime
6/14 - Wold & Culver - Judicial Elections
6/16 - Reiman, Ch. 4
6/17- Reiman, Conclusion.
6/18 - Reiman, Appendix - The Marxian Critique of Criminal Justice
6/19 - *Blind Goddess*, pp. 47-64
6/20 - *Blind Goddess*, pp. 65-84
6/23-24 - *Blind Goddess*, pp. 85-114 (Lawyers)
6/25-26 - *Blind Goddess*, pp. 115-156 (Juries)
6/27 - *Blind Goddess*, pp. 157-185 (Sentencing)
7/1 - *Blind Goddess*, pp. 215-245

**Reading Response Directions**

You must complete a minimum of three short reading responses by Monday, July 1.
These reading responses can take a number of formats:
1 - A short (1.5-2 page) paper
2 - A presentation (powerpoint, prezi, keynote) with audio.
3 - A short video

Your response must include the following elements:
1 - A brief summary of the reading
2 - The most important takeaway
3 - A criticism
4 - How this helps you think about a current event OR how this helps you to understand a particular issue in this class.

So--you can write three short papers OR make three videos OR write two papers and make one video--whatever combination works for you.

Papers should be:
Double-spaced (except for headers/preliminary info, which should be single-spaced)
1" margins all around
Times New Roman, 12pt or similar
Chicago-style citation

Videos & Presentations should be:
3-7 minutes long
Posted to youtube or vimeo
Include bibliographic information in the content or in the meta-data/description

**Book Review Assignment**

**BOOK REVIEW GUIDELINES: 30% of overall grade**

One major assignment in this course is a critical book review. Under this heading, find directions, requirements and due dates.

You will choose ONE of the following books:


The final paper should be submitted through Sakai no later than 11:59pm, **Friday, June 27th**

**Format**
5-7 pages.
Typed, 12 point, Times New Roman.
Double-spaced with 1-inch margin on all sides
Citations: use either footnotes or endnotes (for guidelines, see [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html))

**Interim Due Dates** (Note- these are required elements of this assignment):
Tuesday, 6/3 – Choose Book.
Friday, 6/13 – Book Report Draft (Summary) due. 1-2 pages.
Wednesday, 6/18 – Complete draft of book review due.
Monday, 6/23 – Peer Review Worksheet Due
Friday, 6/27 – Final Draft of Book Review Due

**Further Instructions:**

A scholarly book review has two goals: to lay out the author’s argument and to critique that argument. Your review should be a formal essay that both critiques the book you have selected (see my hints below, as well as the grading rubric) and demonstrates a deep understanding of the particular criminal justice issue under consideration.

Your review should incorporate knowledge gained from this class to assess the author’s use of the material, judgments about crime, etc. Your review should draw only from the book you have selected and the course readings, making use of the most relevant and illustrative texts.

**Helpful Hints:**

- As you read, write notes for each of the following:
  - What is the author’s approach to the speech? Is the focus on race? Institutions? Culture? Law? Something else? A combination? Why have they chosen that focus (they will usually tell you in the introduction)?
  - Summarize the book’s subject and thesis. How does the author relate the issue they are writing about to other criminal justice issues?
  - What is the thesis (argument) of the book?
  - What is the structure of the book? How are the chapters organized? Chronologically, thematically, or in some other way? How does that structure enhance or detract from the
argument?

- What kinds of evidence or sources does the author use? What different kinds of evidence are used? What type of source is most important in the argument? Do these sources allow the author to adequately explore the subject? Are there important issues that the author cannot address based on these sources?

- Is the argument convincing as a whole? Is there a particular place where it breaks down? Why? Is there a particular element that works best? Why?

**Evaluation of the Book Review:**

Be comprehensive in scope and specific in argument and supporting detail: your original reflections and formulations will be duly noted and rewarded. Cite the readings using endnotes. Direct references should be placed in quotations, with no quotations of more than three lines (as the quotations should illustrate the point you are making, not be the point itself).

Your essay will be graded primarily for its use of sources to support its argument and the clarity and logic of its presentation. In addition, good grammar, composition, diction, and spelling will help produce a polished essay. Please see the rubric on the next page for a breakdown of how your review will be graded.

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<th>Characteristic</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D/F</th>
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<tr>
<td><strong>Thesis</strong></td>
<td>Clear, well developed thesis</td>
<td>Clear thesis but with limited development</td>
<td>Lacks a thesis, or thesis may be confused or underdeveloped</td>
<td>No thesis</td>
</tr>
<tr>
<td><strong>Critique of the Book</strong></td>
<td>Addresses the main themes and arguments in the book; provides evidence and examples; includes discussion of method, sources, theory, strengths, weaknesses, etc.</td>
<td>Most of the primary themes are adequately addressed; there is some discussion of the argument; examples are generally accurate and detailed; includes brief mention of theory, sources, strengths, weaknesses, etc.</td>
<td>Some themes are highlighted but not fully developed; argument is addressed, but not explained clearly or thoroughly; few examples, and those included lack detail; only a passing mention of sources, theory, etc.</td>
<td>Addresses only a few of the major themes; no real discussion of author’s argument and/or perspective; few or no examples; no mention of methodology, sources, etc.; no discussion of strengths or weaknesses, etc.</td>
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<tr>
<td><strong>Analysis of the Speech</strong></td>
<td>Provides effective analysis of the speech; demonstrates critical thinking and insight</td>
<td>Limited analysis, mostly describes</td>
<td>Weak or inappropriate analysis</td>
<td>No analysis</td>
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<td><strong>Use/mastery of readings</strong></td>
<td>Uses multiple readings and demonstrates mastery of facts and arguments made in readings.</td>
<td>References multiple readings and demonstrates a good degree of understanding.</td>
<td>Minimal or poor use of readings that fails to support the argument of the essay.</td>
<td>Almost no use of or incompetent, inappropriate use of readings.</td>
</tr>
<tr>
<td><strong>Grammar and Structure</strong></td>
<td>May contain insignificant errors.</td>
<td>May contain minor errors that do not detract from overall essay.</td>
<td>May contain major errors or multiple minor errors, but still clearly intelligible.</td>
<td>Contains many major or minor errors that interfere substantially with comprehension.</td>
</tr>
<tr>
<td><strong>Organization and Writing Style</strong></td>
<td>Clear, easy to follow organization with intro, body, conclusion. Provides reader with a “road map” of essay.</td>
<td>Clearly organized and written, but not exceptional.</td>
<td>Weak organization and writing; difficult to follow the argument of the paper.</td>
<td>Disorganized and poorly written; impossible to follow the argument of the paper.</td>
</tr>
</tbody>
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**Book Review Assignment - Book Report Directions**

**Due Friday, 6/13**

For this portion of the book review, you are basically writing a 1.5-2.5 page book report. Your goal is to describe the argument of the book, its methodology, and the literature that it
engages. You will build on this book report in the next part of the assignment, but your goal here is to merely summarize the text.

Case Project
This project is worth 30% of your grade.
This project seeks to dissect all of the different ways that politics intersects, frames, or informs a criminal case. You will be analyzing cases from the earliest moments (usually the commission of the crime/alleged crime) to after the disposition of the case. You will look at the role of the police, the courts, the legislature, the media, and the public. Your goal is to be able to gain a complex understanding of the politics of the case, develop an analysis.

The directions of this assignment are a little complex, because depending on the case, your investigation might take a number of different directions.

Things you will produce:

- An annotated bibliography with a minimum of 20 sources. These may be primary OR secondary sources. You should provide a description of the source AND why it is relevant to the case if it is not self-evident. At least ten of the sources must be “scholarly” sources.
- A (5-7 page) narrative describing the case, giving an overview of the case, the history and its current status, the legal issues involved, the case law involved, and what you think the most important 'political' element of the case is and why( appropriate references required).
- A “meta-analysis.” (3-5 pages OR 2-4 minute video posted to Youtube) Using at least 4 of the course readings, write a short analysis of the larger political issues involved (examples: gender, race, class) and how the readings helped you to interpret these issues.
- A letter (2-3 pages) directed to the best person/office able to intervene in a case, detailing the political problem and a viable solution.

Due Dates:
Friday, 6/6 – Choose Case.
Wednesday, 6/11 – Annotated Bibliography due.
Friday, 6/20 – 5-7 Page Case Narrative due.
Wednesday, 6/25 - “Meta-analysis” due
Friday, 6/30 – Policy letter due
Tuesday, 7/1 – Peer Review Worksheet due
Friday, 7/3 – Final draft of all materials due.

Case selection:
Some of these cases are ancient history, while others are not yet completed—so this project will be different depending on the case you choose. Note, the names listed below are the names of the people at the center of the “case” as each of these cases is larger than the actual legal case against the person involved. If you have any trouble identifying the legal issue involved in a case, please let me know and I will help you locate more information. The best way to choose a case is to look through and do a simple google search. You will be able to find cursory information on these cases on wikipedia or other articles on the internet.
Sacco and Vanzetti
Leonard Peltier
Lakhdar Boumediene
Sakia Gunn (murder case against Richard McCullough)
Steubenville Rape Case
Assata Shakur
Eric McDavid / Marie Mason
George Jackson (Black Panther Party)
Bradley Manning
Gerald “Jerry” Koch
The Dreyfus Affair
Rodney King (the case vs. the police)
“The Cuban Five”
Sister Megan Rice (Catholic nuclear activism)
Kenneth Lay and Jeffrey Skilling (Enron)

If you have a different case that you'd like to investigate, please contact me for PRIOR approval.

Case Project - Annotated Bibliography Directions

Element Description: You (likely) already know what a bibliography is. An annotation is a summary (approximately 2-3 sentences) of that resource. Here is an excellent guide on preparing an annotated bibliography: http://olinuris.library.cornell.edu/ref/research/skill28.htm

Your annotated bibliography should be formatted in Chicago or MLA, have a minimum of 20 sources total, and at least 10 sources should be from “scholarly” sources. Here is a source from the Rutgers library on determining what counts as a scholarly source: http://www.libraries.rutgers.edu/rul/indexes/scholarly_articles.shtml

Tips:

● A good way to get started on your bibliography is to actually GO to one of the university libraries (note: as a Rutgers student, you have access to libraries on all three campuses, so if you live closer to a campus than the one you are enrolled in, you can go to the library on the closer campus—for example, if you live in Northern New Jersey, you can go to the Dana Library on the Newark campus even if you are enrolled at New Brunswick).

● Another good source for scholarly literature is through scholar.google.com—remember to find out whether the source was originally published in print.

● Remember, a big part of this assignment is locating USEFUL resources, so it requires that you read a fair amount (if not all) of each sources and provide a reasonable summary.

More links about annotated bibliographies:
http://owl.english.purdue.edu/owl/resource/614/01/
http://writing.wisc.edu/Handbook/AnnotatedBibliography.html
Case Project - 'Letter' Element

For those of you who are writing about an issue with current import you should adhere to the these directions:

A letter (2-3 pages) directed to the best person/office able to intervene in a case, detailing the political problem and a viable solution.

Your goal in this element is to figure out who actually has the power to do something about your case, explain the issue clearly, and offer a way for that person to fix this.

If your case is NOT a current issue, you should identify a current event (any, it doesn't HAVE to be crime related), and write a letter to someone advising how your case helps to shed light on the current issue. In other words, how does your case shed light on the current issue, and what should we learn from history.

Again, you should identify someone who has relevant standing in the case at hand.

Webinar Info

You must participate (effectively) in a minimum of three webinars.

There are three webinar options:

1 - Sign up for, log in, and join the pre-scheduled webinars led by me. You must be signed in BY the scheduled start time and remain in the webinar for the entire time in order to receive credit (approx. 30-45 minutes). Webinars will run either through Google hangouts OR through skype software--it will be announced where before the date of the webinar.

2 - Form your own webinar group, record, and post it for review by me. You can form a group with your classmates (min 2 people, max. 6 people) to do your own webinar (running at least 30 minutes). I will provide a guide for running your webinars. I recommend the CourseLive or Google Hangouts software, but if you would prefer to use another software, as long as I can review your webinar, that is fine.

3 - Less webinar, more seminar, I will be available for face-to-face office hours a few times throughout this term. You may sign up for office hours individually or in groups and we will discuss the material face-to-face in New Brunswick.

In addition to merely *showing up* you will also be graded on your participation and your readiness to discuss the materials.

If you are utterly unable to complete the above requirements (due to work hours, for example), please contact me and we will work out an alternate assignment.

Webinar and in-person meeting appointment times will be forthcoming.
Alternative-to-Webinar Project
Due by Wed. 7/3

Some of you have expressed concern about your ability to meet the webinar requirement in a “synchronous” fashion. So here I offer an alternative way to earn this 20% of your grade. Please note that if you have participated in the webinars or face-to-face meetings you do NOT have to complete this element.

**Option 1 – Written Option**
For a total of 5-6 pages, you will identify a current issue or case that is relevant to the politics of criminal justice (that is NOT directly related to your case project), describe the issue, and then provide an analysis of the politics involved. You should use at least three (3) sources to learn about the issue/case, these should be included in a bibliography. You should also reference at least three (3) of the course readings in your analysis of the case.

If you prefer to report on (two) current events, with each report being 2.5-3 pages that is also acceptable. In this event you should use at least two sources about EACH case, and reference at least two course readings to analyze EACH case.

**Option 2 – PowerPoint OR Prezi with Voice-over**
In a presentation with at least 15 slides, you should identify, describe, and analyze a current issue or case that is relevant to the politics of criminal justice (that is NOT directly related to your case project), describe the issue, and then provide an analysis of the politics involved. You should use at least three (3) sources to learn about the issue/case, these should be included in a bibliography. You should also reference at least three (3) of the course readings in your analysis of the case.

You will be graded on your explanation of the case AND the quality of your analysis. If you have further questions about this assignment, please contact me ASAP.

'Lecture' and Discussion Space

There will be intermittent online discussions about the course, readings, and assignments.

When you write, please adhere to the guidelines for threaded discussions posted under 'Course Home.' You should post within a day or so of the initial thread. Please engage your classmates as well as me (the instructor).