



CJ 47:202:425
MISCARRIAGES OF JUSTICE
SYLLABUS

This course is offered asynchronously during the Spring 2025 semester. As such, we will not have regular weekly meetings during which we are all simultaneously in the same virtual space. However, I will offer some opportunities for us to connect virtually in real-time via Zoom as the semester progresses, either in group sessions, one-on-one sessions, or during office hours. I am excited to embark on this adventure with you for what I hope you will find to be an engaging and interesting class!

Instructor: Arlana K. Henry, MA

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Office Hours: Wednesdays from 12:00 PM – 3:00 PM EST

Office Hours Link: <https://rutgers.zoom.us/j/93470520865?pwd=zwoZd9owwWkYnqmaTcdZUFETw6M9cH.1>

“I’ve come to believe that the true measure of our commitment to justice, the character of our society, our commitment to the rule of law, fairness, and equality cannot be measured by how we treat the rich, the powerful, the privileged, and the respected among us. The true measure of our character is how we treat the poor, the disfavored, the accused, the incarcerated, and the condemned.”

— *Bryan Stevenson*

COURSE DESCRIPTION

The Supreme Court of the United States has used the following principle to provide the philosophical basis for proof beyond a reasonable doubt: “Better 10 guilty go free than even one innocent be wrongly convicted.” Yet, miscarriages of justice can and do (with alarming regularity) occur. The purpose of this course is to provide a critical and interdisciplinary examination of the current functioning of the American criminal justice system. We will examine policies (e.g., police procedure, prosecution, jury selection, use of scientific evidence, etc.) and practices of police, prosecutors, defense attorneys, judges, and juries that can contribute to innocents being wrongfully apprehended, prosecuted, convicted, incarcerated, and even executed. While the content of this course focuses primarily on wrongful convictions, it is not one-sided. A broad definition of ‘justice’ requires that we consider the implications of both convicting the innocent and neglecting to convict the guilty. Readings and discussions will center on the tension between controlling crime and ensuring the rights of the accused.

PLEASE NOTE: I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AS THE COURSE PROCEEDS

B.S., CRIMINAL JUSTICE PROGRAM LEARNING GOALS (SLOs)

Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

- 1) Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.
- 2) Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.
- 3) Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.
- 4) Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.
- 5) Obtain a comprehensive knowledge about the process of conducting criminal justice research, and develop the skills to conduct criminal justice research with appropriate methodologies.

LEARNING OBJECTIVES OF THIS COURSE

- Identify sociological, psychological, legal, and scientific factors that contribute to wrongful convictions
- Understand the philosophical and ethical underpinnings of decisions that result in miscarriages of justice
- Recognize the criminal justice procedures related to policing, prosecution, and defense that generate miscarriages of justice
- Discover how extralegal factors relate to miscarriages of justice
- Explore the collateral consequences of punishing “false positives,” including implications for undermining the legitimacy of the criminal justice system and allowing impunity for culpable offenders who remain at large
- Be conversant about existing redress mechanisms and policies to remedy miscarriages of justice
- Enhance critical thinking skills through participation in class discussions and completion of course assignments. *Critical thinking* entails identifying the logic of arguments and their assumptions, analyzing evidence to make logical conclusions, understanding how various concepts are logically related to each other, and learning to identify and understand multiple viewpoints
- Develop analytical, research, and presentation skills through discussions

REQUIRED READINGS

Norris, R. J., Bonventre, C. L., & Acker, J. R. (2021). *When justice fails: causes and consequences of wrongful convictions*. Carolina Academic Press. ISBN 978-1-5310-2363-8

The textbook (a hard copy or eBook) can be ordered through the following website: <https://cap-press.com/books/isbn/9781531023638/When-Justice-Fails-Second-Edition>. If you order through their website, you will receive a 10% internet discount (on both the eBook and the hard copy). You can also purchase the textbook elsewhere.

It is important that you have a copy of the textbook to be successful in this course. The remainder of the required readings, podcasts, discussion boards, and other resources can be found on our Canvas course site.

COURSE STRUCTURE

Miscarriages of Justice is offered as an advanced course. You will be consulting the course Canvas website multiple times a week to stay informed about any course announcements, review assigned readings, access online materials, participate in class discussions, and the like. Please anticipate spending approximately 10 hours per week on this class, including reading the required material, contributing to the discussion board, reviewing lecture materials and podcasts, preparing for exams, and generally participating in our virtual experience together. Modules will open on Canvas each week on Tuesday at 9 am and all assignments will be due the following Monday by 9 pm (*except for the week of Spring recess*). Quizzes will open on Canvas by 9 am on Friday.

The course readings are central to our group discussions, which will take place throughout the semester on Canvas via discussion boards. You will be expected to participate in discussions at least twice per week. Students are therefore required to read assigned chapters/articles, review the PowerPoint lecture slides, and participate in discussion boards in a manner that reflects familiarity with the readings and previous course content.

COURSE REQUIREMENTS

			Link to SLO
Assignments:			
Canvas Profile Update & Video Introduction	10 points		
Participation on discussion boards (5):	15 points		SLO # 1, 2, 3, and 4
Short Essay: Current Events Post (2)	30 points		SLO # 1, 2, 3, 4, and 5
Quizzes and Exams			
Quizzes on required readings (12)	120 points	=	SLO # 1, 2, 3, and 5
Midterm Exam	50 points	=	SLO # 1, 2, 3, and 5
Final Exam	100 points	=	SLO # 1, 2, 3, 4, and 5
Total	325 points		

Canvas Profile Update & Video Introduction (10 points): Because this course is offered online and asynchronously, it is essential that we get to know each other. Students must update their Canvas profiles with a clear picture and a short bio. They must also record a short video (2-3 minutes) introducing themselves to their classmates and instructor. Both assignments will help to create a sense of community and engagement in this course.

Participation on discussion boards (15 points): Active participation is essential since this course is delivered online and asynchronously. A portion of your final grade will be based on your involvement in the discussion boards on Canvas. You are required to post at least twice per module when a discussion post is due. A rubric outlining the expectations for your posts and participation is provided below.

Short Essay: Current Events

In this assignment, you will contribute to a thread focusing on current news about exonerations and wrongful incarcerations. For this assignment, students are required to review and participate in this discussion thread at least twice over the course of the semester. You can post as many as you like but you will only be graded for two posts: one for the first half of the semester and another for the second half. Each contribution should include a recent update or news event connected to the topics covered in this course (e.g., exonerations, wrongful convictions, false confessions, prosecutor misconduct, etc). Each post should include: a brief summary of the case or current event related to exonerations or wrongful convictions, a reliable link to the news event or update you are referencing, and a short write-up that connects the case or event to the material covered in this course (e.g., issues in criminal justice, wrongful conviction causes, or reform efforts). ***300 words minimum. Rubric will be posted to Canvas.***

Weekly quizzes on required readings (120 points): A multiple choice and true/false quiz consisting of approximately 5 to 10 questions, focused on the required readings and podcasts for the module, will open on Canvas by 9:00 AM on Fridays. **The quizzes will close at 9:00 PM on Monday.** You will have one opportunity to take each quiz, and these quizzes will be timed (15 to 20 minutes). Complete the weekly quiz only after you have read and digested the required readings. Students will be required to take **thirteen quizzes** throughout the semester and will have the option to drop their lowest quiz grade.

Midterm Exam (50 points): The midterm exam for this course will **be available on Wednesday, March 12th at 9:00 AM and will close on Friday, March 14th at 9:00 PM.** You will have 75 minutes to complete the exam from the moment you open it, and you may only open it once. You will be responsible for **all material in the first half of the course** from January 21st through March 10th. This exam will include 30 multiple-choice and true/false questions.

Final Exam (100 points): The final exam for this course will **be available on Monday, May 12th at 9:00 AM and close on Wednesday, May 14th at 9:00 PM.** You will have 2 hours to complete the exam from the moment you open it, and you may only open it once. You will be responsible for **all material in the course** from January 21st through May 5th. This exam will include approximately 60 multiple-choice,

true/false, fill-in-the-blank, and short-answer questions.

EXPECTATIONS FOR STUDENTS

I expect that students who are seriously committed to learning in this course will:

- 1. Follow the guidelines and policies outlined in this syllabus and on all assignments.** This includes ensuring that you participate in the discussion board and take quizzes/exams by the scheduled due dates.
- 2. Substantively participate in discussions at least twice per week.** The material covered in lecture videos and PowerPoint slides will not simply be a regurgitation of the readings, and discussion forums provide an opportunity to understand these materials.
- 3. Prepare for each week by carefully reviewing the assigned readings.** Read all the required readings for each module before the week in question. This will allow you to prepare for the quiz and actively participate in discussions during the module.
- 4. Take notes on the readings.** Exams will be based on material that is covered in lectures (PowerPoint slides and audio), podcasts, *and* required readings, only some of which may be raised in online discussions. If you have questions about the material, be sure to raise them in the discussion forums or attend office hours.
- 5. Attend office hours to discuss the lecture material, readings, and assignments.** You should feel free to attend as often as you like. I am available every week to help you with course material. If you are unable to attend during office hours, please set up a meeting with me at a mutually convenient time. I am always happy to meet with you!
- 6. Ethically participate in this course.** You are responsible for behaving with academic integrity in all your work for this class. Please review the University's principles here: <https://studentaffairs.newark.rutgers.edu/support-services/community-standards/code-conduct-academic-integrity>

Students who do not fulfill these expectations will find it hard to earn a "C" in this course and generally do not do as well as they want or expect.

TOPICS, READINGS, AND DATES

Readings identified below as **N**orris et al. (2021) or **C** (on the Canvas course site)

Date	Topic	Readings/Assignment
1/21 to 1/27	MODULE 1: Introduction to Course <ul style="list-style-type: none"> • The adversarial system • The concept of justice • What is a miscarriage of justice? 	Norris Chapter 1. Wrongful Convictions: Introduction and Overview
	Podcast: NPR – <i>The New Science Behind Our 'Unfair' Criminal Justice System</i> (30 min)	https://www.npr.org/2015/07/06/418585084/the-new-science-behind-our-unfair-criminal-justice-system
	Check-in with Ms. Henry	Attend a Q&A session (see Canvas for dates and times)
		Assignment Due: Canvas Profile Update & Video Introduction
		<i>No Quiz</i>
1/28 to 2/3	MODULE 2: Wrongful Convictions and Criminal Justice in Social Context <ul style="list-style-type: none"> • Politics, Social Structural Conditions, and the Criminal Legal System • Contextualizing Wrongful Convictions • Intersections: Race, Gender, and the Lessons of History 	Norris, Chapter 2. Wrongful Convictions and Criminal Justice in Social Context C <i>NY Times</i> (Liptak, 3 pgs.) https://innocenceproject.org/race-and-wrongful-conviction/
		Complete Quiz #1
		Review PowerPoint and Participate in Discussion Board (DP #1)
2/4 to 2/10	MODULE 3: Police Error: Eyewitness Identification <ul style="list-style-type: none"> • Biased & ineffective lineups • Eyewitness misidentification • Tunnel vision • Reducing Witness error: eyewitness identification Policy reforms 	Norris, Chapter 3 · Eyewitness Identification C <i>NY Times</i> (Southall, 5 pgs.) C <i>NY Times</i> (Goldstein, 9 pgs.) C Salfino (1 pg.)

	Podcast: Wrongfulconvictionpodcast.com - <i>An Unforgettable Story of Mistaken Identity, Grave Injustice, Forgiveness and Grace</i> (1hr and 3min)	https://www.everand.com/listen/podcast/418991596
		Complete Quiz #2
2/11 to 2/17	MODULE 4: Police Error Con't.: False Admissions: Interrogations and Confessions <ul style="list-style-type: none"> Interrogations, misclassification, and coercion False confessions Reforming interrogations 	Norris Chapter 4 • False Admissions: Interrogations and Confessions C Cohen (5 pgs.) C Kassin (10 pgs.) C <i>NY Times</i> (Alexander, 4 pgs.)
		Complete Quiz #4
	Podcast: Wrongfulconvictionpodcast.com – <i>False Confessions: Peter Reilly</i> (33 min)	https://lavaforgood.com/podcast/356-wrongful-conviction-false-confessions-peter-reilly-update/
2/18 to 2/24	MODULE 5: Innocence, Guilty Pleas, and Plea bargaining: overview and research <ul style="list-style-type: none"> Corruption in Cook County, Illinois <i>Wrongful Convictions and Guilty Pleas</i> <i>Alford Plea</i> 	Chapter 5 • False Admissions: Guilty Pleas and Plea Bargaining
		Complete Quiz #5
		Review PowerPoint and Participate in Discussion Board (DP#2)
2/25 to 3/3	MODULE 6: Forensic Science Evidence <ul style="list-style-type: none"> How Science is Viewed by the Courts Mistakes and intentional Misconduct in the lab and at trial Forensic Science and the law Forensic science & junk science 	Norris Chapter 6: Forensic Science Evidence C Dilanian & Kosner (5 pgs.) C Saks & Koehler (4 pgs.) C Cole (2 pgs.) C McRobbie (7 pgs.)
	Podcast: True Crimecast – <i>Junk Science: Cameron Todd Willingham</i> (48 min)	https://player.fm/series/true-crimecast/junk-science-cameron-todd-willingham
	John Oliver: <i>Last Week Tonight – Forensic Science</i> (19 min)	https://www.youtube.com/watch?v=ScmJvmzDcG0&list=LL45n0_JAJ_eQY7lD8Wu4flw&index=518

		Complete Quiz #6
3/4 to 3/10	MODULE 7: Incentivized Informants and Snitches <ul style="list-style-type: none">• Incentivized informants: overview and research• Increasing informant reliability: policy reforms	Norris Chapter 7 · Incentivized Informants and Snitches https://www.youtube.com/watch?v=1nYAsf2swkI
		https://www.freep.com/story/special/podcasts/on-the-line/2021/10/29/podcast-jailhouse-informants-and-15-year-fight-freedom/8559658002/
		Complete Quiz #7
3/12 to 3/14	Midterm Exam: will be available on Wednesday, March 12 th at 9:00 AM and will close on Friday, March 14 th at 9:00 PM	
SPRING BREAK 3/15 TO 3/23		
3/25 to 3/31	MODULE 8: Chapter 8 · Government Actors: Police and Prosecutors <ul style="list-style-type: none">• Misconduct• Mass exonerations and Police Misconduct• The Police and Probable cause	Norris Chapter 8 - · Government Actors: Police and Prosecutors C Armstrong (26 pgs.) C Sievert (12 pgs.) C <i>Batson v Kentucky</i> decision (2 pgs.) C <i>Foster v Chatman</i> decision (2 pgs.) C <i>NY Times</i> (Wright, 4 pgs.)
	Podcast: Crime & Precedents – <i>Brady v Maryland</i> (21 min)	https://www.listennotes.com/podcasts/crime-precedents/brady-v-maryland-1KWQxJOPmuh/
	Podcast: WNYC Studios – <i>More Perfect</i> (51 min)	https://www.wnycstudios.org/podcast/s/radiolabmoreperfect/episodes/object-anyway
		Complete Quiz #8
		Review PowerPoint and Participate in Discussion Board (DP#3)

4/1 to 4/7	MODULE 9: Defense Attorneys <ul style="list-style-type: none"> • Right to counsel • Indigent defendants • Ineffective assistance of counsel • The <i>Strickland</i> Standard • <i>Berger v U.S.</i> • <i>Brady v Maryland</i> 	Norris Chapter 9: Defense Attorneys C <i>Gideon v. Wainwright</i> (13 pgs.) C NACDL Lyon (2 pgs.)
	Podcast: Court Junkie– <i>Ineffective Assistance of Counsel: Mark Carver Trial</i> (59 min)	https://www.pandora.com/podcast/court-junkie/ep-91-ineffective-assistance-of-counsel-mark-carver-trial/PE:4604054
		Complete Quiz #9
4/8 to 4/14	MODULE 10: No-Crime Cases <ul style="list-style-type: none"> • no-crime Murder convictions • No-crime Drug Convictions 	Norris Chapter 10
	Complete Quiz before Wednesday at 9 pm	
	Podcast: The Marshall Project – <i>Framed for Murder by his own DNA</i> (40 min)	https://soundcloud.com/the-marshall-project/framed-for-murder-by-his-own-dna
		Review PowerPoint and Participate in Discussion Board (DP#4)
		Complete Quiz #10
4/15 to 4/21	MODULE 11: Responses to Miscarriages of Justice <ul style="list-style-type: none"> • executive clemency • SP • Innocence projects • Innocence commissions • Compensation 	Chapter 11• Detecting and Correcting Miscarriages of Justice Chapter 12• The Aftermath of Wrongful Convictions: Reintegration and Compensation C Schehr and Weathered (5 pgs.) C Norris (23 pgs.)
		Complete Quiz #11
	Podcast: Newsbeat – <i>Exonerated and Broke</i> (19 min)	https://www.usnewsbeat.com/exonerated-and-broke
4/22 to 4/28	MODULE 12: The Consequences of Wrongful Conviction	C Wildeman et al. (23 pgs.)

	<ul style="list-style-type: none"> • Social • Psychological • Economic 	
		Complete Quiz #12
	Video: <i>Exonerated Voices: The human toll of wrongful convictions</i> (3 min)	https://www.youtube.com/watch?v=QzI3vYLXkS0
4/29 to 5/5	MODULE 13 Wrongful Convictions: Continuing and Future Challenges and Course wrap up	Norris Chapter 14 C Huff (pg. 12 - 15 only) C Dwyer et al. (11 pgs.)
		Review PowerPoint and Participate in Discussion Board (DP#5)
		Complete Quiz #13
May 12th to 14th	FINAL EXAM (3 hours): Opens Monday, May 12 th at 9 am and closes Wednesday, May 14 th at 9 pm	

COURSE POLICIES

Office hours: On Wednesday each week, I will hold virtual office hours from 12 – 3 pm EST. To access these, log in to: <https://rutgers.webex.com/meet/eg345>. If you cannot meet with me during office hours, I am happy to set up an alternate time to meet!

Course Canvas Site: The use of the Canvas site for this course is integral to keeping you informed of upcoming class announcements, participating in discussions, accessing lecture PowerPoints and audio, and connecting to podcasts and required readings. The site will host all quizzes and exams; **quizzes will close at 9:00 PM on Monday**. The site also has a collection of all the required course readings that are not included in the textbook, copies of lecture slides, videos/podcasts, assignments, the syllabus, quizzes, exams, and other important reminders. Please consult Canvas regularly for relevant information. **For tech help with Canvas, please visit** <https://it.rutgers.edu/help-support>.

Organization of Each Module: You are expected to read all assigned readings and complete the remainder of the module material *during the week of the module* (i.e., weekly quiz, listen to podcast(s), review PowerPoint slides, participate in discussion board). This is imperative to successful performance in this course.

Grading Rubric: Please note that you must complete all assignments to be eligible for a *passing* grade in this course. The final grade will be assessed as follows:

A	=	90.0-100%	Work is <i>excellent</i> in quality; it is correct, comprehensive, and markedly superior
B+	=	87.0-89.9%	Work is <i>very good</i> in quality; it is correct and provides a detailed explanation in responses; exceeds expectations in some areas
B	=	80.0-86.9%	
C+	=	77.0-79.9%	Work is of <i>acceptable</i> quality; may be missing or incorrect in a minor area; meets but does not exceed expectations
C	=	70.0-76.9%	
D	=	60.0-69.9%	Work <i>does not meet</i> expectations for the course; it is incorrect in one or more major areas
F	=	0-59.9%	Work <i>fails</i> to meet minimum expectations for the course

If you require further clarification regarding your performance on an exam or other assignment, you are responsible for setting up an individual virtual appointment with me. I will not discuss grades during the designated virtual office hours, as these are designed to be drop-in opportunities and thus are not private.

Requests to review or reconsider any grade received must be made directly to me within 7 days of the return of the graded coursework. Requests for grade reassessment on exams must be accompanied by a written explanation detailing why you believe your grade should be higher. Please note that a request to re-grade means that the exam will be reassessed in its entirety and, in the event of an error in grading, the final grade may increase or decrease accordingly.

Participation: In an online class, it is extremely important that you participate regularly to interact with me and your peers. The discussion forums provide a key venue for these interactions. You will be expected to participate **at least twice per week** in these discussions. Your participation in these discussions is vital to your success in the course. Below, I provide a rubric for evaluating the quality and content of your contributions to the discussion.

Protocols for Discussion Forums: The discussion forums in an online class replace in-class discussions and thus represent the major form of communication between you, me, and your peers. These are not text messages. You should employ appropriate written English in your postings. Your contributions should be grammatically correct, use appropriate punctuation, and (generally) avoid emojis. You should be referencing course and related materials (readings, lecture material, material from previous weeks, and even new material that you have discovered – i.e., a recent news report, for example, in which you provide a link) in your postings. Each posting should be at least a full paragraph, elaborating and describing your points. It is also ideal to build upon and respond to the points of your peers, and to raise questions for discussion for the rest of us. At all times, it is important to be supportive and thoughtful in your responses to your classmates. There is often no one ‘right’ answer so think about discussing ideas to ponder, extend, or evaluate a statement or question. Your discussion postings must reflect engagement with the material and with the comments of your peers. Offensive language or content will not be tolerated. Please be considerate and respectful in your exchanges with me and with your classmates.

Rubric for Discussion Forum Postings: Your contributions will be assessed as follows:

CHARACTERISTICS	POOR: 1 POINT	GOOD: 2 POINTS	EXCELLENT: 3 POINTS
Timeliness and quantity of contributions	One posting per discussion board; often posting later in the week	Two or more postings per discussion board; often posting later in the week	Two or more postings per discussion board; postings are well distributed throughout the week, with the first early in the week
Responsiveness to discussion; demonstration of knowledge; understanding gained from assigned reading	Postings have questionable relation to the reading material or topic under discussion, with little or no evidence of understanding	It is clear from the postings that the readings were understood; concepts and insights are incorporated into responses	It is very clear from the postings that the readings were understood and ideas are incorporated well into responses; postings continue or build upon the comments and insights of your peers
Follows online protocols for clear communication; correct grammar, spelling, and clarity	Online protocols are not followed; the organization is unclear	Most online protocols are followed; statements are mostly organized and clear	All online protocols are followed; statements are well-organized and clear

Late/Missed Classes/Assignments/Exams:

If you are not able to complete an assignment or exam due to a documented emergency or unavoidable conflict (i.e., illness, personal or family emergency, participation in intercollegiate athletics, religious observance, etc.), you should reach out to me immediately to make arrange for missed work or to schedule a make-up exam. Students who must, for any reason, miss an assignment, quiz, or exam should consult with me.

Late Policy: Discussions are similar to in-class conversations and rely on timely interaction between students. A late posting is equivalent to showing up to class after the class has ended. While I strongly encourage students to submit all assignments on time, I understand that life can be unpredictable, and we all face challenges and juggle multiple responsibilities. To accommodate this, I offer a 48-hour grace period for written assignments and discussion posts. After that, 1-point will be deducted per day late. Please note that a **two-point deduction** will be applied to assignments if you have more than two late submissions.

Late quizzes and exams will not be allowed. Completing them on time is essential to ensure that we stay on track and progress through each module as a class in a timely fashion.

In the case of missed exams, documentation/verification of the absence will be required. Please contact me in advance of the exam, if possible.

Students for whom a religious holiday or observance conflicts with a course requirement should notify me by no later than the end of the Add-Drop period of potential scheduled conflicts to discuss whether mutually acceptable alternative methods exist for completing the missed assignment/exam.

Lecture Material: Course materials including email communications, lecture slides, and lecture content are the property of the instructor. Publishing this content on the internet or elsewhere is a violation of the intellectual property rights of the instructor.

Video/Audio: You may not videotape, audiotape, or otherwise reproduce material without the instructor's express consent.

Contacting Me: Discussion forums are the preferred method for any questions you have regarding the course material. If you have a question, you can bet that you are not the only one! Using the discussion forums to raise these questions provides opportunities for your classmates to have their queries responded to as well. I will generally try to respond to discussion forum questions within 24-48 hours. I will be looking for you to be both asking questions or raising points and responding to the questions and points of others in these discussion forums. My response time may be extended for questions posted over the weekend. You may contact me by email, but these emails should be limited to private questions about your performance, missed assignments, or grades and not general questions that would benefit the entire group.

General Conduct: You have a right to learn in an environment that is free from disruptions or offensive comments. I have the right to set appropriate standards of conduct that foster respectful and dignified treatment of faculty, students, and staff. As such, please be mindful of the general code of conduct that would be appropriate in any classroom setting. It is important to always engage professionally and respectfully with me and your peers.

In learning about criminology and criminal justice, students may encounter language, depictions, or attitudes that they find disturbing or offensive. It is important, then, to be respectful of the thoughts, ideas, and contributions of others to foster participation in a non-threatening and comfortable environment for learning. Please feel free to discuss with me any concerns you may have regarding sensitive issues in course materials.

Academic Integrity: As a member of the Rutgers University community, you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students (<http://academicintegrity.rutgers.edu/>).

Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Plagiarism, academic dishonesty, and cheating are serious violations. Violations of the university's policy will result in disciplinary action.

Psychological and Counseling Services: If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university's psychological and counseling service center, which is located in Blumenthal Hall, room 101 (<https://studentaffairs.newark.rutgers.edu/health-wellness/counseling-center/counseling-psychiatric-care>; 973-353-5805). The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.

RU-N Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals Experiencing Disability: The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers in order to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA to and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the [RU-N ODS website \(ods.newark.rutgers.edu\)](https://ods.newark.rutgers.edu). Contact ODS at (973) 353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-5063 or via email at TitleIX@newark.rutgers.edu.

For Short-term Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) Students requesting a letter of verification should submit information using the following link: <https://go.rutgers.edu/Verification>.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: <https://go.rutgers.edu/RUNReportingForm>.

For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office does **not** have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence; any student can receive services, information and support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: <https://go.rutgers.edu/RUNReportingForm> or emailing careteam@newark.rutgers.edu.

For Psychological Support (Stress, Mood, Family Issues, Substance Use concerns and other personal challenges): The Rutgers University-Newark Counseling Center provides individual therapy and support groups for students dealing with psychological issues. To schedule an appointment, email counseling@newark.rutgers.edu or call (973) 353-5805. Additional support is available through Uwill services:

- Uhelp: Crisis support at 833-646-1526 (available 24/7/365).
- Urise: Wellness-based video collection with a free account.
- Umatch: Teletherapy with flexible scheduling, starting with a free account.

Access Uwill@RUN at <https://my.rutgers.edu> using your netid. Services are confidential and free.

For emergencies, call 911 or Rutgers University Police Department at (973) 353-5111.

COURSE-RELATED WEBSITES OF INTEREST

The Innocence Project	www.innocenceproject.org
Death Penalty Information Center	www.deathpenaltyinfo.org
Life after Exoneration Program	www.exonerated.org/
Truth in Justice	www.truthinjustice.org
Justice Denied	http://justicedenied.org
The Justice Project	https://www.thejusticeproject.org/the-problem/

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If you are interested in finding out more about:

- Accelerated Master's Program (B.S. /M.A.)
- Criminal Justice National Honor Society (Alpha Phi Sigma)

Please refer to the School of Criminal Justice website <http://rscj.newark.rutgers.edu/>

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