



O.P. Jindal Global University
A Private University Promoting Public Service



Course Title: Media and Criminal Justice System

Course Instructor : Dr.Laksheeta Choudhary

Jindal Institute of Behavioral Sciences (JIBS)

4 Credit Elective Course

Fall Semester 2026

Faculty Contact: Dr.Laksheeta Choudhary

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Office Hours: To be allotted

Classroom: To be allotted

The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

PART I

Course Title: Media and Criminal Justice System		
Course Code		
Course Duration	60 hours of teaching spread over 15 weeks	
No. of Credit Units	4 credit course	
Level	--	
Pre-Requisites	Nil	
Pre-Cursors	Nil	
Equivalent Courses	Nil	
Exclusive Courses	Nil	
Class Timing

PART II

Course Description:

This elective course will explore the complex relationship between media representations and the criminal justice system. Students will critically examine the way that news, entertainment, and social media shape public opinion, affect judicial proceedings, and affect the administration of justice.

The media's influence on attitudes, actions, and policies within the criminal justice system will be better understood by students through multidisciplinary study, case studies, and other practical experiences. Additionally, few objectives of the course will: 1) Examine the ways in which the media and the criminal justice system have interacted historically and currently; 2) Analyze critically how various media portrays crime, offenders, victims, and justice; 3) Analyze how the public's perceptions, attitudes, and actions about crime and justice are affected by media portrayals; 4) Examine the ethical obligations that media professionals have while covering criminal justice and crime-related topics; 5) Examine the impact of the media on the legal system, specifically judicial hearings, and punishment. 6) Talk about the opportunities and difficulties of using the media to advance accountability, openness, and reform in the criminal justice system ;7) Examine methods for critical thinking, media literacy, and the appropriate intake of media about crime; 8) To demonstrate the effect of media depictions on certain criminal justice concerns.

This course can be very helpful in understanding present lifestyles and the inevitable media representation with its associations with criminal justice system.

Course Aims

The course aims to: 1) Provide the scenario of media and its association with the criminal justice system; 2) To understand the challenges experienced by the criminal justice system and media regarding the sharing of any information; 3) Additionally, the course will incorporate the components of criminology and victimology, including the aspect of media and its relation to crime, offenders, and victims.

Course Intended Learning Outcomes

The course is intended to: 1) Enhance the understanding of dynamics of media and criminal justice system; 2) Develop Critical Thinking Skills: Students can acquire the ability to critically analyze and evaluate media messages, recognizing stereotypes, inaccuracy, and sensationalism, by studying how criminal justice topics are portrayed in the media; 3) Provide interdisciplinary perspectives by integrating knowledge from fields such as criminology, sociology, psychology & media studies.

Assessment Process:

The course will be majorly taught using class discussions, anecdotes, videos, movies, presentations, readings, and experiential exercises. The evaluations will include in-class activities, individual or group presentations and group discussions etc.

Percentage breakdown of Grade:

70% Internal Exam

- **10%: Subjective Test**
- **20%: Presentation**
- **20%: Video Analysis**
- **20%: Quiz**

30% End Semester Exam (Closed book and timed)

(*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.)

Grading of Student Assessment

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	Pass 1: Pass with Basic understanding of the subject matter.
P2	40 - 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

Course Outline

Unit I: (Week 1-4): Introduction to Criminal Justice System & Media

- Definitions and broad understanding of media and criminal justice system
- Historical overview of media coverage of crime and justice
- The Dynamics of Agencies of Criminal Justice System & Media
- Theoretical Aspects: The Agenda Setting, Cultivation Theory & Media Framing

Readings

- Schlesinger, P., Tumber, H., & Murdock, G. (2019). The media politics of Crime and Criminal Justice (1991). *Crime and Media*, 42(3), 251–263. <https://doi.org/10.4324/9780367809195-23>
- Media Coverage of Crime and Criminal Justice by Matthew B. Robinson
- Owens, E. G. (2010). Media and the Criminal Justice System. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.1632396>
- Scheufele, D. A., & Tewksbury, D. (2006). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of Communication*, 57(1), 9–20. <https://doi.org/10.1111/j.0021-9916.2007.00326.x>

Unit II: (Week 5-7): Ethics, Media & Criminal Justice System

- Media Ethics & Its Importance
- The depiction of Criminal justice professionals by Media
- The Impact of content portrayal by Media
- Media Literacy & Its Importance

Readings

- Media Literacy: An essential guide to critical thinking skills for our complex digital world by Nick Pernisco
- The Importance of Media Literacy by Chrysalis Wright, K. Megan Hopper, Wayne Warburton.
- Report on ethics & norms on police-media communication <https://www.dakshindia.org/wp-content/uploads/2022/06/report-final.pdf>
- Media Ethics: Key Principles for Responsible Practice by Patrick L. Plaisance
- Report by Press Council of India on Norms of Journalistic Conduct <https://presscouncil.nic.in/WriteReadData/Pdf/Norms2022.pdf>
- Media Ethics on <https://ebooks.inflibnet.ac.in/lisp20/chapter/media-ethics/>

Unit III: (Week 8-10): Media Representations

- Stereotypes and tropes in crime reporting
- Portrayals of race, class, and gender in media coverage
- Challenges in Media Coverage
- The concept of Sensationalism and its impacts on criminal justice system

Readings

- Media and Society: Challenges and Opportunities by Vir Bala
- A qualitative analysis of sensationalism in media by William B. Frye on <https://researchrepository.wvu.edu/cgi/viewcontent.cgi?article=4222&context=etd>
- Gender, Race, and Class in Media by Bill Yousman ,Lori Bindig Yousman,Gail Dines and Jean McMahan Humez

Unit IV: (Week 11-13): Media and Reforms

- Media advocacy and its impact on policy formulation
- Role of media platforms in bringing criminal justice reform
- Debunking myths and misinformation regarding reporting of media
- The shaping of perceptions of societal members through media

Readings

- Chapman, S. (2013). Media advocacy for Policy Influence. *Oxford Handbook of Public Health Practice*, 302–307. <https://doi.org/10.1093/med/9780199586301.003.0030>
- The Role of the Media in Criminal Justice Policy: Prisons, Populism by Natalia Antolak-Saper
- Journalism, ‘Fake News’ & Disinformation :Handbook for Journalism Education and Training on <https://unesdoc.unesco.org/ark:/48223/pf0000265552.locale=en>
- Strömbäck, J., & Shehata, A. (2022). *Media Use and Societal Perceptions: The Dual Role of Media Trust*. <https://doi.org/10.31235/osf.io/yx4ms>

Unit V: (Week 14-15): Research

- An overview of Research
- Types of Research and Sampling
- The need and importance of research in dealing with new media platforms
- The need of interdisciplinary approaches

Readings

- A-Z of Social Media Research Methods by Joshua Ebere Chukwuere ,Dickson Adom & Precious Chibuike Chukwuere

Professional Conduct in Classroom

You are expected to arrive on time in the classroom and follow the classroom decorum. It is expected that you are punctual in class and be seated immediately within the first two minutes so that the class can start on time. Students arriving after a ten minute window from the designated start time will be refused entry/attendance. You are expected to participate in the classroom discussions, activities and presentation. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcomed to share your thoughts in the class but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same.

Notes on Plagiarism

Plagiarism is not acceptable! Please refrain from copying and pasting paragraphs and sentences from your reading materials. This include copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.

Attendance Policy

Students are expected to attend all classes (100% attendance). A student who fails to attend a class is expected to inform the Course Instructor, orally or in writing, the reason for his or her absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam.

Safe Space Pledge

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

Disability Support and Accommodation Requirements

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee dsc@jgu.edu.in. The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health.

The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the first week of the semester as disability accommodation requires early planning. DSC will approve and coordinate all the disability related services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations.

All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.

Centre for Wellness and Counseling Services:

Contact: Email ID: cwcs@jgu.edu.in

Mobile: +91 8396907312