



CCJS370 Race, Crime and Criminal Justice

Fall2026

Professor Richard Harris

Email: rharri15@umd.edu

Office Hours: I do not have structured office hours. You may contact me via email or during class hours and we can schedule a time to meet or have a zoom meeting.

Credits: 3 semester hours

Course Dates: From August 31, 2026 – December 11, 2026

Course Times: Classroom: 2:00 PM – 4:30 PM

Classroom: (USG) BLDG # 3, Room # 2211

Course Description

This course explores the enduring significance of race and ethnicity in the study of crime and the criminal legal system in the United States. This course explores the correlation of race and the criminal justice system from the Reconstruction Era of the United States until present. During the course, laws and policies will be studied that will show how it affected the perception of race/ethnicity to be criminogenic and how it shaped the perception, demographic shifts, and employment patterns of various time periods within the United States. The course will then study how these events in history contributed to present-day criminal justice reform.

Required Resources

- Course Website: elms.umd.edu
- Reading

All of the reading assignments will be posted in ELMS. Students are encouraged to download the readings a week before the class and keep them for reference.

Course Structure

There will be weekly lecture type instruction given in a traditional classroom setting. Further there will be assigned reading and discussion post listed in the ELMS canvass. There will also be class participation.

Tips for Success in this Course.

1. Participate. I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and your professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. Manage your time. Students are often very busy, and I understand that you have obligations outside of this class. However, students do best when they plan adequate time that is devoted to course work. Block your schedule and set aside plenty of time to complete assignments including extra time to handle any technology related problems.
3. Login regularly. I recommend that you log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. Do not fall behind. This class moves at a quick pace, and each week builds on the previous content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. Use ELMS-Canvas notification settings. Pro tip! Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. Ask for help if needed. If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me for support.

Course Policies

> Communicating with the Instructor

Outside of class, the best way to reach the instructor is by email, at rharr15@umd.edu. In an emergency, the student may contact the program and ask that a message be delivered to the instructor. In the event of inclement weather or

cancellation of class for another reason, a notice will be placed on the class website before traveling to the campus.

> Grade Disputes

All grades will be posted on ELMS. If you have any concerns or issues regarding a grade and would like to discuss it with me or have it reviewed, please contact me within 48 hours of receiving the grade. I will not discuss grade disputes after this time.

Life happens and sometimes for various reasons material can be challenging. Should you feel overwhelmed or frustrated and are worried that your grades are suffering, please see me. It is better to tackle the problem at the earliest possible moment and find a solution that will most benefit you.

> No Phones are Permitted During Our Class Meetings.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready.

> Absences

For every medically necessary absence from class, a reasonable effort should be made to notify the instructor in advance of the class.

If a student is absent more than 2 time(s), the instructor may require documentation signed by a health care professional.

If a student is absent on days when tests are scheduled or papers are due [or other such events as specified in the syllabus] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

Absences due to Religious Observances Students are expected to notify me within the first two weeks of class if they intend to be absent for a class or announced examination due to a religious observance. Reasonable opportunities to make up any work missed will be provided.

> Attendance and Make-Up Policy

Opportunities to make-up missed in-class work will only be given in cases of excused absences and official documentation is required. Exams and assignments are considered to be Major Scheduled Graded Events and therefore the University medical excuse policy which allows a student signed honor statement attesting to illness does not apply to them. Excused absences are illness with a doctor's note, death in the immediate family, required school activities and required court appearance. I must be notified in person or by phone or by e-mail PRIOR, to missing an in-class assignment for me to consider giving you a makeup. If you know you will not be in class for in-class work or a date an assignment is due for an excused reason, it is your responsibility to turn in the work PRIOR to the due date.

> Cancellations of Class

In the event of inclement weather or cancellation of class for another reason, a notice will be placed on the ELMS Canvass class announcements at least four hours before class

Inclement Weather

Official closures and delays are announced on the campus website at <http://www.shadygrove.umd.edu> and snow phone line (301-738-6000) as well as local radio and TV stations. USG follows its own closure schedule, not that of College Park. Should class be cancelled due to inclement weather, the instructor will communicate via ELMS Canvass of any changes to the course schedule and deadlines.

> Learning Assistance Service

The University provides assistance to students who are having difficulty with writing, analysis of readings, or other issues. An appointment can be scheduled for assistance here: <http://www.counseling.umd.edu>

Course Guidelines

Names/Pronouns and Self-Identifications:

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Keep in mind that the pronouns someone

uses are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and disability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Communication with Peers:

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

EVALUATION – How each student will be evaluated for the semester.

- > Group Participation **86%**...For the week(s) that each group must present to the class, the following information must be included in the presentation. Describe how the law/policy was enacted, what population of the community/region or country it affected, and what where the long-lasting effects of the policy/law.
- > Quizzes **10%** There will be two unannounced quizzes during the semester.
- > Mid-Term Examination **30%**
- > Research Paper **40%**
 - You will be writing a structured research paper supported by peer-reviewed journal articles and other sources, on a particular area of Race, Crime and Criminal Justice.

- The paper will be a discussion on a law or policy that contributed to Race, Crime and Criminal Justice in the United States. The paper must discuss the law/policy in its entirety. Must describe how the law/policy was enacted, what population of the community/region or country it affected, and what were the long-lasting effects of the policy/law.

Paper Format & Layout

- # Words: 2000
- # References: At least 8 to 15
- Use APA 7th Edition – APA Research Paper Format
- Font: Times New Roman
- Font size: 12
- Double Spaced
- **Due: No later than Friday, December 11th 11:59 PM**

Academic Integrity

For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#).

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.

It is important to note that course assistance websites, such as Course Hero, or AI-generated content are not permitted sources unless the instructor explicitly gives permission. Material taken or copied from these sites can be deemed unauthorized.

material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and reach out if you have questions.

Finally, on each exam or assignment you must write out and sign the following pledge: ~~f~~l. ~~pledge.on.my.honor.that.I.have.not.given.or.received.any.unauthorized.assistance.on.~~ this.exam-assignment~~f~~. If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, if ~~you~~.are.ever. unclear about acceptable levels of collaboration, please ~~ask~~! To help you avoid unintentional violations, the ~~following~~.table lists levels of collaboration that are acceptable for each graded exercise. Each assignment will contain more specific information regarding acceptable levels of collaboration.

	 OPEN NOTES	 USE BOOK	 LEARN ONLINE	 GATHER CONTENT With AI	 ASK FRIENDS	 WORK IN GROUPS
Homework Assignments	✓	✓	✓	---	---	---
Quizzes & Weekly Summaries	✓	✓	✓	---	---	---
Team Project	✓	✓	✓	✓	✓	✓
Final Exam	✓	✓	---	---	---	---

Grades

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake, I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I must establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 $\neq$ 90.00). It would be unethical to make exceptions for some and not others.

A table of the assessments and point values can be a concise way to convey all the graded elements and their relative weight in the course. If you are using weighted percentages (e.g., exams = 30%, paper = 20%) be sure to clarify the number of assessments within each category... is there one exam worth 30% or are there three exams that are each worth 10.

Final Grade Cutoffs									
+ 97.00%		+ 87.00%		+ 77.00%		+ 67.00%		+	
A 94.00%		B 84.00%		C 74.00%		D 64.00%		F	<60.0%
- 90.00%		- 80.00%		- 70.00%		- 60.00%		-	

Course Schedule

DATE	TOPIC	REQUIRED READING
Week 1 / Sep 2	Welcome and Introductions. Overview of current policies that affect race and the criminal justice system	Lives: Race and Segmented Representation in the Politics of Crime and Criminal Justice in the United States.

Week 2 / Sep 9	Historical Roots of Race and Racism in Crime. Convict Leasing	Dark Heritage in the New South
Week 3 / Sep 16	Historical Roots of Race and Racism in Crime Part II Dred Scott Case Jim Crow Laws	Origin of the first Jim Crow Law
Week 4 / Sep 23	African American race relation with U.S. Law Enforcement	What is the Difference between Slave patrols and Modern-Day Policing? Institutional Violence in a community of color.
Week 5 / Sep 30	Latino race relation with U.S. Law Enforcement	Anyone Can Be an Illegal': Color-Blind Ideology and Maintaining Latino/Citizen Borders
Week 6 / Oct 7	Asian race relation with U.S. Law Enforcement	Are Asian Victims Less Likely to Report Hate Crime Victimization to the Police? Implications for Research and Policy in the Wake of the COVID-19 Pandemic
Week 7 / Oct 14	Caucasian relation with U.S. Law Enforcement	Two Nations, Revisited: The Lynching of Black and Brown Bodies, Police Brutality, and Racial Control in 'Post-Racial' Amerikkka
Week 8 / Oct 21	Roundtable discussion with law enforcement officers	African Americans and Law Enforcement: Tackling a Foundational Component of Structural Reform—Union Disciplinary
Week 9 / Oct 28	Race and Policing – Post Gentrification	Manufacturing Distress: Race, Redevelopment, and the EB-5 Program in Central Brooklyn
Week 10 / Nov 4	Race and Crime in the Media	The Politics of Racial Symbolism: Deval Patrick and His Discourse of Education
Week 11 / Nov 11	MIDTERM	
Week 12 / Nov 18	Race, Courts, Sentencing and Mass Incarceration	Mass Incarceration: Examining and Moving Beyond the New Jim Crow Institutionalizing inequality in the courts
Week 13 / Nov 25	THANKSGIVING	BREAK
Week 14 / Dec 2	Police Reform (2022) 1	Mass support for proposals to reshape policing
Week 15 / Dec 9	Police Reform (2022) 2	*AZP" ~Zl: ,VZ,!-fi!" V LfiPfi !*_ZP ~Z5_1
December 11, 2026	Research Paper Due	

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Resources & Accommodations

Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu.

Emergency Preparedness

Emergencies on campus can happen at any time. To prepare, visit prepare.umd.edu or use the emergency symbol in the UMD App to review information. Resources for persons with disabilities are available on the [emergency preparedness page of the ADA Coordinator's website](#).

Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Support Services website \(https://tutoring.umd.edu\)](https://tutoring.umd.edu) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting [UMD's Writing Center](https://english.umd.edu/writing-programs/writing-center) (<https://english.umd.edu/writing-programs/writing-center>) and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](https://sph.umd.edu/academics/advising-resources/undergraduate-center-academic-success-and-achievement/casa-student-resources-and-information) may help <https://sph.umd.edu/academics/advising-resources/undergraduate-center-academic-success-and-achievement/casa-student-resources-and-information>). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](https://counseling.umd.edu) (<https://counseling.umd.edu>) or [one of the many other mental health resources on campus](https://tltc.umd.edu/instructors/resources/supporting-whole-students) (<https://tltc.umd.edu/instructors/resources/supporting-whole-students>).

Notice of Mandatory Reporting

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible University Employee," and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as [CARE to Stop Violence](#) (located on the Ground Floor of the Health Center) at 301-741-3442 or the [Counseling Center](#) (located at the Shoemaker Building) at 301-314-7651.

You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing titleIXcoordinator@umd.edu.

To view further information on the above, please visit the [Office of Civil Rights and Sexual Misconduct's](#) website at ocrsm.umd.edu.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

Veteran Resources

UMD provides some additional supports to our student veterans. You can access those resources at the office of [Veteran Student life](#) and the [Counseling Center](#). Veterans and active-duty military personnel with special circumstances (e.g., upcoming deployments,

drill requirements, disabilities) are welcome and encouraged to communicate these, in advance, if possible, to the instructor.

Course Evaluation

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at University of Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the [Student Feedback on Course Experiences](#) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

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