



**CCJS418M Seminar in Criminology and Criminal Justice**  
**A Critical Examination of Contemporary Debates in Crime, Law, and Justice**  
(Spring 2026), Tuesdays, 4:00-6:30, [Susquehanna Hall \(SQH\) 1117](#)

**Instructor**

Professor: Dr. Eric Baumer

Email: [epbaumer@umd.edu](mailto:epbaumer@umd.edu)

Office Hours: Tuesdays, 2:00-4:00 (LeFrak 2133)

**Course Description**

This theoretically grounded and evidence-based course investigates some of the most contested contemporary issues in U.S. criminal law and justice approaches, including the federal minimum legal drinking age (MLDA) law, the NYPD stop, question, and frisk policy, local 287(g) immigration enforcement programs, and state and federal mandatory minimum sentence laws. Drawing on historical context, criminological theory, and empirical research, students will develop a strong foundation in the origins of these issues, the boundaries of contemporary discourse and debate about them, and best practices for evaluating their utility.

A central aim of the course is to cultivate students' ability to set aside personal opinions, interrogate evidence, and critically examine issues from multiple angles. To that end, students will adopt diverse stakeholder roles, construct arguments for and against competing proposals, and engage in structured debates and simulations. The course emphasizes critical thinking, effective communication, and the ability to translate theory and evidence into balanced, well-supported policy choices.

**Learning Outcomes**

After successfully completing this course, you will be able to:

- Define, explain and critically evaluate competing justice goals (public safety vs. due process) and how they shape criminal law and crime control policies and programs.
- Contrast opposing perspectives on major U.S. legal and criminal justice debates.
- Analyze the historical, theoretical, and empirical foundations of contested criminal justice and legal approaches to regulate criminal justice approaches.
- Evaluate policy proposals using a structured, evidence-based framework that includes effectiveness, cost-benefit, equity, and implementation feasibility.
- Communicate well-supported arguments in both written policy memos and oral debates.
- Collaborate effectively with peers to prepare for structured debates and engage in team-based policy discussions.

**Required Resources**

- Assigned materials on ELMS: see [Course ELMS Page](#)
- Top Hat subscription, a valuable learning tool for the course at a modest cost (\$21, only fee associated with the class). [Here are instructions to register for Top Hat](#). Class join code is **884438**.



## Two Part Course Structure

The course is organized into two main parts, each designed to help students critically engage with how the U.S. criminal justice system balances the goals of promoting public safety and preserving individual liberty.

### Part I: Foundations (Weeks 1–2)

We begin with an in-depth look at the central tension underlying many U.S. policies—state power vs. individual rights. Students are introduced to two frameworks that will guide our analysis throughout the course: the Safety–Liberty Spectrum, which applies broadly across public policy and invites reflection on democratic values, competing priorities, and who benefits or bears the costs of regulation, and Packer’s Crime Control and Due Process Models, which focus specifically on criminal justice systems and illustrate how those broader tensions shape concrete practices like policing, prosecution, and punishment. Students are also introduced to Bardach & Patashnik’s (BP) policy analysis framework, a structured approach to policy analysis that will guide their evaluation of each policy in a disciplined, evidence-informed way.

### Part II: Four Policy Modules (Weeks 3–15)

The remainder of the course is structured around two- or three-week modules, each focused on a different criminal justice policy. Each module combines theory, evidence, and application to evaluate how that policy advances—or undermines—both safety and liberty. Each module will be subdivided into two components:

- **A: Framing the issue.** Through readings, lectures, and in-class discussion, students apply two initial steps from the BP framework:

- Define the problem** – What public concern/condition is the policy trying to address?

- Select criteria** – How should success or failure be judged? (e.g., crime reduction, fairness, cost, feasibility)

We conclude Week 1 by applying both the safety–liberty spectrum and Packer’s models to clarify what’s at stake, identifying evaluation questions around effectiveness, equity, cost, and feasibility. This foundational work prepares students for the second week of each module, where they evaluate competing approaches and use evidence to form and defend policy recommendations.

- **B: Evaluating impact and making a case for or against.** We draw on empirical research and structured debate to address the remaining steps of BP framework:
  - **Assemble evidence** – What historical context, theoretical perspectives, and prior research help us understand this issue?
  - **Project outcomes** – What does the evidence say about what the likely outcomes?
  - **Confront trade-offs** – What are the unintended consequences or competing priorities?
  - **Make your case** – What are the 2–3 core reasons to support your position? Which evaluation criteria best support your side?

Class activities center on small-group debates and policy workshops, with students rotating through roles as advocates and critics of a given law, policy, or program. These exercises build the capacity to develop nuanced, evidence-informed, and clearly communicated policy positions.

### Grading Allocation for Assessments

- **Debate Engagement** – 40% (10 pts each debate, 4 debates=40 pts max)
  - Pre-debate prep worksheet – (2.5 pts each debate, 4 debates=10 pts max)
  - In-class debate participation – (2.5 pts each debate, 4 debates=10 pts max)
  - Post-Debate Reflection Memos – (5 pts each debate, 4 debates=20 pts max)
- **Take-Home Exam (Due Feb. 24)** – 25% (25 points)
- **Final Paper/Essay: (Draft due Apr. 7, Final paper due May 12)** – 25% (25 pts)
- **Professional engagement** – 10% (10 pts)

### Assessment Descriptions

#### Debate Engagement (40 points= 4 debates, 10 points max each)

- Pre-Debate Preparation (2.5 points): completion and timely submission of the pre-debate worksheet during the debate preparation week. Bring a copy to debate week; I will collect the worksheets as you leave class and return them at the start of debate week.
- In-Class Debate Participation (2.5 points): active, meaningful engagement during the debate itself (e.g., contributing to your team's arguments, engaging respectfully with opposing arguments, and participating during open discussion).
- Post-Debate Reflection Memo (5 points): submitted 24 hours after the debate. In a short memo, (1) identify the strongest pro and con arguments you heard, (2) briefly "switch sides" in 1–2 sentences, and (3) summarize your final position.

#### Take-Home Exam (due Feb. 24) (25 points)

- Short essay exam applying foundational frameworks (Packer, Safety–Liberty Spectrum, Bardach & Patashnik) to a policy example. Designed to measure mastery of the analytical tools that guide later debates.

#### Final Paper – "Deep Dive" Essay (25 points)

- Title: *Balancing Due Process and Crime Control: Evaluating Criminal Justice Errors*.
  - 2000–2500 words, APA style, minimum of six scholarly sources.
  - Prompt: Choose between (A) imprisoning 20,000 innocents or (B) releasing 20,000 guilty people; argue which is less problematic.

#### Professional Engagement (10 points)

- This course depends on consistent, professional participation. Professional engagement reflects your overall approach across the semester, including: (a) being present and on time, (b) being prepared to participate in discussion, labs, and debates, (c) meeting deadlines and following course procedures, and (d) contributing to a respectful, productive learning environment. Students are encouraged to review course materials early and to notify me promptly about impediments to professional engagement. This score is assessed holistically rather than mechanically. Multiple absences, chronic lateness, lack of preparation, or missed deadlines may reduce this score.



## Grades

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

Assignments are due at the stated deadline. Late work may be penalized or not accepted. Extensions are not automatic and are considered case-by-case, typically when requested in advance or when supported by documented, University-approved circumstances. If you anticipate an issue, communicate early.

Grades are assigned based on the percentage of total points earned and applied consistently to all students (e.g., 89.99  $\neq$  90.00). Grade questions or disputes must be submitted in writing within one week of receiving the grade.

**Your final grade will be based on 100 maximum points and this % distribution:**

Grade	Points/%	Grade	Points/%	Grade	Points/%	Grade	Points/%
A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	94-96	B	84-86	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D-	60-63
						F	$\leq 59$

## 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.



## **COURSE SCHEDULE**

### **PART 1: COURSE FOUNDATION**

#### **Week 1, Jan. 27: The tensions between promoting public safety and preserving individual liberties + Course Overview**

##### **During Class:**

- A fundamental tension for government responses to social problems
- Overview of syllabus and course expectations.

##### **After Class:**

- [Sign up for Top Hat. Here are instructions to register for Top Hat. Class join code is 884438.](#)

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#### **Week 2, Feb. 3: The foundational tension between crime control and due process, a framework for evaluating laws, policies, and programs, and assessing “Measure 110”**

##### **Before Class – Read/Watch:**

- Packer (1964, pp. 7-23), “Two Models of the Criminal Process”.
- Bardach & Patashnik (2019), *A Practical Guide to Policy Analysis: The Eightfold Path to More Effective Problem Solving*, selected pages.

##### **During Class:**

- **Lecture and discussion**
  - Introducing the foundational tension between public safety and individual liberty, crime control and due process models
  - Summarizing Bardach & Patashnik’s framework for analyzing policies.
- **Small-group policy lab:**
  - Application of Packer/Bardach & Patashnik frameworks to contemporary policy: Instructor guided small-group analysis of Oregon’s Measure 110
    - Overview of Measure 110
    - Bardach & Patashnik summary with examples for Measure 110
    - Student worksheet for assessing Measure 110

## **PART 2: ASSESSING CRIME, LAW, & JUSTICE DEBATES**

### **Module 1: The Minimum Legal Drinking Age (MLDA) in the U.S.**

#### **Week 3, Feb. 10: The MLDA: Historical Context and Justifications**

##### **Before Class – Read/Watch:**

- Blocker, J. S., Jr. (2006). Did Prohibition Really Work? Alcohol Prohibition as a Public Health Innovation. *American Journal of Public Health*, 96(2), 233-243.
- Vox Explainer. (2019, August 23). Why the US Drinking Age is 21. *Vox*.
- The Amethyst Initiative (2008).
  - Read these tabs: home, statement, about, and signatories (search for UMD)

##### **During Class:**

- **Lecture and discussion**
  - Prohibition, MLDA historical context, justification, and debate contours.
- **Small-group policy lab**
  - Framing the MLDA debate (steps 1 & 4 of BP framework)
    - Policy lab worksheet guide

#### **Week 4, Feb. 17, Debate: Should the MLDA for the U.S. be 18 or 21?**

##### **Before Class – Read/Watch:**

- New York Times (2015). Should the Legal Drinking Age Be Lowered?
  - Read main discussion and perspective from six debaters.
- DeJong, W., & Blanchette, J. (2014). Case closed: Research evidence on the positive public health impact of the age 21 minimum legal drinking age in the United States. *Journal of Studies on Alcohol and Drugs*, Supplement No. 17, 108–112.
- Ahammer A, Bauernschuster S, Halla M, Lachenmaier H. (2022). Minimum legal drinking age and the social gradient in binge drinking. *J Health Econ*.

##### **During Class:**

- **Lecture and discussion**
  - Overview of readings
  - Revisit and refine evaluative questions generated in previous week policy lab, clarify roles, format, and expectations for the day.
  - Convene in pre-assigned group roles (Pro-18, Pro-21).
- **Policy Debate: Should the MLDA be lowered to 18?**
  - MLDA debate worksheet guide

##### **After Class:**

- **Post-debate reflection assignment (due Wednesday, Feb. 18 @ 6:30 pm)**

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#### **Week 5, Feb. 24: No Class. Take-home exam due Feb. 24 @ 6:30 pm**

## **Module 2: NYPD's Stop, Question, & Frisk Violence Reduction Approach**

### **Week 6, March 3: The problem of spatially concentrated violence and the rationale for Stop, Question, & Frisk**

#### **Before Class – Read/Watch:**

- Weisburd, D. (2015). “The Law of Crime Concentration and the Criminology of Place.” *Criminology*, 53(2), 133–145.
- Meares, T. L. (2014). “The Law and Social Science of Stop and Frisk.” *Annual Review of Law and Social Science*, 10, 335–340.
- *Crime in the City* (video)
- *The Interrupters* (video)

#### **During Class:**

- **Lecture and discussion**
  - The spatial concentration of violence & police strategies for high-crime areas (e.g., hot spots policing, broken windows enforcement). The historical development of SQF, justifications, and debate parameters.
- **Small-group policy lab**
  - Framing the SQF debate (steps 1 & 4 of BP framework)
    - Policy lab worksheet guide

### **Week 7, March 10, Debate: Should Stop, Question, and Frisk Be Used as a Policing Strategy in High-Crime Areas?**

#### **Before Class – Read/Watch:**

- Meares, T. L. (2014). “The Law and Social Science of Stop and Frisk.” *Annual Review of Law and Social Science*, 10, 341–352.
- Weisburd, D, Wooditch, A., Weisburd, S., & Yang, S.-M. (2015). “Do Stop, Question, and Frisk Practices Deter Crime? Evidence at Microunits of Space and Time.” *Criminology & Public Policy*, 15(1), 31-56
- *Opinion | The Scars of Stop-and-Frisk - The New York Times* (Video)
- *Judge Rules NYPD "Stop and Frisk" Unconstitutional, Cites "Indirect Racial Profiling"* (Video)

#### **During Class:**

- **Lecture and discussion**
  - Overview of readings, revisit and refine evaluative questions generated in previous week policy lab, clarify roles, format, and expectations for the day.
  - Convene in pre-assigned group roles (In favor of SQF, Against SQF).
- **Policy Debate: Should SQF be used to combat violence?**
  - SQF debate worksheet guide

**After Class: Post-debate reflection assignment (due Wednesday, 6:30 pm)**



## Week 8, March 17: No Class—Spring Break

### Module 3: Immigration, Crime, and Local Enforcement: The case of 287(g)

#### Week 9, March 24: Immigration, Crime, and the Emergence and Proliferation of 287(g)

##### Before Class – Read/Watch:

- Ousey, G. C., & Kubrin, C. E. (2018). “Immigration and crime: Assessing a contentious issue.” *Annual Review of Criminology*, 1, 63-84.
- American Immigration Council. (2021). The 287(g) program: An overview.
- “Sheriff Joe Arpaio on Immigration and Crime” (video)
- Immigration Legal Resource Center. (2025). Immigration dragnet: The new era of 287(g). (pp. 1–10).
- Wirth & Baumer (2024).

##### During Class:

- **Lecture and discussion**
  - The historical development of 287(g), justifications, and debate parameters.
- **Small-group policy lab**
  - Framing the 287(g) debate (steps 1 & 4 of BP framework)
    - Policy lab worksheet guide

#### Week 10, March 31: Debate: Is the 287(g) Program Effective and Balanced for Immigration Enforcement?

##### Before Class – Read/Watch:

- *Bill to ban ICE's 287(g) program in Maryland faces law enforcement criticism* (video)
- 287(g) is Impacting Communities Across the United States. Here's What You Need to Know
- Baumer, E. P., & Xie, M. (2023). Federal-Local Partnerships on Immigration Law Enforcement: Are the Policies Effective in Reducing Violent Victimization? *Criminology & Public Policy* 22: 417-455.

##### During Class:

- **Lecture and discussion**
  - Overview of readings
  - Revisit and refine evaluative questions generated in previous week policy lab, clarify roles, format, and expectations for the day.
  - Convene in pre-assigned group roles (In favor of 287(g), Against 287(g)).
- **Policy Debate: Should 287(g) be used to regulate immigration? violence?**
  - 287(g) debate worksheet guide

##### After Class: Post-debate reflection assignment (due Wednesday, 6:30 pm)



### Week 11, April 7: No Class paper draft due 6:30 pm (submit via ELMS)

- **Draft should include outline and claim justification:**
  - Your selected scenario (Option A or B), and a working thesis that explains which error you find less problematic and why.
  - A detailed outline how you will organize the paper (2–4 bullet points per section).
  - A justification paragraph (150–200 words) explaining why this position is defensible, and what tensions it surfaces between due process and crime control.
  - A preliminary list of at least 3 sources you plan to use, with 1–2 sentences explaining their relevance.

### Module 4: The mass incarceration era and the utility of mandatory minimums

#### Week 12, April 14: Historical context, causes, and consequences of mass incarceration

##### Before Class – Read/Watch:

- Travis, J., Western, B., & Redburn, F. S. (2014). *The Growth of Incarceration in the United States* (Pp. 33-55).

##### During Class:

- **Lecture and discussion**
  - Imprisonment trends in the U.S. and the evolution of mass incarceration.
- **Small Group Activity:**
  - Collaborate on computing, and distinguishing between, prison admission rates and overall incarceration rates.
  - Collaborate on identifying criminal justice shifts that can increase incarceration rates.

#### Week 13, April 21: The political rationale for and application of mandatory minimums

##### Before Class – Read/Watch:

- Travis, J., Western, B., & Redburn, F. S. (2014). *The Growth of Incarceration in the United States* (Pp. 130-132, 146-156).
- Brennan Center for Justice. (2021). *The Collateral Consequences of Mass Incarceration*. (pp. 1-3)
- Travis, J., Western, B., & Redburn, F. S. (2014). *The Growth of Incarceration in the United States* (Pp. 70-74, 78-85).

##### During Class:

- **Lecture and discussion**
  - Benefits of mass incarceration, costs of mass incarceration
  - Illuminating policy shifts that fueled mass incarceration
  - Introducing mandatory minimum gun add-on sentencing policies
- **Small-group policy lab**
  - Collaborative discussion: was mass incarceration worth it?
  - Framing the debate on mandatory minimum gun enhancements (steps 1 & 4 of BP framework)
    - Policy lab worksheet guide



## **Week 14, April 28: No Class Meeting**

### **Read/Watch:**

- U.S. House hearing on project exile (Pp. 1-5)
- Bernick & Larkin (2014). "Reconsidering Mandatory Minimum Sentences: The Arguments for and Against Potential Reforms"
- Video: Locked Up for Life on a Nonviolent Drug Bust

## **Week 15, May 5, Debate: Should we retain or abolish mandatory minimum prison sentences?**

### **Before Class – Read/Watch:**

- Abrams (2012), "Estimating the deterrent effect of incarceration using sentencing enhancements." *American Economic Journal: Applied Economics*. (Pp. 32-39).
- ACLU (2019). *The Human Cost of Mandatory Minimums*

### **During Class:**

- **Lecture and discussion**
  - Rationale for gun add-on sentencing enhancements
  - Review of crime control and due process evidence
- **Policy debate:** Should Baltimore adopt a mandatory minimum 10-Year Firearm Add-on for drug-dealing cases OR keep the Standard Drug Statute (no automatic gun enhancement)?
  - Mandatory minimum debate worksheet guide

### **After Class: Post-debate reflection assignment (due Wednesday, 6:30 pm)**

## **Week 16, May 12, Final Paper Due by 6:30 pm (submit via ELMS)**



## Tips for Success in this Course

- **Show up prepared.** This class is designed around significant interaction between you and your peers and with me, which cannot occur unless you show up regularly. We meet only once per week, so any absence is equivalent to missing two classes. Beyond showing up, you are expected to examine and digest the assigned materials before you arrive, and doing so will yield rewards. A large share of your grade is earned through debate preparation, in-class engagement, and on-time written work—so consistent attendance and preparation matter.
- **Participate.** I invite you to engage deeply, ask questions, and articulate your thoughts with others and the class. Participation can help you solidify your thoughts and develop critical thinking skills. It is an essential ingredient of the course, especially during our debate weeks.
- **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.

## Policies and Resources for Undergraduate Courses

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodation
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please reference and review the [Office of Undergraduate Studies' Course-Related Policies](#) and follow up with me if you have questions.

## Additional 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



### **Additional Course Guidelines (Cont.)**

not necessarily indicative of their gender identity. For more information about names and gender markers, visit the [LGBTQ+ Equity Center](#). Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, 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 Instructor:**

Email: If you need to reach out and communicate with me, please email me at [epbaumer@umd.edu](mailto:epbaumer@umd.edu). Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions. While I will do my best to respond to emails within 24 hours, you will more likely receive email responses from me on Mondays, Wednesdays and Fridays from 8:00am-10:00am EST

**ELMS:** I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

#### **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.



## **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](mailto:adsfrontdesk@umd.edu).

### **Emergency Preparedness**

Emergencies on campus can happen at any time. To prepare, visit [prepare.umd.edu](http://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](#) 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](#) 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](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#).

### **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.



## **Resources & Accommodations (Cont.)**

### **Veteran Resources**

UMD provides some additional support 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.

### **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](mailto:titleIXcoordinator@umd.edu). To view further information on the above, please visit the [Office of Civil Rights and Sexual Misconduct](#).

### **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 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. You may access the evaluation reports for courses for which 70% or more students submitted their evaluations.

### **Copyright Notice**

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