CCJS 498B: CONTROVERSIES AND NEW DIRECTIONS IN CRIMINAL JUSTICE
Spring 2014

PROFESSOR

Brian D. Johnson, Ph.D.
2220K LeFrak Hall
Phone: (301) 405-4709
E-mail: bjohnson@crim.umd.edu

OFFICE HOURS

Tuesday 1:45PM – 3:00PM
Thursday 1:45PM – 3:00PM
By Appointment

MEETING TIME

Wednesday 4:00PM – 6:45PM  LEF 2165E

COURSE DESCRIPTION

This is an upper-level elective course in Criminology and Criminal Justice that is intended to introduce advanced undergraduate students to contemporary issues and current controversies in the field of criminal justice. It will cover a broad range of topics including issues in policing, courts and corrections. Such controversial issues as racial profiling, three strikes laws, collateral consequences of mass incarceration and the death penalty will be introduced and debated. It will also cover recent developments in the field, such as community policing, specialized problem-solving courts, and restorative justice and offender reentry. Students will be encouraged to do independent research on a contemporary issue of their choice, which they will present to the rest of the class at the end of the semester.

COURSE EXPECTATIONS

Students will be expected to attend class and should be prepared to discuss assigned readings. The course will rely heavily on student participation in addition to class lectures. Students will be expected to gain a deeper understanding of the fundamental issues surrounding a broad array of modern issues in policing, courts and corrections. The ultimate goal of the course is to provide the student with a solid foundation for understanding contemporary issues in criminal justice, and to encourage them to think critically about the role that the criminal justice system, and its constituent parts, plays in the exercise of social control in society.

PREREQUISITES

CCJS 100, CCJS 105, CCJS 200, and CCJS 300

COURSE READINGS

Reading requirements for this course include a variety of selections from a number of diverse sources, which will be provided through the course website at: elms.umd.edu.
COURSE GRADING

Your grade in this course will be determined by a variety of assignments designed to further your understanding of contemporary debates in the field. These will include 1) classroom presentations 2) a 20-25 page term paper, 3) two examinations, and 4) weekly class discussion.

1) Each student will be expected to lead class discussions during one or two weeks, presenting an in-depth look at several aspects of that week’s topic. These presentations should include the most relevant and recent research evidence on the topic. The class presentations are intended to serve as a focus for classroom discussion, to bring additional materials into the classroom discussion, and to help you improve your ability to evaluate research evidence. Class presenters should be the local “experts” for that week and should work to stimulate interesting discussion among the group. Presenters should make copies of their class presentation materials available to other class members. Grades for the classroom presentations will be based on a 20-point scale with 50% of the grade made by the instructor and 50% from the students in class. I will pass out “score sheets” for this purpose early in the class.

2) Each student will be expected to write a 15-20 page research paper on a topic of their choosing that is relevant to the material covered in class. This paper is designed to allow each student to delve into a topic of interest in additional detail. The goal of the paper is to gain a deeper knowledge about a particular topic of interest by examining the contemporary state of evidence in the field and by sharing that knowledge with the other members of the class. Students must have their paper topics approved by the professor no later than Wednesday, February 26th. Final papers should be written in 11 or 12 point font with standard 1 inch margins, printed double-sided and turned in to the professor’s mailbox no later than 4pm on Friday, May 9th.

3) There will be two examinations in the course that will cover the material presented in lecture and in the assigned readings. Examinations will consist of short answer questions and written essays that are designed to allow the student to demonstrate their breadth of knowledge across the diverse topic areas covered in the course. Students who miss an examination will only be given a makeup opportunity if they have the prior approval of the professor, or otherwise at the professor’s discretion.

4) A seminar course cannot succeed without the active participation of its students. Therefore your class attendance, participation and effort will be reflected in your final grade. Students who miss class, do not complete the reading assignments each week, or fail to actively participate in group discussions will lose participation points toward their final grade in the course. Random quizzes on the assigned reading will be given periodically throughout the semester and will affect the student’s participation grade.

<table>
<thead>
<tr>
<th>Grading Breakdown</th>
<th>Final Grade Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Over 92.5% = A</td>
</tr>
<tr>
<td>leading Discussion</td>
<td>89.5% to 92.5% = A-</td>
</tr>
<tr>
<td>Exam I</td>
<td>87% to 89.5% = B+</td>
</tr>
<tr>
<td>Exam II</td>
<td>83% to 87% = B</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>79.5% to 83% = B-</td>
</tr>
<tr>
<td>25%</td>
<td>70% to 79.5% = C</td>
</tr>
<tr>
<td></td>
<td>60% to 69.9% = D</td>
</tr>
</tbody>
</table>
COURSE SCHEDULE: (SUBJECT TO CHANGE AS NECESSARY)

“The only way in which a human being can make some approach to knowing the whole of a subject is by hearing what can be said about it by persons of every variety of opinion”

~John Stuart Mill~

Week 1: INTRODUCTION (1/29)

SYLLABUS

WEEKLY DISCUSSION/SNACK SIGN UP

Week 2: RACIAL PROFILING (2/5)

“For the middle class, the police protect property, give directions, and help old ladies. For the urban poor, the police are those who arrest you.”

~Michael Harrington


Week 3: MODERN POLICING INNOVATIONS AND PRACTICES (2/12)


**Week 4: SENTENCING GUIDELINES (2/19)**


**Week 5: MANDATORY MINIMUMS AND 3 STRIKES LAWS (2/26)**


Mandatory Minimum Sentencing. Chapter 2, Viewpoints 1-2, 5-6: Pgs 62-74; 87-104;

A Primer: Three Strikes. 2005. The Impact after more than a Decade. Legislative Analyst’s Office.


**Week 6: PROBLEM-SOLVING COURTS AND ALTERNATIVES TO INCARCERATION (3/5)**


Judge Alm. 2010. HOPE for the Criminal Justice System. ACDL.org Report

**Week 7: EXAM I (3/12)**

**Week 8: SPRING BREAK (3/19)**
Week 9: **PRISON CULTURE, GANGS AND VIOLENCE (3/26)**


*In Class Video: Quiet Rage: The Stanford Prison Experiment.*

Week 10: **MASS INCARCERATION, COLLATERAL CONSEQUENCES AND REENTRY (4/2)**


Week 11: **SUPERMAX AND CAPITAL PUNISHMENT (4/9)**


Week 12: **GUN CONTROL AND VIOLENCE (4/16)**


---

Week 13: **IMMIGRATION AND CRIME (4/23)**


---

Week 14: **DRUG LEGALIZATION (4/30)**


---

Week 15: **EXAM II (5/7)**