# COURSE SYLLABUS
# CJ501: 01W Seminar in Policing and Law Enforcement
# AP – Fall 2012 Semester

**Instructor:** Dr. Willie Edwards, Associate Professor
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## COURSE INFORMATION

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**Materials – Textbooks, Readings, Supplementary Readings:**

*Required Reading*:

Weisburd, D., & Braga A., eds. (2006). *Police innovation: contrasting perspectives*. New York: Cambridge University Press. ISBN: 9780521544832.

Other materials/readings as assigned and posted online

**Course Description/Explanation:**

A study of popular innovations in policing and law enforcement with emphasis on community policing, broken windows policing, problem-oriented policing, pulling levers policing, hot spots policing, third-party policing, Compstat, and evidence-based policing. An analysis of current research and its applicability to policing and law enforcement will be performed.

**Student Learning Outcomes/Core Competencies:**

1. Think critically about important issues in police innovations
2. Problem-solve solutions to issues in current policing policy and practice
3. Enhance communication skills and reading/research acumen

## COURSE REQUIREMENTS

**Instructional Methods/Activities/Assessments**

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course.  Each week you will work toward achieving these outcomes through discussions/comments, papers, and a final presentation.  Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Please note that a core competency of this course is critical thinking.  Critical thinking requires students to think through situations, facts, and issues in an open-minded and objective way in an effort to analyze and evaluate information in an informed manner.  Qualities of a critical thinker (and of arguments that embody critical thinking) include:

- **Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration**—in other words, just because the book tells you it is true, doesn't mean that there may not be another solution or possibility to consider.  The way that facts relate to one another—and not just fact alone—should be used to determine truth.
- **Critical thinkers are not only independent thinkers; they are also fair-minded in that they are willing to consider all points of view, and they are careful to take every aspect of an argument into consideration**—your way of thinking may not necessarily be the only way or the right way of thinking.  Consider other perspectives
- **Consider evidence (facts), source (from what source did your evidence come from), and motivations (what might be the underlying motivation behind these facts)**—in other words, gather information from credible sources and evaluation these sources/factual information in the context of what you have been asked to discuss/evaluate.

As defined by the National Council for Excellence in Critical Thinking, critical thinking is:

"The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness."

(Scriven, M. & Paul, R. Presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987.)

When preparing discussions/comments/assignments/papers/presentations, use the following to help you critically think through task. You will be graded (in part) on how well you are able to perform this skill.

- Determine the problem/issue you are trying to solve. Make sure you remain open-minded and objective and be aware of your own biases on the subject and put them aside
- Develop a hypothesis and/or possible solution to the problem/issue. Brainstorm other possible solutions. Think about the pros and cons of the problem/issue
- Gather information on the problem/issue that may support or contradict your position
- Analyze your facts. Don't assume anything. Evaluate the facts objectively
- Determine a reasonable conclusion based on all of the facts
- Make sure your facts (and the reporting of the facts) are accurate. You may assume a causal relationship but there might be other possible conclusions to be drawn based on other factors. Be sure to evaluate what those might be

_Introduction:_ *(1 Introduction post—not graded)*

Students are asked to introduce themselves to each other. This introduction may include any information that you would like to share with others in the course, but must **minimally** include a statement that you have read and agree to abide by the syllabus and follow the rules of academic integrity and nettiquette. You will not be allowed to continue in the course without providing this statement. This post is due by 11:59PM CST on **Tuesday** of **Week #1** of the course**.**

_Discussion Posts:_ *(5 discussion posts @ 100 points each = 500 course points)*

The **Discussions** are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality** and a **detailed analysis** linking the material to a critical appraisal of theory, policy, and practice. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post (See information later in the syllabus for more information on citing utilizing APA citation format. Also see the 'How to Cite' FactSheet ).

These posts should be **the equivalent of 1 page in length or a minimum of 250 words and should include one outside source (i.e., a source outside the regular readings assigned for the week/course)**. The specific discussion assignment is located in each

unit Week by clicking on the Discussion link.  Posts are due by 11:59PM CST on **Wednesdays** in each week of the course**.**

Assessment Method:  Discussion posts will be graded using the Discussion Post Grading Rubric.

*Comment Posts*:  *(5 comments per week @ 10 points each = 250 course points)*

Comment posts are responses you make to the discussion posts that you and your classmates post each week.  You are **required** to make a minimum of **five (5)** comments each week.

Comment posts should be meaningful.  Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points.  A meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way.  You are expected to engage in an **ongoing** discussion/debate with your classmates.  Your comments will be graded for **quality**, and **relevance**.  Your comments will also be graded based on your ability to engage in critical thinking.

**NO LATE COMMENTS ARE ACCEPTED**.  All comment posts are due by 11:59PM CST on **Thursdays** for each week in the course**.**

Assessment Method:  Comments will be graded using the Discussion Post Grading Rubric.

*5-10 slide PowerPoint Presentation* *(1 presentation @ 100 points  = 100 course points)*

Chronicle the history, evolution, and current organization of the community policing initiatives of your local agency or agencies.  This assignment is due by 11:59 PM CST on **Friday** of **Week #1** of the course.

Assessment Method:  Grading will be based on completeness of presentation according to the assignment instructions.

*Position Paper (1 paper @ 100 points  = 100 course points)*

Assignment Instructions:  Students are required to prepare a position paper on any topic in Weeks 1 or 2 of the course.   The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rational for that position. The

position paper is based on facts that provide a solid foundation for your argument. In the position paper you should:

- Use evidence to support your position, such as statistical evidence or dates and events.
- Validate your position with authoritative references or primary source quotations.

- Examine the strengths and weaknesses of your position.
- Evaluate possible solutions and suggest courses of action.

Choose an issue where there is a clear division of opinion and which is arguable with facts and inductive reasoning.  You may choose an issue on which you have already formed an opinion. However, in writing about this issue you must examine your opinion of the issue critically.  Prior to writing your position paper, define and limit your issue carefully. These issues are complex with multiple solutions. Narrow the topic of your position paper to something that is manageable. Research your issue thoroughly, consulting experts and obtaining primary documents.

Consider feasibility, cost-effectiveness and political/social climate when evaluating possible solutions and courses of action. Students must utilize a minimum of **four outside** sources in the development of their paper. These sources **must** be peer-reviewed publications **or** governmental reports.  This paper should be a **minimum** of 4 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format.  Refer to the position paper guidelines in the assignment module.  This assignment is due by 11:59 PM CST on **Friday** of **Week #2** of the course.

Assessment Method:  Students will be assessed using the Position Paper Grading Rubric.


*Short Essay (1 essay @ 100 points  = 100 course points)*

Assignment Instructions: Argue the pros and cons of refocusing patrols in hot spots policing. These papers should be 2 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format.  This  assignment is due by 11:59 PM CST on **Friday** of **Week #3** of the course.

Assessment Method:  Students will be assessed using the Essay Assignment Grading Rubric.

*Literature Review  (1 review @ 100 points = 100 course points)*

Assignment Instructions:  Locate a peer-reviewed article of your choice relating to any of the policing practices discussed in this course.  Read, review, and summarize this article. How does this article complement or contradict what you have read in the text and other assigned course materials? This paper should be **at least** 2 pages in length (does not include references), **maximum** 12-point font, 1-inch margins, include your name, and utilize proper APA citation format.  This assignment is due by 11:59 PM CST on **Friday** of **Week #4** of the course.

Assessment Method:  Student will be assessed using the Literature Review Grading Rubric.

*Final Examination (1 Exam @ 100 points = 100 course points)*

Two questions from the following list:

1.  One of the key efforts of community policing is to decentralize police operations and thereby increase officer discretion. Why is this is considered a good idea?
2.  Provide an in-depth overview of Boston's experiment with pulling levers policing.
3.  Discuss, in detail, the limits of hot spots policing.
4.  Give an in-depth analysis of the crime rates before and after Compstat implementation in the three Compstat departments discussed in the text.
5.  Discuss, in detail, Weisburd and Eck's summary of findings on police effectiveness research from 2004.

This assignment is due by 11:59 PM CST on  **Friday** of **Week #5** of the course.

Assessment Method:  Students will be assessed using the exam grading rubric

*Course Pre/Pos-test (not graded)*

Pre and post-tests allow the professor to assess your baseline (foundation) knowledge of a particular subject at the time that you enter a course and the degree of increase in knowledge at the end of the course.  This pre/post-test is comprised of no more than 10 questions that will assess your knowledge.  You will be asked to complete the pre-test by **Friday** of Week #1 and your post-test by **Friday** of Week #5.  These tests will not be graded (they are used for assessment purposes only).

**GRADING**

Assignments for this course will be scored using a points system.  Below is an explanation of how each assignment type will be scored.

| Assignment Type | # of Assignments | Point Value | Total Points |
|---|---|---|---|
| Introduction | 1 | 0 | Not graded |
| Course Pre-test | 1 | 0 | Not graded |
| Discussion Posts | 5 | 100 | 500 |
| Comment Posts | 25 | 10 | 250 |
| PowerPoint Presentation | 1 | 100 | 100 |
| Position Paper | 1 | 100 | 100 |
| Short Essay | 1 | 100 | 100 |
| Literature Review | 1 | 100 | 100 |
| Final Examination | 1 | 100 | 100 |
| Course Post-test | 1 | 0 | Not graded |
| | | **Total Point:** | **1250** |

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course.  Below is the overall point scale/grading schema for the course.

Total points possible for the term = 1250.

| |
|---|
| 1125—1250 = A |
| 1000-1124 = B |
| 875-999 = C |
| 750-874 = D |
| 749 and below = F |

Grades will be available in the gradebook so that students can track their progress in the course on an ongoing basis.

**TECHNOLOGY REQUIREMENTS**

1.  You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:
    - Any current Flash-compliant browser (eg. Internet Explorer 7 or Firefox 3.0)
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required – courses are heavily video intensive

- Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
- A sound card and speakers or headphones

Current anti-virus software must be installed and kept up to date

Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

2.  You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:

    Adobe Reader
    Adobe Flash Player

3.  At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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**ACCESS/NAVIGATION AND SUPPORT**

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This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To log in to the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to long in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu. Once you log in to eCollege, click on My Courses and select CJ 505 – Terrorism.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to ECollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

All aspects of this course, including presentations, assignments, readings, and exams will be completed / turned in through eCollege.  Your grades will also be available in eCollege.

After logging in to the course, students will notice that the weekly/unit content area is located on the left navigation bar. These weekly/unit content areas are identified as Week 1, Week 2, etc. (this corresponds to the course schedule located in the syllabus.)

Student should access course materials by clicking on the proper weekly/unit content area. Students should read the weekly overview that contains information about what is to be covered in class, along with a series of weekly tasks (these tasks correspond to the links available in each weekly unit and to what appears in the syllabus).

Students should then click on the weekly content items links and take the time to read/view any material/presentations/assignments that are posted. The lecture/presentation is an attempt to integrate information from the course readings and includes information from the text/readings as well as other information that are consider important to your understanding of the subject.

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**eCollege Student Technical Support:**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

**Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
**Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
**Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)
**For assistance with the library:** To access the Library databases and Library tutorials you must open a separate browser session. Minimize your eCollege session and open another browser window going to the Library's web site directly: http://www.tamu-commerce.edu/library not from within eCollege.

**Policy for Reporting Problems with eCollege:**

Should students encounter eCollege-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed.

• Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
• Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
• Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
• At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** those personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk.  Students are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform.  **ONLY** eCollege-based problems are legitimate.

**Internet Access:**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor.  View the requirements as outlined in Technology Requirements above for more information.

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**COMMUNICATION**

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**Interaction with Instructor Statement:**

My primary form of communication with the class will be through Email.  Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo and in Announcements.  It will be your responsibility to check your University Email regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F.  Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

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**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

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**Course Specific Procedures:**

*Academic Honesty*

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University.  Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.  In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

*Cheating* is defined as:

- Copying another's test of assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

*Plagiarism* is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

*Collusion* is defined as:

- Collaborating with another, without authorization, when preparing an assignment
  If you have any questions regarding academic dishonesty, ask.  Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link for more detailed information.
[http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyAskedQuestions/academicHonesty/default.aspx](http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyAskedQuestions/academicHonesty/default.aspx)

*Attendance Policy*

While this is an online course, students are expected to 'attend class' and actively participate.  Student participation/activity will be monitored by the professor.  Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

*APA Citation Format Policy*

It is very important that you learn how to cite properly.  In some ways, citations are more important than the actual text of your paper/assignment.  Therefore, you should take this task seriously and devote some time to understanding how to cite properly.  If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format.  As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly.  You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below and in the Getting Started section of your course.

www.apastyle.org
 http://owl.english.purdue.edu/owl/resource/560/02/
www.library.cornell.edu/resrch/citmanage/apa

It is the student's responsibility to understand how to cite properly.  If you have questions, feel free to ask.

*Late Work*

In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date.  My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner.  However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments.  To that end, I have developed a policy on late work.  Please note that this policy applies ONLY to your reflection paper assignments and not to discussion or comment submissions.

Late assignments will be accepted after the due date and time up to 1 day (24 hours) late. Twenty (20) points will be deducted from all late assignments. Assignments turned in more than one day late **will not** be accepted/graded.

*Drop Course Policy*

Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

**University Specific Procedures:**

*ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities.  Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.  If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
**Texas A&M University-Commerce**
**Gee Library 132**
**Phone (903) 886-5150 or (903) 886-5835**
**Fax (903) 468-8148**
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

*Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.  (See *Code of Student Conduct from Student Guide Handbook).*  Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
http://www.albion.com/netiquette/corerules.html.

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**COURSE OUTLINE / CALENDAR**

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Every effort will be made to adhere to the course schedule as noted below.  However, unforeseen circumstances may require changes to the schedule.  In that case, changes will be announced via University Email and in Announcements.  The professor reserves the right to change the schedule if necessary and depending on the progress of the class.   I highly recommend that you follow the schedule outlined below **VERY CAREFULLY** so that you are sure to complete readings as assigned and turn your assignments in on time.

**Please note that all discussions/comments/reflection papers are due by 11:59PM CST in EPIC on the day they are due as outlined in the syllabus.  Please note that this course runs on a Monday-Friday schedule.**

**WEEK #1**

*TEXT:*
Chapter 2 – The promise of community policing
Chapter 3 – Community policing: a skeptical view
Chapter 4 – Of "broken windows," criminology, and criminal justice
Chapter 5 – Incivilities reduction policing, zero tolerance, and the retreat from coproduction: weak foundations and strong pressures.

*ARTICLES:*
Meares, T. (2002). Praying for community policing. *California Law Review*, 90, 1593-1634.

Seeing disorder: Neighborhood stigma and the social construction of "broken windows".

*ASSIGNMENT:*
5-10 slide PowerPoint presentation, which chronicles the history, evolution, and current organization of the community policing initiatives of your local agency or agencies.

*DISCUSSION/COMMENT:*
What, if any, noticeable impact has your local community policing initiatives had on you personally and your local community, as a whole? Discuss any evidence that supports broken windows theory, noticeable to you, in your local community.

**WEEK #2**

*TEXT:*
Chapter 6 – Science, values, and problem-oriented policing: why problem-oriented policing?
Chapter 7 – Problem-oriented policing: the disconnect between principles and practice
Chapter 8 – Old wine in new bottles: policing and the lessons of pulling levers
Chapter 9 – Partnership, accountability, and innovation: clarifying Boston's experiment with pulling levers

*ARTICLE:*
Kennedy, D. (1998). Pulling levers: Getting deterrence right. National Institute of Justice journal, (236), 2-8.
*ASSIGNMENT:*
Position paper from any topic in weeks 1 or 2

*DISCUSSION/COMMENT:*

What do you see as the greatest impediment to implementing problem-oriented policing, in general? In your local community?

**WEEK #3**

*TEXT:*
Chapter 10 – The case for third-party policing
Chapter 11 – Third-party policing: a critical view
Chapter 12 – Hot spots policing as a model for police innovation
Chapter 13 – The limits of hot spots policing

*ARTICLES:*
Buerger, M. (1998). The Politics of third-party policing. *Crime Prevention Studies*, 9, 89-116.

Weisburd, D. (2005). Hot spots policing experiments and criminal justice research: Lessons from the field. *Annals of the American Academy of Political and Social Science*, 599, 220-245.

*ASSIGNMENT:*
Short Essay (topic chosen by professor)

*DISCUSSION/COMMENT:*
One area of third-party drug control is that of civil asset forfeiture. These laws are directed against property, i.e. cars, boats, houses, etc. The premise is that if property is used in the commission of or derived in criminal activity, it is guilty and, thus can be seized. Discuss your position on this practice and whether this is an adequate/ethical deterrent to criminal activity.

**WEEK #4**
Chapter 14 – Compstat's innovation
Chapter 15 – Changing everything so that everything can remain the same: Compstat and American policing

*ARTICLES:*
((No article readings in Week #4))

*ASSIGNMENT:*
Literature Review
*DISCUSSION/COMMENT:*
With the success of Compstat in any agency comes a probable decline in offenses to within more manageable limits. Discuss how this could affect an agency's abilities to address a wide range of other management problems and issues.

**WEEK #5**

*TEXT:*
Chapter 16 – Evidence-based policing for crime prevention
Chapter 17 – Improving police through expertise, experiences, and experiments

*ARTICLE:*
Sherman, L. (1998). Evidence-based Policing. *Ideas in American Policing*.  Washington, D.C.:
Police Foundation, pp. 1-16.

*ASSIGNMENT:*
Final Examination – Two Essay Questions from the list that was provided on page 6 of this
syllabus, under, "**Final Examination**".

*DISCUSSION/COMMENT:*
Is there too much optimism about what can be achieved for those engaged in evidence-based
policing, based on the fact that evidence is not routinely used by police officers (or
partnerships) to develop strategies to deal with crime problems?

- Consider the Bureau of Alcohol Tobacco and Firearm's (BATF) failed, "Fast and
    Furious", which was implemented to stem cross-border drug and firearms
    trafficking, as well as the high levels of violence associated with them.  Could the
    principles of Evidence-based policing have made a difference in the outcome?