



## **CJ 501 Seminar in Policing and Law Enforcement**

### **Course Syllabus Academic year 2017-2018**

#### **INSTRUCTOR INFORMATION**

**Instructor:** Dr. David C. Hurley

**Office Location:** 232 Ferguson

**Office Hours:** Weekday by email

**Office Phone:** (903) 886-5332 – note this is the office phone to the SOC and CJ Dept

**University Email Address:** [david.hurley@tamuc.edu](mailto:david.hurley@tamuc.edu)

**Preferred Form of Communication:** [david.hurley@tamuc.edu](mailto:david.hurley@tamuc.edu) (always email first if you can, it is the best way to get in touch with me)

#### **COURSE INFORMATION**

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

###### **Textbook(s) Required**

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

###### **Optional**

Other materials/readings as assigned and posted online

###### **Course Description**

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.

## Prerequisites

Please note that prerequisites for this course include CJ 530, CJ 531, and CJ 568. Students who are registered for this class and who do not meet the prerequisites should contact Dr. David Hurley, the Director and Advisor of the MS in Applied Criminology program.

## Student Learning Outcomes

1. Identify key theories in policing and law enforcement
2. Explain key theories in policing and law enforcement
3. Apply theories in policing and law enforcement
4. Compare/contrast key discussions in policing and law enforcement
5. Utilize problem-solving skills to suggest improvements in policing and law enforcement policy and practice

## 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.

### 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 netiquette. 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

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. (5 discussion posts @ 100 points each = 500 course points)

### **Comment Posts**

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.

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 comments per week @ 10 points each = 250 course points)

### **5-10 slide PowerPoint Presentation**

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.

Students should make sure their PowerPoint presentation is placed in the dropbox identified as Assignment for Week One.

**Assessment Method:** Grading will be based on completeness of presentation according to the assignment instructions. (1 presentation @ 100 points = 100 course points)

## Position Paper

Students are required to prepare a position paper on any topic covered in Chapters 2-9 during Weeks one and two, due by Week Two of the course.

This assignment should be placed in the dropbox identified as Assignment for Week Two. The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rationale 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** 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. (1 paper @ 100 points = 100 course points)

## Short Essay

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.

This Short Essay assignment should be placed in the dropbox identified as Assignment for Week Three.

**Assessment Method:** Students will be assessed using the Essay Assignment Grading Rubric. (1 essay @ 100 points = 100 course points)

### **Literature Review**

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.

**This Literature Review Assignment should be placed in the dropbox identified as Assignment for Week Four.**

**Assessment Method:** Student will be assessed using the Literature Review Grading Rubric. (1 review @ 100 points = 100 course points)

### **Final Examination**

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 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. (1 Exam @ 100 points = 100 course points)

### **Course Pre/Post-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
<b>Introduction</b>	1	0	Not graded
<b>Course Pre-test</b>	1	0	Not graded
<b>Discussion Posts</b>	5	100	500
<b>Comment Posts</b>	25	10	250
<b>PowerPoint Presentation</b>	1	100	100
<b>Position Paper</b>	1	100	100
<b>Short Essay</b>	1	100	100
<b>Literature Review</b>	1	100	100
<b>Final Examination</b>	1	100	100
<b>Course Post-test</b>	1	0	Not graded
		<b>Total Point:</b>	<b>1250</b>

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

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 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
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.college.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset) [http://help.college.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.college.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. 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.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

## ACCESS AND NAVIGATION

### Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

## **Pearson LearningStudio Student Technical Support**

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

### myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

### Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

## FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	<b>App Title:</b>	<b>iPhone – Pearson LearningStudio Courses for iPhone</b> <b>Android – LearningStudio Courses - Phone</b>
	<b>Operating System:</b>	<b>iPhone</b> - OS 6 and above <b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS
	<b>iPhone</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-">https://itunes.apple.com/us/app/pearson-learningstudio-</a>

	<b>App URL:</b>	<a href="https://courses/id977280011?mt=8">courses/id977280011?mt=8</a>
	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lsphone">https://play.google.com/store/apps/details?id=com.pearson.lsphone</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

## LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses. (Just FYI I don't know how to do this).

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement

I can generally answer most questions within 24 hrs to 72 hrs (excluding weekends). Those of you have had me previously know that I generally provide quick responses. This can take longer if I need to consult outside sources. Generally I will have assignments and post graded within a week – often less.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

Late work will receive a lower grade (that being said, if you know you have something coming up email me in advance; if you have an emergency also notify me ASAP), exception can be made at the instructor's discretion. If you miss an assignment/discussion send me the completed assignment also ASAP. Missed assignments otherwise will receive a zero. There is no Extra Credit.

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### University Specific Procedures

#### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

## **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## **ADA Statement**

### **Students with Disabilities**

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- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **COURSE OUTLINE / CALENDAR**

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 ecollege on the day they are due as outlined in the syllabus. Please note that this course runs on a Monday-Friday schedule.

## WEEK ONE

<p><b>Monday</b></p>	<p>Read the syllabus carefully.</p> <p><i>TEXT:</i></p> <p>Chapter 2 – The promise of community policing</p> <p>Chapter 3 – Community policing: a skeptical view</p> <p>Chapter 4 – Of “broken windows,” criminology, and criminal justice</p> <p>Chapter 5 – Incivilities reduction policing, zero tolerance, and the retreat from coproduction: weak foundations and strong pressures.</p> <p><i>ARTICLES:</i></p> <p>Black, P.J. &amp; Kari, C.J. (2010). Policing diverse communities: Do gender and minority status make a difference? <i>Journal of Ethnicity in Criminal Justice</i>, 8, 216-229.</p> <p>Meares, T.L. (2002). Praying for community policing. <i>California Law Review</i>, 90, 5, 1593-1634.</p> <p>Sampson, R J. &amp; Raudenbush, S. W. (2004). Seeing Disorder: Neighborhood stigma and the social construction of “broken windows”. <i>Social Psychology Quarterly</i>, 67, 4, 319-342.</p>
<p><b>Tuesday</b></p>	<p>Post a Week #1 Introduction where you introduce yourself, accept the conditions of the syllabus, agree to the Rules of Netiquette, and answer the question I pose. Please note that this post is required for ALL students and will be graded. The link to the Rules of Netiquette may be found under Course and University Procedures/Policies under Student Conduct or here: <a href="http://www.albion.com/netiquette/corerules.html">http://www.albion.com/netiquette/corerules.html</a>, by <b>11:59PM CST</b></p>
<p><b>Wednesday</b></p>	<p>Week 1 Discussion post due by <b>11:59PM CST</b></p>
<p><b>Thursday</b></p>	<p>Comments to your colleagues in the Week 1 Discussion, due by <b>11:59 PM CST</b></p>

<b>Friday</b>	Complete Pre-Test, by <b>11:59PM CST</b>  PowerPoint Assignment, due by <b>11:59PM CST</b>
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## Week 2

<b>Monday</b>	<p><i>TEXT:</i></p> <p>Chapter 6 – Science, values, and problem-oriented policing: why problem-oriented policing?</p> <p>Chapter 7 – Problem-oriented policing: the disconnect between principles and practice</p> <p>Chapter 8 – Old wine in new bottles: policing and the lessons of pulling levers</p> <p>Chapter 9 – Partnership, accountability, and innovation: clarifying Boston’s experiment with pulling levers</p> <p><i>ARTICLES:</i></p> <p>Corsaro, N., Hunt, E.D., Hipple, N.K., &amp; McGarrell, E.F. (2012). The impact of drug market pulling levers policing on neighborhood violence: An evaluation of the High Point Drug Market Intervention: Research note. <i>Criminology &amp; Public Policy</i>, 11, 2, 167-199.</p> <p>Kennedy, D. (1998). Pulling levers: Getting deterrence right. <i>National Institute of Justice journal</i>, 236, 2-8.</p>
<b>Wednesday</b>	Week 2 Discussion post due by <b>11:59PM CST</b>
<b>Thursday</b>	Comments to your colleagues in the Week 2 Discussion, due by <b>11:59 PM CST</b>
<b>Friday</b>	Position paper on any topic covered in Chapters 2-9 during weeks 1 or 2, <b>due by 11:59PM CST</b> to be placed in the dropbox for Assignment Week 2.

## Week 3

<b>Monday</b>	<p><i>TEXT:</i></p> <p>Chapter 10 – The case for third-party policing</p>
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	<p>Chapter 11 – Third-party policing: a critical view</p> <p>Chapter 12 – Hot spots policing as a model for police innovation</p> <p>Chapter 13 – The limits of hot spots policing</p> <p><i>ARTICLES:</i></p> <p>Buerger, M. (1998). The Politics of third-party policing. <i>Crime Prevention Studies</i>, 9, 89-116.</p> <p>Weisburd, D. (2005). Hot spots policing experiments and criminal justice research: Lessons from the field. <i>Annals of the American Academy of Political and Social Science</i>, 599, 220-245.</p> <p>Weisburd, D., Hinkle, J.C., Famega, C., &amp; Ready, J. (2011). The possible “backfire” effects of hot spots policing: An experimental assessment of impacts on legitimacy, fear and collective efficacy. <i>Journal of Experimental Criminology</i>, 7, 297-320.</p>
<b>Wednesday</b>	Week 3 Discussion post due by <b>11:59PM CST</b>
<b>Thursday</b>	Comments to your colleagues in the Week 3 Discussion, due by <b>11:59 PM CST</b>
<b>Friday</b>	Short Essay assignment due by <b>11:59PM CST</b>

#### **Week 4**

<b>Monday</b>	<p>Text:</p> <p>Chapter 14 – Compstat’s innovation</p> <p>Chapter 15 – Changing everything so that everything can remain the same: Compstat and American policing</p> <p><i>ARTICLE:</i></p> <p>Dabney, Dean. (2010). Observations regarding key operational realities in a Compstat model of policing. <i>Justice Quarterly</i>, 27, 1, 28-50.</p>
<b>Wednesday</b>	Week 4 Discussion post due by <b>11:59PM CST</b>
<b>Thursday</b>	Comments to your colleagues in the Week 4 Discussion, due by

	<b>11:59 PM CST</b>
<b>Friday</b>	Literature Review due, by <b>11:59PM CST</b>  Complete Posttest, by <b>11:59PM CST</b>

## **Week 5**

<b>Monday</b>	<i>TEXT:</i>  Chapter 16 – Evidence-based policing for crime prevention  Chapter 17 – Improving police through expertise, experiences, and experiments  <i>ARTICLE:</i>  Sherman, L.W. (1998). Evidence-based Policing. <i>Ideas in American policing</i> . Police Foundation: Washington, D.C.
<b>Wednesday</b>	Week 5 Discussion post due by <b>11:59PM CST</b>
<b>Thursday</b>	Comments to your colleagues in the Week 5 Discussion, due by <b>11:59 PM CST</b>
<b>Friday</b>	Final Examination – Two Essay Questions from the list that was provided on page 6 of this syllabus, under, “ <b>Final Examination</b> ”. <b>Due by Friday at 11:59PM CST</b>