

CRIM 510 SPRING 2024: POLICING

Thursdays (VIRTUAL – see Zoom login information on Blackboard), 4:30pm – 7:10pm

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A. COURSE OBJECTIVES AND GOALS

This graduate-level class is designed to deepen your understanding of policing, and more specifically, what we know from research and science about policing, or “evidence-based policing.” Evidence-based policing involves the supply, development, translation, and practical application of research knowledge and analysis to everyday policing actions, activities, tasks, and technologies. In this course, you will learn about the nature of policing, the evidence base for policing activities, and how existing knowledge from research is translated and institutionalized (or not) into policing practices and reforms. Some classes will also include a short live exchange with a policing leader who practices evidence-based policing related to the topic of the day.

B. COURSE ELIGIBILITY

This class is specifically designed for M.S. students in the Department of Criminology, Law and Society.

C. COURSE SCHEDULE, IMPORTANT DATES, AND HOLIDAYS

January 18, 2024	First day of class – complete reading assignment BEFORE class
February 15, 2024	EXAM #1 DUE by 7:30pm
March 7, 2024	NO CLASS due to Spring Break
March 28, 2024	EXAM #2 DUE by 7:30pm
April 25, 2024	LAST DAY of class lectures and “freebie” brief due
May 2, 2024	EXAM #3 DUE by 7:30pm

D. OFFICE HOURS/AVAILABILITY

Please feel free to email me to schedule meetings or ask questions as you see fit.

E. REQUIRED READINGS, MATERIALS, AND BLACKBOARD

One book is required for this class which is available at the bookstore and on Amazon.com: *Evidence-Based Policing: Translating Research Into Practice* (by Cynthia Lum and Christopher Koper, Oxford University Press, 2017). All other assigned readings will be freely accessible from the library’s EJOURNAL system, located at <http://library.gmu.edu/> (search and access via “Journals” button), provided links, or directly from your Blackboard (e-reserves, additional readings, etc.).

F. CLASS PARTICIPATION

This class meets by Zoom. GMU provides zoom accounts to all students (See <https://gmu.zoom.us/>). **Make sure you have Zoom on your computers before starting this class.** While this is a virtual course, it is synchronous and will be treated similarly to an in-person course. We will meet as a class on **Thursdays** from 4:30 to 7:10pm through Zoom. Please plan on attending each class (see below for in-class requirements) and **be prepared to have your video camera turned on**. This will be an active and interactive class, so please come prepared with your completed assignment, ready to engage in the “randomizer” and with each other.

G. WEEKLY BRIEFING ASSIGNMENT AND IN-CLASS PARTICIPATION (25% of your course grade)

All readings for each class must be read **before** class. **To receive full credit, all briefing assignments must be turned in by 4:15pm (before class begins each week).** Please send me your assignments by email (clum@gmu.edu) to receive full credit.

About briefing assignments: For this class, I will provide you with a set of questions for each week's readings ("briefs") that will help you understand, apply, synthesize, and keep up with the readings. All briefings are provided ahead of time on Blackboard in WORD format, so feel free to use that document to type your answers. Students must complete their assignments individually (see Section L on academic dishonesty).

Length and format of briefs: Briefs must be typed, single space, 12 point Times New Roman font, 1-inch margins. Please keep your briefs informative yet concise. A brief should not be more than 1-2 pages per reading (thus, a 2-reading assignment should be between 2-4 single-spaced pages). Please use narrative paragraph form for your briefs (no outlining). **Try not to quote from the readings but just summarize answers in your own words.**

Random selection participation and in-class discussion: The reading and briefing of every assigned article are essential to performing well in this class. To ensure briefs are completed and also for me to grade in-class participation, each briefing question will be randomly assigned to students before each class begins to answer aloud. Given the size of this class and the anticipated number of briefing questions, every student will likely be assigned at least two questions each week. **I'll send the randomizer ahead of time for the first week to help everyone get acclimated to this process.**

Grading of briefs: I will return your graded assignments the following week. Briefs are graded on a five-point scale:

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|---|---|
| 5 | Fully completed briefs with all questions answered and turned in on time. |
| 4 | 80% of the assignment was completed. |
| 3 | 60-80% of the assignment was completed. |
| 2 | 40-60% of the assignment was completed. |
| 1 | 20-40% of the assignment was completed. |
| 0 | Less than 20% of the assignment was completed. |

POINT REDUCTION: If you cannot attend class, you may still email me your brief ahead of the start of class but with a 1 point deduction of your briefing grade.

FREEBIE: Everyone will be allowed to turn in one set of briefs late for full credit. The last day you can turn in this assignment will be the last day of class, on **April 25, 2024.**

H. IN-CLASS DISCUSSION GUIDELINES

1. **Focus on scientific arguments rather than ideological ones.** I seek arguments based on research and analytic/critical thinking rather than personal opinions based on ideologies or emotions. Graduate school training is about taking that next step in learning how to move away from subjective, personal opinions ("we need to send kids to boot camps because they

need more discipline!”), and towards scientific assessments (“boot camps have shown, in replicated rigorous studies, to increase the recidivism of youth”).

2. **Be prepared.** The best way to show me you are actively engaged in the class and obtain full credit for the readings is to be prepared each week by thoughtfully completing your briefings and being ready to address all of the questions in class.
3. **Be yourself.** You don’t have to be a great public speaker to participate, and you don’t need to read your answers word-for-word from your briefs. Instead, just be yourself when you express your thoughts. Often questions do not have a single correct answer.
4. **Actively listen and show others support and respect.** Respect others by actively listening. Please turn off and put away cell phones, email, and the internet during class.
5. **Constructively participate.** In addition to your responses to briefing questions, ask your peers and me questions, and feel free to initiate discussion and debate.
6. **Give others a chance to speak and respect the diversity of ideas you hear.** Many of these topics are exciting, controversial, and important; if you have already participated in a discussion, take a breather, and let others have a turn. Enjoy the diverse viewpoints and perspectives that will naturally arise from our discussions.

I. EXAMINATIONS

Exams are scheduled according to Section C above. Exams are due no later than 7:30pm on the exam due date. You will be given the exam one week prior, after the previous class. **Please note: We do not meet on exam days.**

ALL materials – the lectures, discussion of the assignments, readings, notes, and presentations given by special guests – are fair game for examinations. All reading materials will be expected to be constructively used. Students will be expected to evoke lessons and critical thoughts from the literature, apply them to lessons learned in class, and then synthesize them for the exam.

The exams are open-book, open-note, and take-home exams. There are no make-up exams in this class, except for extraordinary circumstances. Exams are primarily anchored within each of the three sections of the class. However, you will need to have a good grasp of prior sections to do well on each exam. In that sense, the exams are generally cumulative.

J. GRADING

Briefs/in class participation 25% in total.

Three Exams Your lowest score will be weighted 20%, your highest score will be weighted 30% and your other score will be weighted 25%.

Grading scales:

95-100%	A	70-79.9%	C*
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90-94.9%	A-	Below 70%	F
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87-89.9%	B+		
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84-86.9%	B		
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80-84.9%	B-		
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*Note: for graduate studies, there are no C+, C- or D grades per GMU policy.

K. STUDENTS WITH DISABILITIES

According to GMU guidelines, all students who need accommodations for disabilities in the classroom should present a faculty contact sheet to me from the Office of Disability Services (<https://ds.gmu.edu/>). The office issues the contact sheet after a process of evaluation that determines the most appropriate accommodations for each student. The sheet lists the accommodations each student requires to maximize participation in a class and fulfill its requirements. Requests as specified in those contracts between the student and the Office of Disability services will be provided to that student.

L. ACADEMIC DISHONESTY

Here at Mason, we value academic integrity. Therefore, each of us (including your professors) has agreed to uphold the Honor Code (please read it here <https://oai.gmu.edu/full-honor-code-document/>). Please respect each other and me by refraining from such activities in this class. Examples of plagiarism and cheating can include using ideas, phrases, and quotes from articles and books without properly citing the author, using other students' reading assignments to complete your assignment, or collaborating with others to complete a take-home examination. All work in this course must be done individually. Academic dishonesty will result in dismissal from and failure of the course, and all instances will be referred to the Department Chair and University for action.

Once you read the honor code, please sign the class information sheet (see Section M, below) stating that you have read this entire syllabus and understand the requirements and honor code for this class.

M. CLASS INFORMATION SHEET ****IMPORTANT****

Please fill out this class information sheet before the first day of class (also in your Blackboard): <https://forms.gle/MQfkkaonBTL4H338>

N. WEEK-BY-WEEK COURSE OUTLINE AND READINGS

The week-by-week topics and reading assignments are below. **PLEASE READ AND HAVE THE BRIEFING ASSIGNMENTS COMPLETED BEFORE EACH CLASS.**

Here is the key to finding various readings:

“BOOK” means that this chapter is from the required book (Lum and Koper, 2017).

“EJOURNALS” means that this piece is available through the regular e-Journal system of the library.

“COURSE RESERVES” means that this piece is located on “Course Reserves” in your Blackboard.

“INTERNET” Other URL links will be provided for all other readings that are available online.

Weeks 1 – 5: Definitions, contexts, and foundations of Evidence-Based Policing

WEEK 1 (JANUARY 18): THE REALITIES OF AMERICAN POLICING

Bayley, D. (1994). “What do the Police Do?” Chapter 2 (pp. 15-35) from *Police for the Future*. New York, NY: Oxford University Press. COURSE RESERVES.

Lum, C., Koper, C. S., & Wu, X. (2021). Can we really defund the police? A nine-agency study of police response to calls for service. *Police Quarterly*, 25(3), 255-280. INTERNET: <https://journals.sagepub.com/doi/full/10.1177/10986111211035002>

WEEK 2 (JANUARY 25): WHAT IS EVIDENCE-BASED POLICING?

Lum, C. & Koper, C.S. (2017). “What is Evidence-Based Policing?” Chapter 1 (pp. 3-20) from *Evidence-Based Policing: Translating Research into Practice*. BOOK.

Sherman, L. (1998). *Evidence-Based Policing*. Ideas in American Policing Series. Washington, DC: The Police Foundation. INTERNET: <https://www.policefoundation.org/wp-content/uploads/2015/06/Sherman-1998-Evidence-Based-Policing.pdf>

WEEK 3 (FEBRUARY 1): WHAT “EVIDENCE” ARE WE TALKING ABOUT?

Lum, C. & Koper, C.S. (2017). “Which Evidence-Forms the Base for Evidence-Based Policing?” Chapter 2 (pp. 21-34) from *Evidence-Based Policing: Translating Research into Practice*. BOOK

Please also read the Week 3 Handout (in the Weekly Briefs Folder in Blackboard) on “Some types of research used in evidence-based policing.” There are no questions attached for that worksheet; but it will be used for class discussion.

SPECIAL GUEST: Prof. Christopher Koper, GMU, former research director at the Police Executive Research Forum, and Distinguished Scholar Award (Policing), American Society of Criminology

WEEK 4 (FEBRUARY 8): TRANSLATING RESEARCH FOR DIGESTION AND USE

Nutley, S.M., Walter, I., and Davies, H.T.O. (2007). “What does it mean to ‘use’ research evidence?” Chapter 2 (pp. 33 – 60) in *Using Evidence: How Research can Inform Public Services*. Bristol, UK: Policy Press. EJOURNAL – this is available through “JSTOR” database from the library. Go to library.gmu.edu→databases→JSTOR then log in, and type in the title of the chapter in the search bar for JSTOR and this will let you download the chapter freely.

Lum, C. & Koper, C.S. (2017). “Translating Research – The Evidence-Based Policing Matrix” Chapter 3 (pp. 35-55) from *Evidence-Based Policing: Translating Research into Practice*. BOOK

SPECIAL GUEST: Mr. Jim Burch, President, National Policing Institute, and Evidence-Based Policing Hall of Fame Recipient

WEEK 5 (FEBRUARY 15): EXAM 1 DUE 7:30PM

Weeks 6 – 11: The Evidence-Base of Police Strategies and Activities

WEEK 6 (FEBRUARY 22): PLACE-BASED POLICING

Lum, C. & Koper, C.S. (2017). “Place-Based Approaches and Hot Spots Policing” Chapter 4 (pp. 59-76) from *Evidence-Based Policing: Translating Research into Practice*. BOOK

Lum, C. & Koper, C.S. (2017). “The Case of Place Investigative Strategy” Chapter 12 (pp. 201 – 226) from *Evidence-Based Policing: Translating Research into Practice*. BOOK

SPECIAL GUEST: Commander Darnel Robinson, Commander of the Sixth District, Washington DC Police Department

WEEK 7 (FEBRUARY 29): PROBLEM SOLVING AND PROACTIVE POLICING (OFTEN AT PLACES)

Lum, C., Koper, C.S., Wu, X., Johnson, W.D., & Stoltz, M. (2020). Examining the empirical realities of proactive policing through systematic observations and computer-aided dispatch data. *Police Quarterly*, 23(3), 283-310. INTERNET:
<https://journals.sagepub.com/doi/pdf/10.1177/1098611119896081>

Eck, J., & Wartell, J. (1998). Improving the management of rental properties with drug problems: A randomized experiment. *Crime Prevention Studies*, Vol. 9, (pp. 161-185). Monsey, NY: Criminal Justice Press. COURSE RESERVES

SPECIAL GUEST: Major John Sumwalt, Commanding Officer of the 5th Precinct, Suffolk County (NY) Police Department

WEEK 8 (MARCH 7): NO CLASS DUE TO SPRING BREAK

WEEK 9 (MARCH 14): INDIVIDUAL-BASED AND INVESTIGATIONS STRATEGIES

Lum, C. & Koper, C.S. (2017). “Individual-Focused Strategies” Chapter 5 (pp. 77-98) from *Evidence-Based Policing: Translating Research into Practice*. BOOK

Prince, H., Lum, C., & Koper, C.S. (2021). Effective police investigative practices: An evidence-assessment of the research. *Policing: An International Journal (of Strategies and Management)*, 44(4), 683-707. EJOURNALS

WEEK 10 (MARCH 21): COMMUNITIES, NEIGHBORHOODS, AND LEGITIMACY

Lum, C. & Koper, C.S. (2017). “Neighborhood and Jurisdiction Interventions” Chapter 6 (pp. 99-110) from *Evidence-Based Policing: Translating Research into Practice*. BOOK

Also, read these short examples from *Translational Criminology Magazine*:

1. Telep, C.W., Nelson-Zagar, T., & Hibdon, J. (2016). Community Building in Hot Spots: Seattle Neighborhood Group’s Non-Police-Led Crime Prevention Approach. *Translational*

Criminology Magazine, Spring 2016 (Issue 10), 5-7. INTERNET <https://cebc.org/wp-content/uploads/2019/06/TC10-Spring2016.pdf>

2. Gill, C., Weisburd, D.L., Vitter, Z., et al. (2016). When Is Innovation Not Enough? The Importance of Organizational Context in Community Policing. *Translational Criminology, Fall 2016* (Issue 11), 4-6. INTERNET <https://cebc.org/wp-content/uploads/2019/06/TC11-Fall2016.pdf>
3. McGuire, T. (2020). Perspectives from the Field. *Translational Criminology, Fall 2020* (Issue 19), 2-3, continued on 6. INTERNET: <https://cebc.org/wp-content/uploads/2020/10/TC19-Fall2020.pdf>
4. McGuire, T., & Caliman, C. (2016). Evidence-Based Youth Mentoring Systems: Constructing Models to Address Systematic Issues Communities Face. *Translational Criminology, Fall 2016* (Issue 11), 10-11. INTERNET: <https://cebc.org/wp-content/uploads/2019/06/TC11-Fall2016.pdf>

SPECIAL GUEST: Dr. Tarrick McGuire, Deputy Chief, Arlington (TX) Police Department, and Evidence-Based Policing Hall of Fame Recipient (TBD)

WEEK 11 (MARCH 28): EXAM 2 DUE 7:30PM

Week 12 – 15: Technology & Translating and Institutionalizing Research into Policing Practices

WEEK 12 (APRIL 4): THE EVIDENCE ON POLICE TECHNOLOGY

Lum, C. & Koper, C.S. (2017). “Technology—Evidence-Based Policing Playing Catch-Up” Chapter 7 (pp. 111-130) from *Evidence-Based Policing: Translating Research into Practice*. BOOK

Lum, C., Stoltz, M., Koper, C.S., & Scherer, J.A. (2019). The Research on Body-Worn Cameras: What We Know, What We Need to Know. *Criminology and Public Policy*, 18(1), 93-118. EJOURNALS

WEEK 13 (APRIL 11): RESEARCH TRANSLATION, RECEPTIVITY, AND INSTITUTIONALIZATION

Lum, C. & Koper, C.S. (2017). “Receptivity and the Demand for Evidence-Based Policing” Chapter 8 (pp. 133-149) from *Evidence-Based Policing: Translating Research into Practice*. BOOK

Lum, C. & Koper, C.S. (2017). “Institutionalizing Research into Practice—An Introduction” Chapter 9 (pp. 150 – 156) from *Evidence-Based Policing: Translating Research into Practice*. BOOK

Lum, C. & Koper, C.S. (2017). “Incorporating Evidence-Based Policing through Professional Development” Chapter 10 (pp. 157-180) from *Evidence-Based Policing: Translating Research into Practice*. BOOK

WEEK 14 (APRIL 18): INSTITUTIONALIZING RESEARCH INTO PRACTICE: THE PLAYBOOK, CRIME ANALYSTS

Lum, C. & Koper, C.S. (2017). “The Playbook—Evidence for Everyday Patrol” Chapter 11 (pp. 181-200) from *Evidence-Based Policing: Translating Research into Practice*. BOOK

Lum, C. & Koper, C.S. (2017). “The Role of Crime Analysis in Evidence-Based Policing” Chapter 13 (pp. 227 – 238) from *Evidence-Based Policing: Translating Research into Practice*. BOOK

SPECIAL GUEST: Jamie Roush, former Head of Crime Analysis Jacksonville Sheriff’s Office and Evidence-Based Policing Hall of Fame Recipient

WEEK 15 (APRIL 25): SUPERVISION, LEADERSHIP, AND STRATEGIZING FOR EVIDENCE-BASED POLICING

Lum, C. & Koper, C.S. (2017). “Supervision, Management, Strategic Planning, and Leadership for Evidence-Based Policing” Chapter 14 (pp. 239-261) from *Evidence-Based Policing: Translating Research into Practice*. BOOK

You have already met several Hall of Fame members who were guests for this class. For this assignment, I have listed some you have not yet met:

ALSO, read ONE of the Following Halls of Fame pages for (INTERNET):

- Chief Charles Ramsey, retired, Philadelphia (PA) and Metropolitan Washington Police Departments <https://cebcp.org/hall-of-fame/charles-ramsey/>
- Chief Darrel Stephens, retired Charlotte-Mecklenburg (NC) Police Department <https://cebcp.org/hall-of-fame/hall-of-fame-darrel-stephens/>
- Chief Maris Herold, Boulder (CO) Police Department <https://cebcp.org/hall-of-fame/maris-herold/>

AND, read ONE of the Following Halls of Fame pages for (INTERNET):

- Sergeant Renee Mitchell, retired, Sacramento (CA) Police Department <https://cebcp.org/hall-of-fame/renee-mitchell/>
- Detective Inspector Michael Newman, Queensland (Australia) Police Department <https://cebcp.org/hall-of-fame/michael-newman/>
- Mr. Loren Atherley, Director of Performance Analytics & Research, Seattle Police Dept. <https://cebcp.org/hall-of-fame/loren-atherley/>

SPECIAL GUEST LEADERSHIP PANEL: Chief Rich (RJ) Johnston, Barrie Police Service (Ontario, Canada), and TBD

WEEK 16 (MAY 2) EXAM #3 DUE 7:30PM