

CRIM 595/795 SPRING 2019: EVIDENCE-BASED POLICING
WEDNESDAYS (INNOVATION HALL 131), 4:30pm – 7:10pm
Professor Cynthia Lum | clum@gmu.edu, 703-993-3421

A. COURSE OBJECTIVES AND GOALS

This class is designed to deepen your understanding of the practice of policing from an evidence-based, research-oriented lens. Evidence-based policing involves the supply, development, translation, and practical application of research knowledge and analysis to everyday policing actions, activities, tasks, and technologies. Throughout the course, you will learn about the nature of policing, the evidence-base for various styles of law enforcement, and how existing knowledge from rigorous research is translated and institutionalized (or not) into policing practices. Students will develop a critical lens to both policing practice and research.

B. CROSS LISTED COURSE AND DIFFERENT REQUIREMENTS AND TIMING

The course is cross listed as CRIM595 and CRIM795. Those in CRIM795 will be asked to read an additional study each week (denoted by “PHD/MA”), and will also have a different exam format that will reflect these extra readings. All exams for both CRIM 595 and CRIM 795 will be in-class exams.

C. COURSE SCHEDULE, IMPORTANT DATES AND HOLIDAYS

January 23, 2019	First day of class – read and complete assignment BEFORE class
February 20, 2019	EXAM #1 in class exam (Location – Innovation Hall Rm. TBD)
March 13, 2019	NO CLASS due to Spring Break
April 3, 2019	EXAM #2 in class exam (Location – Innovation Hall Rm. TBD)
May 1, 2019	LAST DAY of class lectures and “freebie” due
May 8, 2019	EXAM #3 in class exam (Location – Innovation Hall Rm. TBD)

D. OFFICE HOURS/AVAILABILITY

My office is located at **312 Research Hall, 3rd Floor**. Official office hours are on Wednesdays at 3pm before class. However, please feel free to make an appointment to meet with me at other times of mutual convenience (clum@gmu.edu or 703-993-3421). We can also do telephone meetings as well.

E. CLASS CONTRACT AND INFORMATION SHEET **IMPORTANT******

Every student needs to fill out this class contract and information sheet before the first day of class. The link to the contract is on your Blackboard, but can also be accessed at:
<https://docs.google.com/forms/d/e/1FAIpQLScxcmhDcQKnpjwVAXP3P9dATEOMYLGUkhyTOpJ8x8P6uKDrQ/viewform>

F. REQUIRED READINGS, MATERIALS AND COURSE BLACKBOARD

There is one book for this class as well as required assigned articles. The book 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 are freely accessible from the library's EJOURNAL system, which is located at <http://library.gmu.edu/> (search and access via “Journals” button), or as ERESERVES which are

accessible directly from your Blackboard. Other readings will be provided on Blackboard. You are welcome to bring a laptop to class.

G. WEEKLY BRIEFING ASSIGNMENT AND RANDOM SELECTION PARTICIPATION (25% of your course grade)

All readings are required and must be read **before** class. **All briefing assignments must be turned in at the beginning of class in hard copy.** Please bring an extra paper or electronic copy to class to take further notes upon.

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 to 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. All students must do their own briefing assignments (see Section K.)

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 3-reading assignment should be between 3-6 single-spaced pages). Please use narrative paragraph form for your briefs (no outlining). Briefs must be turned in at the beginning of each class. **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 is 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 to at least one to two questions each week. **For the first week, I'll send the randomizer ahead of time 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:

5	Fully completed briefs with all of the questions adequately answered and turned in on time.
4	All readings completed, but there are a few missing or incomplete answers.
3	Only 50-75% of the assignment was completed
2	Only 25-50% of the assignment was completed
1	Only 1 reading was attempted
0	Assignment was not turned or only a few questions were answered.

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 that you can turn in this assignment will be the last day of class on May 1, 2019.

H. IN-CLASS DISCUSSION GUIDELINES

1. **Focus on scientific arguments, rather than ideological ones.** I am seeking scientific arguments based in research, not 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 randomized controlled experiments, to increase the recidivism of youth”).

2. **Be prepared.** The best way to show me you are actively engaged in the class and to 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 answer word-for-word. Just be yourself and tell the class what you thought was the answer for a particular question. 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 while in class.
5. **Constructively participate.** In addition to your responses to briefing questions, ask questions of your peers and of me, and feel free to initiate discussion and debate.
6. **However, give others a chance to speak.** Many of these topics are exciting, controversial, and important; if you have already participated on an issue, take a breather, and let others have a turn.

I. EXAMINATIONS

ALL materials – the lectures, discussion of the assignments, readings, notes, and presentations given by special guests – are fair game for the in-class and closed-book 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 across weeks for the exam.

Examinations will be conducted in class on computers. **There are no make-up exams in this class except for very exceptional circumstances so please plan accordingly.** For the MS students, the exam will consist of short answer questions. For the PHD/MA students, the exam will be in essay format.

February 20, 2019	EXAM #1 in class exam (Location – Innovation Hall Rm. TBD)
April 3, 2019	EXAM #2 in class exam (Location – Innovation Hall Rm. TBD)
May 8, 2019	EXAM #3 in class exam (Location – Innovation Hall Rm. TBD)

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%.

95-100%	A	80-84.9%	B-	60-69.9%	D
90-94.9%	A-	77-79.9%	C+	Below 60	F
87-89.9%	B+	74-76.9%	C		
84-86.9%	B	70-74.9%	C-		

K. ACADEMIC DISHONESTY

The only way to do well on the exams and in this class is to do all of the readings and briefs, and participate in class discussions. To do this, it is important that each student read and brief each and every reading on his/her own and attend every class.

When in doubt, cite, cite, cite. It is perfectly fine to discuss and include ideas from others in your writing, but you MUST cite to those ideas, and specifically cite quotations that you use. Plagiarism of any

assignment, examination, or brief is a violation of the University's honor code and will result in immediate dismissal from and failure of the course as well as referral to the Department and University's Provost Office. Please read the next section carefully.

Here at Mason, we value academic integrity. Each of us (including your professors) have agreed to uphold the Code of Honor (see <https://oai.gmu.edu/mason-honor-code/>) concerning plagiarism and cheating. Please respect each other and me by refraining from such activities in this class. Examples of plagiarism and cheating can include such things as using ideas, phrases, and quotes from articles and books without properly citing to the author, using other student's reading assignments to complete your reading assignment, and of course, cheating during in-class examinations. All in-class examinations will be proctored. 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 this code, please sign the class agreement on the last page of this syllabus stating that you have read this information, and that you will abide by the honor code for this class, and have read this entire syllabus and understand the requirements for this class.

L. STUDENTS WITH DISABILITIES

In accordance 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 individual 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.

M. WEEK-BY-WEEK COURSE OUTLINE AND READINGS

The week-by-week topics and reading assignments are shown on the next pages. **PLEASE READ AND HAVE THE ASSIGNMENTS COMPLETED BEFORE CLASS.**

Here is the key to finding various readings:

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

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

“**ERESERVES**” means that this piece is located on E-Reserves in your Blackboard system.

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

“**ADDITIONAL READINGS**” These are documents that I provide through Blackboard under the “Additional Readings Not on eReserve” tab.

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

WEEK 1 (JANUARY 23): THE REALITIES OF 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. ERESERVE.

Lum, C. & Koper, C.S. (2017). “What is Evidence-Based Policing?” Chapter 1 from *Evidence-Based Policing: Translating Research into Practice*. Oxford, UK: Oxford University Press. **Students: for this week, ONLY READ pp. 6-12, starting with “A Starting Point...” and stopping before “Evidence-Based Policing—Another Alternative?”** BOOK.

Paoline, E. (2003). Taking stock: Toward a richer understanding of police culture. *Journal of Criminal Justice*, 31(3), 199–214. EJOURNALS

PHD/MAs – There are no additional reading for CRIM 795 for this week.

WEEK 2 (JANUARY 30): THE NATURE OF POLICING IN THE CONTEXT OF EVIDENCE-BASED POLICING

Bayley, D. & Bittner, E. (1984). Learning the Skills of Policing. *Law and Contemporary Problems*, 47(4), 35-59. EJOURNALS

Sherman, Lawrence. (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>

Lum, C. & Koper, C.S. (2017). “What is Evidence-Based Policing?” Chapter 1 from *Evidence-Based Policing: Translating Research into Practice*. Oxford, UK: Oxford University Press. BOOK. **Students: for this week, read the entire chapter minus what you read in Week 1.**

PHD/MA ONLY: Sherman, L.W. (1984). Experiments in Police Discretion: Scientific Boon or Dangerous Knowledge? *Law and Contemporary Problems*, 47(4), 61-81. EJOURNALS

WEEK 3 (FEBRUARY 6): 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*. Oxford, UK: Oxford University Press. BOOK

Lum, C. & Kennedy, L.W. (2012). In Support of Evidence-Based Approaches: A Rebuttal to Gloria Laycock. *Policing*, 6(4), 317-323. EJOURNALS

PHD/MA ONLY: Weisburd, David, Cynthia Lum, and Anthony Petrosino. (2001). Does Research Design Affect Study Outcomes in Criminal Justice? *Annals of the American Academy of Political and Social Sciences* 578: 50-70. EJOURNALS

WEEK 4 (FEBRUARY 13): 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. ERESERVES.

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*. Oxford, UK: Oxford University Press. BOOK

PHD/MA ONLY: Petrosino, A., Boruch, R.F., Farrington, D.P., Sherman, L.W., & Weisburd, D. (2003). Toward Evidence-Based Criminology and Criminal Justice: Systematic Reviews, the Campbell Collaboration, and the Crime and Justice Group. *International Journal of Comparative Criminology*, 3, 42-61. ADDITIONAL READINGS

WEEK 5 (FEBRUARY 20): EXAM 1

Weeks 6 – 11: The Evidence-Base of Police Strategies and Activities
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WEEK 6 (FEBRUARY 27): PLACE-BASED, PROBLEM-SOLVING, AND PROACTIVE 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*. Oxford, UK: Oxford University Press. BOOK

Sherman, Lawrence and David Weisburd. (1995). General Deterrent Effects of Police Patrol in Crime “Hot Spots”: A Randomized, Controlled Trial. *Justice Quarterly* 12(4): 625-648. EJOURNALS

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. E-RESERVES

PHD/MA ONLY: Taylor, B., Koper, C. S., Woods, D. J. (2011). A randomized controlled trial of different policing strategies at hot spots of violent crime. *Journal of Experimental Criminology*, 7(2): 149-181. EJOURNALS

WEEK 7 (MARCH 6): INDIVIDUAL-BASED STRATEGIES

Lum, C. & Nagin, D. (2017). **ONLY READ pp. 344-348**: I. The Function and Costs of Arrest. (Excerpt from “Reinventing American Policing: A Seven-Point Blueprint for the 21st Century.” *Crime and Justice*, 46, 339-393. ADDITIONAL READINGS

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

Braga, A.A. & Dusseault, D. (2018). Can Homicide Detectives Improve Homicide Clearance Rates? *Crime and Delinquency*, 64(3), 283-315. EJOURNALS

PHD/MA ONLY: Braga, Anthony, David M. Hureau, and Andrew V. Papachristos. (2014). Deterring Gang-Involved Gun Violence: Measuring the Impact of Boston's Operation Ceasefire on Street Gang Behavior. *Journal of Quantitative Criminology* 30:113-139. EJOURNALS

WEEK 8 (MARCH 13): NO CLASS DUE TO SPRING BREAK

WEEK 9 (MARCH 20): 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*. Oxford, UK: Oxford University Press. BOOK

Gill, C., Weisburd, D., Telep, C., Vitter, Z., Bennett, T. Community-oriented policing to reduce crime, disorder and fear and increase satisfaction and legitimacy among citizens: A systematic review. *Journal of Experimental Criminology* 10: 399-428. EJOURNALS

Gill, C., Weisburd, D., Vitter, Z., Gross-Shader, C., Nelson-Zagar, T., and Spain, L. (2016). When Is Innovation Not Enough? The Importance of Organizational Context in Community Policing. *Translational Criminology* (Fall 2016, pp. 4-6). INTERNET <http://cebcp.org/wp-content/TCmagazine/TC11-Fall2016>

PHD/MA ONLY: Nagin, D. & Telep, C.W. Procedural Justice and Legal Compliance. *Annual Review of Law and Social Science*, 13, 5-28. EJOURNALS

WEEK 10 (MARCH 27): 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*. Oxford, UK: Oxford University Press. BOOK

Koper, C.S., and Lum, C. (2018). Research in Brief: Effectiveness of License Plate Readers for Patrol, and Investigations. *Police Chief*, 85(9), 14–15. INTERNET: <http://www.policechiefmagazine.org/research-in-brief-effectiveness-of-license-plate-readers-for-patrol-and-investigations/?ref=6b9b3ee9cd903f77fb2acee4a203e303>

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

PHD/MA ONLY: Ariel, B., Sutherland, A., Henstock, D., Young, J., Drover, P., Sykes, J., Megicks, S., & Henderson, R. (2016). Report: increases in police use of force in the presence of body-worn cameras are driven by officer discretion: a protocol-based subgroup analysis of ten randomized experiments. EJOURNALS

WEEK 11 (APRIL 3): EXAM 2

Week 12 – 16: Translating and Institutionalizing Research into Policing Practices

WEEK 12 (APRIL 10): 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*. Oxford, UK: Oxford University Press. 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*. Oxford, UK: Oxford University Press. BOOK

PHD/MA ONLY: Telep, C. (2017). Police Officer Receptivity to Research and Evidence-Based Policing: Examining Variability Within and Across Agencies. *Crime and Delinquency*, 63(8), 976-999. EJOURNALS

WEEK 13 (APRIL 17): INSTITUTIONALIZING RESEARCH INTO PRACTICE: PROFESSIONAL DEVELOPMENT AND THE PLAYBOOK

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*. Oxford, UK: Oxford University Press. BOOK

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*. Oxford, UK: Oxford University Press. BOOK

PHD/MA ONLY: Lum, C., Koper, C.S., Wu, X., Johnson, W., & Stoltz, M. (2018). *The Proactive Policing Lab: Final Report*. **READ ONLY Executive Summary and Chapter 3**. ADDITIONAL READINGS

WEEK 14 (APRIL 24): INSTITUTIONALIZING RESEARCH INTO PRACTICE: CASE OF PLACES AND CRIME ANALYSIS

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*. Oxford, UK: Oxford University Press. 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*. Oxford, UK: Oxford University Press. BOOK

PHD/MA ONLY: Taylor, B. & Boba, R., with Egge, J. (2011). *The Integration of Crime Analysis into Patrol Work: A Guidebook*. U.S. Department of Justice, Office of Community Oriented Policing Services.

WEEK 15 (MAY 1): 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*. Oxford, UK: Oxford University Press. BOOK

Lum, C. & Koper, C.S. (2017). "Translational Criminology—Ideas for Researchers" Chapter 15 (pp. 265-278) from *Evidence-Based Policing: Translating Research into Practice*. Oxford, UK: Oxford University Press. BOOK

PHD/MA ONLY: Lum, C. & Nagin, D. (2017). Reinventing American Policing: A Seven-Point Blueprint for the 21st Century. *Crime and Justice*, 46, 339-393. ADDITIONAL READINGS.

WEEK 16 (MAY 8): EXAM #3