The aim of this course is to show how police can translate and apply research to improve the outcomes of their decision-making. The focus of the research is on the “Triple-T” of evidence-based policing: targeting, testing and tracking the use of police resources.

This course is not about bloodstains, fingerprints, or DNA. It is not about the reliability of eyewitness testimony. It is not about forensic evidence of any kind. It is about the broader idea of evidence in logical reasoning: what are the facts that support any opinion?

What the title of this course means by evidence is what any scholar means by that word. From historians to physicists, to psychologists and engineers, all scholars speculate, theorize, and make predictions based on their opinions. But they also respect the difference between opinions and facts. Politicians in democracies, and lawyers in courts of law, may cite facts selectively to support an opinion. Scholars and judges, by contrast, are obliged by their ethics to consider all the facts, objectively, in deciding what to conclude.

This course is about systematic evidence on what works in policing, what doesn’t, and what is promising. It is about how police officers and organizations can create and use strong evidence derived from good research—done by police themselves as well as by universities. It is about the idea that research can transform and professionalize policing.

**Requirements.** The course requires students to
- attend all seminars,
- read all assigned materials before each seminar,
- watch short video discussions in class with instructor commentary
- discuss the reading and video materials during the seminars
- take a short-answer test at the end of most seminars,
- write a 2500-word paper proposing an evidence-based method of targeting, testing or tracking police resources.

**Grading.** Grades will be based on the following work elements in the indicated proportions:
- Class participation (50%)
- Written paper (25%)
- Average of in-class short answer test scores across the best 12 out of 15 tests (25%)
Paper. The paper should be a proposal for using evidence-based policing in a police agency. Please select ONE of the three following possible topics:

1. TARGETING: Please select one of the following units of analysis in doing police work, and devise a new system for listing every unit, scoring every unit in an ordered way (from highest to lowest), ranking the units from highest to lowest, and using the list to make decisions about allocating either uniformed patrols, criminal investigation, or some other police activity:
   --People who have been previously arrested
   --People who have been repeatedly victimized by crime
   --Street addresses where crime or disorder is reported to occur
   --Street segments where crime or disorder is reported to occur
   --Time of day or day of the week when crime or disorder occurs
   --Offenders who recruit first offenders as their co-offenders (recruiters)

2. TESTING: Design a test of the effects of a police practice on an outcome of policing, with a 500-word section for each of the following section headings:
   a. The Practice to Be Tested: A Description of Elements and Delivery
   b. How the practice is targeted: units of analysis.
   c. How the practice is measured.
   d. A Fair Comparison: How to Create a Control Group
   e. Analyzing the outcome: comparing the practice to not using the practice.

3. TRACKING: Design a system for tracking the delivery of an important police service in a context in which the provision of the police service is not directly observed by supervisors. Please write a 500-word section for each of the following section headings:
   a. What is to be Tracked and Why?
   b. How the practice can be measured.
   c. How the measures can be fed back periodically to those who deliver the service.
   d. How corrections can be made when the service is lacking in quantity or quality.
   e. How Tracking this police service can improve the outcomes of police work.

Readings: All students will receive a free copy of POLICING DOMESTIC VIOLENCE (1992) and several hard copy reprints. All other readings will be available by PDF.

Schedule and Readings

1. Monday, January 25
   Title: Snow Day!
   Readings:
   c. Sherman, 1998. Evidence-Based Policing
2. Monday, February 1
Title: Targeting, Testing and Tracking in Policing: The Triple-T
Video: Milestones in EBP, numbers 5, 4
Readings:
a. Sherman and Strang 2015 “EBP in 100 Milestones”
c. Drover and Ariel, 2015 “Leading an Experiment in Body-Worn Video”

3. Monday, February 8
Title: Targeting Police Resources
Video: Milestones in EBP No. 6
Readings:

4. Monday, February 15
Title: The Crime Harm Index
Video: Milestones in EBP, number 7
Readings:
Sherman, Neyroud & Neyroud 2016 “Cambridge Crime Harm Index.”

5. Monday, February 22
Title: Testing Police Practices: RCTs, QEDs and SRs
Video: Milestones in EBP no. 12
Readings:
c. Petrosino et al 2001 “Scared Straight Programs.”

6. Monday, February 29
Title: Tracking Police Activities
Video: Milestones in EBP No. 23

7. Monday, March 7
Title: Policing Domestic Violence With Triple-T
Video: Milestones in EBP 24, 25
Readings:
a. Sherman, 1992 Policing Domestic Violence
b. Sherman and Harris, 2014 “Victim Mortality.”

Monday March 14: Spring Break
8. Monday, March 21  
   Title: **Targeting Hot Spots and Harm**  
   Video: Milestones in EBP No. 10  
   Readings:  
   b. Weisburd et al 2004 Seattle Hot Spots

9. Monday, March 28  
   Title: **Testing Place-Based Policing**  
   Video: Milestones in EBP, Nos. 16 and 18  
   Readings:  
   b. Sherman & Weisburd, Minneapolis Hot Spots Experiment  
   c. Koper 1995 “Just Enough Police Presence”  
   e. Sherman and Rogan, 1995 Crack House Experiment  
   f. Sherman and Rogan, KC Gun Experiment (continued into April 4 as needed)

10. Monday, April 4  
    Title: **Testing Displacement Theory**  
    Video: Milestones in EBP, no. 17  
    Readings:  
    Weisburd et al, 2006 “Does Crime Just Move Around the Corner?”

11. Monday, April 11  
    Title: **Policing for Legitimacy with EBP**  
    Video: Milestones in EBP Nos. 11, 21, 22  
    Readings:  
    a. Mazerolle et al 2013a,  
    b. Mazerolle 2013b;  
    c. Tyler et al 2007;  

12. Monday, April 18  
    Title: **EBP of Offenders**  
    Video: Milestones in EBP Nos. 8, 13, 14  
    Readings:  
13. Monday, April 25  
Title: **EBP for Offenders and Victims: Restorative Justice Conferences**  
Videos: Milestones in EBP No. 9, 15; A Robbery Conference in London  
Readings:  

14. Monday, May 2  
Title: **EBP for Investigating Crime and Catching Criminals**  
Video: Milestones in EBP No. 19  
Readings:  
b. Eck, 1979 “Burglary Investigation Decision Model”

15. Monday, May 9  
Title: **Tipping Points of Evidence-Based Policing**  
Video: Milestones in EBP No. 26  
Readings:  
a. Sherman, 2015 “Towards Tipping Points in EBP”  
A Bibliography of Evidence-Based Policing


*Criminology* 51: 33-63.


Murray, Alex, Katrin Muller-Johnson and Lawrence W. Sherman (2015). Murray, Alex, Katrin Mueller-Johnson, and Lawrence W. Sherman. "Evidence-Based Policing of UK 16


http://www.policeforum.org/assets/docs/Free_Online_Documents/Technology/combating%20auto%20theft%20in%20arizona%20-%20a%20randomized%20experiment%20with%20lpr%20technology%202011.pdf


