Although it is impossible to review all issues related to policing within one semester, this course will provide a foundation and context within which to assimilate such topics. In particular, it will first focus on the historical roots and strategic evolution of policing in the United States. Then, it will investigate the shift towards community policing, as well as review other innovations in policing. It will also consider the evidence-base for different policing tactics and the extent to which police can reduce crime.

**READING MATERIALS:**

- Selected articles and excerpts on the CCJS share drive.

**GRADING SCHEMA:**

- Final Paper: 35%
- Paper Outline and Annotated Bibliography: 10%
- Paper Presentation: 15%
- Exam: 25%
- Class Participation: 15%

**Final Paper:** The paper, which can take the form of a literature review or a research proposal, provides every student with two potential pathways: (1) write a paper on a policing topic that we do not have the opportunity to cover in class, but is of substantive interest; or, (2) select a topic from class discussions and expand on it in a meaningful and novel way. In either case, the paper should be 25-40 pages in length and in APA format.
I will grade papers based on the persuasiveness of the thesis, style, accuracy, and cohesion. I will review complete rough drafts of the papers up until November 23.

**Paper Outline and Annotated Bibliography:** With the aim of ensuring an “early start” on a paper that is on the correct pathway, all students must submit an outline of the proposed paper, as well as a working bibliography with at least 5 annotated sources. The annotations should be two paragraphs for each citation. The first should be an abstract of the source, while the second should explain the purpose of including this source in your paper.

**Paper Presentation:** The end of the semester provides an opportunity for all students to share their research. The presentation should be in Power Point format and be approximately 12 minutes in length. More specific guidelines will be provided later in the semester.

**Exam:** This will be an essay exam that investigates your mastery of the readings and class discussions in the previous weeks.

**Class Participation:** Since this class operates as a seminar, participation is vital. Students are expected to share their perspectives on the reading in a manner that illustrates critical thinking.

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**CLASS POLICIES:**

- **Attendance:** On May 10, 2011, the Campus Senate amended the University of Maryland Policy for A Student’s Medically Necessitated Absence from Class V-100 (G). Under this new policy, instructors are expected to accept as an excused absence a self-signed note from a student who has missed a single lecture, recitation, or laboratory, attesting to the date of the illness. This note must also contain an acknowledgement by the student that the information is true and correct and that providing false information is prohibited under the Code of Student Conduct. The student is also obligated to make a reasonable attempt to inform the instructor of his/her illness in advance. A student is allowed only ONE self-signed note per class for the semester, but this DOES NOT apply to days of major grading events (the day of the midterm and your presentation). Please note that multiple unexcused absences will affect your participation grade.

- **Missed Deadlines/Late Assignments:** Extensions for papers or presentations will not be given except in cases of a medical or family emergency. Accompanying written documentation is required. If a completed assignment is late without my prior approval, it will lose one letter grade for every day that is past the due date.

- **Academic Integrity:** Academic dishonesty will not be tolerated in any form and any violations will be reported to the Office of Judicial Programs. Academic dishonesty includes cheating, fabrication of information used in assignments, plagiarism, and knowingly facilitating the academic dishonesty of another.
CLASS SCHEDULE

- **August 31:** *The Roots of Policing*
  
  **Readings:**

- **September 7:** Labor Day Holiday – No Class

- **September 14:** *Diverging Paths, Politics and Change*
  
  **Readings:**

- **September 21:** *The Professional Era*
  
  **Readings:**

- **September 28:** *Changing Perspectives*
  
  **Readings:**

***PAPER OUTLINE AND ANNOTATED BIBLIOGRAPHY DUE AT BEGINNING OF CLASS***

**Readings:**
- **October 5:** *Broken Windows and Order Maintenance*

  **Readings:**
  Kelling, & Coles “Fixing Broken Windows”; Chapters 4 & 5 from the Weisburd and Braga text.

- **October 12:** *Community Policing*

  **Readings:**

- **October 19:** *Issues Related to Community Policing*

  **Readings:**

- **October 26:** *In-class exam*

- **November 2:** *Police Legitimacy*

  **Readings:**
- **November 9**: *A Closer look at POP and Hot Spots*

  Readings:
  Chapters 6, 7, 12 & 13 in the Weisburd and Braga text

- **November 16**: *Other Innovations in Policing*

  Readings:
  Chapters 8-11 in the Weisburd and Braga text; Ariel et al. (Forthcoming). “The Effect of Police Body-Worn Cameras on Use of Force and Citizen’s Complaints Against the Police: A Randomized Controlled Trial”, *Journal of Quantitative Criminology*.

- **November 23**: *What Works in Policing*

  Readings:
  Chapters 16, 17 & 18 in the Weisburd and Braga text

- **November 30 & December 7**: *Student Presentations*

***FINAL PAPERS DUE BY 2pm ON 12/14. Papers will be considered late after 2pm.*