COURSE OVERVIEW:
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 end with a discussion on whether the United States is again progressing through a strategic policing change.

READING MATERIALS:

- Selected articles and excerpts.

GRADING SCHEMA:

- Final Paper: 35%
- Paper Outline and Annotated Bibliography: 10%
- Paper Presentation: 10%
- Midterm Exam: 25%
- Class Participation: 20%

**Final Paper**: The paper 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 literature reviews 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 April 26.

**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.

**Midterm 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. In addition, every student will be responsible for leading a discussion within one class based on the relevant materials.

**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

- **January 23: Introductory Class**

- **January 30: The Roots of Policing**

  Readings:

- **February 6: Diverging Paths, Politics and Change**

  Readings:

- **February 13: The Professional Era**

  Readings:

- **February 20: Changing Perspectives**

  Readings:
- **February 27:** *Broken Windows and Order Maintenance*

***Paper Outline and Annotated Bibliography Due at Beginning of Class***

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

- **March 6:** *Community Policing*

Readings:

- **March 13:** *Midterm Exam*

- **March 27:** *Issues Related to Community Policing*

Readings:

- **April 3:** *Legitimacy*

Readings:
- **April 10:** *A Closer look at POP and Hot Spots*

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

- **April 17:** *Other Innovations in Policing*

  **Readings:**
  Chapters 8-11 in the Weisburd and Braga text

- **April 24:** *What Works?*

  **Readings:**
  Chapters 16, 17 & 18 in the Weisburd and Braga text; Chapter 8 (Policing Chapter) in the 1997 “What Works” Maryland Report: [http://www.ncjrs.gov/works/chapter8.htm](http://www.ncjrs.gov/works/chapter8.htm)

- **May 1:** *The Future of Policing?*

  **Readings:**

- **May 8:** *Student Presentations*

***FINAL PAPERS DUE BY 12pm ON 5/15. Papers will be considered late after 12pm.***