The general aim of this course is to help students develop systematic knowledge and skill about the design and testing of innovations in the public sector, using criminal justice agencies and policies as the focus. The specific objectives of the course include the following:

1) To examine the political, scientific and leadership factors leading to recent criminal justice innovations: where good ideas come from and how they get adopted or endorsed.
2) To critically explore the planning and delivery of implementation of innovations, understanding both failures and successes in implementing change.
3) To critically explore the measurement of both implementation and impact of innovations.
4) To examine the connection between evidence and decisions after innovations are formally adopted.

The course addresses these questions with an emphasis on where good ideas come from, within the framework of Evidence-Based Policy-making (Sherman, 1998):

1) The major *patterns* of societal and personal *problems* the system confronts
2) What is known about the *causes and distributions* of those patterns
3) *How* we can invent new ideas and learn whether they work better than current practices, and
4) *How* we can use research to improve practice.

**Requirements.** The course requires students to attend all seminars, to read all assigned materials before each seminar, to discuss the reading materials during the seminar at an advanced level of analysis, to write a paper, and to make a 15-minute powerpoint presentation summarizing the paper in class on November 9, 2012.

**Grading.** Grades will be based on the following work elements in the indicated proportions:

- Class participation (50%)
- Written paper (25%)
- Oral Presentation (25%)

**Class Medium.** Class meetings will be held both face-to-face and by VOIP.
**Paper.** The paper should be a proposal for developing and testing a criminal justice innovation in an agency setting. The innovation can be a refinement on current practices or an entirely brand new idea. The paper should not exceed 6,000 words (excluding references and graphics). It should have three parts:

1) Diagnosis: the extent, distribution and causes of the problem to be managed
2) Design: The logical, theoretical and evidentiary rationale for an innovation
3) Proposal: detailed description of the innovation and the proposed implementation and evaluation design.

**Readings:** Each student should purchase a copy of WHERE GOOD IDEAS COME FROM: THE NATURAL HISTORY OF INNOVATION, by Steven Johnson (2010). All students will receive a free copy of POLICING DOMESTIC VIOLENCE (1992) and several reprints. All other assigned readings will be available by PDF.

**Schedule and Readings**

1. Friday, August 31  
   **Title:** Perspectives on Innovation: Ideas and Sources  
   **Readings:** Steven Johnson, *Where Good Ideas Come From* (2010)  

2. Monday Sept. 10 **Levels and Causes of Innovations**

3. Friday Sept. 14  
   **Title:** Weak Links in the Chain: Theories, Causes, Solutions, Interventions  
   **Readings:** Sherman, IDB Monograph  
   CRIMINOLOGY AND PUBLIC POLICY, 2011 (issue 1)  
   Sherman, Crackdowns paper (1990)  
   Koper, Just Enough Police Presence 1995  
   Wikstrom, et al; *Breaking Rules* chapter

4. Friday, September 21  
   **Innovations in Policing, Prosecution and Sentencing: Risk and Harm**  
   **Readings:** Sherman, “The Power Few” JEC 2007  
   Sherman, Attacking Crime, 1992  
   Reiss, Co-Offending (C&J 1988)  
   Reiss, NIJ 1985

5. Friday, September 28  
   **Title:** How We Can Learn What Works: RCTs, QEDs and SRs  
   **Readings:** Berk, JEC, 2007  
   Sherman, 1997  
   Berk, JEC 2010  
   Barnes et al JEC 2010  
   Campbell Review of Second Responders for DV
Campbell Review of CCTV
Campbell Review of POP
Campbell Review of Hot Spots Policing

6. Friday, October 5
Title: **Getting Research Into Practice: Evidence-Based Policy-making**
Readings: Sherman, Evidence-Based Policing (1998)
Lum, Research Matrix, JEC
Sherman, Evidence and Liberty (C&CJ 2009)

7. Friday October 12
**Domestic Violence: Evidence and Practice**
Readings: Sherman, Policing Domestic Violence
NIJ Maxwell et al
Garner, Fagan & Maxwell

8. Friday Oct. 19
Title: **Against EBP: The Harvard Critique**
Readings: Sparrow, 2011; Weisburd & Neyroud Reply
JRCD critique 2001
Moore, 1992
Reiss, 1992

9. Friday Oct. 26
Title: **Places and Displacement**
Readings: Sherman & Weisburd, Minneapolis Hot Spots Experiment
Ratcliffe, CRIMINOLOGY, 2011
Taylor, Koper, et al JEC 2011
Sherman and Rogan, 1995 Crack House Experiment
Sherman and Rogan, KC Gun Experiment

10. Friday November 2
Title: **Evidence-Based Prosecution**
Readings: Offender-Desistance Policing
Low-Intensity Supervision Experiment

11. Friday, November 9 10-1
Title: Class Presentations

12. Friday November 9 2-5 Class Presentations

Friday, Nov. 16—ASC no class

Friday, November 23—Thanksgiving—no class

Friday, November 30—Instructor in Australia—class does field observations
13. Friday Dec. 7  
Title: **Restorative Justice**: Research as Development  
Readings: Braithwaite, RJ and Responsive Regulation (2002)  
          Sherman & Strang, RJ: The Evidence  
          Strang and Sherman, 2012: Draft Campbell Review  
          Sherman, et al, JEC 2005  
          Sherman & Strang, JEC 2010

14. Friday Dec. 14  
Title: **Summary and Skills**  
Readings: Evidence-Based Management text selections (TBA)