

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: CRIMINOLOGY AND CRIMINAL JUSTICE	COLLEGE: DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER: CJE 6426	CURRENT COURSE TITLE: POLICE AND THE COMMUNITY
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2012	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: POLICE RESEARCH, POLICY, AND PRACTICE  CHANGE PREFIX FROM: _____ TO: _____  CHANGE COURSE NO. FROM: _____ TO: _____  CHANGE CREDITS FROM: _____ TO: _____  CHANGE GRADING FROM: _____ TO: _____  CHANGE DESCRIPTION TO: THIS COURSE EXAMINES THE FACTORS OF RECENT POLICE INNOVATION AND CRITICALLY EXPLORES THE EFFECTS CRIME AND DISORDER THROUGH RESEARCH.	CHANGE PREREQUISITES/MINIMUM GRADES TO*:   CHANGE COREQUISITES TO*:   CHANGE REGISTRATION CONTROLS TO:   *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
<b>Attach syllabus for ANY changes to current course information.</b>	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each.

Faculty contact, email and complete phone number: Dr. Rachel Santos, [rboba@fau.edu](mailto:rboba@fau.edu), 561-297-3240

<b>Approved by:</b> Department Chair: <u>  <i>Khi V. Vioe</i>  </u> College Curriculum Chair: <u>  <i>[Signature]</i>  </u> College Dean: <u>  <i>[Signature]</i>  </u> UGPC Chair: _____ Graduate College Dean: _____	<b>Date:</b> <u>  3/15/12  </u> <u>  3-15-12  </u> <u>  3/15/12  </u> _____ _____	<b>ATTACHMENT CHECKLIST</b> ♦Syllabus (see guidelines for requirements: <a href="http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php">http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php</a> )  ♦Written consent from all departments affected by changes
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**Florida Atlantic University**  
**School of Criminology and Criminal Justice**  
**CJE 6426 POLICE RESEARCH, POLICY, AND PRACTICE (3 Credits)**  
**Dr. Rachel Boba Santos**

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**Syllabus**

**Office:** SO 2<sup>nd</sup> Floor, Criminal Justice Office  
**Office Hours:** By appointment from 4:30 to 5:30 pm on class days  
**Office Phone:** 561-297-3240  
**Email:** [rboba@fau.edu](mailto:rboba@fau.edu)  
**Readings:** See List of Readings below.

**Course Objectives:** Over the last decade, there has been a revolution in police practices and policies on strategies that address crime reduction and prevention. During the same period, police research has also advanced at a rapid pace. This course examines the factors that have led to recent police innovation and critically explore the effects of such policies on crime and disorder, on research practices, as well as unintended consequences on the community and the police organization.

**Course Outcomes:** Students will understand and evaluate research studies related to this topic. They will think critically about how police can and have been shown to be effective in reducing crime in communities. They also will be able to conduct a literature review and formulate an argument based on the results.

**Class Professionalism:** You are responsible for your participation and success in this class. All interaction should be done with professionalism in your attitude, behavior, appearance, correspondence, and in the quality of your work. You should act as though you are working with colleagues in a criminal justice agency or a research organization.

**Use of Technology:** Emails sent to the professor should ALWAYS be sent from your MYFAU account (the professor will not respond to other email addresses). You should sign your full name at the end of each email and treat them as professional memoranda using correct capitalization, punctuation, grammar, etc. In addition, you are responsible for the successful delivery of any electronic correspondence to the professor or on Blackboard. That is, you should not assume the professor has received your email until you receive a response, and you should always double check Blackboard when you post anything. Technology not working is not an excuse for missing an assignment, so you should allow plenty of time BEFORE an assignment is due to account for any problems that may arise with the technology. When the professor sends you an email request or responds to your email, you should always send a reply confirming you have received the email as well.

**OWL Card:** You must have an OWL Card to access the FAU Library (through EZproxy) from home.

**Florida Atlantic University**  
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**CJE 6426 POLICE RESEARCH, POLICY, AND PRACTICE (3 Credits)**  
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---

**Class Requirements:** There are 500 points in the class with the following breakdown. A description of each category is included in the following pages.

Participation:	20 points
Blackboard Assignments:	150 points
In Class Assignments:	50 points
Paper outline:	50 points
Final paper:	200 points
<u>Paper abstract:</u>	<u>30 points</u>
Total:	500 points

**Participation (20 points):** Participating in online or in class discussion is important in a graduate level course. A professional level of discussion is expected of all students. This includes asking questions of other class members and challenging each other's points of view. All arguments should be supported with facts or theory and are not just "your opinion." In any discussion, courtesy toward classmates and the professor is expected, including not interrupting, making one's point short, not dominating or cutting off others. Participation points will be given at the end of the course based on your in class and Blackboard participation (when relevant).

**Blackboard Assignments (150 points):** There are reading assignments for each week of the class. For the Blackboard Assignments, you will prepare a write up of two main conclusions of each article assigned. There are five Blackboard assignments worth 30 points each for a total of 150 points. See course schedule below for specific due dates of each assignment. These will be turned into Blackboard before 6:00 pm on the day they are due. No late assignments will be accepted, which means any assignment turned in on Blackboard after 6:00 pm on the due date or not turned into Blackboard will receive a zero. An additional handout will provide the specific guidelines for completing these assignments.

**In Class Assignments (50):** At the beginning of selected classes, the professor will provide you with one to two critical thinking questions based on the readings you have done in the class up to that date, but will focus primarily on the reading assignments due that week. The questions will be handed out at the beginning of class, and you will have 20-30 minutes (depending on the questions) to hand write the answers using any articles or resources you have on hand. Each assignment is worth 10 points for a total of 50 points and will be graded on the thoughtfulness and substance of your answer. Please bring notebook paper to use for these answers and write legibly, as an illegible answer can not be graded. There are no make ups for these assignments, if you miss class. If you arrive late to class, you will only get the remaining time to complete your answer (i.e., not the full 20 or 30 minutes).

**Florida Atlantic University**  
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---

***Paper (280 points):*** The class paper will include a comprehensive, organized literature review on a topic dealing with police effectiveness that presents two sides of an issue (e.g., pro and con). As part of the paper, you will choose a side and provide evidence why you think it is better. You may use a topic that is covered in class about police effectiveness as well as other topics related to police strategies for crime reduction and prevention. However, general topics that are not acceptable include: constitutional issues (e.g., probable cause, search and seizure), police personnel issues (recruitment, hiring, training, promotion, or testing of police personnel); the organizational structure of police agencies; terrorism; or police-community relations. The following are four distinct tasks that make up the paper assignment (see due dates for each in the class schedule below):

1. ***Paper Topic Approval (no points):*** All paper topics must be approved by the professor, and can only be changed with permission of the professor. Guidelines for the process of your paper topic approval will be provided in a separate handout.
2. ***Outline and References (50 Points):*** You will prepare an outline and list of references for your paper topic in the middle of the semester once your topic has been approved. More information will be provided about the guidelines for this assignment at a later time.
3. ***Final Paper (200 Points):*** The final paper will be about 20 and 25 pages and will utilize between 15 and 20 references. It will be due on the final day of class. More information will be provided about the guidelines of the paper at a later time.
4. ***Paper Abstract (30 points):*** You will write a brief overview of your paper (between 300 and 500 words) summarizing each side of the issue you selected as well as the position you have taken and why. More information will be provided about the guidelines of the paper at a later time.

**Florida Atlantic University**  
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**Course Schedule:** This course is web assisted and as noted previously, weekly assignments may be completed in class or turned in over Blackboard. The following is the assignment schedule. In class assignments are denoted as IC and Blackboard Assignments as BB. Paper assignments due dates are also listed. All Blackboard Assignments and Paper Assignments are due by 6:00 pm on the listed due dates.

<u>Week</u>	<u>Assignment(s) Due</u>
1	None
2	Assignment #1 (BB)
3	None
4	Assignment #2 (IC)
5	Final Paper Topic Approval (BB)
6	Assignment #3 (BB)
7	Assignment #4 (IC)
8	Paper Outline (BB)
9	Assignment #5 (BB)
10	Assignment #6 (IC)
11	Assignment #7 (BB)
12	Assignment #8 (IC)
13	Assignment #9 (BB)
14	Assignment #10 (IC)
15	None
16	Paper Abstract (IC only) and Final Paper (BB)

**Readings:** They can be accessed and downloaded through FAU's Library unless otherwise noted. You need to have an OWL Card in order to access the library (through EZproxy) from your home computer. Two documents will be provided by the professor and posted on Blackboard as noted.

**Week 1: None**

**Week 2: Police Structure and Organization (Assignment #1 BB)**

1. Cordner, G. (2011). The architecture of US policing: Variations among the 50 states. *Police Practice and Research, 12* (2), 107-119.
2. Mastrofski, S.D., & Willis, J.J. (2010). Police organization continuity and change: Into the twenty-first century. *Crime and Justice, 39* (1), 55-144.

**Florida Atlantic University**  
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**CJE 6426 POLICE RESEARCH, POLICY, AND PRACTICE (3 Credits)**  
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**Week 3: Police Effectiveness**

3. Sherman, L. W. (1998). *Evidence-based policing: American ideas in policing*. Washington, DC: Police Foundation.  
Source: <http://www.policefoundation.org/pdf/Sherman.pdf>
4. Boba, R. (2010). A practice-based evidence approach in Florida. *Police Practice and Research, 11*, 122-128.

**Week 4: Police Effectiveness (Assignment #2 IC)**

5. Weisburd, D., & Eck, J. (2004). What can police do to reduce crime, disorder and fear?" *The Annals of the American Academy of Political and Social Science, 593*, 42-65.
6. Lum, C., Koper, C.S., & Telep, C.W. (2011) The evidence-based policing matrix. *Journal of Experimental Criminology, 7*, 3-26.

**Week 5: Community-Oriented Policing**

7. Zhao, J., Scheider, M., & Thurman, Q. (2002). Funding community policing to reduce crime: Have COPS grants made a difference? *Criminology and Public Policy, 2*, 7-32.
8. Morabito, M.S. (2010). Understanding community policing as innovation: Patterns of adoption. *Crime & Delinquency, 56*, 564-587.

**Week 6: Broken Windows (Assignment #3 BB)**

9. Hinkle, J., & Weisburd, D. (2008). The irony of broken windows policing: A micro-place study of the relationship between disorder, focused police crackdowns and fear of crime. *Journal of Criminal Justice, 36*, 503-512.
10. Messner, S., Galea, S., Tardiff, K., Tracy, M., Bucciarelli, A., Markhampiper, T., Frye, V., & Vlahov, D. (2007). Policing, drugs, and the homicide decline in New York City in the 1990s. *Criminology, 45*, 385-414.

**Week 7: Problem-Oriented Policing (Assignment #4 IC)**

11. Weisburd, D., Telep, C., Hinkle, J., & Eck, J. (2010). Is problem-oriented policing effective in reducing crime and disorder? Findings from a Campbell systematic review. *Criminology and Public Policy, 9*, 139-172.
12. Scott, M.S. (2010). Evaluating the effectiveness of problem-oriented policing. *Criminology & Public Policy, 9* (1), 135-137.
13. Braga, A.A. (2010). Setting a higher standard for the evaluation of problem-oriented policing initiatives. *Criminology & Public Policy, 9* (1), 173-182.
14. Tilley, N. (2010). Whither problem-oriented policing. *Criminology & Public Policy, 9* (1), 183-195.

**Florida Atlantic University**  
**School of Criminology and Criminal Justice**  
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**Week 8: None**

**Week 9: Hotspots Policing (Assignment #5 BB)**

15. Eck, J., Chainey, S., Cameron, J., Leitner, M., & Wilson, R. (2005). *Mapping crime: Understanding hot spots*. Washington DC: US Department of Justice.  
Source: <http://www.ncjrs.gov/pdffiles1/nij/209393.pdf>
16. Weisburd, D. (2005). Hot spots policing experiments and criminal justice research: Lessons from the field. *The Annals of the American Academy of Political and Social Science*, 599, 220-245.
17. Ratcliffe, J.H., Taniguchi, T., Groff, E. R., & Wood, J.D. (2011). The Philadelphia foot patrol experiment: A randomized controlled trial of police patrol effectiveness in violent crime hotspots, *Criminology*, 49 (3), 795-831.

**Week 10: Accountability and COMPSTAT (Assignment #6 IC)**

18. Weisburd, D., Mastrofski, S., McNally, A., Greenspan, R. & Willis, J. (2003). Reforming to preserve: Compstat and strategic problem solving in American policing. *Criminology and Public Policy*, 2, 421-456.
19. Dabney, D. (2010). Observations regarding key operational realities in a Compstat model of policing. *Justice Quarterly*, 27, 28-51.
20. Willis, J.J., Mastrofski, S.D., & Kochel, T.R. (2010). The co-implementation of Compstat and community policing. *Journal of Criminal Justice*, 38, 969-980.

**Week 11: Intelligence-Led Policing and Predictive Policing (Assignment #7 BB)**

21. Ratcliffe, J., & Guidetti, R. (2008) State police investigative structure and the adoption of intelligence-led policing. *Policing: An International Journal of Police Strategies and Management*, 31,109-128.  
Source: <http://jratcliffe.net/papers/index.htm>
22. Ratcliffe, J. (draft). Intelligence-led policing: Anticipating risk and influencing action. In M. B. Peterson, B. Morehouse & R. Wright (Eds.) *Intelligence 2010: Revising the basic elements*, IALEIA.  
Source: <http://jratcliffe.net/papers/index.htm>
23. Beck, C., & McCue, C. (November 2009). Predictive policing: What can we learn from Wal-Mart and Amazon about fighting crime in a recession? *Police Chief Magazine*, 76, 18-20, 22, 23, 24.  
Source: <http://www.policechiefmagazine.org/>
24. Uchida, C. (2010). *A national discussion on predictive policing: Defining our terms and mapping successful implementation strategies*. Washington DC: National Institute of Justice.  
Source: <http://www.ncjrs.gov/pdffiles1/nij/grants/230404.pdf>

**Florida Atlantic University**  
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**Week 12: Crime Analysis (Assignment #8 IC)**

25. Taylor, B., Kowalyk, A., & Boba, R. (2007). The integration of crime analysis into law enforcement agencies: An exploratory study into the perceptions of crime analysts. *Police Quarterly*, 10, 154-169.
26. Santos, R.B. (2012, draft). Chapter 3: Police effectiveness in reducing crime and the role of crime analysis. In *Crime Analysis with Crime Mapping* (3<sup>rd</sup> Edition). Thousand Oaks, CA: Sage. Provided by the Instructor on Blackboard.
27. Taylor, B. & Boba, R. (2011, draft). *The Integration of crime analysis into patrol work: A guidebook*. Washington DC: Office of Community Oriented Policing Services. Provided by Instructor on Blackboard.

**Week 13: Third Party Policing and Restorative Policing (Assignment #9 BB)**

28. Buerger M., & Mazerolle L. (1998). Third-party policing: a theoretical analysis of an emerging trend. *Justice Quarterly*, 15, 301-327.
29. Scott, M., & Goldstein, H. (2005). *Shifting and sharing responsibility for public safety problems*. Washington DC: Office of Community Oriented Policing Services.  
Source: [www.popcenter.org](http://www.popcenter.org) (Police Responses to Crime)
30. McLeod, C. (2003). Toward a restorative organization: Transforming police bureaucracies. *Police Practice and Research*, 4, 361-377.

**Week 14: Future and Innovation (Assignment #10 IC)**

31. Boba, R., & Crank, J. (2008). Institutionalizing problem-oriented policing: Rethinking problem identification, analysis, and accountability. *Police Practice and Research*, 9, 379-393.
32. Crank, J.P., Kadleck, C., & Koski, C.M (2010). The USA: the next big thing. *Police Practice and Research*, 11 (5), 405-422
33. Neyroud, P.W. (2011). More police, less prison, less crime? From peel to popper: The case for more scientific policing. *Criminology & Public Policy*, 10 (1), 77-83.
34. Bratton, W.J. (2011). Reducing crime through prevention not incarceration. *Criminology & Public Policy*, 10 (1), 63-68.
35. Weisburd, D.L. (2011). Shifting crime and justice resources from prisons to police: Shifting police from people to places. *Criminology & Public Policy*, 10 (1), 153-163.

**Week 15: None**

**Week 16: None**



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**Grading:** The grading scale is as follows:

93 – 100	A	73 – 76	C
90 – 92	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	63 – 66	D
80 – 82	B-	60 – 62	D-
77 – 79	C+	59 – 0	F

***Syllabus subject to change.***

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*In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441) -andfollow all OSD procedures.*

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.*

*Continuation in the program requires satisfactory progress toward degree completion. Evidence of such progress includes maintenance of an overall 3.0 cumulative GPA. For each course, no grade lower than "C-" is acceptable to fulfill program requirements. Students who do not maintain the required 3.0 cumulative GPA are placed on academic probation during the semester immediately following the one in which their cumulative GPA dropped below 3.0. Failure to regain a 3.0 cumulative GPA within two successive semesters thereafter will result in dismissal from the program. Students may also be dismissed at any time that they are not making satisfactory progress toward completion of the degree.*

*The grade of "Incomplete" will be given only in the case of a serious, unanticipated, and documented emergency that prevents the student from finishing a small part of the course. If a majority of the course cannot be completed, the incomplete will not be given. The student must be passing the course in order to receive an incomplete. The work must be made up within the next semester or it will automatically convert to the grade received without credit for the incomplete work. "Incompletes" do not erase any grades already earned.*

*Recording of classes will not be allowed without permission from the professor or as part of disabilities requirements.*