Course Information
Time: Monday, 4:00 to 6:45
Class Location: CB 1.102

Professor Contact Information
Dr. Andrew P. Wheeler – but call me Andy!
Email: Andrew.Wheeler@utdallas.edu
Office Hours: Tuesday and Friday, 9:00 to 11:00, Office is GR 3.530

The quickest way to reach me is via email. I am frequently in my office, so feel free to stop by whenever (knock if the door is closed). Otherwise you can email to set up an appointment time.

Course Pre-requisites, Co-requisites, and/or Other Restrictions
This is a graduate level course. Familiarity with prior research on policing and criminological theories is helpful but not necessary.

Course Description
This course is oriented around critically examining recent advancements the police use to reduce crime. The name comes from trying to advance the art of policing into a more scientific field. Example material this course will cover are: innovations such as the focused deterrence gang model, assess the evidence of different hot spots policing strategies, critically evaluate the cost-benefits of CCTV and other technologies used by the police, and review recent studies on holding police accountable via body worn cameras or early intervention systems. The course will also discuss ethical issues in policing, such as that related to racial disparity induced via predictive algorithms.

For each week we will read current academic literature on a particular topic, and have open discussion about the strength of the evidence supporting each initiative. Based on our class discussions, students will draft several short essays.

Student Learning Objectives/Outcomes
By the end of the course would will be able to:

- Understand the relative merits and current evidence supporting different hot spots policing strategies
- Understand the relative merits of different research designs to assess policing strategies: such as experimental, quasi-experimental, and macro level research on police strategies
• Be able to design a prospective experimental study to test a particular policing strategy
• Be able to design a retrospective, quasi-experimental study to determine the effectiveness of a particular policing strategy
• Be knowledgeable about contemporary research on police oversight and community perceptions towards the police
• Understand the current trades offs in predictive policing and disproportionate minority contact

Required Textbooks and Materials

There is no required textbook. Readings for the course will mostly involve reading 3 to 5 academic journal articles to prepare for class. All PDF’s of the articles will be distributed online at the beginning of the semester.

Grading Policy

The final grade for the course will be the accumulation of three essay assignments, one presentation, and course participation. A separate handout will detail what is expected for each essay and class presentation, as well as a grading rubric.

• Essay on creating an experimental research design to evaluate hot spots policing (20 points)
• Essay on creating a quasi-experimental research design to evaluate a hot spots policing tactic retrospectively (20 points)
• Class Presentation on Policing Technology costs and benefits (20 points)
• Essay on privacy concerns with police collecting data (20 points)
• Class Participation (20 points)

Below is the table that dictates final grades.

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-90</td>
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<td>C</td>
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<td>D</td>
<td>60-70</td>
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<td>F</td>
<td>Below 60</td>
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Class participation is based on coming to class, participating in discussions, and asking questions when fellow classmates give presentations.

Course & Instructor Policies

Late assignments will be automatically docked 5 points, but can otherwise be turned in late in the semester until the last normal class session.
If you are sick and are unable to make it to class, just send me an email. A university approved class absence excuse will be needed if you cannot make it to class on either days exams are given or when other students are doing presentations.

Assignments & Academic Calendar

Below is a listing of the approximate weekly class schedule. For the readings column, they will be expected to be done for the week they are listed (e.g. on 1/17 you are expected to have read Hot spots policing: What we know and what we need to know before you have come to that class). If the schedule is changed anytime during the semester I will forward you a new copy of the class schedule via email. I will state assignments due for the next week at the end of class.

Week 1 - 1/10 - Introductions, go over syllabus, course set-up
Week 2 – 1/17 – Intro to Hot Spots Policing
Topics:
• History of hot spot policing
• Theory of hot spot policing
• Unknowns for effectively implementing hot spots policing
Readings:

Week 3 - 1/24 – Crackdowns and Traditional Policing at Hot Spots
Topics:
• Arrests and Stops as traditional policing tactics
• Evidence of efficacy and decay over time
• Potential strategies for long term effectiveness
Readings:

Week 4 - 1/31 – Methods for Evaluating Hot Spot Interventions
Topics:
• Experiments vs quasi experiments
• Implementation in practice
• Regression to the mean and the importance of controls

Readings:
• Hinkle, Joshua C., David Weisburd, Christine Famega, and Justin Ready. (2013). The problem is not just sample size: The consequences of low base rates in policing experiments in smaller cities. Evaluation Review 37(3-4): 213-238.

Week 5 - 2/7 – Different Tactics at Hot Spots
Topics:
• Problem oriented policing and community oriented policing
• Short term vs. long term goals
• Offender focus at hot spots
• Additional tactics, service approaches

Readings:

Week 6 – 2/14 – No Class, at ACJS conference
Week 7 - 2/21 – Dosage at Hot Spots and Displacement

Work Due: Essay on Creating an Experimental Hot Spots Research Design
Topics:
• Random patrol and patrol dosage intensity
• Displacement of crime and diffusion of benefits
• Focused patrol at very micro hot spots

Readings:

**Week 8 - 2/28 – Broken Windows Policing**

**Topics:**
- NYPD and CompStat
- Broken windows theory
- Macro level evidence of CompStats effectiveness
- Negative externalities of aggressive order-maintenance policing

**Readings:**

**Week 9 – 3/7 – Offender Focused Interventions, Focused Deterrence Gang Model**

**Topics:**
- Chronic offender policing strategies
- Gang interventions
- Negative externalities of widespread criminal records in small communities

**Readings:**

**Week 10 – 3/14 – Spring Break, No Class**

**Week 11 – 3/21 – Attitudes Towards the Police**

*Work Due: Essay on Creating a Quasi-Experimental Hots Spots Research Design*

**Topics:**
- Public perceptions of the police
- Backfire effects on fear of crime
- Legitimacy and police cooperation

**Readings:**

**Week 12 - 3/28 – Crime Prevention Through Environmental Design**

**Topics:**
- Theory behind CPTED interventions
- Controllers and super-controllers
- Displacement due to CPTED

**Readings:**

**Week 13 – 4/4 – Technology in Policing**

**Topics:**
- Effectiveness and cost of CCTV
- License plate readers
- Human aspects of using technology in policing

**Readings:**
- Piza, Eric L., Andrew M. Gilchrist, Joel M. Caplan, Leslie W. Kennedy, and Brian A. O’Hara. (2016). The financial implications of merging proactive CCTV monitoring and


**Week 14 – 4/11 – Body Worn Cameras and Early Intervention Systems**

*Topics:*
- Body worn camera costs and utility
- Early intervention systems to detect “bad” officers
- Metrics to identify both good and bad behavior

*Readings:*

**Week 15 – 4/18 – Tech. Presentations**

*No Readings for this week. Class attendance is mandatory, as everyone will be doing a presentation.*

**Week 16 – 4/25 – Predictive Policing**

*Topics:*
- The actual types of predictive policing police departments are currently using
- Concerns for how predictive policing systems can reinforce disproportionate minority contact
- Privacy concerns with the collection of various databases

*Readings:*
- Brayne, Sarah, Alex Rosenblat, and Danah Boyd. (2015). *Predictive Policing.* [https://pdfs.semanticscholar.org/ccd8/5d27cc1a0e1406dc3f5036242dcea832e21c.pdf](https://pdfs.semanticscholar.org/ccd8/5d27cc1a0e1406dc3f5036242dcea832e21c.pdf)

**Final Exam – 5/7 at 5 pm – Turn in Paper on privacy concerns with police databases (can turn in early during class or directly to me at office)**

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**UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to [http://go.utdallas.edu/syllabus-policies](http://go.utdallas.edu/syllabus-policies) for these policies.

*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*

**Comet Creed**

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”