CJ 501-01W

Seminar in Police and Law Enforcement

COURSE SYLLABUS: Fall 2024

Meets 08/26/2024 – 10/18/2024

INSTRUCTOR INFORMATION

Instructor: Dr. Serdar San, Assistant Professor
Office Location: Ferguson 204
Office Hours: Email/Telephone (by appointment)
University Email Address: Serdar.San@tamuc.edu
Preferred Form of Communication: E-mail
Communication Response Time: E-mail is the best way to contact me. I will respond to email and phone calls within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook:

Weisburd, D. & Braga, A. (2019). *Police Innovations: Contrasting Perspectives* (2nd ed.) Cambridge University Press.

Required Readings:

Links to the readings will be posted on the D2L course website.

Hinkle, J. C., Weisburd, D., Telep, C. W., & Petersen, K. (2020). Problem-oriented policing for reducing crime and disorder: An updated systematic review and meta-analysis. *Campbell Systematic Review*, *16*(2), 1-86. https://doi.org/10.1002/cl2.1089

The syllabus/schedule are subject to change.

Lee, H. D., Kim, D., Woo, Y., & Reyns, B. W. (2019). Determinants of citizen support for community-oriented policing. *Police Practice & Research*, *20*(1), 34–47. https://doi.org/10.1080/15614263.2017.1396459

Liederbach, J., Fritsch, E. J., Carter, D. L., & Bannister, A. (2008). Exploring the limits of collaboration in community policing: A direct comparison of police and citizen views. *Policing : An International Journal of Police Strategies & Management*, *31*(2), 271–291.

Schaefer Morabito, M. (2010). Understanding community policing as an innovation: Patterns of adoption. *Crime and Delinquency*, *56*(4), 564–587. https://doi.org/10.1177/0011128707311643

Weisburd, D., Telep, C. W., Hinkle, J. C., & Eck, J. E. (2010). Is problem-oriented policing effective in reducing crime and disorder?: Findings from a Campbell systematic review. *Criminology & Public Policy*, *9*(1), 139–172. https://doi.org/10.1111/j.1745-9133.2010.00617.x

Chauhan, P., Cerdá, M., Messner, S. F., Tracy, M., Tardiff, K., & Galea, S. (2011). Race/ethnic-specific homicide rates in New York City: Evaluating the impact of broken windows policing and crack cocaine markets. *Homicide Studies*, *15*(3), 268–290. https://doi.org/10.1177/1088767911416917

Mazerolle, L., Bennett, S., Davis, J., Sargeant, E., & Manning, M. (2013). Procedural justice and police legitimacy: A systematic review of the research evidence. *Journal of Experimental Criminology*, *9*(3), 245–274. https://doi.org/10.1007/s11292-013-9175-2

Thacher, D. (2004). Order maintenance reconsidered: Moving beyond strong causal reasoning. *The Journal of Criminal Law & Criminology*, *94*(2), 381–414. https://doi.org/10.2307/3491374

Wood, G., Tyler, T. R., & Papachristos, A. V. (2020). Procedural justice training reduces police use of force and complaints against officers. *Proceedings of the National Academy of Sciences - PNAS*, *117*(18), 9815–9821. https://doi.org/10.1073/pnas.1920671117

Braga, A. A. (2008). Pulling levers: Focused deterrence strategies and the prevention of gun homicide. *Journal of Criminal Justice*, *36*(4), 332–343. https://doi.org/10.1016/j.jcrimjus.2008.06.009

Buerger, M. (1998). The politics of third-party policing. *Crime Prevention Studies*, 9, 89-116.

Corsaro, N., Hunt, E. D., Hipple, N. K., & McGarrell, E. F. (2012). The impact of drug market pulling levers policing on neighborhood violence: An evaluation of the High Point Drug Market Intervention: Research note. *Criminology & Public Policy*, 11(2) 167-199.

Braga, A. A., Turchan, B. S., Papachristos, A. V., & Hureau, D. M. (2019). Hot spots policing and crime reduction: An update of an ongoing systematic review and meta-analysis. *Journal of Experimental Criminology*, *15*(3), 289–311. https://doi.org/10.1007/s11292-019-09372-3

The syllabus/schedule are subject to change.

Jang, H., Hoover, L. T., & Joo, H.-J. (2010). An evaluation of Compstat's effect on crime: The Fort Worth experience. *Police Quarterly*, *13*(4), 387–412. https://doi.org/10.1177/1098611110384085

Rinehart Kochel, T. (2011). Constructing hot spots policing: Unexamined consequences for disadvantaged populations and for police legitimacy. *Criminal Justice Policy Review*, *22*(3), 350–374. https://doi.org/10.1177/0887403410376233

Sherman, L.W. (1998). *Ideas in American policing: Evidence-based policing*. Police Foundation: Washington, D.C.

Watson, A. C., Compton, M. T., & Draine, J. N. (2017). The crisis intervention team (CIT) model: An evidence-based policing practice? *Behavioral Sciences & the Law*, *35*(5–6), 431–441. https://doi.org/10.1002/bsl.2304

Weisburd, D., Hinkle, J.C., Famega, C., & Ready, J. (2011). The possible "backfire" effects of hot spots policing: An experimental assessment of impacts on legitimacy, fear, and collective efficacy. *Journal of Experimental Criminology*, 7, 297-320.

Ariel, B., Farrar, W. A., & Sutherland, A. (2015). The effect of police body-worn cameras on use of force and citizens' complaints against the police: A randomized controlled trial. *Journal of Quantitative Criminology*, *31*(3), 509–535. https://doi.org/10.1007/s10940-014-9236-3

Ariel, B., Sutherland, A., Henstock, D., Young, J., Drover, P., Sykes, J., Megicks, S., & Henderson, R. (2016). Wearing body cameras increases assaults against officers and does not reduce police use of force: Results from a global multi-site experiment. *European Journal of Criminology*, *13*(6), 744–755. https://doi.org/10.1177/1477370816643734

Williams, M. C., Weil, N., Rasich, E. A., Ludwig, J., Chang, H., & Egrari, S. (2021). Body-worn cameras in policing: Benefits and costs. *NBER Working Paper Series*. https://doi.org/10.3386/w28622

Course Description

This course is an advanced approach to policing and law enforcement. The focus of the class will be on the operations and functioning of policing and law enforcement departments at the local, state and federal levels. The course will examine related areas such as personnel, practices, procedures and issues in policing and law enforcement. This course will investigate additional areas such as use of technology in policing, police subculture and community policing.

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Examine key innovations in policing.
2. Critically assess the impacts of police innovation and existing police programs on crime and public safety.
3. Examine the extent of implementation of these new approaches in police agencies.

The syllabus/schedule are subject to change.

4. Describe the dilemmas these approaches have created for police management, and their impacts on communities.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Because this course is held online, you will need to have regular access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the student computer labs. Make sure that you will have access several hours per week (accessing the course online is the equivalent of attending the class). You must be able to use internet search tools, access D2L Brightspace, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

For your privacy and security, only your official TAMUC email account will be used for email communication. No information will be sent to personal email accounts. Please make sure to check your TAMUC email regularly.

Instructional Methods

This course is held completely online through D2L Brightspace. The course is fully asynchronous, which means that not everyone is participating at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection. You should login to the course on D2L Brightspace on a regular basis to keep up with class assignments. Each module will end Sunday at 11:59 PM (except the last week). The next module begins Monday morning.

Student Responsibilities or Tips for Success in the Course

This is a graduate-level course, and your coursework should reflect that. There will be several assignments due throughout the semester. You will be expected to write clearly and effectively, using APA style, proper grammar and correct spelling, and scholarly references (cited in-text and as full references). You will be expected to think critically and analytically about the topics covered in class and to participate in virtual class discussions. You are expected to read all assigned materials and should be prepared to actively learn and participate. Logging in daily, pacing yourself with course work, and reaching out to the instructor if you are struggling are ways of ensuring your success in the course.

Taking an online class is different than taking a face-to-face class. You will largely be teaching yourself using materials I provide. That's what life-long learning is all about. You will do much of your communicating by writing. So, as a result, there will likely be more writing than in fully face-to-face classes.

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For online classes, the roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource, and am responsible for creating an effective learning environment. Your job is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection, and application.

You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it. Unlike face-to-face classes, I cannot see the confused look on your face when something doesn't make sense. Please communicate with me.

1. You should review the syllabus and the course schedule to keep up to date on requirements for the course.
2. You should read announcements on D2L and check your TAMUC email regularly for updates about the class.
3. You must commit serious time to reading the assigned readings.
4. You must commit a serious amount of time to preparation for the assignments.
5. You should learn about and use the student resources available to you! You can get free assistance from the A&M-Library, IT Support, the Writing Center, and more.

GRADING

Final grades in this course will be based on the following scale:

GRADE	PERCENT	POINTS
A	90%-100%	450-500
B	80%-89%	400-449
C	70%-79%	350-399
D	60%-69%	300-349
F	59% or Below	< 300

Weights of the assessments in the calculation of the final letter grade:

Assessment	Point Value
Ice Breaker Post	20
Discussion Posts & Peer Responses (7 @ 20 points)	140
Article Reflections (8 @ 30 points)	240
Final Essay	100
Total	500

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Assessments

Ice Breaker Post (20 points)

<mark>Due 08/28/2024 at 11:59 PM CST</mark>

Due to the nature of remote learning, maintaining traditional class comradery is essential. You will be assigned one introductory post the first week of class. This post is due on **Wednesday, August 28 by 11:59 pm**. This introductory post is meant for students to become acquainted, and hopefully acknowledge similar goals and interests. Keep in mind that forum discussions are public, and care should be taken when determining what to post. Personal information that can be posted may include:

- Name
- Occupation/career and length of time
- How this course is expected to help or aid your career, separate from the entire degree
- How you expect this degree to enhance your career.

Weekly Discussion Posts & Peer Responses (140 points)

<mark>Due every Sunday at 11:59 PM CST (except last week)</mark>

The purpose of the weekly discussion posts and peer responses is to facilitate discussion regarding the assigned course materials. Discussion board postings are opportunities for you to express your knowledge and thoughts after reviewing information presented in the module. Discussions are directly related to the assigned readings. Four discussion questions related to the readings will be posted on D2L throughout the semester starting from **Week 2**. In these discussion posts, you will be expected to answer the assigned questions and also engage in an ongoing discussion/debate with your classmates on various topics related to policing and law enforcement. Your contributions to the discussion forums will be graded for quality and a detailed analysis linking the material to a critical appraisal of theory, policy, and practice. Reading the assigned class material is the key to a productive engagement in discussion forums.

Discussion board entries (both your original post and peer response) must be a minimum of 250 words and must follow APA style for in-text citations and references. At least 2 weekly readings must be used, cited and referenced in each post. The introduction of outside materials is not mandatory (unless otherwise noted in the discussion topic assignment), but is highly recommended. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post. Your discussion board entries should include paragraphs and full sentences addressing a specific question I have posed.

You will also need to respond to one classmate's discussion board entry to receive full credit for the assignment. Your peer responses should be thoughtful and analytical, providing useful feedback to the initial poster. It is not enough to simply agree, disagree, or compliment the initial poster. When responding to other students, you must be respectful but please feel free to express

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disagreement, support or an alternative perspective. Appropriate netiquette should be used (see more information in University Specific Procedures: Student Conduct).

You must complete your discussion board entry before responding to your peers. I suggest you complete your original post by Thursday of each week so you also have time for your peer response, but the formal due date for both of your entries is by **Sunday at 11:59 PM (except the last week of the course)**. Each discussion post & peer response is worth 20 points, for a total of 140 points.

Article Reflections (240 points)

<mark>Due every Sunday at 11:59 PM CST (except last week)</mark>

The purpose of the article reflections is to demonstrate that you have read and understood the weekly articles and can summarize and critique it for an audience. For this assignment, you are expected to create **an audio or video recording** of your summary and critique of one of the weekly articles (**not the textbook chapters**). This recording must be **three minutes or less** in length. Recordings should be made in such a way that the viewer can understand the chapter clearly without referring to the printed article.

In this assignment, you first need to provide a brief and accurate summary of the article. However, your reflection should not be a simple summary of the article. You should also provide a critique of the study. For this critique, you should try to ask yourself questions like: What did you learn from this reading? What are your brief personal opinions/reflections about its arguments? How/in what ways did it help you understand this specific issue/problem regarding policing? You do not need to ask all of these questions but try to ask and answer at least a few of them in your critique. In summary, you need to try to go a little beyond summarizing the article and focus on a more critical analysis of the piece.

You will complete one article reflection per week. The due date for your reflection each week is by **Sunday at 11:59 PM (except the last week of the course)**. Article summary/critiques will be graded largely on accuracy of the summary, professionalism of the delivery, and adherence to the assignment criteria. Each article reflection is worth 30 points, for a total of 240 points.

Final Essay (100 points)

<mark>Due 10/16/2024 at 11:59 PM CST</mark>

This course will culminate in a final essay, written on a specific course topic of your choice (with instructor approval). Please email me your potential paper topic by the end of Week 2 (**Friday, September 8**) and I will be happy to discuss it with you.

This paper should be a maximum of (8) pages in length (not including the title page or references) following APA 7th edition guidelines. The paper also should be double spaced, Times New Roman, 12-point font, and must be submitted on D2L Brightspace. A **minimum** of **ten** (10) references are required and at least (5) of these references should be peer-reviewed. You

are encouraged to **begin working on this assignment early** to avoid rushing during the final week. A rubric will be provided on the course website.

Late Assignments

Late assignments will be deducted 5% per day and will not be accepted more than 5 days after the deadline. All assignments should be submitted to D2L by 11:59pm on the day they are due.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

The syllabus/schedule are subject to change.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

If you have any questions about the class and/or the topics we are covering throughout the semester or have an issue that you think the professor needs to be made aware of, please send an email to my TAMUC email address. I will respond to emails within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again.

Emails are expected to be concise, clear, and respectful. Please make sure you include the title of the course (preferably in the subject line), and your full name in your email.

I will disseminate any important course-related information through your TAMUC email accounts and Brightspace announcements. When questions arise during the course of this class, please remember to check course syllabus and announcements in D2L for an answer before you contact me.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Since this is an asynchronous online course, it is imperative that students keep up with weekly readings and assignments. To remain active in all aspects of this course, students are expected to log into Brightspace and check their TAMUC emails daily. Students are encouraged to contact the instructor during office hours (virtually or in-person). Alternatively, if you would like to meet outside of the posted office hours, please send me an email to schedule a more suitable time to meet or feel free to email me any questions you may have.

You are required to use the citation style and format of the American Psychological Association (APA) in your assignments in this course. Review the *Publication manual of the American Psychological Association* (7th ed.) or similar APA Citation Style online resource. For assistance with writing or formatting in APA, seek guidance from me, the TAMUC Writing Center, the Waters Library, and OWL of Purdue.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

The syllabus/schedule are subject to change.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedures 13.99.99.R0.01
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

The syllabus/schedule are subject to change.

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

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AI Use Policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE/CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. Changes will be announced via university e-mail and D2L course announcements.

Week	Readings	Assessments Due (by 11:59 PM on Sunday unless otherwise noted)
Week 1 (08/26/2024-09/01/2024) **Community Policing**	Class syllabus Weisburd and Braga, Introduction, Chapters 1 and 2 Lee et al. (2019) Liederbach et al. (2008) Schaefer Morabito, M. (2010)	Ice Breaker Post **(due by 11:59 PM on Wednesday 08/28)** Article Reflection 1
Week 2 (09/02/2024-09/08/2024) **Problem-Oriented Policing**	Weisburd and Braga, Chapters 7 and 8 Hinkle et al. (2020) Weisburd et al. (2010)	Discussion Post & Peer Response 1 Article Reflection 2
Week 3 (09/09/2024-09/15/2024) **Policing Processes (Broken Windows Policing)**	Weisburd and Braga, Chapters 5 and 6 Chauhan et al. (2011) Thacher (2004)	Discussion Post & Peer Response 2 Article Reflection 3
Week 4 (09/16/2024-09/22/2024) **Policing Processes (Procedural Justice Policing)**	Weisburd and Braga, Chapters 3 and 4 Mazerolle et al. (2013) Wood et al. (2020)	Discussion Post & Peer Response 3 Article Reflection 4
Week 5 (09/23/2024-09/29/2024) **Collaboration and Organization (Pulling Levers (Focused**	Weisburd and Braga, Chapters 9, 10, 11, and 12 Braga (2008) Buerger (1998)	Discussion Post & Peer Response 4 Article Reflection 5

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Deterrence) and Third-Party Policing)	Corsaro et al. (2012)	
Week 6 (09/30/2024-10/06/2024) **Information Innovations (Hot Spots Policing)**	Weisburd and Braga, Chapters 13 and 14 Braga et al. (2019) Rinehart Kochel (2011) Weisburd et al. (2011)	Discussion Post & Peer Response 5 Article Reflection 6
Week 7 (10/07/2024-10/13/2024) **Information Innovations (CompStat, and Evidence-Based Policing)**	Weisburd and Braga, Chapters 17, 18, 19, and 20 Jang et al. (2010) Sherman (1998) Watson et al. (2017)	Discussion Post & Peer Response 6 Article Reflection 7
Week 8 (10/14/2024-10/18/2024) **Predictive Policing and Technology Policing**	Weisburd and Braga, Chapters 15, 16, 21, and 22 Ariel et al. (2015) Ariel et al. (2016) Williams et al. (2021)	Discussion Post & Peer Response 7 **(due by 11:59PM on Friday 10/18)** Article Reflection 8 **(due by 11:59PM on Friday 10/18)** Final Essay **(due by 11:59 PM on Wednesday 10/16)**

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