



CJ 501-01W

SEMINAR IN POLICE AND LAW ENFORCEMENT

COURSE SYLLABUS: Fall 2026

Meets 08/20/2026 – 10/16/2026

INSTRUCTOR INFORMATION

Instructor: Serdar San, Ph.D.

Office Location: Ferguson 204

Office Hours: 10:00-10:45 AM Tuesday & Thursday (in-person) or by virtual appointment

University Email Address: Serdar.San@etamu.edu

Preferred Form of Communication: E-mail

Communication Response Time: E-mail is the best way to contact me. I will respond to emails and phone calls within 24 hours in most cases, and within 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 and other course materials will be posted on D2L.

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>

The syllabus/schedule are subject to change.

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>

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>

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>

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>

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>

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>

Guler, A., Kula, S., & Boke, K. (2025). Examining public support for AI in policing: The role of perceived procedural justice. *Police Practice & Research*, 26(6), 673–695. <https://doi.org/10.1080/15614263.2025.2516535>

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>

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>

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.

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>

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>

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>

White, M. D., Watts, S., & Malm, A. (2026). AI, body-worn cameras, and a potential civilizing effect for officers: Evidence from the Arizona Truleo study. *Criminology & Public Policy*. <https://doi.org/10.1111/1745-9133.70018>

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 the use of technology in policing, police subculture and community policing.

The syllabus/schedule are subject to change.

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.
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, 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 ETAMU email account will be used for email communication. No information will be sent to personal email accounts. Please check your ETAMU email regularly.

Instructional Methods

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

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pacing yourself with coursework, 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 the materials I provide. That's what lifelong 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.

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 stay up to date on course requirements.
2. You should read announcements on D2L and check your ETAMU 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 Waters Library](#), [IT Support](#), [ETAMU 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

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

Assessment	Point Value
Ice Breaker Post	40
Discussion Posts & Peer Responses (8 @ 20 points)	160
Article Reflections (4 @ 50 points)	200
Final Policing Essay	100
Total	500

ASSESSMENTS

Ice Breaker Post

Due to the nature of remote learning, maintaining traditional class camaraderie is essential. You will be assigned one introductory post in the first week of class. This post is due on **Sunday, August 23, by 11:59 pm**. This introductory post is meant to help students become acquainted and, hopefully, acknowledge similar goals and interests. Keep in mind that forum discussions are public, and take care when deciding what to post. Personal information that can be posted may include:

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

Weekly Discussion Posts & Peer Responses

The purpose of the weekly discussion posts and peer responses is to facilitate discussion regarding the assigned course materials. Discussion board postings are opportunities to share your knowledge and thoughts after reviewing the information presented in the module. Discussions are directly related to the assigned readings. 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 on quality and on the 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. Your discussion board entries should include paragraphs and full sentences addressing a specific question I have posed.

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You will also need to respond to one classmate's discussion board entry to receive full credit for the assignment. Your 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 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 each week, so you also have time for your peer response. The formal due date for both entries is **Sunday at 11:59 PM (except the last week of the course)**.

Article Reflections

The purpose of the article reflections is to demonstrate that you have read and understood the weekly articles and can summarize and critique them 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**. Recordings should be made so 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? What could the author have done to improve the reading?*** 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 go beyond summarizing the article and focus on a more critical analysis of the piece. A grading rubric will be provided on D2L.

Final Policing Essay

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 (SUNDAY, AUGUST 30)**, 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 should also be double-spaced, in Times New Roman, 12-point font, and submitted on D2L Brightspace. A **minimum of ten (10)** references is required, and at least five (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. Further instructions and a grading rubric will be provided on the course website.

***Please note that all assignments will be submitted to plagiarism software. They will be assessed line by line (not as a percentage). You are welcome to submit as many times as you**

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want up until the due date. Please also review the AI Use Policy in this syllabus. THE USE OF GENERATIVE AI SOFTWARE IS DISALLOWED IN THIS COURSE.

Late Assignments

All assignments (i.e., article reflections and the final essay) should be submitted to D2L by 11:59 pm on the day they are due. Late assignments will be deducted **10% per day** and will not be accepted more than **2** days after the deadline. **Please note that late submissions are not accepted for discussion posts and peer responses, which must be submitted by the due date.**

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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 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 ETAMU 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 university email accounts and D2L 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 ETAMU 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, [ETAMU 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>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance 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 East Texas A&M University 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

East Texas A&M University

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

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M 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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, 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 <https://www.etamu.edu/counseling-center/>

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AI Use Policy

East Texas A&M University 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 SCHEDULE

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 (08/20/2026-08/23/2026) Introduction	Course syllabus	Ice Breaker Post
Week 2 (08/24/2026-08/30/2026) Community Policing	Weisburd and Braga, Introduction, Chapters 1 and 2 Lee et al. (2019) Liederbach et al. (2008) Schaefer Morabito (2010)	Discussion Post & Peer Response 1
Week 3 (08/31/2026-09/06/2026) Problem-Oriented Policing	Weisburd and Braga, Chapters 7 and 8 Hinkle et al. (2020) Weisburd et al. (2010)	Discussion Post & Peer Response 2 Article Reflection 1
Week 4 (09/07/2026-09/13/2026) Policing Processes (Broken Windows Policing)	Weisburd and Braga, Chapters 5 and 6 Chauhan et al. (2011) Thacher (2004)	Discussion Post & Peer Response 3
Week 5 (09/14/2026-09/20/2026) Policing Processes (Procedural Justice Policing)	Weisburd and Braga, Chapters 3 and 4 Mazerolle et al. (2013) Wood et al. (2020) Guler et al. (2025)	Discussion Post & Peer Response 4 Article Reflection 2

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Week 6 (09/21/2026-09/27/2026) Collaboration and Organization (Pulling Levers (Focused Deterrence) and Third-Party Policing)	Weisburd and Braga, Chapters 9, 10, 11, and 12 Braga (2008) Buerger (1998) Corsaro et al. (2012)	Discussion Post & Peer Response 5
Week 7 (09/28/2026-10/04/2026) 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 6 Article Reflection 3
Week 8 (10/05/2026-10/11/2026) 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 7 Final Policing Essay
Week 9 (10/12/2026-10/16/2026) 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) White et al. (2026)	Discussion Post & Peer Response 8 (due by 11:59PM on Thursday 10/15) Article Reflection 4 (due by 11:59PM on Wednesday 10/14)

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