

**SUL ROSS STATE UNIVERSITY**  
**CJ 5340 POLICY MAKING IN CRIMINAL JUSTICE**  
**FALL 2024**  
**SYLLABUS**

**Instructor:** Oguzhan Basibuyuk, Ph.D  
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**Class hours:** **Online**  
**Classroom:** **Online**  
**Office hours:** Tuesday, Wednesday, and Thursday between 1:00 PM and 3 PM

**REQUIRED TEXTBOOK**

Welsh, W.N.and Harris, P.W. (2016). Criminal Justice Policy and Planning. Routledge.  
ISBN-13: 978-0323298858

<https://sulross.textbookx.com/institutional/index.php?action=browse#books/3676478/>

**Recommended**

Dye, T.R. (2017), Understanding Public Policy, 14<sup>th</sup> or 15<sup>th</sup> Edition, Pearson Publications.  
ISBN-13: 978-0205238828

Mays, G.L. and Ruddell, R. (2019). Making Sense of Criminal Justice. Oxford University Press.  
ISBN-978019067927-9

1. Additional readings (e.g., articles, reports) will be posted on Blackboard.
2. Examples of related websites and databases:
  - Search for books and articles in the large databases, such as *WorldCat*, *Google Scholar*, *JSTOR*, *Web of Science*, and *EBSCO Host*.
  - Search for and browse specialist journals such as *Criminal Justice Policy Review*, *Justice Quarterly*, *Journal of Public Policy*, *Crime & Delinquency*, and *Public Administration Review*.

**SRSU LIBRARY SERVICES**

The The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123). No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Once you logged in to your Sul Ross Account on Blackboard you should be automatically connected to the library webpage as well. Thus, you can browse the online databases of the University and reach the articles on the reading list.

Syllabus is subject to updates and changes always look to the course announcements and reminders for updates. The faculty member reserves the right to amend this syllabus as needed.

**COURSE DESCRIPTION AND PURPOSE**

Policy Making in Criminal Justice course examines the theory, process, and models of public policy making from different perspectives. More specifically during the course students will examine actors and forces that shape criminal justice policies. Moreover, specific policies

regarding to criminal justice system such as gun control, drug control policies, problem oriented policing and some other issues and trends will be examined.

### **LEARNING OBJECTIVES AND OUTCOMES**

Upon successful completion of this course the student will be able to:

**LO1-** Define public policy and its scope.

**LO2-** Critically think about the development, implementation, and evaluation of criminal justice policies.

**LO3-** Describe the steps involved in implementing criminal justice policy, types of policy models, and policymaking process.

**LO4-** Analyze the development, implementation, and evaluation of criminal justice policies.

**LO5-** Examine different theories on crime and punishments and their effects on different crime control and correctional policies.

### **MARKETABLE SKILLS:**

This course is designed also to help the students for building various marketable skills to use in their in careers Criminal Justice related professions. Specifically, in this course, the following marketable skills, which are some of the most important skills for such careers, will be emphasized during this course:

**MS 1-** Verbal and Written Communication Skills. Students will develop communication skills to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

**MS 2-** Critical Thinking and Observation. Students will develop critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.

**MS 3-** Multicultural Understanding.

**MS 4-** Accessing Resources with Crime Data and the most current updates of legal codes and procedures.

**MS 5-** Teamwork and Working Collaboratively

**MS 6-** Analyzing the Factors Contributing to Crime

### **SOME USEFUL WEBSITES FOR RESEARCH DATA**

1-The General Social Survey <http://gss.norc.ohio-state.edu/get-the-data/spss>

2- Cornell University ROPER Center for Public Opinion Research <https://ropercenter.cornell.edu/>

3- SDA: Survey Documentation and Analysis <http://sda.berkeley.edu/index.html>

4- ICPSR, the Inter-University Consortium for Political and Social Research <https://www.icpsr.umich.edu>

5- The Global Terrorism Database (GTD) <https://www.start.umd.edu/gtd/>

6- FBI The Uniform Crime Reports <https://www.fbi.gov/services/cjis/ucr>

7- The Police Data Initiative <https://www.policedatainitiative.org/>

8- DOJ Bureau of Justice Statistics <https://www.bjs.gov/>

9- National Comorbidity Survey (NCS) <https://www.hcp.med.harvard.edu/ncs/>

10- UMass. Amherst <https://guides.library.umass.edu/c.php?g=672421&p=4735755>

11- Public Policy Institute of California <https://www.ppic.org/data-depot/>

12- Michigan State University <http://ippsr.msu.edu/public-policy/correlates-state-policy>

13- Center for public policy priorities <http://forabettertexas.org/datatools.html>

14- Ballotpedia Public Policy in Texas [https://ballotpedia.org/Public\\_policy\\_in\\_Texas](https://ballotpedia.org/Public_policy_in_Texas)

### **CLASS ATTENDANCE/PARTICIPATION:**

Given that this is a fully online course, you cannot attend class in a traditional sense. However, students are expected to log into the class at their earliest convenience to check the

course web page every day for announcements. Weekly forum discussions are a required part of class participation.

### **REACTION PAPERS (10 POINTS EACH)**

You will write a reaction paper every week. Each paper must be 1 page and 1.5-spaced in 12-point Times New Roman font. Reaction papers will be related to the reading of the week. When there is more than one reading assignment, then the students **SHOULD READ ALL REQUIRED READINGS BUT WRITE REACTION PAPER ON ONE OF THEM.** A reaction paper is not a summary; rather, it should include your perspective, ideas, and critique about the reading. The due dates for the reaction papers will be Sunday 11:00 pm each week.

### **WEEKLY QUIZZES/DISCUSSIONS (10 POINTS EACH)**

You will take a quiz for every week to measure the knowledge of the week's required readings. The questions will be posted Friday 1:00 pm and due date will be Sunday 11:00 pm every week.

### **MIDTERM EXAM (200 POINT)**

For your midterm exam, you will prepare an annotated bibliography of 10-12 sources as part of your final paper literature. Use scholarly, scientific, peer-reviewed articles. Credit will not be given for articles that are not from scholarly journals (The only exemption will be government/expert reports). Don't use web articles unless they are copies from a journal article, no magazines such as NYT, Time or Newsweek, etc. Scholarly research articles use the scientific method to examine an issue.

While you are preparing your bibliography, try to answer these questions about the source you are reading. These answers/annotations should include one or more sentences.

1. Name the author(s)
2. What was the purpose of the author in writing the piece?
3. What are the author's major assertions or findings?
4. How does the author support these findings?
5. Compare or contrast this work with another you have cited
6. Discuss how this work explains your selected topic
7. Information about the research methods used in the source
8. Above all write an intro paragraph about your topic and why do you think it is important

### **Format Rules:**

1. You will prepare your bibliography by using the American Psychological Association (APA) for showing your citations for these resources.

For APA format, you can check these websites:

<https://apastyle.apa.org/style-grammar-guidelines/citations>

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

<https://www.citationmachine.net/>

2. 300-400 words for each article (excluding the article title)

### **POLICY ANALYSIS PAPER (400 POINTS)**

Since this course is specifically designed on public policy analysis on criminal Justice related topics You will write a policy analysis paper on any criminal justice policy process. You may choose a policy from the reading at the syllabus or you can choose any criminal justice system related policy. A sample paper will be posted on the blackboard.

The paper should include at least five **SCHOLARLY CITATIONS** (not website articles, Wikipedia, news agencies, magazines, and etc.), be ten to fifteen pages long (not including cover page and list of references), and typed double-spaced in 12-point Times New Roman font. Be sure

to follow APA formatting and citation guidelines. **FINAL PAPER SUBMISSION WILL BE IN THREE SUBSEQUENT STEPS. FOR IMPORTANT DATES CHECK THE ACADEMIC CALENDAR BELOW.**

**ACADEMIC INTEGRITY:**

Sul Ross State University students are responsible for reading, understanding, and abiding by the Sul Ross Student Code of Conduct.” Student Code of Conduct, Responsibilities, Procedures, and Rights are found in the University website. Sul Ross State University and the instructor of this course both place a high priority on the academic integrity of their student scholars. As a result, all institutional guidelines and instructional policies concerning academic integrity will be strictly and uniformly enforced with all students regardless of context.

Academic integrity includes, but is not limited to, the following activities: cheating, plagiarism, collusion, fabrication, obtaining an unfair advantage, and falsifying academic records. In addition, academic dishonesty can include both actions and omissions to act in regards to academic exercises and activities. Cheating is defined here as the obtaining of information (electronic or otherwise) during an examination, the unauthorized use of books, notes, or other sources of information prior to or during an examination, the unauthorized use of books, the removal of faculty examination materials, the alteration of documents or records, or actions identifiable as occurring with the intent to defraud or use under false pretenses. Collusion is defined here as helping other students engage in acts of academic dishonesty, whether the student involved obtains any direct academic advantage from these acts. Plagiarism is defined here as the submission of the ideas, words, or artistic productions of another, without giving due credit or when attempting to falsely represent them as one’s own. See <https://sulross.libguides.com/citation/plagiarism> for more information.

**POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE TOOLS:**

In this course, you are not required to use any form of Artificial Intelligence (AI) tools such as ChatGPT, Gemini, Copilot, etc. However, if you choose to use any AI tools as part of your assignments—other than for brainstorming, proofreading, etc.—you must provide proper citation. We use APA citation format in all of our CJ courses. For more information about proper APA citation, please visit [SRSU Library Teaching and Learning Guides](#).

Using AI tools to complete any assignment without proper citation violates academic integrity and will be considered a form of plagiarism, which is a violation of the SRSU Academic Honesty Policy under the [Student Handbook](#). If you are unsure whether something is considered an AI tool, please check with your instructor.

You are permitted to use AI tools for spell check, grammar check, and proofreading. Rephrasing sentences or reorganizing paragraphs you have drafted yourself is also allowed. However, remember that the most important part is that all work you submit must be your own. You should never include anything in your assignment that was not written directly by you without proper citation. DO NOT copy and paste directly from any AI tools.

**APA STYLE:**

This course will use the American Psychological Association (APA) formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a number of resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation the course academic honesty standards. See [SRSU Library Teaching and Learning Guides](#) for help with APA.

**STUDENT SUPPORT SERVICES AND BLACKBOARD HELP DESK**

Sul Ross State University has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring,

supplemental instruction, and writing assistance. For a complete list of academic support services, visit the [Student Support Services](#). For more information, students are encouraged to contact SSS at (432) 837-9118 or visit Ferguson Hall Room 105. For Blackboard help visit <https://www.sulross.edu/bb> or call 432-837-8888 (M-F 08:00 am-05:00 pm).

### **STUDENT RESPONSIBILITIES STATEMENT**

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

### **DISTANCE EDUCATION STATEMENT**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

### **SERVICE STATEMENT:**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of pandemics, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **STUDENTS WITH SPECIAL NEEDS:**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

### **LATE ASSIGNMENT SUBMISSION POLICY:**

Students are supposed to finish their coursework on time and assignments must be submitted before the deadlines. Students are expected to show appropriate cause for missing or delaying major assignments or examinations. Late assignments will not be accepted unless there

is an excuse that is recognized by the university. Discussion board posts will not be accepted for credit once the discussion board closes.

**GRADING:**

There will be 1 midterm exam and weekly quizzes throughout the semester, with questions drawn from the readings and the supplemental materials, will be posted on the Blackboard. The midterm exam will be worth 200 points. There will be no makeup exam. Every week there will be a quiz for the related chapter(s). Each quiz will worth 10 points. The total grade will be 130 for all quizzes. Weekly reaction papers (Including research topic and intro paper assignment) will be 10 points each. The total grade for papers will be 130. Your final paper will worth 400 points.

<b>Midterm Exam</b>	<b>200 pts</b>
<b>Weekly Quizzes</b>	<b>130 pts (13 quizzes, 10 points each)</b>
<b>Reaction papers</b>	<b>130 pts (13 papers, 10 points each)</b>
<b>Final Paper</b>	<b>400 pts</b>
<b>Total</b>	<b>860 pts</b>

**Scale:**

**A 860-760 B 759-660 C 659-560 D 559-460 F459 & below**

## ACADEMIC CALENDAR

W	DATES	TOPICS/ READINGS
1	August 26-Sep. 1	<b>Introduction; Syllabus</b> - Discussion topics: Course content, evaluation, and procedures
2	Sept 2-8	<b>The Politics and Policy Dichotomy</b> Read Chapter 1 in Making Sense of Criminal Justice (Mays, G.L. and Ruddell, R., 2019) <b>QUIZ-1</b> <b>PAPER-1</b>
3	Sept 9-15	<b>Crime Control versus Due Process</b> Read Chapter 2 in Making Sense of Criminal Justice (Mays, G.L. and Ruddell, R., 2019) <b>QUIZ-2</b> <b>PAPER-2</b>
4	Sept 16-22	<b><u>The Policy Making Process-1</u></b> Read Chapter 1 in Welsh and Harris (2016). Criminal Justice Policy and Planning <b>Policy Analysis and Models for Policy Analysis</b> Read Chapter 1 and 2 in Understanding Public Policy (Dye, 2017) <b>QUIZ-3</b> <b>PAPER-3</b>
5	Sept 23-Sept 29	<b><u>The Policy Making Process-2</u></b> <u>Required:</u> Read Chapter 2 in Welsh.and Harris (2016). Criminal Justice Policy and Planning Read Chapter 3 in Understanding <i>Public Policy</i> (Dye, 2017) <b><u>RESEARCH TOPIC &amp; INTRO DUE DATE (10 pts)</u></b> <b>QUIZ-4</b> <b>PAPER-4</b>
6	Sept 30-Oct 6	<b><u>Setting Policy Goals and Objectives</u></b> Read Chapter 3 in Welsh.and Harris (2016). Criminal Justice Policy and Planning <b>QUIZ-5</b> <b>PAPER-5</b>
7	Oct 7—13	<b><u>Designing a Policy and Action Planning</u></b> Read Chapter 4-5 in Welsh.and Harris (2016). Criminal Justice Policy and Planning <b>QUIZ-6</b> <b>PAPER-6</b>
8	Oct 14-20	<b><u>Policy Implementation</u></b> Read Chapter 6 in Welsh.and Harris (2016). Criminal Justice Policy and Planning <b>QUIZ-7</b> <b>PAPER-7</b>

9	Oct 21-Oct 27	<p><b><u>Policy Evaluation</u></b>  <b><u>Policy Reassessment and Review</u></b></p> <p><u>Required</u>  Read Chapter 7-8 in Welsh.and Harris (2016). Criminal Justice Policy and Planning</p> <p><b>QUIZ-8</b>  <b>PAPER-8</b>  <b><u>MIDTERM EXAM (ANNOTATED BIBLIOGRAPHY OF FINAL PAPER)</u></b></p>
10	Oct 28-Nov 3	<p><b><u>Gun Control Policy</u></b></p> <p><u>Required</u>  Gun Control. Read Chapter 6 in Making Sense of Criminal Justice (Mays, G.L. and Ruddell, R., 2019)</p> <p>Kleck, G. (2009). Mass shootings in schools: The worst possible case for gun control. <i>American Behavioral Scientist</i>, 52, 1447-1464.</p> <p><u>Recommended</u>  Arrigo, B.A and Acheson, A. (2016). Concealed carry bans and the American college campus: a law, social sciences, and policy perspective. <i>Contemporary Justice Review</i>. Vol. 19-1. 120-141</p> <p>Pierce, G. L., Braga, A. A., &amp; Wintemute, G. (2015). Impact of California firearms sales laws and dealer regulations on the illegal diversion of guns. <i>Injury Prevention</i>, 21.</p> <p><b>QUIZ 9</b>  <b>PAPER-9</b></p>
11	Nov 4-10	<p><b><u>War on Drugs Policies</u></b></p> <p><u>Required</u>  Lassiter, M.D. (2015). Impossible Criminals: The Suburban Imperatives of America's War on Drugs. <i>Journal of American History</i>, Volume 102, Issue 1. 126-140.</p> <p>Taylor, S. Buchanan, J. and Ayres, T. (2016). Prohibition, privilege and the drug apartheid: The failure of drug policy reform to address the underlying fallacies of drug prohibition. <i>Criminology and Criminal Justice</i>. Vol.16-4. 452-469.</p> <p>Jones, M. J (2002). Policy Paradox: Implications of U.S. Drug Control Policy for Jamaica. <i>ANNALS, AAPSS</i>, 582, July 2002. 117-133</p> <p><u>Recommended</u>  Jensen, E.L., Gerber, J. &amp; Mosher, C. (2004). Social Consequences of the War on Drugs: the Legacy of Failed Policy. <i>Criminal Justice Policy Review</i>, Vol:15-1. 100-121</p> <p>Bernard, t and Hains, E. (2001). Small-Denomination Paper Currency as the Focus of Supply-Reduction Drug Policy. <i>Criminal Justice Policy Review</i>. Vol:12-1. 3-25.</p>



		<p>Terry- McElrath, T. and McBride, D.C. (2004). Local Implementation of Drug Policy and Access to Treatment Services for Juveniles. <i>Crime &amp; Delinquency Vol:50-1. 60-87.</i></p> <p><b><u>QUIZ 10</u></b> <b><u>PAPER-10</u></b></p>
12	Nov 11-17	<p><b><u>Death Penalty and Deterrence</u></b> <b><u>Required</u></b> Donohue III, John J. 2009. “The impact of the death penalty on murder.” <i>Criminology &amp; Public Policy</i> 8(4):795 -801. The Death Penalty: Dying a Slow Death? Read Chapter 12 in Making Sense of Criminal Justice (Mays, G.L. and Ruddell, R., 2019)</p> <p><b><u>Recommended</u></b> Berk, Richard. 2009. “Can’t tell: Comments on ‘Does the death penalty save lives?’” <i>Criminology &amp; Public Policy</i> 8:845-851. Rubin, Paul H. 2009. “Don’t scrap the death penalty.” <i>Criminology &amp; Public Policy</i> 8:853-859.</p> <p><b><u>QUIZ 11</u></b> <b><u>PAPER-11</u></b></p>
13	Nov 18-Nov 24	<p><b><u>Immigration and Crime</u></b> <b><u>Required:</u></b> Taylor, M.C., Krysan, M. and Hall, M. (2017). The Uncertain Impact of Anglo/Latino Contact on Anglos’ Immigration Policy Views: Awareness of Latinos’ Problems Is the Key. <i>Du Bois Review: Social Science Research on Race. Vol.14-2. Pp. 471-495.</i> Michalowski, R. and Hardy, L. (2014). Victimized the Undocumented: Immigration policy and border enforcement as state crime. In <i>Towards a Victimology of State Crime</i>. Eds. Dawn L. Rothe and David Kauzlarich. Routledge. Pp. 87-110. Pickering, S. Ham, J. (2014). Understanding immigration, crime and victimization in the United States. In Zatz, M.S. and Smith, H. <i>The Routledge Handbook on Crime and International Migration</i>. Routledge. Pp.26-40. <a href="https://www.routledgehandbooks.com/doi/10.4324/9780203385562.ch2">https://www.routledgehandbooks.com/doi/10.4324/9780203385562.ch2</a></p> <p><b><u>Recommended</u></b> Harris, C. T., &amp; Feldmeyer, B. (2013). Latino immigration and White, Black, and Latino violent crime: A comparison of traditional and non-traditional immigrant destinations. <i>Social Science Research</i>, 42, 202-216. Orrick, E. A., &amp; Piquero, A. (2015). Assessing the impact of Mexican nativity on sentence length. <i>Criminal Justice Policy Review</i>, 26, 643-664. Ackerman, A. R., &amp; Furman, R. (2013). The criminalization of immigration and the privatization of immigration detention:</p>

		<p>Implications for justice. <i>Contemporary Justice Review</i>, 16, 251-263.</p> <p>Feldmeyer, B., Harris, C. T., &amp; Scroggins, J. (2015). Enclaves of opportunity or “ghettos of last resort?” Assessing the effects of immigrant segregation on violent crime rates. <i>Social Science Research</i>, 52, 1-17.</p> <p>Wadworth, T. (2010). Is immigration responsible for the crime drop? An assessment of the influence of immigration on changes in violent crime between 1999 and 2000. <i>Social Science Quarterly</i>, 91, 531-</p> <p><b>QUIZ 12</b> <b>PAPER-12</b></p>
14	Nov 25- Dec 1	<b>THANKSGIVING HOLIDAY</b>
15	Dec 2-8	<p><b><u>Problem Oriented Policing Policies</u></b> <b>Required</b></p> <p>Gill, C. Weisburd, D. Telep, C.W. Vitter, Z. and Bennett, T. (2014). Community-oriented policing to reduce crime, disorder and fear and increase satisfaction and legitimacy among citizens: a systematic review. <i>Journal of Experimental Criminology</i>. Vol. 10-4.pp.399-428.</p> <p>Braga, A.A. (2007). The Effects of Hot Spots Policing on Crime. <i>Campbell Systematic Review</i>. 2007:1 <a href="https://campbellcollaboration.org/media/k2/attachments/1023_R.pdf">https://campbellcollaboration.org/media/k2/attachments/1023_R.pdf</a></p> <p>Scott, Michael S. 2010. “Evaluating the effectiveness of problem-oriented policing.” <i>Criminology &amp; Public Policy</i> 9(1):135-137.</p> <p><b>Recommended</b></p> <p>Weisburd, David et al., 2010. “Is problem-oriented policing effective in reducing crime and disorder?” <i>Criminology &amp; Public Policy</i> 9:139-172.</p> <p>Braga, Anthony A. 2010. “Setting a higher standard for the evaluation of problem-oriented policing initiatives.” <i>Criminology &amp; Public Policy</i> 9:173-182.</p> <p>Tilley, Nick. 2010. “Whither problem-oriented policy.” <i>Criminology &amp; Public Policy</i> 9:183-195</p> <p><b>QUIZ 13</b> <b>PAPER-13</b></p>
16	Dec 10	<b>FINAL PAPER SUBMISSION DUE DATE</b>

**END OF COURSE EVALUATIONS:**

Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.