



Crime Reduction: What Works?

POL / PA 444, Spring, 2024

School of Government and Public Policy

The University of Arizona

Teaching modality: In Person

Mondays and Wednesdays, 9:30-10:45 AM

Classroom: Harvill Bldg, Room 415

Instructor: Javier Osorio

josorio1@arizona.edu

www.javierosorio.net

Office: 326 Social Sciences Building

Phone: 520-621-4607

Office Hours: Mondays 8:00-8:45 am via zoom.

(email the instructor to get a link)

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Course Description:

This course introduces students to the study of crime control policies, examining the scientific foundations of crime studies as well as policy evaluation in the security sector. It provides an overview of the evidence on the effectiveness of various crime control policies using a comparative perspective that integrates evidence on security policies implemented in the US and Latin America.

Overall Course Narrative:

This course provides an exploratory survey of the scientific evidence on the effectiveness of crime control policies. Crime is a prevailing topic in political and policy discussions that often comes attached with strong normative, political, and emotional statements. However, in contrast to many other policy sectors, discussions on crime rarely are accompanied by rigorous evaluations of the extent to which crime control policies work or not. In consequence, discussions tend to be tainted by alarm, fear, and propaganda, without much support from empirical evidence about their effectiveness. This course seeks to introduce students to the scientific foundations of the study of crime control policies.

The course will help students develop analytical skills to understand the degree of success of a variety of crime control policies. In addition, students will develop basic insights into the empirical foundations of policy evaluation in the security sector. The course has a comparative perspective that integrates evidence on security policies implemented in the US and in Latin America.

The course is divided into six main sections. The first part provides a framework to understand why is it important to evaluate crime control policies and what are the standards for impact evaluation methodologies. The second part analyzes the theoretical foundations of the economic model of crime. The third section analyzes the extent to which increasing policing efforts reduces crime. The fourth segment analyzes how improving neighborhoods offer an effective alternative to policing. The fifth section analyzes the consequences of police militarization in the U.S. and Latin America. The sixth and final section reviews the evidence on the effect of technology on police behavior and crime.

The content of this course is relevant to undergraduate students in Political Science, Law, Criminal Justice, and Public Management and Policy as it will help them develop analytical skills to understand and critically ponder the effectiveness of crime control policies. In addition to the theoretical and empirical elements acquired in this course, students will develop valuable teamwork skills and experience designing a security policy suitable to impact evaluation.

Course Objectives:

The readings, assignments, in-class activities, team projects, and examinations of this course are designed to help students develop analytical skills to understand and assess the effectiveness of crime control policies. After successfully completing this course, students will be able to:

1. Gain familiarity with the scientific foundations of policy evaluation methods.
2. Understand the basic premises of the economic model of crime.
3. Assess the evidence related to the effects of policing on crime.
4. Identify the effects of neighborhood-oriented crime control policies.
5. Understand the consequences of police militarization in the US and in Latin America.
6. Assess the effectiveness of body-worn and street cameras on police behavior and crime.

Learning Outcomes:

At the end of this course, students who effectively engage in the readings, activities, and assignments will be able to:

1. Describe randomized controlled trials, their components, and why they are considered the gold standard of policy evaluation methods.
2. Discuss the difficulties of implementing sound impact evaluations of security policies.
3. Apply the economic model of crime to understand different types of criminal behaviors and law enforcement policies.
4. Discuss the effectiveness of different types of security policies including various types of policing strategies, neighborhood interventions, police militarization, and the use of technology in law enforcement.
5. Construct evidence-based arguments about crime control policies.
6. Design a security policy suitable for rigorous evaluation.

Required Readings:

All the assigned readings for this course are electronically available through The University of Arizona library. You will find direct links to the readings in each weekly module in D2L.

- Some of the readings are accessible via third-party providers (e.g. The Internet Archive). So, students may have to create an account with them in order to access the reading materials.
- If there are any issues accessing the assigned readings, students should try first to solve the issue themselves. Please take advantage of the plethora of resources available at the University of Arizona Library. Problem-solving skills and analytical skills are key tools for success. If despite the student's best efforts, it is not possible to access the assigned readings, please email the instructor.

Teaching Modality:

- This course is scheduled for "In Person" teaching modality. Please be aware that the teaching modality of the class may change in short notice due to COVID related conditions if the University makes such decision.
- The lectures and activities of this course can be easily adapted to online synchronous meetings in case there is a considerable decline in Public Health conditions and the University decides to shift the teaching modality.
- In case students miss an in-class activity or a quiz due to COVID or any major cause, the instructor will ignore the points of that activity or quiz when calculating the final grade. In that way, students do not have to worry about those points or make up for those activities. Those points will simply not be factored into the final grade.
- I strongly encourage students to take responsibility for their learning. As your instructor, I will do my best to offer the best possible learning experience. I really hope you will play your part by doing the assigned readings, participating in class, and engaging in the course activities. I am confident that working together, we will have a great teaching-learning experience.

Course Requirements:

I strongly encourage students to take responsibility for their own learning. As your instructor, I will do my best to offer the best possible learning experience. I really hope you will play your part by doing the assigned readings, participating in class, and engaging in the course activities. I am confident that working together, we will have a great teaching-learning experience.

The final grade is determined by the student's performance on the following assignments: attendance; weekly reading quizzes; participation in lecture sessions; participation in team sessions; participation in team project (presentation and white paper), midterm exam; and final exam. Below, you will find each requirement explained in detail.

1. Class attendance

- I do not take attendance to class, but students are expected to take responsibility for their own education and attend all class sessions.
- Students are required to arrive on time and remain in the classroom for the entire session.
- If you expect to be absent because of religious observances, please send me an email at the beginning of the semester.
- In the case of an emergency, students are expected to notify the professor before class.
- If you experience COVID-like symptoms, please get tested.
- If you test positive for COVID, please follow the UA protocol <https://covid19.arizona.edu/positive-case-protocol-students>.
- In case students miss an in-class activity or a quiz due to unforeseen circumstances, the instructor will exempt the missed activity or quiz from the student's final grade. In that way, students do not have to worry about those points or make up for those activities. The points of the missed activities will simply not be factored into the final grade.

2. Readings and Participation

- Students are expected to read all assigned readings before class. This requires students to critically engage in the readings.
- Please take seriously your reading responsibility. Students who do not read for class generally perform poorly.

- This class has fewer assigned reading materials than most other classes at this level. This is intentional, as most of the assigned readings in this course comprise more information and tend to be more scientifically technical than readings in other classes at this level. I strongly encourage students to devote sufficient time to process the content of the assigned readings.
- If you find parts of the methodological content of some readings too difficult to follow, do not worry. Just focus on the intuition discussed in the text of the reading. I strongly encourage you to take notes and come to class with questions prepared in advance.
- Active participation in class is a strong requirement. The key pedagogical component of this class is to collectively unpack and analyze the assigned materials. We will do so by dissecting its different components and arguments, questioning them, exploring their implications, and thinking out loud about them. Due to its collective and dynamic nature, this class is not a space for passive learning. As such, each student is expected to provide valuable contributions to this common intellectual endeavor.

3. Weekly Online Quizzes (18 points = 18% of final grade)

- For each class session with assigned readings, students will find a quiz posted on D2L related to the corresponding assigned readings.
- There will be a total of 18 quizzes in the semester, totaling 18 points (1 point per quiz), which correspond to 18% of your final grade.
- Students are required to submit their responses before class. This means that students should complete all assigned readings and submit their responses before the D2L system closes right before we start our class session.
- The quizzes are not to trick you. They are designed to assess an elementary comprehension level of the readings. So, if you do the readings, you will be able to respond to the quizzes correctly.

4. In-class Team Sessions (21 points = 21% of final grade)

- A central element of this course is to help students gain familiarity with randomized controlled trials. The in-class activities are designed as a step-by-step process to help students develop their own randomized controlled trials.
- Students will be randomly assigned into teams for the entire semester. The number of teams will depend on the total number of students in the class.
- During the semester we will have 7 team sessions. Participating in each of these in-class team sessions will contribute 3 points to your final grade, for a total of 21 points, which correspond to 21% of your final grade.
- The objective of this activity is for each team to design a randomized controlled trial related to a specific security aspect relevant to the University of Arizona.
- During the course of the semester, each team will engage in the following activities during the in-class team sessions:
 - Team session 1: Find a research topic.
 - Team session 2: Research design.
 - Team session 3: Qualtrics survey.
 - Team session 4: Survey instrument.

- Team session 5: Ethical issues.
- Team session 6: Implementation plan.
- Team session 7: Calculating causal effects.
- These activities are designed to help students develop teamwork and impact evaluation skills that are necessary to effectively engage in the workforce. Students are required to engage in these activities with the highest levels of professionalism, responsibility, maturity, and respect.
- Team sessions are group activities that require students to be present in the classroom. Remote or proxy participation is not allowed (unless previously discussed with and approved by the instructor).

5. Team project presentation (11 points = 11% of final grade)

- At the end of the semester, each team will present the research design and results of their randomized controlled trial.
- The presentation will contribute 11 points to your final grade, which correspond to 11% of your final grade.

6. Midterm Exam (25 points = 25% of final grade)

- The Midterm consists of writing one short essay (max 1,500 words, which is about 3 pages).
- This will be an open-book essay. So, students can use their notes and readings during the Midterm exam session. The Midterm exam will take place in our regular classroom during our regular class schedule.
- The objective of the essay is to assess your level of familiarity and understanding of the readings covered in the first half of the course.
- Students are required to bring their laptop to class to write their Midterm essay. If for any reason your laptop is not working, please let Dr. Osorio know in advance.
- To prevent violations of the UA Intellectual Integrity policy due to the use of artificial intelligence (AI), students will be asked to sign a pledge not to rely on any kind of AI assistance to write the essay.
- The midterm will be graded based on four criteria:
 - Responding** directly to the question.
 - Identifying** and engaging all the relevant course materials that correspond to the question.
 - Explaining** key concepts and theories completely and accurately.
 - Articulating** a coherent and clear set of ideas in a well-written manner.
- Students who regularly do their readings, write their own reading summaries, take notes, and participate in class usually do great in this essay. Those who do not read, do not write their own reading summaries, and do not take notes generally do poorly.

7. Final Exam (25 points = 25% of final grade)

- The Final exam will take place in our regular classroom. Please notice that we will be using the UA exam schedule. So, make sure you pay attention to the day and time of the final exam indicated in the syllabus.

- The Final Exam consists of writing one short essay (max 1,500 words, which is about 3 pages).
- This will be an open-book essay. So, students can use their notes and readings during the Final exam session.
- The objective of the essay is to assess your level of familiarity and understanding of the readings covered in the second half of the course.
- Students are required to bring their laptop to class to write their Final exam. If for any reason your laptop is not working, please let Dr. Osorio know in advance.
- To prevent violations of the UA Intellectual Integrity policy due to the use of artificial intelligence (AI), students will be asked to sign a pledge not to rely on any kind of AI assistance to write the essay.
- The Final exam will be graded based on four criteria:
 - (a) **Responding** directly to the question.
 - (b) **Identifying** and engaging all the relevant course materials that correspond to the question.
 - (c) **Explaining** key concepts and theories completely and accurately.
 - (d) **Articulating** a coherent and clear set of ideas in a well-written manner.
- Students who regularly do their readings, write their own reading summaries, take notes, and participate in class usually do great in this essay. Those who do not read, do not write their own reading summaries, and do not take notes generally do poorly.

8. Extra points (up to 5 points = up to 5% of final grade)

- Students have the opportunity to earn extra credits in this course based on any of the following modalities.

SGPP Policy Lab (1 point each):

- There will be an opportunity to earn extra credit in this course. This semester, several academic research projects will be conducted in the SGPP Research Center by individuals affiliated with the School. You will receive reminders throughout the semester regarding these opportunities. After participating in a project, you will receive ONE point, which will be applied to your final score at the end of the semester. You can earn up to 5 points in total by participating in 5 studies. Studies typically involve completing a short survey, which takes between 15 minutes to an hour to complete.
- To participate in this activity or to ask any questions about this, please contact directly the Lab Manager by email SGPPResearch@arizona.edu. Please do not email the instructor about this activity.
- At the end of the semester, the Lab Manager will email Professor Osorio the list of students who participated in these research activities.

Diversity, Equity, and Inclusion Training (1 point):

- As part of the SGPP efforts to promote diversity, equity, and inclusion in our academic community, this course offers the opportunity to gain extra credits by completing the "Preventing Harassment and Discrimination" online training offered by the Office of Institutional Equity.
- The course is available at: <https://equity.arizona.edu/training/online-training>.

- Once you finish your training, please go to D2L, then click on the "Extra points - DEI" assignment and submit a copy of your training certificate. Make sure it includes your name and date of completion.
- This extra point opportunity does not apply to training certificates completed before the beginning of the semester.

Getting Involved (1 point):

- A key strategy to foster a sense of inclusion and belonging in a community is to engage with others while participating in extra-curricular activities.
- This course offers the opportunity to gain one extra credit to students who become *new members* of any club at the University of Arizona. There are more than 600 clubs for you to choose from. You can explore your options here: <https://www.arizona.edu/student-life/getting-involved>.
- This extra credit does not apply to students who are already part of a club, sorority, or fraternity. It only applies to those who become *new members* of a club.
- This extra credit only applies to one club. If you become a member of more than one club, that is great for you (!), but you will only receive one credit for this activity.
- To get credit for this activity, please go to D2L, then click on the "Extra points - Getting involved" assignment and submit a copy of your new membership documentation. Depending on the club, it could be a receipt, a formal email, or a completed registration form. Make sure it includes your name and date of registration.
- You can combine any of these activities in the way that they best fit your interests and availability. At the end of the semester, you will receive up to 5 points as extra credit, which correspond to 5% of your final grade.

Grade Distribution and Scale:

The following table presents the grade distribution for this course:

Grade Distribution		Points	Grade %
Quizzes (18 quizzes x 1 point each)		18	18
Team activity deliverables (7 sessions x 3 points each)		21	21
Midterm exam		25	25
Final project and presentation		11	11
Final exam		25	25
Total		100	100

The following table presents the grading scale for a corresponding letter grade:

Grading Scale	
Letter grade	Scale
A	90-100%
B	80-89%
C	70-79%
D	60-69%
E	59% or less

Course Policies:

1. Difficult Times

- From all the things that you can be, please choose to be kind. Be kind to yourself, be kind to all the people that you know. Also, please be kind to all the people that you do not know. We all are struggling.
- If you are experiencing personal difficulties (of any kind) that prevent you from adequately performing in the class, please send me an email. Timely communication is crucial for properly addressing specific challenges. So, please do not wait until there is a drop in your grade or at the end of the semester. I will try to work with you to find the best possible solution so this class is not an additional burden on you.
- If you are experiencing unexpected barriers to your success, please note the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office (deanofstudents.arizona.edu) can be reached by phone at 520-621-2057 or by email DOS-deanofstudents@email.arizona.edu.
- If you are facing physical or mental health challenges this semester, please note that Campus Health provides quality medical and mental health care. For medical appointments, call (520-621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334.

2. COVID Related Issues

- Please keep an eye on the University of Arizona COVID-related policies. As the pandemic evolves, the University will continue to adapt its policies, which is also likely to have consequences for this class. You can find out more at <https://covid19.arizona.edu/>.
- If you are feeling COVID-related symptoms (even if they are mild) **please get tested**. We all should be responsible for our health and other people's health. So, when in doubt, please get tested before coming to class.
- If you test positive for COVID, please follow the UA protocol:
 - <https://covid19.arizona.edu/positive-case-protocol-students>.

3. Electronic etiquette

- Please mute your cell phones in class.
- Refraining from using distracting electronics or apps during class will help us to engage more effectively in a stimulating intellectual conversation without interruptions.
- Students are expected to behave maturely. Please demonstrate respect to yourself, your peers, and instructor by giving your full attention and participating in class.
- Students are required to use their University of Arizona email for all university-related communications.
- When sending an email, please be respectful, clear and concise. Long substantive questions are more suitable for class discussions or office hours than email exchanges.

4. Academic Policies

- Please consult the UA Academic Policies Website:
<https://academicaffairs.arizona.edu/syllabus-policies>
- This site includes information regarding:
 - Absence and class participation.
 - Threatening behavior.
 - Accessibility and Accommodations (Disability Resource Center).
 - Code of Academic Integrity.
 - Non-Discrimination and Anti- Harassment Policy.

5. Additional Resources for Students

- SGPP recently put together a comprehensive list of resources for students. You can find it at:
<https://sgpp.arizona.edu/student-resources>
- This site includes information regarding:
 - Important dates and deadlines.
 - General resources.
 - COVID-19 resources.
 - Undergraduate student resources.
 - Graduate student resources.
 - Financial resources.
 - Health, wellness, and safety.
 - Student organizations.
 - Cultural and specialized student resource centers.

6. Confidentiality of Student Records:

- Confidentiality policy of the University of Arizona:
<https://registrar.arizona.edu/privacy-ferpa/ferpa-compliance>

7. Diversity and Inclusion:

- The School of Government and Public Policy (SGPP) recognizes the richness of diversity and inclusion as critical components of intellectual and civic excellence. We are committed to fostering environments in which our students, staff, faculty, community partners, and visitors can participate fully, regardless of race, ethnicity, gender identity, sexual orientation, age, socio-economic status, citizenship status, size, ability, language, religion, or any other characteristic.

We recognize that the disciplines of political science and public affairs do not yet reflect the complexity of our increasingly multicultural society, and that the substance of these disciplines is subject to polarized worldviews. Accordingly, we promote open, critical, and respectful dialogue and practices. To ensure that all members of the SGPP community thrive, we condemn expressions of discrimination and hate, and support pedagogies to explain and challenge all manifestations of unconscious bias in the classroom, on campus, and in the community.

The School has established the Committee for Diversity, Equity, and Inclusion to identify and coordinate activities to support our efforts to foster diverse and inclusive intellectual environments.

- In line with the University of Arizona's vision of diversity, this course will provide an environment of recognition, acceptance, and interaction of all the aspects that enrich diversity in our pursue of excellence.
- Participants in this course are strongly encouraged to move beyond recognizing diversity and inclusion as ideal or desirable goals, and actively engage in embracing, practicing, and promoting diversity and inclusion in the classroom and in their daily activities and relationships.
- At the beginning of the course, students will be asked about their pronouns.

8. Care-Giving Policy:

- Babies, children, and seniors are welcome in class. In case of occasional minor illnesses or unforeseen disruptions in childcare, you can bring your baby or child to class. Also, if you are taking care of a senior person, feel free to bring them to class.
- Mothers who are breastfeeding an infant, or expressing milk, may do so in class without the permission of the instructor. I ask everyone in class to be respectful and contribute to a family-friendly environment. If you prefer to breastfeed or breast pump outside of class, you may take time out of class.
- In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention, you may step outside until their need has been met. I also ask non-parenting students to reserve seats near the door for parenting classmates.
- College is hard and even more so if you are a parent or caregiver of another person. Sleep deprivation, tiredness, stress, and unforeseen circumstances are real obstacles for anyone. Feel free to share with me your student-parent-care-giver status so I can offer special accommodation if needs arise. Although I have high expectations for all students in class, I am always happy to offer support to those who need it.

9. Accessibility and Accommodations:

- At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu>) to establish reasonable accommodations.

10. Subject to Change:

- Information contained in the course syllabus, other than the grade distribution and UA policies, may be subject to change with advance notice as deemed appropriate by the instructor.

Course Outline:

The course is structured according to the following sections:

1. How can we know if it works?
 - Why Evaluate?
 - Causal identification
2. Economic Model of Crime
 - Economic Model of Crime
 - Critics of the Economic Model of Crime
3. Policing
 - Policing and Crime
 - Community Policing
 - Hot-spot policing I
 - Hot-spot policing II
4. Alternative Approaches
 - Housing Vouchers
 - Environmental Design
 - School Interventions I
 - School Interventions II
5. Police Militarization
 - Police Militarization in the US I
 - Police Militarization in the US II
 - Police Militarization in Latin America I
 - Police Militarization in Latin America II
6. Body-Worn and Street Cameras
 - Body-worn Cameras I
 - Body-worn Cameras II

Semester Plan:

To help you plan for the semester, I included here a timeline with the different topics and activities that we will cover in class. The table below also indicates the points for each activity and the number of points that you will be gradually accumulating as you complete the course requirements.

Month	Week	Day	Day	Topic	Activities	Points	Cumulative
January	W	10		Introduction - No in-person class			
January	M	15		No class - Martin Luther King Jr. day			
January	W	17		Why Evaluate?	Quiz	1	1
January	M	22		Causal identification	Quiz	1	2
January	W	24		In-Class Activity	Research topic	3	5
January	M	29		Economic Model of Crime	Quiz	1	6
January	W	31		Critics to the Economic Model of Crime	Quiz	1	7
February	M	5		In-Class Activity	Research design	3	10
February	W	7		Policing and Crime	Quiz	1	11
February	M	12		Community Policing	Quiz	1	12
February	W	14		In-Class Activity	Qualtrics surveys	3	15
February	M	19		Hot-spot Policing I	Quiz	1	16
February	W	21		Hot-spot Policing II	Quiz	1	17
February	M	26		How to write an essay			17
February	W	28		Midterm exam	Midterm	25	42
March	M	4		No class - Spring break			
March	W	6		No class - Spring break			
March	M	11		In-Class Activity	Survey instrument	3	47
March	W	13		In-Class Activity	Ethical issues	3	52
March	M	18		Housing Vouchers	Quiz	1	43
March	W	20		Environmental Design	Quiz	1	44
March	M	25		School interventions I	Quiz	1	48
March	W	27		School interventions II	Quiz	1	49
April	M	1		Police Militarization in the US I	Quiz	1	53
April	W	3		Police Militarization in the US II	Quiz	1	54
April	M	8		In-Class Activity	Implementation plan	3	57
April	W	10		Police Militarization in Latin America I	Quiz	1	58
April	M	15		Police Militarization in Latin America II	Quiz	1	59
April	W	17		In-Class Activity	Calculating effects	3	62
April	M	22		Body-worn Cameras I	Quiz	1	63
April	W	24		Body-worn Cameras II	Quiz	1	64
April	M	29		Final project presentation	Final project	11	75
May	W	1		No class - Reading Day			
May	M	6		No class - Reading Day			
May	Th	9		Final exam	Final	25	100

Course Content:

PART I. HOW CAN WE KNOW IF IT WORKS?

- **January 10 - Introduction - No Class**

- There will be no class due to conference travel.
- Please read the syllabus.

- **January 15 - No Class - Martin Luther King Jr. Day**

- No class.

- **January 17 - Why Evaluate?**

- Paul J. Gertler, Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M. J. Vermeersch. *Impact Evaluation in Practice, Second Edition*. Washington, DC: Inter-American Development Bank and World Bank, September 2016, Chapter 1, Why Evaluate?, pp. 3-27.
- Amy Dezember, Megan Stoltz, Lina Marmolejo, L. Caitlin Kanewske, Kate Doyle Feingold, Sean Wire, Lauren Duhaime, and Carl Maupin. The lack of experimental research in criminology—evidence from Criminology and Justice Quarterly. *Journal of Experimental Criminology*, 17(4):677–712, December 2021

- **January 21 - Causal identification**

- Paul J. Gertler, Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M. J. Vermeersch. *Impact Evaluation in Practice, Second Edition*. Washington, DC: Inter-American Development Bank and World Bank, September 2016, Chapter 4, Randomized Assignment, pp. 63-85.
- Greg Ridgeway. Experiments in Criminology: Improving Our Understanding of Crime and the Criminal Justice System. *Annual Review of Statistics and Its Application*, 6(1):37–61, 2019. eprint: <https://doi.org/10.1146/annurev-statistics-030718-105057>

- **January 24 - In-Class Activity: Find a Research Topic**

- In-class activity.
- Before class, please read the Crime Statistics section of the UA Police Department “2023 Main Campus Annual Security & Fire Safety Report” available at <https://uapd.arizona.edu/about/annual-reports>.
- Based on the report, think of a topic that you may be interested in doing some research about.

PART II. ECONOMIC MODEL OF CRIME

- **January 29 - Economic Model of Crime**

- Gary S. Becker. Crime and Punishment. An Economic Approach. *Journal of Political Economy*, 76(2):169–217, 1968.
- Marie Oliver and Machin Stephen. Lessons from the economics of crime, January 2014, available at <https://cepr.org/voxeu/columns/lessons-economics-crime>.

- **January 31 - Critics of the Economic Model of Crime**

- Keith Hayward. Situational Crime Prevention and its Discontents: Rational Choice Theory versus the ‘Culture of Now’. *Social Policy & Administration*, 41(3):232–250, 2007. eprint: <https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1467-9515.2007.00550.x>.
- John J. Donohue. Economic Models of Crime and Punishment. *Social Research*, 74(2):379–412, 2007. Publisher: The New School.

- **February 5 - In-Class Activity: Research Design**

- In-class activity.
- Define your research design.

PART III. POLICING

- **February 7 - Policing and Crime**

- Christopher Blattman, Donald P Green, Daniel Ortega, and Santiago Tobón. Place-Based Interventions at Scale: The Direct and Spillover Effects of Policing and City Services on Crime. *Journal of the European Economic Association*, 19(4):2022–2051, August 2021.

- **February 12 - Community Policing**

- Graeme Blair, Jeremy M. Weinstein, Fotini Christia, Eric Arias, Emile Badran, Robert A. Blair, Ali Cheema, Ahsan Farooqui, Thiemo Fetzer, Guy Grossman, Dotan Haim, Zulfiqar Hameed, Rebecca Hanson, Ali Hasanain, Dorothy Kronick, Benjamin S. Morse, Robert Muggah, Fatiq Nadeem, Lily L. Tsai, Matthew Nanes, Tara Slough, Nico Ravani, Jacob N. Shapiro, Barbara Silva, Pedro C. L. Souza, and Anna M. Wilke. Community policing does not build citizen trust in police or reduce crime in the Global South. *Science*, 374(6571):eabd3446, November 2021.

- **February 14 - In-class Activity: Qualtrics Surveys**
 - In-class Activity.
 - In this session we will learn how to program a survey experiment using Qualtrics.
 - All students must open a Qualtrics account before class. Go to the following website and use your UA credentials to create an account <https://uarizona.co1.qualtrics.com/>
- **February 19 - Hot-spot Policing I**
 - Jerry H. Ratcliffe, Travis Taniguchi, Elizabeth R. Groff, and Jennifer D. Wood. The Philadelphia Foot Patrol Experiment: A Randomized Controlled Trial of Police Patrol Effectiveness in Violent Crime Hotspots. *Criminology*, 49(3):795–831, August 2011.
- **February 21 - Hot-spot Policing II**
 - Daniela Collazos, Eduardo García, Daniel Mejía, Daniel Ortega, and Santiago Tobón. Hot spots policing in a high-crime environment: an experimental evaluation in Medellín. *Journal of Experimental Criminology*, 17(3):473–506, September 2021.
- **February 26 - How to Write an Essay**
 - Please review the PowerPoint presentation posted in D2L.
- **February 28 - MIDTERM EXAM**
 - In-class Midterm Exam.
 - Students must bring their laptops, readings, and notes.
- **March 4 - No Class- Spring Break**
 - No class.
- **March 6 - No Class- Spring Break**
 - No class.
- **March 18 - In-Class Activity: Survey Instrument**
 - In-Class Activity.
 - Students will finish developing a survey instrument including a survey experiment using Qualtrics.

- **March 11 - In-Class Activity: Survey Instrument**
 - In-Class Activity.
 - Students will finish developing a survey instrument including a survey experiment using Qualtrics.
 - Start your CITI Training:
 - * As a class requirement, students must complete the "Social & Behavioral Research BASIC Course" online training from the Collaborative IRB Training Initiative (CITI).
 - * To complete the training, students must follow the instructions available at: <https://research.arizona.edu/compliance/human-subjects-protection-program/training-requirements>
 - * Students are strongly encouraged to start working on this training as it takes up to 3-4 hours to complete.
 - * The CITI training certificate is due on **March 20** via D2L.

- **March 13 - In-Class Activity: Ethical Issues**

- In-Class Activity.
- Students must have started (if not completed) their CITI training before class.
- Students will discuss and address the ethical issues related to their research and make adjustments if necessary.

PART IV. ALTERNATIVE APPROACHES

- **March 18 - Housing Vouchers**

- Jeffrey R. Kling, Jens Ludwig, and Lawrence F. Katz. Neighborhood Effects on Crime for Female and Male Youth: Evidence from a Randomized Housing Voucher Experiment. *The Quarterly Journal of Economics*, 120(1):87–130, 2005. Publisher: Oxford University Press.

- **March 20 - Environmental Design**

- Aaron Chalfin, Benjamin Hansen, Jason Lerner, and Lucie Parker. Reducing Crime Through Environmental Design: Evidence from a Randomized Experiment of Street Lighting in New York City. *Journal of Quantitative Criminology*, 38:127–157, 2022.

- **March 25 - School Interventions I**

- Finn-Aage Esbensen, Dana Peterson, Terrance J Taylor, Adrienne Freng, D Wayne Osgood, Dena C Carson, and Kristy N Matsuda. Evaluation and evolution of the Gang Resistance Education and Training (GREAT) program. *Journal of School Violence*, 10(1):53–70, 2011. Publisher: Taylor & Francis

- **March 27 - School Interventions II**

- Sara B Heller, Anuj K Shah, Jonathan Guryan, Jens Ludwig, Sendhil Mullainathan, and Harold A Pollack. Thinking, fast and slow? Some field experiments to reduce crime and dropout in Chicago. *The Quarterly Journal of Economics*, 132(1):1–54, 2017. Publisher: Oxford University Press.

PART V. POLICE MILITARIZATION

- **April 1 - Police Militarization in the US I**

- Edward Lawson. Police Militarization and the Use of Lethal Force. *Political Research Quarterly*, 72(1):177–189, 2019.
 - Vincenzo Bove and Evelina Gavrilova. Police Officer on the Frontline or a Soldier? The Effect of Police Militarization on Crime. *American Economic Journal: Economic Policy*, 9(3):1–18, 2017. Publisher: American Economic Association.

- **April 3 - Police Militarization in the US II**

- Jonathan Mummolo. Militarization fails to enhance police safety or reduce crime but may harm police reputation. *Proceedings of the National Academy of Sciences*, 115(37):9181–9186, September 2018.

- **April 8 - In-class Activity: Implementation Plan**

- In-class Activity.
 - Students will develop an implementation plan for their survey experiment.

- **April 10 - Police Militarization in Latin America I**

- Robert A. Blair and Michael Weintraub. Little evidence that military policing reduces crime or improves human security. *Nature Human Behaviour*, 7(6):861–873, May 2023.

- **April 15 - Police Militarization in Latin America II**

- Beatriz Magaloni, Edgar Franco-Vivanco, and Vanessa Melo. Killing in the Slums: Social Order, Criminal Governance, and Police Violence in Rio de Janeiro. *American Political Science Review*, 2020.

- **April 17 - In-class Activity: Calculating Effects**

- In-class Activity.
- In this session, students will learn basic techniques to calculate treatment effects.

PART VI. BODY-WORN AND STREET CAMERAS

- **April 22 - Body-worn Cameras I**

- Jessica Huff, Charles M. Katz, and E. C. Hedberg. A randomized controlled trial of the impact of body-worn camera activation on the outcomes of individual incidents. *Journal of Experimental Criminology*, 18(2):247–272, June 2022.

- **April 24 - Body-worn Cameras II**

- David Yokum, Anita Ravishankar, and Alexander Coppock. Evaluating the Effects of Police Body-Worn Cameras:. *Proceedings of the National Academy of Sciences*, 116(21):10329–10332, 2019.

- **April 29 - Presentations.**

- Students will present the results of their team project.

- **May 1 - No Class - Reading Day.**

- No Class.

- **May 6 - No Class - Reading Day.**

- No Class.

- **May 9 (Thursday) - FINAL EXAM.**

- Students must bring their laptops, readings, and notes.
- Harvill Bldg, Room 415
- 10:30am - 12:30pm.