

# Crime Prevention (CJ4077-001)

University of Cincinnati  
School of Criminal Justice  
Fall 2020

**Virtual Office Hours:** Monday 9:00am – 11:00 AM OR [by appointment only]

**Instructor:** Jaime Argueta, M.S.C.

**Email:** [arguetjr@mail.uc.edu](mailto:arguetjr@mail.uc.edu)

## Course Description

This course is designed to provide an exploration of various methods of community crime prevention. Relevant theory and research related to environmental design, neighborhood watch, media campaigns, community policing, school crime prevention, and other situational prevention measures will be explored critically. As such, this course aims to provide a foundation for a better understanding of the theoretical objectives of various crime prevention efforts as well as the proven effectiveness of these various strategies. Students will apply classroom knowledge to real-world crime prevention scenarios through hands-on critical analysis of local places, including neighboring communities and campus buildings and structures.

Also I attempt to provide reasons why it concentrates in relatively few places, the various approaches to reducing crime, and different forms of crime prevention. Throughout the course, an emphasis is placed on examining strategies for dealing with high-crime places and applying knowledge to real crime-prevention scenarios through an analysis of neighborhoods, risky facilities, retail stores, and streets, to name a few examples.

## Course Objectives

This course is designed for undergraduates looking to expand their knowledge about crime prevention. At the end of the course, students should understand how crime places form, what can be done to prevent them, the theory behind crime concentration, and the application of crime prevention in real life. All students will be graded based on their completion of the assignment and understanding of the concepts.

1. Define and explain the ideas and concepts of opportunity-based crime prevention.
2. Explain how opportunity-based crime prevention differs from traditional criminal justice.
3. Identify and describe the theories underlying opportunity-based crime prevention strategies.
4. Identify and describe the specific mechanisms involved in various opportunity-based crime prevention strategies and demonstrate how they actually work.
5. Describe and explain the research regarding the effectiveness of opportunity-based crime prevention.
6. Demonstrate how to assess local places for criminal opportunity and offer and present crime prevention suggestions

## Course Communication

### Blackboard

You must activate your Bearcat online account. You must be able to access Blackboard and your UC email account. Communication regarding class materials, due dates for assignments, changes in plans, absences, cancellations, and other important announcements will be posted in Blackboard. You should consider all announcements posted to Blackboard as official communications for this course.

### Discussion/Virtual Office House

Virtual Office Hours will be used in this course if you prefer to meet online. Please send me an email requesting a meeting online so that we can schedule it. Meetings will take place over WebEx. These chat sessions are on an electronic web conference tool that will enable you to meet with me virtually. I'll be online to answer questions. The details about the Virtual Office Hours are under the Your Instructor section of Home.

In addition to virtual office hours, I will be posting a discussion board for questions. These will be either general questions regarding course content, or of the like. Specific questions regarding materials or questions, please feel free to email me or discuss it on the virtual office hours. Any questions that have been asked numerous times, I will attempt to provide more clarification and post it on the announcement tabs.

### Email

Only University of Cincinnati (UC) email will be used in this course per UC policy. Please do not email me from personal email accounts. My email address is listed above, and you can also send me an email from within Blackboard. When emailing me, please make sure you include the course name in the subject heading. I will do my best to respond within 48 hours (or faster in most cases). Do not wait until right before an assignment is due to contact me if you have questions as it may not be possible for me to respond in time.

## Readings

No textbook is required for this class, however, there will be two main sources I will be drawing from for the readings posted to Blackboard. As such, I have placed on Blackboard, almost all of the readings (if not available, it will be). I do this to reduce costs to students, reduce their inconvenience in tracking them down, and to provide a comprehensive collection of the writings in this area. If there is any trouble with readability or accessing the readings please let me know.

- Weisburd, D., Eck, J.E., Braga, A.A., Telep, C.W., Cave, B., Bowers, K., Buinsma, G.J.N., Gill, G., Groff, E.R., Hibdon, J., Hink, J.C., Johnson, S.D., Lawton, B., Lum, C., Ratcliffe, J.H., Rengert, G.F., Taniguchi, T., & Yang, S.M. (2016). *Place Matters: Criminology for the Twenty-First Century*. Cambridge. (ISBN: 9781107029521)

## Supplemental

Supplemental books are just for more information about places, different forms of crime prevention, and different books I will be drawing some readings from.

- Weisburd, D. & Eck, J.E. (Eds.). (2018). *Unraveling the Crime-place Connection: New Directions in Theory and Policy* (Vol. 22). Routledge. (ISBN: 9780367254810)
- Jacobs, J. (1961). *The Death and Life of Great American Cities*. Random House. (ISBN: 978-0679741954)

## Modules, Lectures, and General

Due to the recent pandemic this class is now an online class. The material for this course is organized in learning modules. When you go to the Module section, you will find modules with overviews, learning outcomes, checklists, and readings. There will be links to activities needed to be completed in each module.

Inside of each module, I will post pre-recorded lectures for everyone to watch. With these pre-recorded lectures, I'll attempt to time stamp them for your ease of learning. The PowerPoints will also be provided. Modules will not be available until the week of lesson. Please note that with the online format, you are responsible for going over the PowerPoints, reading all the material, listening to the lecture and turning in all the assignments.

## Grading & Policies

Your grade will be determined based on your performance on 2 quizzes, 3 assignments, 1 mid-term project, 1 final paper, and in-class participation. More detail will be given about each assignment as the due dates approach.

## Writing and Communication

I expect **well written** assignments. This means I expect your assignments to be grammatically correct, well organized, tell a coherent story and be devoid of extraneous material. Most of this field, the social sciences, and even job applications warrant a clear written paper. I also expect clear and uncluttered graphical materials (charts, tables, maps, and other figures). Advice on this is provided in *Crime Analysis for Problem Solvers* (<http://www.popcenter.org>). A well-crafted paper that shows evidence of thought and attention to detail will receive a far better score than a paper that appears to be thrown together at the last moment. I consider good writing while grading papers and deduct credit for sloppy work (e.g. misspelling), bad grammar, poor word choice, poorly phrased sentences, disorganized thoughts, and so forth. Bad writing reflects bad thinking.

## Quizzes & Assignments

- Credit is only given for quizzes, papers, and assignments submitted by the due time and date, unless there is a documented illness, family crisis, or you have received prior approval from the instructor. Communicate immediately with your instructor if you cannot submit your work on time. Again, late work will not be accepted unless there is a documented and approved excuse.
- Quizzes will be taken online in Blackboard. They are timed so that you have about one-hour to take the quiz once you log in and open the quiz. Plan accordingly so that your quizzes are submitted by the due date and time (scheduling to appear in the document and later expanded upon throughout the course).
- The written assignment for the final paper will be submitted via SafeAssign on Blackboard. If you have any issues with assignment or quiz submissions please let me know immediately.
- Only copies of the assignment will be accepted. To clarify, this means that no screenshots, no corrupted files, or alternative formats that are not accepted by Blackboard. It is your responsibility to submit a working file. If I can't read it, there will be no grade.
- Please remember to put your name on every writing assignment that you complete. Save your files using your last name First initial name of the assignment (for example: ArguetaJ\_module2assignment).
- Please use Microsoft Word to write your assignments. MS Word is the official word processing program for CJ. There are often problems opening and reading other types of documents.
- If you do not have Microsoft Word, you can order a copy for \$10-12.00 from the UC Book store. You will have to sign a statement that you are a student and return it to them before they can send it to you. If in the case you cannot absolutely save the file as a .docx, please submit a pdf of the assignment.
- Feedback regarding assignments will be provided in a reasonable amount of time, but please keep in mind that things may not be always on time. Thus, it may take a week to grade assignments and have them returned to you.

## Mid-term Project

The mid-term project is meant to be a lead into your final paper. I suggest that when thinking about the mid-term project, you have the final paper in mind, so you have your work cut out for you.

This mid-term project is in the style of a presentation on a topic of your interest. You will have **5 minutes** to present. Make sure you have your presentation well-organized and focus only on the most critical parts. I will grade you on the quality of your presentation. I will further discuss the rubric for presentations, what I expect, and the topic of your choosing. Since this class is an online format, please record your presentations. I will talk more about presentation of recording your lectures in-depth when the time comes due. So please check the course page for rubric, assignment details, and my recording.

## Final Term Paper

Your final term paper assignment will be based on your original research into a problem at a place. You will be an expert on that place, know the literature on places like it, describe the problem at the place and develop a plan for combating it.

Here are some examples of what I mean by a 'place': a bar, nightclub, parking structure, college campus, bank, hospital room, retail clothing store, convenience store, grocery store, highway truck stop, apartment complex, hotel or motel, urban park, drug treatment facility, illicit drug dealing location, prostitution stroll, pharmacy/drug store, movie theater, marina, interstate bus station, train station, pawnshop, metal recycler, stadium, police booking facility, or many others. You do not have to pick a high crime place.

Here is what I want you to do for the final term paper. I want you identify any academic literature on that type of location and become familiar with the outstanding questions, knowledge, and methods for these places (e.g. there is considerable research on crime at bars, college campuses, and sleazy apartments). Be sure to look outside criminology and criminal justice literature! Identify any business or interest groups that deal with such places. Find out if there are standards of good business practices for your place, particularly but not limited to dealing with crime and disorder. I want you to know the business model for the place you are studying: in general, from the literature, and what you have gathered from the business itself.

With that, I want you to describe the problem at the place, theory of why it probably occurs there, previous literature about the place, and then develop a policy plan around preventing crime at the place.

Here is the general outline I want you to follow (page lengths are guidelines but do not exceed **6 pages double space 12-point font** [Time New Roman] pages with 1" margins), not including cover page, charts, diagrams, photos, exhibits, or references. Format for this paper is APA. If you need help with the format, we have the library, as well as [purdue owl](http://www.purdue.edu/owl). The rubric will go more in detail about my expectations of how this is to be written and how it will be graded. But for a start, here is an outline:

- **Introduction:** Describe the place you are studying (about 1 page)
- **Place Functioning:** Describe how the place operates, its various attributes, who owns it, who visits that place? (about 1 page)
- **Crime and Disorder:** Give a short overview of the crime problem at the place. (about 1 page)

- **Offenders and Victims:** Here I want you to describe the potential offenders, targets, guardians. Address the previous literature and what has been found. (about 1 page)
- **Policy Plan:** Describe a policy plan to tackle the potential or current crime problems at the place. What do you suggest? What has previous literature shown to be an effective method in preventing crime? (about 1 page)
- **Conclusions and Limitations:** I want you to think creatively about the potential backfires of the plan you made. How might it fail, what is needed to actually put this plan in place? Wrap up with a brief synopsis of the paper (about 1 page)

**Your final grade will be determined using the following rubric and grading scale:**

<i>Percent of Total</i>	<i>Item</i>
5	Assignment #1
5	Assignment #2
5	Assignment #3
10	Quiz 1
10	Quiz 2
25	Mid-Term Project
40	Final Paper

*Grading Scale*

A	93–100
A -	89–92
B +	86–88
B	83–85
B -	79–82
C +	76–78
C	69–75
F	Below 69

## Course Schedule & Assigned Readings

Note: BB = Uploaded to Blackboard; SC = Scholarly Article

### First Day

*Topic:* Syllabus Day

*Date:* 8/24

*Readings:* Syllabus

### Module I: The Concentration of Crime

#### Overview

*Topics:* Overview of Crime Prevention, History, & Opportunities

*Date:* 8/26–8/31

#### Learning Objectives:

- Learn about the history of cities.
- Learn about how theory evolved over time.
- Review classical theories.

#### Readings:

- **BB** – Crime Places within Criminological Thought - Weisburd et al.
- **BB** – The Chicago School and Cultural and Subcultural Theories of Crime - Tibbets
- **BB** – Routine Activities & Rational Choice pp. 56–60 – Tibbets

### Module 2: Places

#### Overview

*Topics:* Crime Concentration at Places, What is a Place, Theory, Stability and Facilities

*Date:* 9/2–9/9

#### Learning Objectives:

- Learn about places and their role in crime prevention.
- Learn why places matter in crime concentration.
- Learn about place management, opportunities at places, and place-theories.

#### Readings:

- **BB** –Madensen & Eck. (2012). "Crime Place and Place Management." In Pamela Wilcox and Francis Cullen (eds.), The Oxford Handbook of Crime Theory. Oxford University Press.
- **BB** –Place Matters - Theories of Crime and Place - Ch 2.

#### *Optional*

- **SC** - Lee, YJ., Eck J.E., O, S.H., & Martinez, N.N. (2017). "How Concentrated Is Crime at Places? A Systematic Review from 1970 to 2015." Crime Science 6(1):6.

**Assignment #1: Due Sunday 9/13 by Midnight**

## Module 3: Neighborhoods

### Overview

*Topics:* Crime Concentration in Neighborhoods, Theory, Stability and Neighborhood Dynamics

*Date:* 9/11–9/16

### Learning Objectives:

- Learn about neighborhood theories and why crime occurs in a macro-lenses.
- Learn about social disorganization.
- Understand different neighborhood types.

### Readings:

- Place Matters - Theories of Crime and Place - pp. 50–67
- Unraveling the Place Crime Connection -- Ch 4, 5.

### *Optional*

- SC - Sampson, R. J., & Groves, W. B. (1989). Community structure and crime: Testing social-disorganization theory. American journal of sociology, 94(4), 774-802.

## Module 4: Explanation of Risky Facilities and Bad Places

### Overview

*Topics:* Crime Concentration in Neighborhoods, Theory, Stability and Neighborhood Dynamics

*Date:* 9/18–9/25

### Learning Objectives:

- Learn about risky facilities and why crime concentrates in few places.
- Understand the 80-20 rule, J-curve, and what makes a facility risky.
- Learn about how to calculate risky facilities.

### Readings:

- **SC** -- Clarke, R. V. & Eck, J.E. (2007). Understanding Risky Facilities. Tool Guide Series. No. 6. Office of Community Oriented Policing, U.S. Department of Justice.

### *Optional*

- Unraveling the Place Crime Connection -- Ch 7

**Quiz #1: Due Sunday 9/20 by Midnight**



## Module 5: Victimology

### Overview

*Topics:* Theory, Models, Source of Data, Different Victimizations, General Issues

*Date:* 9/28–10/2

### Learning Objectives:

- Learn about victimology theories and why crime occurs in their lenses.
- Learn about problems with victimology and what the methods are.
- Understand how victimology differs from different opportunistic theories.

### Readings:

- **BB** -- Cohen, L.E., Kluegel, J.R. and Land, K.C. (1981). "Social Inequality and Predatory Criminal Victimization: An Exposition and Test of a Formal Theory." *American Sociological Review*. 46: (October: 505-524).
- **BB** -- Fattah, E.A. (2000). "Victimology: Past, Present and Future." *Criminologie*, vol. 33, n. 1, 2000, pp. 17-46. (BB)

### *Optional*

- **BB** -- Fisher, B. S., Sloan, J. J., Cullen, F. T., & Lu, C. (1998). *Crime in the Ivory Tower: The Level and Sources of Student Victimization*. *Criminology*, 36(3), 671–710. 10

## Module 6: White-Collar Crime

### Overview

*Topics:* Theory, Models, Source of Data, Different White-Collar Crimes, General Issues

*Date:* 10/5–10/9

### Learning Objectives:

- Learn about theories in White Collar Crime.
- Learn why opportunities happen in white collar crime.
- Understand potential crime prevention tactics for white-collar crime, and bridge into situational crime prevention.

### Readings:

- **BB** -- Benson & Madensen - Situational Crime.pdf
- **BB** -- Benson, M. L., Van Slyke, S., & Cullen, F.T. (2016). "Core Themes in the Study of White-Collar Crime." Pp. 1-21 in *Oxford Handbook of White-Collar Crime*, edited Shanna Van Slyke, Michael L. Benson, and Francis T. Cullen. Oxford University Press.

### *Optional*

- **BB** -- Shapiro, S.P. (1990). Collaring the crime, not the criminal: Reconsidering the concept of white-collar crime. *American Sociological Review*, 55(3): 346-365

**Assignment #2: Due Sunday 10/11 by Midnight**

**Mid-Term**

**Date: 10/14–10/16**

## Module 7: Situational Crime Prevention

### Overview

*Topics:* Theory, Environmental Design, Social Design

*Date:* 10/19–10/23

### Learning Objectives:

- Learn about situational crime prevention.
- Learn how it differs from traditional criminal justice.
- Learn about how situational crime prevention comes into play with previous theories.

### Readings:

- **BB** -- Clarke, R. V. (1995). Situational Crime Prevention. In M. Tonry & D. Farrington (Eds.), Building a Safer Society: Strategic Approaches to Crime Prevention (Vol. 19). Chicago, IL: University of Chicago Press.
- **BB** -- Place Matters - Theories of Crime and Place - Ch 6

### *Optional*

- **BB** -- Clarke, R. V. G. (Ed.). (1997). Situational crime prevention (pp. 225-256). Monsey, NY: Criminal Justice Press.

## Module 8: Hot Spots Policing

### Overview

*Topics:* Theory, Effectiveness, Issues

*Date:* 10/26–10/30

### Learning Objectives:

- Learn about crime concentration, how risky facilities form hot spots, and how to define a hot spot.
- Learn how to identify hot spots.
- Learn how policing hot spots work, its effectiveness, and what theories are used.

### Readings:

- **SC** -- Sherman, L. W., Gartin P.R., & Buerger, M.E. (1989). "Hot Spots of Predatory Crime: Routine Activities and the Criminology of Place." Criminology. 27: 27-55.
- **BB** -- Methods of Place Based Research - Place Matters Weisburd e t al

## Module 9: Place Management and Third-Party Policing

### Overview

*Topics:* Theory, Effectiveness and Current Applications, Potential Issues

*Date:* 11/2–11/6

### Learning Objectives:

- Learn about third-party policing, and how places and management come into play.

- Learn how effective third-party policing is, what place management says is the occurrence of crime.
- Learn why third-party policing works, the set-up to it, and theories behind it.

**Readings:**

- SC - Bichler, G., Schmerler, K., & Enriquez, J. (2013). Curbing nuisance motels: An evaluation of police as place regulators. *Policing: An International Journal of Police Strategies & Management*.
- BB - Unraveling the crime place connection - Ch 11  
*Optional*
- SC -- Payne, T. C. (2017). Reducing excessive police incidents: Do notices to owners work?. *Security Journal*, 30(3), 922-939.

## Quiz #2: Due Sunday 11/8 by Midnight

### Module 10: Evaluating Policies and Prevention Strategies

**Overview**

*Topics:* Theory, Effectiveness & Applicability, Limitations and Issues

*Date:* 11/9–11/16

**Learning Objectives:**

- Learn how to look at the effectiveness of policies, crime prevention programs, and efforts.
- Look at the research behind place-based policies and what scholarship says what works/doesn't.

**Readings:**

- Eck, J. E. (2002). Learning From Experience in Problem-Oriented Policing and Situational Prevention: The Positive Functions of Weak Evaluations and the Negative Functions of Strong Ones. In N. Tilley (ed.), *Evaluation in Crime Prevention* (Vol. 14, pp. 93-1
- Roman, J., & Farrell, G. (2002). Cost-Benefit Analysis and Crime Prevention. In N. Tilley (Ed.), *Evaluation for Crime Prevention* (Vol. 14, pp. 53-92). Criminal Justice Press.

### Module 11: Displacement and Diffusion

**Overview**

*Topics:* Theory, Effectiveness, Operation of Displacement and Diffusion, Limitations and Issues

*Date:* 11/18–11/23

**Learning Objectives:**

- . Learn about what policies may believe happen when putting crime prevention policies in place.

- Understand the misnomers and possible backfires of crime prevention programs.
- Learn about the possible benefits to crime prevention policies that happen outside of the intended place.

**Readings:**

- SC - Weisburd, D. et al (2006). Does Crime Just Move Around the Corner?: A Controlled Study of Displacement and Diffusion in Two Crime Hot Spots. *Criminology*. 44(3): 549-592.
- SC- Barr, R., & Pease, K. (1990). Crime Placement, Displacement and Deflection. In M. Tonry & N. Morris (eds.), *Crime and Justice: A Review of Research* (Vol. 12, pp. 277-318). University of Chicago Press.

***Optional***

- SC-- Clarke, R. V., & Mayhew, P. (1988). The British Gas Suicide Story and Its Criminological Implications. In M. Tonry & N. Morris (eds.), *Crime and Justice: A Review of Research* (Vol. 10). University of Chicago Press.

## **Assignment #3: Due Sunday 11/29 by Midnight**

### **Module 12: Special Topics**

*Topics:* TBD

*Date:* 11/30–12/4

**Learning Objectives:**

- Objectives to be determined.
- Possible wrap up and clarification of previous theories, policies, and programs.

### **Course Policies**

#### **Attendance**

If you miss an exam or an assignment you must: (1) notify me within 24 hours AND (2) provide me with an acceptable excuse. Note that I may request written documentation. If you miss something it will not count against you as long as you can provide me some form of documentation for your absence. Dr.'s notes, photos of car accidents, and funeral programs are examples of appropriate documentation for absences. Please do not try to pass off google images of car accidents as your own { it will not work. If you miss it for an inexcusable reason (overslept) or you cannot provide documentation for your absence, there is no need to send me an email.

#### **Academic Integrity**

Academic dishonesty and misconduct, as defined by the University of Cincinnati will not be tolerated. Academic dishonesty includes, but is not limited to, falsifying work (e.g., fabricating/altering research data), cheating (e.g., copying others' work) and plagiarism (e.g., submitting another's published work without properly crediting the author; submitting student's own work used in a previous course). Students are expected to abide by the UC Code of

Conduct. Any academic dishonesty or misconduct (regardless of the intent of the actor) will be reported and dealt with pursuant to UC policy. It is the policy of the professor to assign a failing grade in the class to students violating the UC Code of Conduct. I expect and demand original work. That means you must acknowledge the sources of ideas that are not your own. Plagiarism and other forms of intellectual theft will result in an F for the entire course and reporting of the infraction to the Undergraduate Director. Please see the following links for more details:

[http://www.uc.edu/conduct/Academic\\_Integrity.html](http://www.uc.edu/conduct/Academic_Integrity.html)

[http://www.uc.edu/conduct/Code\\_of\\_Conduct.html](http://www.uc.edu/conduct/Code_of_Conduct.html)

### **Accommodations Policy**

If you have a disability that may influence your performance in this course, please meet with the Accessibility Services Office to arrange for accommodations. Information on disability services can be found at: <http://www.uc.edu/aess/disability.html>

### **Course Withdrawal**

Please check with your advisor before withdrawing from any course. If you are receiving financial aid there could be repercussions from withdrawing. Also note that in very rare circumstances a grade of "Incomplete" will be assigned. For your convenience, a list of important dates is provided on Blackboard (these dates are provided for convenience only{you should check with your advisor to ensure that you have the most current information regarding registration issues}).

### **Tutoring**

Writing revision assistance is available via the Academic Writing Center. Check out their website for more information. See <http://www.uc.edu/aess/lac/writingcenter.html>

The tutoring is free. You may initiate it without the instructor's permission or knowledge. Plan extra time before your assignment is due to allow time to send a draft to the tutor, receive input from him/her, revise the assignment and get it to the course teaching assistant on or before the due date. It is your responsibility to get the paper to the instructor on time even if it is late getting returned from a tutor.

### **Netiquette**

The University has a strong commitment to the principles of free speech, open access to knowledge, and respect for a diversity of opinions. It is important, therefore, to be polite and respectful to others in an online environment. Netiquette is a set of rules for behaving properly and professionally online. Something about cyberspace makes it easy to forget that you are interacting with other people. Here are some basics to communicating online:

- Be sensitive to the fact that there will be different cultural and linguistic backgrounds as well as different political and religious beliefs.
- Use good taste when composing your responses in discussion forums. Profanity should be avoided as part of being sensitive to your classmates. Also consider that slang or sarcasm can be misunderstood and/or misinterpreted.
- Do not use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward. For example: "Frequently Asked Questions (FAQs)." After that you can use the acronym freely throughout your message.
- Use good grammar and spelling and avoid using text messaging shortcuts.
- Most importantly, please remain professional in all communications with your classmates and me. College can be stressful at times, but remember I am preparing you to be a professional in a stressful field. I expect professionalism.
- Be sure to think before pressing the send/submit button!

### Course Changes

Every effort will be made to abide closely to the syllabus schedule, but changes may occur in order to better suit the course objectives. Notifications of any changes to the course will be provided in person, via email, and/or Blackboard.