Department of Criminal Justice

Environmental Criminology / CJ 3402

Fall 2010

Instructor: Dr. Elizabeth Groff

Days and times of course meetings: Monday 5:30PM to 8PM

Room: AC3 (ground floor, Anderson Hall), some classes held in computer lab AC103

Office Address of Instructor:
Temple University
Department of Criminal Justice
550 Gladfelter Hall
1115 W. Berks Street
Philadelphia PA 19122

Instructor’s Office Telephone: 215-204-5164 (you will get a much faster response via email)

Instructor’s E-mail address and/or website: groff@temple.edu

All email correspondence should have CJ3402 in the subject line and include your name. It is the student’s obligation to contact me in the event of an emergency or other matter related to the course. In most instances, I will respond to emails within 24 hours during the week (phone calls may take longer). As per University policy the email address used for this class will be your Temple email. Announcements will be sent through Blackboard to that email address. I will respond to all emails, so if you do not receive a response within a reasonable time, assume that I did not receive it. You should resend the email or contact me by phone or in person to discuss the situation.

Instructor’s Office Hours: Monday 4pm – 5pm and by appointment.

Course Website: At tuportal.temple.edu – click on “Blackboard”

Prerequisites: None

Disability Statement: This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Statement on Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Course Description, Goals, and Methods
Welcome to Environmental Criminology! This course offers an introduction to set of crime theories that emphasize the role of the built environment in shaping human behavior and consequently where crime happens. The basic question asked in environmental criminology is why crime occurs where it does. In other words, the course focuses on place-based analysis of crime. This perspective is very different
from more traditional crime theories that try to answer the question of why people commit crime. The basic starting point in environmental criminology is human behavior and place characteristics rather than offender motivation. The shift in focus from offender motivation to criminal events in their immediate built and social environments requires a different way of thinking about crime that is supported by a new set of data sources, tools, and techniques to analyze crime.

During the course of the semester we will examine a broad set of theories under the rubric of environmental criminology including: rational choice perspective; routine activity theory; and crime pattern theory. The course will also identify perspectives from related disciplines that informed the development of environmental criminology (e.g., behavioral geography, environmental psychology, and urban sociology). We will begin by tracing the development of these theories over the last one hundred years. Next, data and techniques for studying places are covered. Then, we will discuss each of the theories in-depth so that you will have a good understanding of the elements of each theory. According to the theories of environmental criminology there are five components necessary for a crime to occur: 1) a law; 2) an offender; 3) a victim; 4) a lack of guardians; and 5) a place. We will discuss each of those elements in detail (i.e., what are they, where to find data to represent them and how they are related to crime patterns). Crime prevention strategies of situational crime prevention, defensible space, and Crime Prevention through Environmental Design (CPTED) will be discussed and applied. During the second half of the semester you will be applying your knowledge of theory and data to examine the crime problems at one specific place and make recommendations about how to address them.

Upon completing this course students should be able to:

- Identify and explain the set of theories that fall under environmental criminology.
- Apply the principles of environmental criminology to understanding crime patterns.
  - Determine the appropriate unit of analysis for a particular research question.
  - Decide what data are necessary and then identify and access suitable data sources.
  - Use theory to explain observed crime patterns
  - Choose a suitable approach for analyzing the problem
  - Suggest crime prevention strategies based on existing empirical research

_In this course, students learn by reading and reflecting on the assigned readings, listening thoughtfully to the instructor's lectures, participating in class discussion, asking questions, conducting field research, completing an individual project and oral communication of their research findings to peers._

**Required Text and Readings:**


All other readings are available on Blackboard or from a public URL provided in the syllabus.

**Full citations for course and supplemental readings:**


**Course Policies**

**Note carefully** the dates for quizzes, tests and the final examination as listed on this syllabus. If you miss a quiz, test or exam without a valid excuse (illness, family emergency), you will receive a zero for this test. *It is your responsibility to inform the instructor of your absence BEFORE the scheduled test.*
Policy on Religious Holidays: If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, your instructor will offer you an opportunity to make up the class or course requirement if you make arrangements by informing your instructor of the dates of your religious holidays within two weeks of the beginning of the semester (or three days before any holidays which fall within the first two weeks of class).

Classroom Etiquette: I want the classroom experience to be positive for all students. Accordingly, no eating is allowed during class (drinking soda/water/coffee is fine). Also, since it is disruptive to leave a room before the scheduled end of class, I would ask that any student that must leave early please let me know in advance of class. If, for any reason, you cannot hand in work when scheduled, you must call or e-mail me in advance of class for alternative arrangements.

Electronic Devices in the Classroom: Cell phones and other electronic devices (including electronic music devices of any kind) must be turned off and ear buds removed during class except with special permission from your instructor. If by chance you forget to turn the device off, and your phone or pager rings, I expect you to turn it off immediately. If you use a phone for any reason whatsoever, I will ask you to leave the classroom and not return for the rest of the class. When you are in class, I expect you to be paying attention to what is happening in the classroom. If you must use your electronic device to take notes, speak with me before class. If, during an in-class examination, I see you consulting with or using any of these devices, I will ask you for your test, which will be assigned a failing grade, and you and I will speak further about how to proceed from that point.

All class materials are copyrighted. Specifically, course materials which exist in a tangible medium such as written or recorded lectures, Power Point presentations, study materials and tests are copyright protected and the ability to copy and distribute course materials unless it is for personal use and with the instructor's permission is illegal.

Attendance Policy. As you can see from the Class Participation and Course Grading Formulas, attendance is very important to your success in this class. Students are responsible for obtaining materials and notes for any classes that are missed. Students with absences amounting to more than 20% of class hours for the semester should consider the possibility of withdrawal from the class.

University Policy on Academic Honesty
The section in italics is quoted verbatim from the Temple University Bulletin for 2006-2007.

Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's
approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

Students must assume that all graded assignments, quizzes, and tests are to be completed individually unless otherwise noted in writing in this syllabus. I reserve the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee; I also reserve the right to assign a grade of "F" for the given paper, quiz or test.

Course Grade consists of the following components:

The course grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance/Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>30%</td>
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<tr>
<td>Exam (IRB Certification)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project – Written</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project - Oral</td>
<td>10%</td>
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</tbody>
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Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
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Attendance and Class Participation
Temple’s policy is that students are expected to attend class regularly and participate. I have the same expectation. Lecture, group exercises, and student participation are very important for successful class performance.

Half of the attendance and class participation grade will be generated according to the following formula:

3 points: Present and participating
2 points: Present but not participating or absent with prior approved excuse
1 point: Absent with unapproved excuse
0 points: Absent without any excuse

Present and participating does not mean that the student can answer every question correctly in class discussion: it merely means that the student is prepared to attempt to answer every question based on the previous evening's reading questions and ready to engage in conversation based on that work. The instructor may raise or lower the base attendance and participation grade based on participation in class discussions.

The other half of your participation grade will come from group assignments and individual answers to reading assignments.

Homework
Homework will be graded according to the type of assignment and more information will be provided with each assignment. Homework is due at the beginning of each class and should be submitted in hard copy. Early homework is encouraged especially if you know you will be absent the day it is due. Late homework, with a legitimate excuse (illness or family emergency) and timely (within 24 hours of class period) notification of the professor, will be accepted in the next class period. Late homework without a legitimate excuse will be penalized as follows: deduct 10% of the total value of the assignment for the first day late and 1% of the total value per day up to the fourth day.
All deductions for lateness will be rounded to nearest whole number. Papers and homework will not be accepted after four days unless prior arrangement was made. The semester grade for homework will be the percentage of total homework points earned (out of the total homework points possible).

**Quizzes and Exams**
There will be a series of at least four short quizzes on the reading and course work. These quizzes will be announced ahead of time.

The exam in the class will consist of completing the Institutional Review Board (IRB) Certification course. All students must complete the course and provide a printed copy of the certificate by October 25th.

**Individual Project (including Oral Paper Presentation)**
There is one individual project due. *During the semester, the student is required to meet with the instructor at least once to discuss the project.* The research exercise will consist of identifying a place or facility and discussing it in relation to at least two environmental criminology theories and at least two crime prevention strategies covered in this course. For example, you might select a particular location such as a local school, recreational area, shopping mall, train station, tavern/bar, or parking garage, and then discuss the criminological influences affecting the building or location using geographic perspectives in crime. After describing the place/facility and its context in terms of at least two theoretical perspectives, you will explore at least two actual or proposed crime prevention measures designed to reduce the crime generating factors of the location.

Students will be asked to present their research study in a 10 – 15 minute PowerPoint presentation on the week agreed upon. The in-class presentation is to be followed up by a written summary of your discussion. The in-class presentation is to be followed by a written discussion of your project that is due December 13th. The extra time is to allow you to incorporate ideas that might have surfaced in discussion of your own and other’s presentations. These papers will be submitted and critiqued on both the clarity and quality of writing. Further details regarding the research exercise and oral presentation will follow in a “Project Guidelines” handout.

Papers must be submitted through SafeAssign AND in hard copy in class on the due date indicated in the syllabus. Failure to submit by the deadline both through SafeAssign and in hard copy in class will constitute late submission. Late papers will be penalized as follows: deduct 5% of the total value of the assignment for the first day late and 1% of the total value per day up to the fourth day. Papers will not be accepted after four days unless prior arrangement was made.

**Schedule of Class Topics and Assignments**
The following schedule is a preliminary outline of the readings for this course. The order and content may be adjusted during the semester. Students are required to read the text and sources assigned prior to each class. The instructor may provide supplemental readings as needed to clarify the topic areas.

**STC – Space, Time and Crime textbook**

**Week 1: Introduction to Environmental Criminology**
(August 30):

*Introduction to class and its subject matter*
Read – 1-10 in STC.
Read pp. 1-18 Chapter 1 in ECCA_Chop1_Intro.pdf on Blackboard
Supplemental reading:

Week 2: No Class – Labor Day Holiday
(September 6)

Week 3: Development of Environmental Criminology
(September 13):
History of EC and introduction to examining crime at places
Read pp. 10-12 on 'Behavior Settings Theory' in "Crime and Small-Scale Places: What We Know, What We Can Prevent, and What Else We Need to Know*".
Read pp. 59-69 'Down Germantown Ave' STC

Supplemental reading:
Read "Introduction: Dimensions of Crime", pp. 7-26 in Environmental Criminology

Week 4: Data Sources for Place-Based Analysis
(September 20):
Displacement and Diffusion
Read pp. 231-243 STC
Read pp. 106-113, 121-127 in Crime Prevention

Introduction to primary and secondary data sources for place based analysis

First component of class in classroom – second in computer lab: Anderson Hall, Room 103
Introduction to LandStat software/Lab exercise

Week 5: Collecting and Using Data for Place-Based Analysis cont’d
(September 27):
Using web-based software

Supplemental reading:
Read website on "Graphs" at http://www.statcan.ca/english/edu/power/ch9/using/using.htm
(Make sure you examine the following sections: Using Graphs, Bar Graphs, Pie Charts, and Line Graphs).
Read website on "Cartographic Communication" sections 1 – 3 at http://www.colorado.edu/geography/gcraft/notes/cartocom/cartocom_f.html

First half of class in classroom – second half in computer lab: Anderson Hall, Room 103
Introduction to Simply Map (Greg McKinney/lab exercise)
Week 6: Foundational Theories of Environmental Criminology
(October 4):

**Rational Choice Perspective and Routine Activity Theory**

Read pp. 79 – 83 in STC
Read pp. 83 - 90 STC

Supplemental reading:
Read pp. 21-45 in ECCA_Chap2_RationalChoice.pdf on Blackboard
Read Cohen and Felson 1979

Week 7: Foundational Theories of Environmental Criminology (cont.)
(October 11):

**Introduction to Crime Pattern Theory and its roots in human behavior**

Read pp. 90 – 97 STC
Read pp. 78 – 90 ECCA_Chap5_CrimePatternTheory.pdf
Read pp. 250-254 STC

Supplemental reading:
Read pp. 101 -120 STC

Week 8: Foundational Theories of Environmental Criminology (cont.)
(October 18):

**Crime Pattern Theory – Role of Places and Targets**

Read “Know the products that are CRAVED by thieves” section of Crime Analysis for Problem Solvers in 60 Small Steps available at http://www.popcenter.org/learning/60steps/index.cfm?stepNum=31

Week 9: Strategies for Crime Prevention
(October 25):

**Crime Prevention Through Environmental Design and Defensible Space**

Physical design elements (Lighting, CCTV etc.)
Read pp. 162-174 STC
Read pp. 57-66, Table on p. 75 in Crime Prevention

Supplemental reading:
Week 10: Strategies for Crime Prevention (cont.)(November 1):

*Situational Crime Prevention*
Read pp. 174-187 STC
Review an interactive table of the 25 techniques at this webpage

Supplemental reading:
Read ECCA_Chap10_SitCrimePrevention.pdf on Blackboard

*Last hour: Project Work Sessions AC103*

Week 11: Understanding Crime Patterns(November 8):

*Geographic Information Systems*
Read pp. 231-243 STC
Read pp. 106-113, 121-127 in Crime Prevention

*Last hour: Project Work Sessions AC103*

Week 12: Understanding Crime Patterns (cont)(November 15):

*Techniques for understanding crime patterns: Hotspots, repeat victimization,*
Read pp. 203-215, 244-246 STC

Supplemental reading:

*Last hour: Project Work Sessions AC103*

Week 13: Applications of Environmental Criminology in Policing(November 22):

*Geographic Profiling, Problem-oriented Policing etc.*
Read pp. 247-250 STC
Read ECCA_Chap8_GeographicProfiling.pdf on Blackboard
Read pp. 216-224 STC

*Last hour: Project Work Sessions AC103*
Week 14:  Project Presentations  
(November 29):  Project presentations

Week 15:  Project Presentations  
(December 6):  Project presentations

Week 16:  Final Project Due  
(December 13):  On or before final exam time period (Early submissions are encouraged)

****** KEY DATES TO REMEMBER ******

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>09/14</td>
<td>Last day to drop course</td>
</tr>
<tr>
<td>09/20</td>
<td>Homework (HW) 1:  Behavior Settings due</td>
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<tr>
<td>09/27</td>
<td>HW 2:  Personal Activity Spaces due</td>
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<tr>
<td>10/04</td>
<td>HW 3:  Using Data Sources due</td>
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<td>10/11</td>
<td>HW 4:  Initial Description of Project Site due</td>
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<tr>
<td>10/18</td>
<td>HW 5:  Research Plan for Project due</td>
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<td>10/25</td>
<td>IRB Certification due</td>
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<td>11/01</td>
<td>Last day to withdraw from a class</td>
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<td>11/08</td>
<td>HW 6:  Applying Theory in Your Project due</td>
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<tr>
<td>11/29</td>
<td>Oral Presentation of Individual Project due</td>
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<tr>
<td>12/13</td>
<td>Written Paper of Individual Project due</td>
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