

**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](mailto: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](http://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](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:**

**Space, Time, and Crime (2007) Second Edition. Written by Kim Michelle Lersch (published by Carolina Academic Press).** Book can easily be ordered on-line from publisher or other book vendor.

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

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

Brantingham, P. L., & Brantingham, P. J. ([1981]1991). *Environmental Criminology*. Waveland Press: Prospect Heights, IL.

Clarke, R. V. (2008). Situational Crime Prevention. In R. Wortley & L. Mazerolle (Eds.), *Environmental Criminology and Crime Analysis* (pp. 178-194). Portland: Willan Publishing.

Clarke, R. V., & Eck, J. (2007). Understanding Risky Facilities *Problem-Oriented Guides for Police: Problem-Solving Tools Series*: Center for Problem-Oriented Policing. Retrieved from [http://www.popcenter.org/tools/PDFs/risky\\_facilities.pdf](http://www.popcenter.org/tools/PDFs/risky_facilities.pdf).

- Clarke, R. V., & Eck, J. (2005). *Crime Analysis for Problem Solvers in 60 Steps*. Washington DC: United States Justice Department, Office of Community Oriented Policing Services.
- Cohen, L. E., & Felson, M. (1979). Social Change and Crime Rate Trends: A Routine Activity Approach. *American Sociological Review*, *44*, 588-608.
- Cornish, D. B., & Clarke, R. V. (2008). The Rational Choice Perspective. In R. Wortley & L. Mazerolle (Eds.), *Environmental Criminology and Crime Analysis* (pp. 21-47). Portland: Willan Publishing.
- Eck, J. E., Chainey, S., Cameron, J. G., Leitner, M., & Wilson, R. E. (2005). *Mapping Crime: Understanding Hotspots*. Washington, DC: National Institute of Justice.
- Eck, J. E., & Weisburd, D. L. (1995). Crime Places in Crime Theory. In J. E. Eck & L. Weisburd David (Eds.), *Crime and Place* (pp. 1-33). Monsey, NY: Willow Tree Press.
- Felson, M. & Clarke, R. V. (1998). Opportunity Makes the Thief: Practical Theory for Crime Prevention. Police Research Series No. 98. Home Office: London, UK.
- Lab, S. P. (2010). *Crime Prevention: Approaches, Practices, Evaluations* (Seventh ed). Cincinnati, OH: Anderson Publishing.
- La Vigne, N. (1997). Visibility and Vigilance: Metro's Situational Approach to Preventing Subway Crime (<http://www.ncjrs.gov/pdffiles/166372.pdf>).
- Lersch, K. M. (2007). *Space, Time, and Crime* (Second ed.). Durham, NC: Carolina Academic Press.
- Ratcliffe, J. H. (2004). The Hotspot Matrix: A Framework for the Spatio-temporal Targeting of Crime Reduction. *Police Practice and Research*, *5*(1), 5-23.
- Rossmo, D. K., & Rombouts, S. (2008). Geographic Profiling. In R. Wortley & L. Mazerolle (Eds.), *Environmental Criminology and Crime Analysis* (pp. 78-93). Portland: Willan Publishing.
- Taylor, Ralph B. (1997). "Crime and Small-Scale Places: What We Know, What We Can Prevent, and What Else We Need to Know\*" edited by Taylor et al in *Crime and Place: Plenary Papers of the 1997 Conference on Criminal Justice Research and Evaluation*. National Institute of Justice: Washington, DC.
- Taylor, R. B., & Harrell, A. (1996). *Physical Environment and Crime*. Washington, DC: National Institute of Justice. Retrieved from <http://www.ncjrs.gov/pdffiles/physenv.pdf>.
- Wortley, R., & Mazerolle, L. (2008). Environmental Criminology and Crime Analysis: Situating the Theory, Analytic Approach and Application. In R. Wortley & L. Mazerolle (Eds.), *Environmental Criminology and Crime Analysis* (pp. 1-18). Portland: Willan Publishing.
- U.S. Census Bureau. (2002). *Census 2000 Basics*. Retrieved from <http://www.census.gov/mso/www/c2000basics/00Basics.pdf>.

## 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:

Attendance/Class Participation	10%
Quizzes	10%
Homework	30%
Exam (IRB Certification)	10%
Final Project – Written	30%
Final Project - Oral	10%

Letter grades for the entire course will be assigned as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

### 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 points	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 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\_Chap1\_Intro.pdf on Blackboard

Supplemental reading:

**Read** pp. 14-16 on 'Theoretical Tools' in "Crime and Small-Scale Places: What We Know, What We Can Prevent, and What Else We Need to Know\*", <http://www.ncjrs.gov/pdffiles/168618.pdf>.

**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. 1- 3 in "Crime and Small-Scale Places: What We Know, What We Can Prevent, and What Else We Need to Know\*", <http://www.ncjrs.gov/pdffiles/168618.pdf>.

**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***

**Read** Census 2000 Basics <http://www.census.gov/mso/www/c2000basics/00Basics.pdf>

**Read** "Understanding Risky Facilities", pp. 15-19 by John Eck and Ron Clarke available at [http://www.popcenter.org/tools/PDFs/risky\\_facilities.pdf](http://www.popcenter.org/tools/PDFs/risky_facilities.pdf).

**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](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 “Study the Journey to Crime” section of [Crime Analysis for Problem Solvers in 60 Small Steps](#) at <http://www.popcenter.org/learning/60Steps/index.cfm?stepNum=16>.

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 “Crime Places in Crime Theory”, pp. 1- 34 in Crime and Place available on Blackboard.

Read “Understanding Risky Facilities”, pp. 1-14 and pp. 27-33 by John Eck and Ron Clarke available at [http://www.popcenter.org/tools/PDFs/risky\\_facilities.pdf](http://www.popcenter.org/tools/PDFs/risky_facilities.pdf).

Read “Identify Risky Facilities by Eck and Clarke” at <http://www.popcenter.org/learning/60steps/index.cfm?stepNum=28>.

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:

Read Taylor and Harrell’s Physical Environment and Crime research report which is available at <http://www.ncjrs.gov/pdffiles/physenv.pdf>.

**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

<http://www.popcenter.org/25techniques.htm>.

**Read** La Vigne, Nancy (1997). Visibility and Vigilance: Metro's Situational Approach to Preventing Subway Crime (<http://www.ncjrs.gov/pdffiles/166372.pdf>).

Supplemental reading:

**Read** ECCA\_Chap10\_SitCrimePrevention.pdf on Blackboard

**Read** Opportunity Makes the Thief: Practical Theory for Crime Prevention. Available at <http://www.homeoffice.gov.uk/rds/prgpdfs/fprs98.pdf>.

**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**

**Read** Mapping Crime: Understanding Hotspots pp. 1-14 by Eck et. al. at

<http://www.ncjrs.gov/pdffiles1/nij/209393.pdf>

Supplemental reading:

**Read** Ratcliffe, J. (2004). The Hotspot Matrix: A Framework for the Spatio-Temporal Targeting of Crime Reduction. *Police Practice and Research*. 5(1):5-23

([http://www.jratcliffe.net/papers/Ratcliffe%20\(2004\)%20The%20Hotspot%20Matrix.pdf](http://www.jratcliffe.net/papers/Ratcliffe%20(2004)%20The%20Hotspot%20Matrix.pdf)).

**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**

**Read** "How Can the Concept of Risky Facilities Assist Problem-Oriented Policing Projects?", pp. 13-14 by John Eck and Ron Clarke available at

[http://www.popcenter.org/tools/PDFs/risky\\_facilities.pdf](http://www.popcenter.org/tools/PDFs/risky_facilities.pdf)

**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 \*\*\*\*\***

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