

# Department of Criminal Justice

## Communities and Crime Prevention / CJ 4102

Fall 2009

**Instructor:** Dr. Elizabeth Groff

**Days and times of course meetings:** Tuesday/Thursday 2:00pm to 3:20pm

**Room:** Ritter Hall105

**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 CJ4102 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 will take longer), within two days on the weekend. **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:** Tuesday and Thursday 9am –10am 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 Communities and Crime Prevention.

This course offers an introduction to set of crime theories that emphasize the role of community in crime generation and prevention. This course takes the approach of place-based criminology which examines why some neighborhoods and not others have high crime rates. 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 place-based criminology is places rather than individuals. However, the interaction of individuals with their environments and each other is also examined.

During the course of the semester we will examine a set of theories regarding communities and crime prevention. We will begin with an introduction to data and tools for studying communities. Once you have a good understanding of the theory behind community crime prevention, we will examine strategies to find out which are most effective.

Upon completing this course students should be able to:

- Explain the difficulties involved in identifying a neighborhood.
- View a neighborhood crime problem from several different theoretical views
- Identify data sources appropriate for the study of communities
- Collect and analyze primary data about communities
- Integrate primary and secondary data to better understand community dynamics and the mechanisms underlying neighborhood change.
- 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, using computer software to gather data, completing an individual project and making an oral presentation to the class.***

### Required and Optional Texts

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

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

### 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, Palm Pilots, pagers, 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 Palm Pilot or a laptop to take notes, then you should speak to me individually before you start doing this so you can explain your situation. ***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:

Class Participation	10%
Homework	30%
Exam 1	20%
Project – Written and Poster	40%

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.

Attendance and class participation will be graded according to the following formula:

5 points	Present and participating
4 points	Present but not participating or absent with prior approved excuse
2 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.

**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 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 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).

**Exams**

There will be one exam during the course of the semester. More detailed information will be provided in advance of the exam.

**Individual Project (including Oral Presentation)**

The research exercise will consist of identifying a neighborhood and discussing it in relation to **at least two neighborhood theories and at least two neighborhood crime prevention strategies** covered in this course. This will require collecting appropriate data to describe the neighborhood and comparing the neighborhood characteristics to those of the city of Philadelphia. The project may use data collected about parks and comment on the role of parks as stimulus for collective efficacy or fear. Students must also identify active neighborhood groups and their roles in neighborhood safety.

After describing the neighborhood 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 5 – 10 minute PowerPoint presentation on the week agreed upon. The in-class presentation is to be followed up by a written summary of your discussion that is **due December 8th**. This 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.

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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: Why are communities important in crime prevention?**

(September  
1 & 3):

***Introduction to the course***

***History of neighborhood-level crime studies***

**READ** pp. 31-41 in **STC**

#### **Week 2: Definitional issues for studying neighborhoods**

(September  
8 & 10):

***What is a community/neighborhood?***

**READ** "Basic Issues" pp. 1-12 in Bursik, R. J. J., & Grasmick, H. G. (1993). *Neighborhoods and Crime: The Dimensions of Effective Community Control*. New York, NY. Lexington Books.

***What is community crime prevention?***

**READ** pp. 15 – 18 in Podolefsky, A. (1983). *Case Studies in Community Crime Prevention*. Springfield: Charles C. Thomas.

**Week 3: Data sources for studying neighborhoods**(September  
15 & 17:**Data to study neighborhoods – what do we want to know? Where do we find it?****READ** Introduction to Census Data 2000 Data Products<http://www.census.gov/prod/2001pubs/mso-01icdp.pdf>**READ** Census 2000 Basics<http://www.census.gov/mso/www/c2000basics/00Basics.pdf>**9/17 – NIS Computer Lab Session –LOCATION CHANGE: Anderson Hall, Room 22**Local Government Data and Introduction to the Neighborhood Information System (NIS) (<http://www.cml.upenn.edu/crimebase/cbsMapRequest.asp>)**Week 4: Data sources for studying neighborhoods cont'd**(September  
22 & 24):**Simply Map***Data Resources at Temple– Guest Speaker: Greg McKinney, Librarian***9/24 – SimplyMap Computer Lab Session - LOCATION CHANGE: Anderson Hall, Room 22****Week 5: Theoretical foundations: early theories stressing social ecology**(September  
29, October 1):**Theories of social disorganization/social ecology****READ** pp. 41-56 in **STC****READ** Stark, R. (1987). Deviant Places: A Theory of the Ecology of Crime. *Criminology*, 25(4), 893-909.**Week 6: Theoretical foundations: Modern Social Disorganization**(October  
6 & 8):**Related theories (systemic theory and code of the street)****READ** pp. 12-18. In Bursik, R. J. J., & Grasmick, H. G. (1993). *Neighborhoods and Crime: The Dimensions of Effective Community Control*. New York, NY Lexington Books.**READ** pp. 15-34 in Anderson, E. (1999). *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. New York: W.W. Norton and Company.**Collective efficacy****READ** pp. 56-58 in **STC****READ** pp. 774-786 in Sampson, R. J., & Groves, W. B. (1989). Community Structure and Crime: Testing Social-Disorganization Theory. *American Journal of Sociology*, 94(4), 774-802.**Week 7: Theoretical Foundations: Incivilities Theories**(October  
13 & 15):**Broken windows the physical environment****Read** pp. 142-144 in **STC****READ** "Broken Windows" by Wilson, James and Kelling, George in March 1982 issue of Atlantic Monthly magazine available at[http://www.manhattan-institute.org/pdf/atlantic\\_monthly-broken\\_windows.pdf](http://www.manhattan-institute.org/pdf/atlantic_monthly-broken_windows.pdf).

**READ** "Disorder in Urban Neighborhoods: Does It Lead to Crime?" By Robert Sampson and Stephen Raudenbush at [http://www.wjh.harvard.edu/soc/faculty/sampson/articles/2001\\_NIJ\\_Raudenbush.pdf](http://www.wjh.harvard.edu/soc/faculty/sampson/articles/2001_NIJ_Raudenbush.pdf).

### 10/15 - MIDTERM EXAM

## Week 8: Theoretical Foundations: Routine activity and Role of the Police

(October 20 & 22):

### ***Routine activity theory***

**Read** pp. 83-90 in **STC**

**READ** Cohen, L. E., & Felson, M. (1979). Social Change and Crime Rate Trends: A Routine Activity Approach. *American Sociological Review*, 44, 588-608.

**READ** pp. 77-89 in "Neighborhood Opportunities for Criminal Behavior" by Bursik, R. J. J., & Grasmick, H. G. (1993). *Neighborhoods and Crime: The Dimensions of Effective Community Control*. New York, NY Lexington Books.

### ***Role of the Police***

**Read** pp. 137-160 in **STC**

## Week 9: Community crime prevention programs

(October 27 & 29):

### ***Community crime prevention strategies***

**Read** pp. 127-131 in **STC**

**Read** Podelofsky, A. (1983). *Case Studies in Community Crime Prevention*. Springfield: Charles C. Thomas. Read pp. 25-48, pp. 53 – 57.

**REVIEW CASE STUDIES:** Podelofsky, A. (1983). *Case Studies in Community Crime Prevention*. Springfield: Charles C. Thomas. Read pp. 66-70 (Intro to case studies), 71-91 (South Philadelphia), 92-112 (West Philadelphia), 113-130 (Logan).

### ***Business Improvement Districts/Enterprise Zones etc.***

**Read** pp. 131-137 in **STC**

## Week 10: Challenges to Building Community

(November 3 & 5):

### ***Challenge of Reentry***

**READ** - TBA

11/5 - **NO CLASS** - Work on projects in preparation for next week

## Week 11: Project Work Sessions

(November 10 & 12):

**Formal Project Work Sessions: LOCATION CHANGE for both classes: Anderson Hall, Room 22**

**Week 12: Crime Prevention: Barriers and what works?**

(November  
17 & 19):

***Crime Prevention: What works?***

Read pp. 137-160 in **STC**

***Crime Prevention: What works?***

**READ** Rosenbaum, D. P. (1988). Community crime prevention: A review and synthesis of the literature. *Justice Quarterly*, 5(3), 323 - 395.

**READ** Sherman, L. W. (1997). Communities and Crime Prevention. In L. W. Sherman, D. C. Gottfredson & D. MacKenzie (Eds.), *Preventing Crime: What Works, What Doesn't, What's Promising* (pp. 3-1 to 3-52).

Washington: U.S. Office of Justice Programs.

**Week 13: Project presentations**

(November  
24):

Project presentations

**In class Assignment:** Submit in writing, answers to critique questions (details provided in additional handout).

11/26 – **NO CLASS – Thanksgiving Break**

**Week 14: Project presentations**

(December  
1 & 3):

Project presentations

**In class Assignment:** Submit in writing, answers to critique questions (details provided in additional handout).

**Week 15: Final Project DUE**

(December  
8):

Remaining project presentations

**In class Assignment:** Submit in writing, answers to critique questions (details provided in additional handout).

**Final Project Due December 8**

**Full citations for chapters that are part of course readings:**

Anderson, E. (1999). *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. New York: W.W. Norton and Company.

Bursik, R. J. J., & Grasmick, H. G. (1993). *Neighborhoods and Crime: The Dimensions of Effective Community Control*. New York, NY Lexington Books.

Cohen, L. E., & Felson, M. (1979). Social Change and Crime Rate Trends: A Routine Activity Approach. *American Sociological Review*, 44, 588-608.

Podelefsky, A. (1983). *Case Studies in Community Crime Prevention*. Springfield: Charles C. Thomas.

Rosenbaum, D. P. (1988). Community crime prevention: A review and synthesis of the literature. *Justice Quarterly*, 5(3), 323 - 395.

- Sampson, R. J., & Groves, W. B. (1989). Community Structure and Crime: Testing Social-Disorganization Theory. *American Journal of Sociology*, 94(4), 774-802.
- Sampson, R. J., & Raudenbush, S. W. (2001). *Disorder in Urban Neighborhoods: Does It Lead to Crime?* (Research In Brief). Washington DC: National Institute of Justice.
- Sherman, L. W. (1997). Communities and Crime Prevention. In L. W. Sherman, D. C. Gottfredson & D. MacKenzie (Eds.), *Preventing Crime: What Works, What Doesn't, What's Promising* (pp. 3-1 -3-52). Washington: U.S. Office of Justice Programs.
- Stark, R. (1987). Deviant Places: A Theory of the Ecology of Crime. *Criminology*, 25(4), 893-909.
- U.S. Census Bureau. (2001). *Introduction to Census Data 2000 Data Products*. Retrieved. from <http://www.census.gov/prod/2001pubs/mso-01icdp.pdf>.
- U.S. Census Bureau. (2002). *Census 2000 Basics*. Retrieved. from <http://www.census.gov/mso/www/c2000basics/00Basics.pdf>.
- Wilson, J., Q., & Kelling, G., L. (1982). Broken Windows: The Police and Neighborhood Safety. *Atlantic Monthly New York*, 249(3), 29-38.

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

<b>9/14</b>	Last day to drop class
<b>9/10</b>	Homework (HW) 1: Defining Communities
<b>9/29</b>	HW 2: Using Data Sources due
<b>10/08</b>	HW 3: Applying Theory due
<b>10/15</b>	Midterm Exam
<b>10/13</b>	Project Development (PD) 1: Initial Description due
<b>10/27</b>	PD 2: Research Plan due
<b>11/02</b>	Last day to withdraw from course
<b>11/03</b>	PD 3: Applying Theory in Your Project due
<b>11/24</b>	Individual Project Presentation due
<b>12/03</b>	HW 4: Peer Review due
<b>12/08</b>	Written Paper of Individual Project due