

**CCJS 418Q (section: 0101) – Seminar in Criminology and Criminal Justice; Crime and Place  
Spring 2019  
MWF 11:00 to 11:50 am, SQU 1119**

PROFESSOR:                   María B. Vélez  
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Office Hours:               Mondays and Fridays 12 – 2 pm; or by appointment  
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**Course Overview:**

A longstanding finding in the criminological literature is that some neighborhoods have more crime than others. Fortunately, criminologists have spent considerable time thinking about and studying this spatial patterning of crime. We will delve into this large body of work and on four major areas so that by the end of the semester students will have a robust understanding of this patterning of crime. First, we will examine the nature and scope of the spatial breadth of crime. Second, we will draw on theory grounded largely in sociology to conceptually understand why these patterns exist. Third, we will review empirical research that draws on prior theory and we will take stock on what we know and don't know about the connections between community conditions and crime. Fourth, we will explain why crime is so different in two neighborhoods in Washington, DC using crime data from the National Neighborhood Crime Study as well as from the US Census, American Community Survey, Home Mortgage Disclosure Act and RealtyTrac. To ensure that students are actively engaged with the material, we will have "discussion days" most every other Friday.

**Learning Goals:**

By the end of the course, students will be able to articulate the main explanations of what causes crime in and between communities, what consequences crime and violence have for neighborhoods, how crime has changed in major ways in recent decades, and how policing and imprisonment influence crime, violence, and the people who live in areas. We will also end the course by discussing existing and potential new approaches for improving crime and communities.

**Required Books and Articles:**

Duck, Waverly. 2015. *No Way Out: Precarious Living in the Shadow of Poverty and Drug Dealing*. Chicago: University of Chicago Press. (ISBN: 9780226298061)

Peterson, Ruth D., and Lauren J. Krivo. 2010. *Divergent Social Worlds: Neighborhood Crime and the Racial Spatial Divide*. New York: Russell Sage Foundation. (ISBN: 9780871546975)

These books are available at the University of Maryland Bookstore.

***In addition, there are xx readings available on our ELMS website. These are required.***

To access readings on ELMS, please "Readings for CCJS 418".

- Students should download the readings as soon as possible. Waiting until the day before the test to download articles is strongly discouraged
- Students are encouraged to put all of the readings in a three-ring binder

- Students should be able to answer questions from “questions for Readings from ELMS” under the Readings tab in ELMS. Questions related to *Divergent Social Worlds* and *No Way Out* can also be found under the same tab.

## COURSE REQUIREMENTS

### 1. Writing Assignment.

Connecting Theory to the Real World Issue of Neighborhood Crime. A primary goal of this course is to understand and explain the uneven pattern of neighborhood crime. In this assignment, students are required to write up theoretically guided explanations to explain some research based findings regarding crime in Washington DC neighborhoods that are provided to you. Further information about this project will be provided in a detailed handout on Friday, February 8<sup>th</sup>. This assignment is due at the beginning of class on Friday, May 10<sup>th</sup>.

NOTE: It is your responsibility to make sure that you complete and turn in the assignment. *Assignments that are not turned in to me at the beginning of class on their due date will be considered one day late. Late assignments will be penalized 5 percentage points for each 24 hour period that they are late.*

### 2. Exams

There will be **three** exams; all are closed book. Tests will cover material from lectures, class discussions, videos, and readings. Exam format will include true/false as well as short answer questions. The final exam (exam 3) is partly cumulative.

You are responsible for all assigned readings, even if they are not discussed in class; *exams will not be curved.*

*Make-up policy.* See point #xx.

Exams are not returned to students; students who wish to review their exam should arrange to meet Dr. Vélez in her office during office hours.

## COURSE GRADE

Grades will be determined as follows:

Grades are based on the following scale:

	Exam 1	15 %	Grade	% of total points	Grade	% of total points
	Exam 2	25 %	A+	100-97	C	76-73
	Exam 3	30 %	A	96-93	C-	72-70
			A-	92-90	D+	69-67
<u>Assignment</u>			B+	89-87	D	66-63
	#1	30 %	B	86-83	D-	62-60
	<b>Total</b>	<b>100%</b>	B-	82-80	F	Below 60
			C+	79-77		

## CLASSROOM BUSINESS

### 1. UMD COURSE RELATED POLICIES WEBSITE

The University has created a UMD Course Related Policies website:

<http://www.ugst.umd.edu/courserelatedpolicies.html>

### 2. MAKEUP EXAM POLICY/EXCUSED ABSENCES

Students are allowed to make up an exam with no excuse needed. However, they must wait two weeks to retake the exam. Once students have used this “first” excuse, I will apply a very strict policy regarding makeup exams and excused absences given that other exams are considered a **Major Scheduled Graded Event and therefore the University medical excuse policy which allows one student signed honor statement attesting to illness does not apply to them.** Excused absences are: illness with a doctor's note, death in the immediate family, required University activities, and required court appearance. **I will not accept a Health Center honor statement to verify an illness for the other exams.** If you go to the Health Center and a doctor will not write you a note, you will need to get a copy of your medical record from them to verify your illness. By law, you are entitled to get a copy of this and it is your responsibility to do so. I must be notified in person, e-mail, in writing, or by phone **PRIOR** to missing an exam for me to consider giving you a makeup. If you have a problem on the day of an exam, call me. **If you know in advance that you will be absent for an exam with an approved absence, you will be expected to take the exam prior to the exam date.**

### 3. CANVAS

I will be using CANVAS to post the syllabus, grades, and some handouts. Go to <http://elms.umd.edu> and log in with your Directory ID (logon ID) and password to use this feature.

### 4. USE OF TECHNOLOGY

In this class, students will be allowed to use their personal computers to take class notes. If a student is found to be using personal technology devices in any way that is not related to taking class notes, the student will lose the privilege of using any personal technology device for the duration of the semester. **I strongly encourage you to take notes by hand. Research is mounting on the benefits of taking notes by hand than computer**

**for effective learning.**

## **5. DISABILITY SUPPORT**

I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has been updated for the Spring 2019 semester. This form must be presented to me no later than February 13, 2019. I am not able to accommodate students who are not registered with DSS or who do not provide me with documentation that has not been reviewed by DSS XXX. DSS students who are requesting to take their exams at the DSS Center need to provide me with a testing form for each exam that must be turned in to me no later than 1 week prior to each exam. The student is expected to take the exam at the same time as the rest of the class.

## **6. RELIGIOUS OBSERVANCES**

If you are unable to take the any exams or quizzes due to a religious observance, you will need to discuss this with me by XXX.

## **7. ACADEMIC INTEGRITY**

Academic dishonesty of any form will absolutely NOT be tolerated. Academic dishonesty encompasses the traditional behaviors such as cheating on exams and quizzes, providing false statements, etc., and also includes such activities as possessing and/or reviewing previous semester's exams. Additionally, students will be asked to write the University approved Honor Pledge on each exam. The University of Maryland, College Park has a nationally Recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>.

## **8. CLASSROOM CODE OF CONDUCT**

The success of this class is dependent not only on my abilities and talents as an instructor to communicate new and complicated ideas, but also on our ability as a class to work together to create an environment conducive to learning. As a Department and University, we expect the faculty and students to be prepared for class and to be actively engaged in the classroom activities. Unfortunately, disruptive behaviors in the classroom cheat other students out of opportunities to learn. The University of Maryland's Code of Academic Integrity defines classroom disruption as "behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class." Examples would include coming late to class, repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, and persisting in speaking without being recognized. As the instructor of this class, I also find the following distracting: reading outside material, sleeping, side conversations, text messaging and using laptops for non-academic functions (IM, e-mail, surfing, etc.). I also request that you turn cell phones/pagers on vibrate or silent during class.

Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to show civility with one another, the teaching assistants, or me will be subject to referral to the Office of Student Conduct or to Campus Police. You are expected to adhere to the Code of Student Conduct.

## **9. COPYRIGHT**

The lectures I deliver in this class and the course materials I create and distribute are protected by federal copyright law as my original works. My lectures are recorded or delivered from written lectures in order to ensure copyright protection. You are permitted to take notes of my lectures and to use course materials for your use in

this course. You may not record, reproduce, or distribute my lectures/notes for any commercial purpose without my written consent. Persons who sell or distribute copies or modified copies of my course materials, possess commercial copies of my notes (i.e. Terpnotes), or assist another person or entity in selling or distributing those materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

## **10. COURSE EVALUATION**

Your feedback about this course is very important to me and therefore we will do several forms of evaluation throughout this semester. One way is to fill out the online evaluation at the end of the semester. CourseEvalUM will be open for students to complete their evaluations for Fall 2018 courses beginning November. Students can go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete their evaluations. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate.

## COURSE OUTLINE

Below is the course outline; note that it is subject to modification. All non-book readings are available on ELMS and denoted by *R#*

<p><b>WEEK 1 (1/28-2/1) Monday</b></p> <p>Introduction to the Patterns of Crime across Communities and Over Time</p> <p>(R1, Wilson, 1987; R2, Sampson, 2013; R3, Hyra, 2017)</p>	<p><b>Wednesday</b></p> <p>Introduction to the Patterns of Crime across Communities and Over Time</p>	<p><b>Friday</b></p> <p>Introduction to the Patterns of Crime across Communities and Over Time</p>
<p><b>WEEK 2 (2/4-2/8) Monday</b></p> <p>Methodological issues</p> <p>(R4, Baumer 2002; R5, Xie and Baumer, 2019; R6, May and Pattillo-McCoy, 2000)</p>	<p><b>Wednesday</b></p> <p>Methodological Issues</p>	<p><b>Friday</b></p> <p>Discussion Day</p> <p><b>Assignment Handout</b></p>
<p><b>WEEK 3 (2/11 – 2/15) Monday</b></p> <p>Theoretical Foundations (Social Disorganization Theory)</p> <p>(R7, Shaw and McKay, 1942; R8, Bursik, 2000; R9, Sampson and Groves)</p>	<p><b>Wednesday</b></p> <p>Theoretical Foundations (Social Disorganization Theory)</p>	<p><b>Friday</b></p> <p>Theoretical Foundations (Social Disorganization Theory)</p>
<p><b>WEEK 4 (2/18-2/22) Monday</b></p> <p>Theoretical Foundations (Social Disorganization Theory)</p> <p>(R10, Sampson et al., 1997; R11, Wickes et al. 2018)</p>	<p><b>Wednesday</b></p> <p>Theoretical Foundations (Social Disorganization Theory)</p>	<p><b>Friday</b></p> <p>Discussion Day</p>
<p><b>WEEK 5 (2/25-3/1) Monday</b></p> <p><b>EXAM ONE</b></p>	<p><b>Wednesday</b></p> <p>Disorder</p> <p>(R12, Vélez et al., 2012; , R13, Sampson and Raudenbush, 2004)</p>	<p><b>Friday</b></p> <p>New Directions – Political Economy</p>
<p><b>WEEK 6 (3/4-3/8) Monday</b></p> <p>New Directions – General Strain Theory, Routine Activities, Embedded Ecologies</p> <p>(R14, Brezina et al., 2001; R15, Lyons et al. 2015; R16, McNeeley and Wilcox, 2015)</p> <p>Watch <i> Holding Ground</i></p>	<p><b>Wednesday</b></p> <p>New Directions – General Strain Theory, Routine Activities, Embedded Ecologies</p>	<p><b>Friday</b></p> <p>Discussion Day</p>

<p><b>WEEK 7 (3/11-3/15) Monday</b></p> <p>New Directions - Culture</p> <p>(Waverly Duck's <i>No Way Out</i>)</p> <p><i>Watch Germantown Ave clip</i></p>	<p><b>Wednesday</b></p> <p>New Directions - Culture</p>	<p><b>Friday</b></p> <p>New Directions - Culture</p>
<p><b>WEEK 8 (3/18-3/22) Monday</b></p> <p><b>SPRING BREAK</b></p>	<p><b>Wednesday</b></p> <p><b>SPRING BREAK</b></p>	<p><b>Friday</b></p> <p><b>SPRING BREAK</b></p>
<p><b>WEEK 9 (3/25-3/29) Monday</b></p> <p>Differential Patterns in Crime: Race/Ethnicity</p> <p>(Peterson and Krivo's <i>Divergent Social Worlds</i>)</p>	<p><b>Wednesday</b></p> <p>Differential Patterns in Crime: Race/Ethnicity</p>	<p><b>Friday</b></p> <p>Differential Patterns in Crime: Race/Ethnicity</p>
<p><b>WEEK 10 (4/1-4/5) Monday</b></p> <p>Differential Patterns in Crime: Race/Ethnicity</p> <p>(Peterson and Krivo's <i>Divergent Social Worlds</i>)</p>	<p><b>Wednesday</b></p> <p>Differential Patterns in Crime: Race/Ethnicity</p>	<p><b>Friday</b></p> <p><b>EXAM TWO</b></p>
<p><b>WEEK 11 (4/8-4/12) Monday</b></p> <p>Differential Patterns in Crime: Immigration</p> <p>(R17, Pattillo-McCoy, 1998; R18, Bursik; R19, Ramey, 2013)</p>	<p><b>Wednesday</b></p> <p>Differential Patterns in Crime: Immigration</p>	<p><b>Friday</b></p> <p>Differential Patterns in Crime: Immigration</p>
<p><b>WEEK 12 (4/15-4/19) Monday</b></p> <p>The Influence of Crime on Community Dynamics</p> <p>(R20, Bellair, 2000; R21, Mason et al., 2013)</p>	<p><b>Wednesday</b></p> <p>The Influence of Crime on Community Dynamics</p>	<p><b>Friday</b></p> <p>NO CLASS – work on assignment</p>
<p><b>WEEK 13 (4/22-4/26) Monday</b></p> <p>Neighborhood Level Interventions to Curb Crime</p> <p>(R22, Moyer et al., 2019;</p>	<p><b>Wednesday</b></p> <p>Neighborhood Level Interventions to Curb Crime</p>	<p><b>Friday</b></p> <p>Neighborhood Level Interventions to Curb Crime</p>
<p><b>WEEK 14 (4/29-5/3) Monday</b></p> <p>The Influence of Criminal Justice Policies on Communities</p>	<p><b>Wednesday</b></p> <p>The Influence of Criminal Justice Policies on Communities</p>	<p><b>Friday</b></p>

<p><b>WEEK 15 (5/6-5/10) Monday</b></p> <p>The Influence of Criminal Justice Policies on Communities</p> <p>(RX, Sampson and Loeffler; RX, Kirk</p>	<p><b>Wednesday</b></p> <p>The Influence of Criminal Justice Policies on Communities</p>	<p><b>Friday</b></p> <p><b><u>Writing Assignment DUE</u></b></p>
<p><b>WEEK 16 (5/13-5/17) Monday</b></p> <p>Final Thoughts</p>		
<p align="center"><b>EXAM 3 (FINAL)</b></p> <p align="center"><b>Likely to be on Saturday, May 18<sup>th</sup> from 8 to 10 AM</b></p>		