

**CCJS 418Q (section: 0101) – Seminar in Criminology and Criminal Justice; Crime and Place  
Fall 2022  
MWF 11:00 to 11:50 am, SQH 1119**

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Office Hours: Mondays 2 to 4 pm; 3<sup>rd</sup> and 4<sup>th</sup> Friday of the month from 2 to 4 pm; and by appointment (please wear a mask in my office)  
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Office location: TBD

**MASK POLICY:**

We will strictly adhere to the current university policies on masking in classrooms. Updates on masking requirements from the university will be posted on ELMS in accordance with university guidelines. Students are expected to always comply with current masking policies in the classroom. Students who fail to comply with the current university policies on masking will be asked to leave the classroom immediately and/or will be referred to the Office of Student Conduct for failure to comply with a directive of university officials.

**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 rigorously into this large body of work and focus 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 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. On these days, we will work in small groups and discuss readings, the writing assignment, or handouts.

**LEARNING GOALS:**

By the end of the course, students will be able to articulate the main explanations of what causes crime within and between communities. Students will understand the impact crime and violence have on neighborhood conditions. Students will understand how crime has changed in major ways in recent decades, and the influence of criminal justice policies on crime, violence, and the people who live in high crime areas. We will end the course by discussing existing and promising new approaches for curbing neighborhood crime.

## 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 23 readings available on our ELMS website. These are required.***

To access readings on ELMS, go to modules and access folder for each exam.

- 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 ELMS Readings”. 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, September 9<sup>th</sup>. A hard copy of this assignment is due at the beginning of class on Friday, December 9<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 #3 under classroom business.

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:

|                    |             |
|--------------------|-------------|
| Exam 1             | 15 %        |
| Exam 2             | 25 %        |
| Exam 3             | 30 %        |
| Writing Assignment | 30 %        |
| <b>Total</b>       | <b>100%</b> |

Grades are based on the following scale:

| Grade | % of total points | Grade | % of total points |
|-------|-------------------|-------|-------------------|
| A+    | 100-97            | C     | 76-73             |
| A     | 96-93             | C-    | 72-70             |
| A-    | 92-90             | D+    | 69-67             |
| B+    | 89-87             | D     | 66-63             |
| B     | 86-83             | D-    | 62-60             |
| B-    | 82-80             | F     | Below 60          |
| C+    | 79-77             |       |                   |

## CLASSROOM BUSINESS

### 1. ATTENDANCE

Regular attendance to class is highly encouraged by Dr. Vélez as it is a key way to do well in the course. Class sessions are designed with activities that connect with your weekly readings, lecture slides and writing assignment.

### 2. UMD COURSE RELATED POLICIES WEBSITE

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- COVID-19 Protocol
- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit <https://www.ugst.umd.edu/courserelatedpolicies.html> for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions. Given the COVID-19 pandemic, these regulations may change so please keep informed.

### 3. MAKEUP EXAM POLICY/EXCUSED ABSENCES

All students can miss one exam. No documentation is necessary. It is the responsibility of the student to make this exam up; ideally within two weeks of the initially scheduled exam. I will follow UMD's policy on excused absences when determining the eligibility to make up the second exam. If you have a problem on the day of the second exam, email me and inform me of the nature of the situation. All scheduled makeup exams must be taken by the last day of class. You are responsible for scheduling the makeup exams with Dr. Vélez.

### 4. ELMS

I use ELMS to post materials related to our course such as the syllabus, readings, PPT slides, grades, and handouts. Go to <http://elms.umd.edu> and log in with your Directory ID (logon ID) and password to use this feature. I will send announcements via ELMS. **Grades listed on ELMS are raw scores (percentages) and have not been weighted to calculate your final grade. Please do not rely on the Assignments or Total column to determine your final grade.** Graduating seniors are graded on the same scale as all other students.

### 5. 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 typing them on a computer for effective learning.** All cell phones need to be silenced when class begins. **NO EXCEPTIONS!** If I find you texting, you will get a verbal warning first and then a second warning will be delivered by email. If I have to warn you three times, I can drop you from the class.

## COURSE OUTLINE

The course outline below is subject to modification. All readings denoted by **R#** are on ELMS.

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| <p><b>WEEK 1 (8/29-9/2) Monday</b></p> <p>Introduction to the Patterns of Crime across Communities and Over Time</p> <p><b>(Read: R1.</b> Wilson “Chapter 1: From Institutional to Jobless Ghettos”; <b>R2.</b> Sampson, “The Place of Context..”; <b>R3.</b> Hyra et al. “A Method for Making the Just City...”)</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 (9/5-9/9) Monday</b></p> <p><b>LABOR DAY – NO CLASS</b></p>  | <p><b>Wednesday</b></p> <p>Methodological issues</p> <p><b>(Read: R4.</b> Baumer “Neighborhood Disadvantage and Police Notification...”; <b>R5.</b> Xie and Baumer “Neighborhood Immigrant Concentration and Violent Crime...”)</p> | <p><b>Friday</b></p> <p>Discussion Day</p> <p><b>Writing Assignment Handout</b></p>                |
| <p><b>WEEK 3 (9/12-9/16) Monday</b></p> <p>Theoretical Foundations (Social Disorganization Theory)</p> <p><b>(Read: R6.</b> Shaw and McKay “Differences in Social Values and Organization...”; <b>R7.</b> Bursik “The Systemic Theory of Neighborhood...”)</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 (9/19-9/23) Monday</b></p> <p>Theoretical Foundations (Social Disorganization Theory)</p> <p><b>(Read: R8.</b> Sampson et al. “Neighborhoods and Violent Crime...”; <b>R9.</b> Wickes et al. “Responding to Neighborhood Problems...”)</p>   | <p><b>Wednesday</b></p> <p>Theoretical Foundations (Social Disorganization Theory)</p>  | <p><b>Friday</b></p> <p>Discussion Day</p>   |

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| <p><b>WEEK 5 (9/26-30) Monday</b></p> <p><b>EXAM ONE</b></p>  | <p><b>Wednesday</b></p> <p>Disorder</p> <p><b>(Read: R10.</b> Kirk “Untangling Eviction, Disadvantage, Race...”; <b>R11.</b> Sampson and Raudenbush “Seeing Disorder...”)</p> | <p><b>Friday</b></p> <p>New Directions – Political Economy</p>             |
| <p><b>WEEK 6 (10/3-10/7) Monday</b></p> <p>New Directions – General Strain Theory, Routine Activities, Embedded Ecologies</p> <p><b>(Read: R12.</b> Brezina et al. “Student Anger and Aggressive Behavior in School...”; <b>R13.</b> McNeeley and Wilcox “Street Codes, Routine Activities, Neighbourhood...”)</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 (10/10-10/14) Monday</b></p> <p>New Directions - Culture</p> <p><b>(Read: Waverly Duck’s <i>No Way Out</i>)</b></p> <p>Watch <i>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 (10/17-10/21) Monday</b></p> <p>Differential Patterns in Crime: Race/Ethnicity</p> <p><b>(Read: Waverly Duck’s <i>No Way Out</i>)</b></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 9 (10/24-10/28) Monday</b></p> <p>Differential Patterns in Crime: Race/Ethnicity</p> <p><b>(Read: Peterson and Krivo’s <i>Divergent Social Worlds</i>)</b></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> |

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| <p><b>WEEK 10 (10/31-11/4) Monday</b></p> <p>Differential Patterns in Crime: Race/Ethnicity</p> <p><b>(Read:</b> 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>Discussion Day</p>  |
| <p><b>WEEK 11 (11/7-11/11) Monday</b></p> <p><b>EXAM TWO</b></p>  | <p><b>Wednesday</b></p> <p>Differential Patterns in Crime: Immigration</p> <p><b>(Read:</b> <i>R14</i>. Bursik “Rethinking the Chicago School of Criminology...”; <i>R15</i>. Ramey “Why Some Immigrant Neighborhoods Are Safer than Others...”)</p> | <p><b>Friday</b></p> <p>Differential Patterns in Crime: Immigration</p>             |
| <p><b>WEEK 12 (11/14-11/18) Monday</b></p> <p>The Influence of Community on Criminal Justice Outcomes</p> <p><b>(Read:</b> <i>R16</i>. Petersen et al. “Disorder in the Court...”; <i>R17</i>. Kubrin and Stewart “Predicting Who Reoffends...”)</p>  | <p><b>Wednesday</b></p> <p>The Influence of Community on Criminal Justice Outcomes</p>   | <p><b>Friday</b></p> <p>The Influence of Community on Criminal Justice Outcomes</p> |
| <p><b>WEEK 13 (11/21-25) Monday</b></p> <p>The Influence of Crime on Community Dynamics</p> <p><b>(Read:</b> <i>R18</i>. Bellair “Informal Surveillance and Street Crime...”; <i>R19</i>. Mason et al. “Safe Going...”)</p>   | <p><b>Wednesday</b></p> <p>THANKSGIVING -- NO CLASS</p>  | <p><b>Friday</b></p> <p>THANKSGIVING -- NO CLASS</p>                                |
| <p><b>WEEK 14 (11/28-12/2) Monday</b></p> <p>The Influence of Criminal Justice Policies on Communities</p> <p><b>(Read:</b> <i>R20</i>. Sampson and Loeffler “Punishment’s Place...”; <i>R21</i>. Rosenfeld and Fornango “The Relationship between Crime and Stop, Question, and Frisk...”)</p> | <p><b>Wednesday</b></p> <p>The Influence of Criminal Justice Policies on Communities</p>   | <p><b>Friday</b></p> <p>Discussion Day</p>  |

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| <p><b>WEEK 15 (12/5-12/9) Monday</b></p> <p>Neighborhood Level Interventions to Curb Crime</p> <p><b>(Read:</b> R22. Moyer et al. “Effect of Remediating Blighted Vacant Land...”; R23. “Remaking Vacant Lots to Cut Crime...”</p> <p>Watch <i>Charm Street</i></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><u>Writing Assignment</u></b><br/><b><u>DUE</u></b></p> |
| <p><b>WEEK 16 (12/12) Monday</b></p> <p>Concluding Thoughts on crime and place</p>  |   |  |

**Exam 3 (final exam):**

**Fri, Dec. 16, 8am - 10am in SQH 1119**