CCJS451: Crime and Delinquency Prevention
Fall 2013
1117 Francis Scott Key Building
Wednesday 4:00-6:30pm

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Office hours: Wednesday 2:00 pm to 4:00 pm and by appointment

“An ounce of prevention is worth a pound of cure.”
-Benjamin Franklin

COURSE DESCRIPTION
The purpose of this course is to examine settings, actors, and methods engaged in the prevention of crime, delinquency, and social problems. The first half of the course will focus on prevention in the various domains of the criminal justice system (e.g. police, courts, corrections). The second half will focus on other settings for prevention, including the home, the school, and the community.

OBJECTIVES
By the end of this course, students will:
1. Be able to recognize and participate in crime prevention efforts in their everyday life.
2. Have a broad understanding of what prevention is, where and how it occurs, and who participates in it.
3. Be informed consumers of prevention research.
4. Be able to identify aspects of effective prevention.

REQUIRED TEXTS


READINGS
Additional readings for class will be posted on ELMS.

GRADING POLICY
Final grades for this course will be based on three exams, two homework assignments, blackboard reading responses, and participation. Contributions of each assignment to the final grade will be calculated as follows:
Exam 1: 15%
Exam 2: 15%
Final Exam: 20%
Prevention Design Paper: 15%
Prevention Design Presentation:  7.5%
Theory Presentation:     10%
Homework Assignment:     7.5%
Participation:          10%
Total:                       100%

Final letter grades will be assigned according to the following system: A+=97=100, A=93-96, A-=90-92, B+=87-89, B=83-86, B-=80-82, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63=66, D-=60-62, F=below 60.

EXAMS
Exams will be based off of assigned readings and class lectures. Formats of each exam are listed below on the schedule. Exam 1 will cover material from 9/4 to 10/2. Exam 2 will cover material from 10/16 to 11/20. Only the final exam is cumulative. Make-up exams can only be given when a student has an officially recognized absence (including documented illness, religious observance and compelling circumstances beyond the student’s control). If an exam is going to be missed, please contact me prior to class. Official documentation must be provided.

PREVENTION DESIGN ASSIGNMENT
One of the emerging topics in crime prevention that we will be covering in this class is environmental crime prevention. Imagine that you have been hired by a community to design a space in a manner specifically targeted to reduce the incidence of crime. The class will be divided into groups of 4-5, with each group covering one of the spaces described below. The project will include a group paper, illustrations/diagrams of the designed space, and a presentation to the class. Details regarding the requirements for the paper and presentation will be posted on ELMS.

Apartment building; City park; Department store; Prison block; Suburban residential block; University campus; Urban commercial block

THEORY PRESENTATION
Rather than discussing all theories of crime prevention in one class session, the relationship between criminological theories and crime prevention will be explored in a series of student-led presentations throughout the course of the semester. For each theory up to two students will present the basic premises of the theory, what the implications are for prevention, and discuss at least one program that has been implemented that would be consistent with the prevention implications of your assigned theory.

HOMEWORK ASSIGNMENTS
Homework assignments are to be turned in the day they are due. Two homework assignments are listed on the syllabus (1a and 1b). You may choose which homework assignment you desire to complete. For example, each student is to complete either 1a OR 1b. Late homework assignments will not be accepted. If a student is going to miss class on a day in which a homework assignment is due, please email me the assignment prior to class. Your homework assignment should be approximately three pages typed and double spaced. Choices are described below:
Homework 1:
HW1a: Due 9/18/13
Describe in one paragraph what target hardening is and what it entails. Then, take a walk around your home, dorm, or residence, and describe strengths and weaknesses of the security measures currently in place. Discuss some additional safety measures that you would like to see implemented to make your residence a “harder” target.

OR

HW1b: Due 9/25/13
Muggings in College Park are a fairly common occurrence, as evidenced by the frequent crime alerts we receive. Discuss what aspects of the neighborhood environment contribute to this problem, and what if anything can be done to address these environmental issues. Include suggestions for a variety of community actors including law enforcement officers, students, and business owners.

PARTICIPATION
Attendance and participation are not synonymous. Participation points will be assigned on the basis of in-class participation (raising your hand, participating in discussion groups, presenting material, etc.) I understand that not everyone is equally comfortable speaking up in class. Coming to office hours, speaking to me about the material before or after class, and emailing questions or thoughts regarding the material will also be considered evidence of participation. In order to receive FULL CREDIT (100%) for participation, students should demonstrate engagement with the material at least once per week. Perfect attendance with NO participation will result in a maximum participation grade of 50%.

ACADEMIC INTEGRITY
Academic dishonesty will not be tolerated. Behaviors classified under academic dishonesty include:
1. Cheating: intentionally using or attempting to use unauthorized material, information or study aids in any academic exercise.
2. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of the academic code.
4. Plagiarism: intentionally or knowingly representing words/ideas of another as your own.
In the event of academic dishonesty, formal and informal actions will be taken.

USE OF TECHNOLOGY
Students may 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. PLEASE TURN OFF ALL CELLPHONES FOR THE DURATION OF CLASS.
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 current semester. Students requiring accommodations should inform me and provide the required DSS form within the first two weeks of class. DSS students who are requesting to take their exams at the DSS Center must provide a testing form for each exam 1 week prior to each exam. Students must take exams during the scheduled exam times.

RELIGIOUS OBSERVANCES

If you are unable to attend class, or take an exam due to a religious observance, please discuss this with me by September 20, 2013 so that alternative arrangements can be made.

ADDENDUM ON MEDICAL ABSENCES

Exams and presentations are considered to be major scheduled graded events (noted in bold under the course calendar section below) and consequently the new university medical excuse policy (http://www.president.umd.edu/policies/docs/V-100G.pdf) which allows one student signed honor statement attesting to illness does not apply to them. Excused absences from major graded events should be discussed with your professor as soon as possible in order to ensure that a make up is completed. Unexcused absences from major scheduled graded events will be counted as zeroes. In the event you become chronically absent, missing more than two consecutive weeks of class, due to the same persistent illness this must be verified by a health professional in writing and be brought to my attention in writing. Missing more than two un-consecutive weeks of class has the potential to negatively impact your grade given the limited number of class sessions. Any students missing more than one class period for any reason should contact me in order to minimize any potential impact on their grade.

CLASSROOM BEHAVIOR

The success of this class is dependent on our ability as a class to work together to create an environment conducive to learning. I actively encourage students to ask questions, discuss class topics, and express viewpoints, concerns and opinions; however I do require that all students speak respectfully to each other and to me. Disruptive behaviors in the classroom rob other students of opportunities to learn. Students engaging in disruptive behaviors may be asked to leave and will not be given the opportunity to make up work missed as a result of leaving.

COPYRIGHT

The lectures I deliver and class materials I create are protected by federal copyright law as my original works. Students are not permitted to record, reproduce, or distribute my presentations or lecture 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).
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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNED READINGS</th>
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<tr>
<td>W 9/4</td>
<td>Introduction to prevention</td>
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<td>W 9/11</td>
<td>History of Prevention</td>
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<td>Prevention and Public Policy</td>
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<td>W 9/18</td>
<td>Policing Initiatives</td>
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<td>Theory: Rational Choice Theory</td>
<td>Lab chapter 2</td>
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<td>Theory: Broken Windows Theory</td>
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<td>DUE: Homework 1a</td>
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<td>W 9/25</td>
<td>Role of Courts</td>
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<td>Theory: Labeling Theory</td>
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<td>Theory: Reintegrative Shaming</td>
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<td>DUE: Homework 1b</td>
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<td>Theory: Deterrence Theory</td>
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<td>W 10/9</td>
<td>EXAM 1 (short answer)</td>
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<td>W 10/16</td>
<td>Environmental Crime Prevention</td>
<td>Lab pp. 53-9, 61-74, 79-81; Felson pp.154-73</td>
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<td>Situational Crime Prevention</td>
<td>Lab pp. 215-25; Felson pp. 177-83, 188-90</td>
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<td>Theory: Routine Activities Theory</td>
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<td>W 10/23</td>
<td>Role of family</td>
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<td>Role of community</td>
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<td>Theory: Social Disorganization Theory</td>
<td>Lab pp. 83-94, 96-100, 102-5; Felson pp. 68-84</td>
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W 10/30  Role of school  Lab chapter 14; Clayton (1996)
Role of workplace  Felson pp. 61-64; Uggen (2000)
Theory: Social Bonds Theory
Theory: Social Learning Theory

W 11/6  International perspectives  Lab pp. 157-8, 160-2, 170-2; Felson pp. 99-114
Theory: Subculture of Violence
Theory: Culture of Honor
Theory: Institutional Anomie

W 11/13  Special populations (juveniles)  Lab pp. 255-6, 259-64, 269-74
Special populations (mentally ill)
Theory: Biological Theory

Theory: Conflict Theory
Theory: Feminist Theory
Theory: Strain Theory

W 11/27  EXAM 2 (short essay, take home)

W 12/4  Role of media  Lab chapter 7
The future of crime prevention

W 12/11  Presentations
DUE: Prevention Design Paper

TBD  FINAL EXAM (multiple choice)