



Crime & Delinquency Prevention

CCJS 451
Fall 2019

Learning Outcomes

This course examines the potential for preventing crime, delinquency, and associated social problems with high costs to society. Many claims are made regarding the effectiveness of certain crime and delinquency control strategies that are not based on evidence – the purpose of this course is to investigate these claims and identify whether there is a factual basis for support of these programs and practices. Emphasis will be placed on the theoretical underpinnings of evidence-informed programs and practices in specific institutional contexts: families, schools, communities, and the criminal justice system. Students will investigate specific programs within these contexts and identify whether there is empirically sound support for dedicating resources to these crime prevention strategies.

After successfully completing this course you will be able to:

- Evaluate the effectiveness of crime and delinquency prevention strategies based on the standards of effective prevention.
- Analyze current strategies designed to prevent crime and delinquency and identify areas of improvement.
- Define important risk factors for delinquency and apply them to effective prevention strategies
- Define community-wide crime prevention strategies that are successful.

Required Resources

Course website: elms.umd.edu

All course readings will be posted on ELMS in “Files” and are listed and/or linked in the Course Schedule.

Kyle Dorsey

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Class Meets

11:00am – 12:15 pm

Tuesdays & Thursdays

1207 Van Munching Hall

Office Hours

2211 LeFrak Hall

Mondays 1:00-3:00pm,

Tuesdays 2:00-4:00pm,

Wednesdays 1:00-3:00pm,

or by appointment

Teaching Assistant

Moniyah Mullin

Office Hours:

Hours TBD

0102 Morrill Hall

Prerequisites

CCJS 105

CCJS 300

Course Communication

Pertinent course information will be announced using the Announcement feature on ELMS. Students should contact me using the messaging feature on ELMS rather than emailing directly. This ensures student privacy when discussing grades, absences, or accommodations. **I do not reply to emails sent from non-university email accounts.**

Campus Policies

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:

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

Please visit 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.

Activities, Learning Assessments, & Expectations for Students

The course schedule details the readings, podcasts, or videos that are to be completed each week during this course. It is imperative that you stick to this schedule as much as possible so you do not fall behind. Doing this work on time will help to create more robust discussions in this class.

Participation. Your participation grade will be based on your engagement in class activities throughout the semester. Such activities may include small group work, in-class reflection papers, and/or discussion contribution. Participation is assessed frequently throughout the semester, reflected in more than half of the class periods.

Quizzes. There will be a total of 8 quizzes during the semester, roughly one per week unless something else is due. The material on the quizzes will come primarily from the readings. Quizzes will be given during the first 10 minutes of the specified class; if you are late, you will be given the remaining time of the 10-minute block to complete the quiz. The lowest quiz score will be dropped and will count toward extra credit for up to 2% of your final grade.

Prevention Program Paper. Students will write a paper discussing a particular crime or delinquency topic and an assessment of the prevention programs or policies designed to reduce that type of crime or delinquency. You will offer a critique of the existing programs or policies based on theory and evidence we have discussed in class. Two progress reports will be due during the semester so I can offer feedback about your papers. Late paper submissions will not be graded.

Exams. There will be two non-cumulative exams in this course. Each exam will mostly employ a combination of objective (True/False, Multiple Choice) questions. Questions for the exams will be drawn from required reading, lecture, presentations, and discussions. Students arriving to exams after the first student has completed the exam will not be allowed to sit for the exam. All students should arrive on time with their University ID, a pencil, and an eraser.

Course-Specific Policies

Turnitin Integration. For this course, your prevention paper will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit https://umd.service-now.com/itsc?id=kb_article&sys_id=c0116d8f0f7ef2007f232ca8b1050e63

Excused Absences. Excused absences are those that are detailed in the University's course related policies linked on the first page of this syllabus. Students are required to notify me prior to missing an assignment, quiz, or exam unless the circumstances of the absence prevent you from doing so. Missed assignments, quizzes, or exams must be completed within one week of the absence unless otherwise arranged.

- If you miss a quiz or exam due to an excused absence, you will need to arrange a time to take the quiz within one week of your return to classes. Excuse notes will be verified prior to grading the quiz or exam.
- Since the prevention paper is something you have worked on over the course of many weeks, late submissions by excusal are only considered if your absence prevents you from finishing up a minimal amount of editing the day it is due or prevents you from accessing a computer to submit the paper on time.
- Pre-planned excused absences must be communicated to me in advance of your absence and all work must be completed prior to your absence or on a mutually agreed-upon schedule.
- **Late submissions of assignments due to technical issues with your internet connectivity, computer software, or computer hardware are not covered under the excusal policy.** If there is an ELMS outage that interferes with our course I will adjust accordingly.

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.



Everything is free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Grades

Grades are not given, they are earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please send me a message to schedule a time for us to talk.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Learning Assessments	#	Points Each	Category Weight
Participation	varies	3	10%
Quizzes (lowest score dropped)	8	10	15%
Prevention Paper	1	100	20%
Prevention Paper Progress Reports	2	10	5%
Exams (exams are equally weighted)	2	65	50%

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I establish clear standards and apply them consistently. Grades are rounded up to the next percentage point at the .45% threshold. Please understand that being close to a cutoff is not the same as making the cut (89.44 \neq 90.00). It would be unethical to make exceptions for some and not others. Grades will not be curved or negotiated at the end of the course.

Final Grade Cutoffs									
+	97%	+	87%	+	77%	+	67%		
A	93%	B	83%	C	73%	D	63%	F	<60%
-	90%	-	80%	-	70%	-	60%		

Copyright

The material I deliver in this class and the course materials I create are original works and protected by federal copyright law. 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).

Course Schedule

WEEK & DATE		TOPIC	ASSIGNMENTS
1	8/27	Introductions	
	8/29	The Crime Problem	Lab (2016) p. 1-10; Pew (2011)
2	9/3	Crime Prevention	Lab (2016) p. 21-33
	9/5	Elements of Effective Prevention	Nation, et al. (2003)
3	9/10	Evaluation and Standards of Evidence	Welsh & Farrington (2007) p. 1-17
	9/12	Evaluation and Standards of Evidence Quiz #1	Baron & Haskins (2011)
4	9/17	Developmental Criminology	
	9/29	Risk Factors Quiz #2	Farrington & Welsh (2007) p. 17-28
5	9/24	Developmental Approach: Individual Factors	Farrington & Welsh (2007) p. 37-54, p. 105-119
	9/26	Early Lessons: The Importance of Preschool **Progress Report Due: Topic & References**	APM (2009)
6	10/1	Developmental Approach: Family Factors	Farrington & Welsh (2007) p. 55-75, p. 121-136
	10/3	Home Visiting Program Quiz #3	Huffington Post (2015)
7	10/8	School & Community Factors	Farrington & Welsh (2007) p. 77-89
	10/10	School & Community Prevention Strategies Quiz #4	Farrington & Welsh (2007) p. 137-156; Freakonomics Radio (2017)
8	10/15	Exam Review	
	10/17	EXAM 1	
9	10/22	Deterrence Framework	NIJ (2016)
	10/24	Environmental Crime Prevention	Lab (2016) Ch. 4
10	10/29	Situational Crime Prevention Quiz #5	Lab (2016) Ch. 11
	10/31	Policing as Crime Prevention	Braga, Welsh, & Schnell (2015); Lum & Nagin (2015)
11	11/5	Prisons as Crime Prevention Quiz #6	Cullen, et al. (2011)

	11/7	Community Corrections & Prevention	Pew (2016); NPR (2015); NPR (2017)
12	11/12	**11/13: Progress Report Due: Detailed Outline** The Effect of Solitary Confinement	Frontline: Last Days of Solitary (2017)
	11/14	(no class, watch documentary independently)	
13	11/19	Sexual Assault Risk and Prevention Quiz #7	Conley et al (2017); DeGue et al (2014)
	11/21	Regulation as Prevention	Eck & Eck (2012)
14	11/26	Studying Guns: Effects of Firearm Regulation	Kaufman et al (2018)
	11/28	NO CLASS: Thanksgiving Break	
15	12/3	Gun Violence Prevention Quiz #8	APA (2013)
	12/5	Final Discussion: Prevention Systems **Final Paper Due**	
Final Exam: Wednesday, December 11th from 8:00am-10:00am.			

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Reference List (Readings, Podcasts, Videos)

Week 1

Lab, S.P. (2016). *Crime Prevention: Approaches, Practices, and Evaluations* (9th Edition). P. 1-10. Routledge: New York.

Pew Center on the States (2011). *Paying Later: The High Costs of Failing to Invest in Young Children*. Washington, DC: Pew Charitable Trusts.

Week 2

Lab, S.P. (2016). *Crime Prevention: Approaches, Practices, and Evaluations* (9th Edition). P. 21-33. Routledge: New York.

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, 58, 449-456.

Week 3

Welsh, B. C. and Farrington, D. P. (2007). *Preventing Crime: What Works for Children, Offenders, Victims and Places*. P. 1-17. New York: Springer.

Baron, J. and Haskins, R. "Congress Should Use Cost-Effectiveness to Guide Social Spending" Brookings Institute Up Front Blog, November 30, 2011.

Week 4

Farrington, D. P. and Welsh, B. C. (2007). *Saving Children from a Life of Crime: Early Risk Factors and Effective Interventions*. P. 17-28. New York: Oxford University Press.

Week 5

Farrington, D. P. and Welsh, B. C. (2007). *Saving Children from a Life of Crime: Early Risk Factors and Effective Interventions*. P. 37-54, P. 105-119. New York: Oxford University Press.

American Public Media (2009). *Early Lessons*. <http://americanradioworks.publicradio.org/features/preschool/>

Week 6

Farrington, D. P. and Welsh, B. C. (2007). *Saving Children from a Life of Crime: Early Risk Factors and Effective Interventions*. P. P. 55-75, P. 121-136. New York: Oxford University Press.

Huffington Post (2015). *This may be the most effective anti-poverty program in America*.

https://www.huffingtonpost.com/2015/04/20/anti-poverty-programs_n_7087622.html

Week 7

Farrington, D. P. and Welsh, B. C. (2007). *Saving Children from a Life of Crime: Early Risk Factors and Effective Interventions*. P. 77-89, P. 137-156; New York: Oxford University Press.

Freakonomics Radio (2017). *When Helping Hurts*. <http://freakonomics.com/podcast/when-helping-hurts/>

Week 9

Lab, S.P. (2016) *Crime Prevention: Approaches, Practices, and Evaluations* (9th Edition). Chapter 4 “The Physical Environment and Crime Prevention,” Routledge: New York.

National Institute of Justice (May, 2016). *Five Things About Deterrence*.

Week 10

Lab, S.P. (2016) *Crime Prevention: Approaches, Practices, and Evaluations* (9th Edition). Chapter 11 “Situational Crime Prevention.” Routledge: New York.

Braga, A., Welsh, B., & Schnell, C. (2015). Can policing disorder reduce crime? A systematic review and meta-analysis. *Journal of Research in Crime and Delinquency*, 52, 567-588.

Lum, C. and Nagin, D. (2015). Reinventing American Policing: A Seven-Point Blueprint for the 21st Century. *Translational Criminology*. Center for Evidence-Based Crime Policy, George Mason University.

Week 11

Cullen, F.T., Lero Jonson, C., & Nagin, D.S. (2011). Prisons do not reduce recidivism: The high cost of ignoring science. *The Prison Journal*, 91, 48S-65S.

The Pew Charitable Trusts (2016). *Missouri Policy Shortens Probation and Parole Terms, Protects Public Safety*. <http://www.pewtrusts.org/>-

/media/assets/2016/08/missouri_policy_shortens_probation_and_parole_terms_protects_public_safety.pdf

National Public Radio (2015). *Meant To Keep Youths Out Of Detention, Probation Often Leads Them There.*

<https://www.npr.org/2015/07/29/427263478/some-youths-find-probation-more-challenging-than-juvenile-detention>

National Public Radio (2017). *Court To Rule On Whether Relapse By An Addicted Opioid User Should Be A Crime.*

<https://www.npr.org/sections/health-shots/2017/10/26/559541332/court-to-rule-on-whether-relapse-by-an-addicted-opioid-user-should-be-a-crime>

Week 12

Frontline (2017). *Last Days of Solitary.* <https://www.pbs.org/wgbh/frontline/film/last-days-of-solitary/>

Week 13

Conley, A.H., Overstreet, C.M., Hawn, S.E., Kendler, K.S., Dick, D.M., Amstadter, A.B. (2017). Prevalence and predictors of sexual assault among a college sample. *Journal of American College Health, 65*, 41-49.

DeGue, S., Valle, L.A., Holt, M.K., and Massetti, G.M. (2014). A systematic review of primary prevention strategies for sexual violence perpetration. *Aggression and Violent Behavior, 19*, 346-362.

Week 14

Eck, J.E. & Eck, E.B. (2012). Crime Place and Pollution. *Criminology & Public Policy, 11*(2), 281-316.

Kaufman, E.J., Morrison, C.N., Branas, C.C., Wiebe, D.J. (2018). State firearm laws and interstate firearm deaths from homicide and suicide in the United States: A cross-sectional analysis of data by county. *JAMA Internal Medicine.*

Week 15

American Psychological Association. (2013). *Gun violence: Prediction, prevention, and policy.*