Crime & Delinquency Prevention

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.
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](http://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.

<table>
<thead>
<tr>
<th>Learning Assessments</th>
<th>#</th>
<th>Points Each</th>
<th>Category Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>varies</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes (lowest score dropped)</td>
<td>8</td>
<td>10</td>
<td>15%</td>
</tr>
<tr>
<td>Prevention Paper</td>
<td>1</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Prevention Paper Progress Reports</td>
<td>2</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Exams (exams are equally weighted)</td>
<td>2</td>
<td>65</td>
<td>50%</td>
</tr>
</tbody>
</table>
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 this as making the cut (89.44 ≠ 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***

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
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<tr>
<td>+</td>
<td>97%</td>
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<td>+</td>
<td>87%</td>
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<td>70%</td>
</tr>
<tr>
<td>-</td>
<td>60%</td>
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**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

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/27</td>
<td>Introductions</td>
<td>Lab (2016) p. 1-10; Pew (2011)</td>
</tr>
<tr>
<td>8/29</td>
<td>The Crime Problem</td>
<td></td>
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<tr>
<td>2 9/3</td>
<td>Crime Prevention</td>
<td>Lab (2016) p. 21-33</td>
</tr>
<tr>
<td>9/5</td>
<td>Elements of Effective Prevention</td>
<td>Nation, et al. (2003)</td>
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<tr>
<td>9/12</td>
<td>Evaluation and Standards of Evidence Quiz #1</td>
<td>Baron &amp; Haskins (2011)</td>
</tr>
<tr>
<td>4 9/17</td>
<td>Developmental Criminology</td>
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<tr>
<td>9/26</td>
<td>Early Lessons: The Importance of Preschool <strong>Progress Report Due: Topic &amp; References</strong></td>
<td>APM (2009)</td>
</tr>
<tr>
<td>10/3</td>
<td>Home Visiting Program Quiz #3</td>
<td>Huffington Post (2015)</td>
</tr>
<tr>
<td>7 10/8</td>
<td>School &amp; Community Factors</td>
<td>Farrington &amp; Welsh (2007) p. 77-89</td>
</tr>
<tr>
<td>8 10/15</td>
<td>Exam Review</td>
<td></td>
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<tr>
<td>10/17</td>
<td>EXAM 1</td>
<td></td>
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<tr>
<td>9 10/22</td>
<td>Deterrence Framework</td>
<td>NIJ (2016)</td>
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<tr>
<td>10/24</td>
<td>Environmental Crime Prevention</td>
<td>Lab (2016) Ch. 4</td>
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<tr>
<td>10 10/29</td>
<td>Situational Crime Prevention Quiz #5</td>
<td>Lab (2016) Ch. 11</td>
</tr>
<tr>
<td>11 11/5</td>
<td>Prisons as Crime Prevention Quiz #6</td>
<td>Cullen, et al. (2011)</td>
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</tbody>
</table>
11/7 Community Corrections & Prevention  
Pew (2016); NPR (2015); NPR (2017)

11/12 **11/13: Progress Report Due: Detailed Outline**  
The Effect of Solitary Confinement  
(no class, watch documentary independently)  
Frontline: Last Days of Solitary (2017)

11/14  

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)

11/26 Studying Guns: Effects of Firearm Regulation  

11/28 NO CLASS: Thanksgiving Break

12/3 Gun Violence Prevention  
Quiz #8  
APA (2013)

12/5 Final Discussion: Prevention Systems  
**Final Paper Due**

Final Exam: Wednesday, December 11\textsuperscript{th} from 8:00am-10:00am.

\textbf{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.

\textbf{Reference List (Readings, Podcasts, Videos)}

\textbf{Week 1}


\textbf{Week 2}


\textbf{Week 3}


Week 4


Week 5


Week 6


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


Week 9


Week 10


Week 11


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


**Week 12**


**Week 13**


**Week 14**


**Week 15**