



Learning Outcomes

The course will take a structural, sociological, and real world approach to exploring the nature of homicide in contemporary society of the United States. This approach will examine all the different ways look at homicide such as from the media, data gathering, theoretical, police investigator, different types, and the role of capital punishment. We will also examine what research has revealed to us regarding the crime of homicide.

After successfully completing this course you will be able to:

- Students will demonstrate competency in written communication.
- Students will demonstrate competency in oral communication.
- Students will demonstrate competency in critical analysis.
- Students will demonstrate competency in critical reasoning.

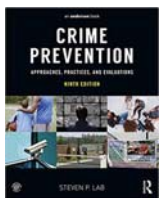
Learning Specific Objectives

In this course, the overall Goal is to increase the student's overall understanding of Crime and Delinquency Prevention. In accomplishing this goal the Objectives are:

- 1- Understanding the theoretical foundations for crime prevention.
- 2- Understanding the various approaches to specific preventive efforts.
- 3- Describe the empirical evidence and program effectiveness.
- 4- Describe the theoretical underpinnings of specific evidence-based programs.

Required Resources

Course website: elms.umd.edu



Crime Prevention: Approaches, Practices, and Evaluations
Lab, Steven P.
9th edition (2006)
ISBN: 978-0323357722

Sherman, Lawrence C., Denise Gottfredson, and John Eck. (1998).
Preventing Crime: What works, what doesn't what's promising.
Washington, DC: National Institute of Justice.

<https://www.ncjrs.gov/works/> (Links to an external site.)

Research in Brief: <https://www.ncjrs.gov/pdffiles/171676.PDF> (Links to an external site.)

Other readings will be discussed and provided throughout the course.

Dr. Tom Alexander
talexand@umd.edu

Class Meets

Mondays
11:00pm – 1:30pm
BLD III Rm#2226

Office Hours

Mondays
By appointment

Prerequisites

CCJS105 and CCJS300

Course Communication

Primary Communications will be through email (ELMS). Please use the subject line "CCJS451" whenever you send an email, which will increase the probability of me not considering it junk mail. The professor will mainly rely on email in order to communicate with students. The student may also use Outlook if any difficulty arises with ELMS. Please check your email regularly.

I will primarily rely on ELMS for sending time-sensitive information to students (e.g., ELMS announcement). Here is a link with some helpful guidance on writing professional emails (ter.ps@email).

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

Course Philosophy:

The Social Construction of Homicide looks at the crime of homicide from several different perspectives. We will be looking at areas such as the History of Homicide, Homicide data, Sources of Data, the Role of the Media, Theoretical approaches to violence and homicide, Victims and Offenders, Types of Homicides, and different strategies for reducing homicides. We will also integrate the actual role of the police into this social construction. You will be responsible for all assigned readings PRIOR to class. Class time will be spent on further exploring concepts as well as class discussion. Your involvement in class is an important part of the learning environment. There are numerous other sources that I will be using to supplement my lectures. I have included this list at the end of the syllabus. These readings are not required however they play an important role in my class discussions. When needed, I will supply you with specific information taken from these sources.

ELMS/CANVAS:

I will be using CANVAS to post the syllabus, grades, and some handouts. Go to <http://www.elms.umd.edu/> and log in with your Directory ID (logon ID) and password to use this feature. Please check ELMS regularly for updates and related course materials.

Course Requirements:

There are multiple requirements for this course, described below. Exams and the Final Paper/Exam are considered to be Major Scheduled Graded Events and therefore the University medical excuse policy which allows one student signed honor statement attesting to illness does not apply to them.

Grading:

There will be two exams (which will collectively make up 75% of your grade). These exams will be both objective (multiple choice, true/false, short answer) and subjective (essay questions) which address specific class topics. These questions will cover all assigned material presented in lectures, readings, and class discussion. The course schedule will list exam dates. There will also be a Final Paper due at the end of the semester (25% of your grade). More details will be placed on ELMS and discussed in class throughout the semester. When you are working on any outside class assignment, students **MUST** work alone but you may use any resources available to them (e.g., textbook, lectures, academic literature, etc.).

Class Participation:

Class participation is an important part of this class. There will be several times during the semester when I may post Discussion Questions on ELMS relating to class material which will count as extra credit. If you do respond, make sure your post is substantive. Missing class and not participating within the class will only hurt your grade through not gathering in-class information. Absent students will not be permitted to make-up any in-class assignments without documentation for an excused absence.

Religious Observances:

Please refer to the Online Catalog Policy on Religious Observance. Please remember that accommodations are not made for travel to and from the religious observance.

Disability Support

I will make every effort to accommodate students who are registered with the Disability Support Service (DSS) Office and who provide me with a University of Maryland DSS Accommodation form. Only written DSS documentation of the accommodation will be considered. This form must be presented to me no later than **September 13, 2019**. I am not able to accommodate students who are not registered with DSS or who provide me with documentation which has not been reviewed and approved by UM's DSS Office after September 17, 2019.

Grading Schema:

Final Letter Grades are determined in the following manner:

Grades will be posted in ELMS as soon as possible after the exam or paper's due date. They can be viewed in ELMS and will review class exams in class. Subjective work will be returned to the student as an attachment in ELMS after the paper is graded.

Keep in mind, that grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually. 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 email me to schedule a time for us to meet in my office.

Exams (Three) 75% of your grade

Final Paper 25% of your grade

Learning Assessments	Points Each	Category Weight
Exam 1	100	25%
Exam 2	100	25%
Exam 3	100	25%
Final Paper: writing assignment	100	25%
Total :		100%

Final Grades

97-100 A+	87-89 B+	77-79 C+	67-69 D+
93-96 A	83-86 B	73-76 C	63-66 D
90-92 A-	80-82 B-	70-72 C-	60-62 D-
			< 60 F

Exams:

There will be three exams (which will collectively make up just three-fourths of your grade). These exams will not be cumulative and will consist of multiple choice, matching, true/false, and short answer questions. The exams will cover all assigned material presented in lectures, readings, and class

discussion. Exams will be taken in a computer lab during the scheduled class time. All exams are closed-book and are to be completed independently unless otherwise specified by the instructor. Make up exams will be given only if the instructor is provided documentation of an excused absence and the student notifies the instructor of his/her absence prior to the start of the exam. The instructor holds the rights to provide make up exams in an alternative format. All make up exams must be complete within 2 weeks of the original exam.

Final Paper:

There will also be a final paper where the student will examine the extant literature and discuss the various topics of prevention that we discussed this semester. Further instructions will be discussed during the semester.

Make-Up Policy:

Opportunities to make-up missed in-class work will only be given in cases of excused absences and official documentation is required. **Exams and research projects are considered to be Major Scheduled Graded Events and therefore the new 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 school activities, and required court appearance. If 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 or by phone or email **PRIOR** to missing a **in-class assignment** for me to consider giving you a makeup. **If you know you will not be in class for in-class work or a date a project is due for an excused reason it is your responsibility to turn in the work PRIOR to the due date.**

Use of Technology:

It is my experience (based on the research evidence) that the use of laptops present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, I caution the student on the use of laptop computers during class meetings (except when required for ADS accommodations). I will allow their use for note taking however if a student is found to be using a laptop for any other reason than taking notes, then that student will lose the privilege of bringing his/her computer to class. All technological devices, except a laptop computer, are prohibited in this class including MP3 devices, smart phones, phones, calculators, gaming devices, etc. If these devices are seen and/or used during the class, the student will be asked to leave the class immediately. If these devices are seen and/or used during an exam, the exam will be collected from the student and the student will no longer be allowed to continue taking the exam. The exam score will be noted as 0”.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: <http://youtu.be/WwPaw3Fx5Hk>

Code of Conduct:

Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another, the teaching assistant, or

me will be subject to referral to the Office of Student Conduct or to Campus Security. You are expected to adhere to the Code of Student Conduct.

Students must provide the instructor, in writing, a request for a make-up exam for an exam date on the syllabus you are unable to make due to a specific religious observance (specify). Please refer to the Online Catalog Policy on Religious Observance. Please remember that accommodations are not made for travel to and from the religious observance.

Academic dishonesty of any form will absolutely NOT be tolerated. Academic dishonesty encompasses the traditional behavior such as cheating on exams and assignments, giving false statements, etc., but also includes activities such as possessing and/or reviewing previous semester's exams and computer assignments. Additionally, students will be asked to write the University approved Honor Pledge on each exam and project. 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>

Grade Disputes:

If you have questions or concerns about your grade(s) and believe the professor should review them, you must submit a written request over email to the professor that describes your concern in detail. This request must be submitted within one week of the day that grades for the relevant assignment are disseminated.

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)

Course Evaluation:

I take your course evaluation very seriously. Each semester, I revise my syllabus, course assignments and exam questions based on the feedback I receive on the course evaluation. I am not only interested in the scores that you give this class but I am also very interested in the specific comments you have about this course. I want to encourage each student in this class to evaluate not only my class but all of your classes. One important campus-wide evaluation is the online evaluation at the end of the semester. I will announce the dates the evaluations are available during our semester. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations.

Academic Deadlines:

*Cancel Registration	August 23, 2019
*Change from Full-time to Part-Time (See Schedule Adjustment)	August 23, 2019
http://registrar.umd.edu/current/registration/ScheduleAdjustment.html	
*Add a Course	September 9, 2019
*Apply for Graduation	September 9, 2019
*Change Credit Level	September 9, 2019
*Change Grading Option	September 9, 2019
*Drop a course without "W" (Withdrawal)	September 9, 2019
*Drop a Course with "W" (Withdrawal)	November 4, 2019
http://registrar.umd.edu/current/registration/ScheduleAdjustment.html	

Class Cancellations:

If for any reason a class needs to be cancelled at the last minute, a notice will be posted through the class email list as well as in the Announcements on ELMS. Staff will also post a notice on or near the Classroom door.

Inclement Weather

In the event of inclement weather or other emergency conditions, you should follow delays and closures for the "Universities at Shady Grove or USM Shady Grove Center," rather than any individual participating USM institution. Closures and delays will be sent over the e2Campus notification system, as well as being reported on local radio and television news stations. You may also call USG at 301-738-6000 for recorded updates related to closures or delays. I would highly suggest that students The Universities at Shady Grove e2Campus system allows the University to contact you during an emergency by sending text messages to your: E-mail (school, personal, or other) Cell phone, Pager, Blackberry type device. See: <http://www.shadygrove.umd.edu/campus-services/public-safety/campus-alerts>

Get Some Help!

You are expected to take personal responsibility for you 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.

Additional sources:

As noted above

Sherman, Lawrence C., Denise Gottfredson, and John Eck. (1998). Preventing Crime: What works, what doesn't what's promising. Washington, DC: National Institute of Justice.

<https://www.ncjrs.gov/works/> ([Links to an external site.](#))

Research in Brief: <https://www.ncjrs.gov/pdffiles/171676.PDF> ([Links to an external site.](#))

FALL 2019	CLASS SCHEDULE	SUBJECT TO CHANGE
Class	Topic	Additional Information
Week 1 Mon., Aug 26	Overview Introduction to Crime Prevention Policy and its Role Research Importance Scientific Methods Scale The Fear of Crime	Class Preparation: S- Chapter 2 L- Chapter 1
Week 2 Mon., Sep. 2	LABOR DAY NO CLASS	
Week 3 Mon., Sep. 9	Crime Problem Prevention Model	Class Preparation: L- Chapter 2 L- Chapter 3
Week 4 Mon., Sep. 16	The Maryland Report Evaluation Physical Environment	Class Preparation: S: Chapter 2 L: Chapter 3 L: Chapter 4
Week 5 Mon., Sep. 23	Neighborhood Crime Prevention Communities & Crime Prevention	Class Preparation: L: Chapter 5 S-Chapter 3
Week 6 Mon., Sep. 30	EXAM 1	Class Preparation: -Review Chapters 2 in Sherman et al. -Review Chapters 1,2,3,4, and 5 in the S. Lab text -Review relevant class lecture notes
Week 7 Mon., Oct. 7	Displacement	Class Preparation: L-6
Week 8 Mon., Oct. 14	General Deterrence	Class Preparation: L-9 S-8
Week 9 Mon., Oct. 21	Situational Crime Control	Class Preparation: L- Chapter 11
Week 10 Mon., Oct. 28	Situational Crime Prevention	Class Preparation: L- Chapter 11 S- Chapter 9
Week 11 Mon., Nov. 4	Study Review	Class Preparation: -Review Chapters 8 in Sherman et al. -Review Chapters 6,9,11 in the S. Lab text -Review relevant class lecture notes

Week 12 Mon., Nov. 11	EXAM 2	
Week 13 Mon., Nov. 18	Partnerships and Crime Prevention	Class Preparation: L- Chapter 12
Week 14 Mon., Nov 25	Schools and Crime Prevention	Class Preparation: L- Chapter14 S- Chapter 5
Week 15 Mon., Dec. 2	The POLICE and their Role Wrap-up/Catch-up	Class Preparation: S- Chapter 7/8
Week 16 Mon., Dec. 9	EXAM 3	Class Preparation: -Review Chapters 7/8 in Sherman et al. -Review Chapters 12,13,14 in the S. Lab text -Review relevant class lecture notes
FINAL EXAM: FINAL PAPER is Due on Date to be Announced		

- *L- Lab Crime Prevention: Approaches, Practices, and Evaluations 9th edition
- **S- Sherman et al. (1998). Preventing Crime: What works, what doesn't, what's promising.
<https://www.ncjrs.gov/works/>
- *** Additional readings will be placed on ELMS when applicable.

Academic Integrity Pledge

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 in 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.shc.umd.edu>. Academic dishonesty of any kind will NOT be tolerated. All students are expected to abide by University rules governing academic dishonesty. Academic dishonesty encompasses behavior such as cheating on exams and assignments, giving false statements, etc. Any cheating will be immediately turned over to the Office of Judicial Programs. To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

By signing this document, I am testifying that I have read in full both the University Code of Academic Integrity and this document, understand the policies and vow to adhere to them.

Student Name

Signature

Date