HONR269M: Crime and Delinquency Prevention
Spring 2012

Key 0126
Wednesday/Friday 2:00-3:15

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COURSE DESCRIPTION
This course investigates the potential for preventing crime, delinquency, and associated social problems with high costs to society. It uses as illustrative cases recent developments in the prevention of juvenile delinquency, interpersonal violence, child abuse and neglect, bullying and other forms of victimization, substance abuse and alcohol misuse, teen pregnancy, and school drop-out. Preventive interventions in the domains of family, school, and community are explored. Using these crime-related social problems as “cases”, we will (1) identify the impact of each of these problems on the social welfare, (2) explore preventive interventions for these problems, (3) examine evidence for the effectiveness of prevention, and (4) discover the principles of effective prevention. Students will apply the skills learned through examination of these cases to assess and present to the class information about how a social problem can be prevented.

CLASS FORMAT
Course content will be covered in lectures; class discussions; group activities, and student presentations. Class lectures will touch upon assigned readings but will always include additional information.
OBJECTIVES
By the end of this course, students will:

1. Be able to find, evaluate and report the available evidence regarding the prevention of delinquency and related social problems.
2. Be able to assess the evidence to determine whether a prevention program works or not.
3. Be able to describe the stages of the preventive intervention research cycle.
4. Be able to identify principles of effective prevention practices.
5. Be able to evaluate the contributions, limitations and potential of prevention research as a tool for preventing crime and promoting social justice.

REQUIRED BOOK

READINGS
Additional class readings will be due before each class. Many of these readings are found on websites provided on the course outline below. All other readings are available in “course documents” on ELMS.

GRADING POLICY
Grades will be based on class participation (25%), two short response papers (4 double-spaced pages, each 10%), a class presentation about the preventability of a social problem (10%), a peer review of a fellow student’s final paper (5%), and a final paper summarizing the topic of the class presentation (10-15 double-spaced pages, including works cited; 40%). One class participation point will be awarded for each class period in which the student actively contributes to the discussion. Additional class participation points will be based on graded small group activities. Final letter grades will be assigned according to the following number 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 = 60-66; D- = 60-62; F = below 60.

INDIVIDUAL PROJECT
Lectures will present only a few of the many prevention practices that have been tested in high quality research. Each student will apply the skills learned in class to assess and present evidence about the preventability of a social problem. Students may either select a social problem not covered in
detail in the class (e.g., property crime, partner violence), or may explore a different approach to preventing one of the problems covered in class (e.g., a different program or policy to reduce substance use, violence). Students will answer these questions for the problem selected:

1. What is the nature and extent of the social problem?
2. What is the cost of this problem to society?
3. What has worked to prevent this problem?
4. What is the specific scientific evidence that convinces you that the practice is or is not effective? That is, do the studies of this practice meet high standards for the quality of evidence?
5. Does the practice reflect the elements of effective prevention?

Students will choose a topic, develop a presentation, present it to the class, and write a paper on the selected topic. Twelve minutes of class time will be allotted for each presentation. The presentation will be graded according to how well the presentation answers the questions above. The paper will be developed incrementally during the semester. Students will choose a topic, locate relevant sources, develop an outline, write a first draft which will be peer reviewed, and revise the paper based on the peer review. The final paper will be graded for writing quality and scholarly content.

CLASS ATTENDANCE and PARTICIPATION

Students are expected to attend class regularly and participate in class discussions and activities. Students will receive a participation grade for each class. Assigned readings should be completed before the class for which the topic is scheduled.

RESPONSE PAPERS

Students will write two short response papers on topics to be determined. These papers should be approximately four double-spaced pages and will be graded for writing quality and content.

ACADEMIC DISHONESTY

Academic dishonesty will not be tolerated. If any of the following are suspected, appropriate and formal action will be taken:

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.
BLACKBOARD
The course syllabus, presentations, readings, and grades will be posted electronically at http://elms.umd.edu. Log in with your Directory ID (logon ID) and password.

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.

DISABILITY SUPPORT
Every effort will be made to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide a University of Maryland DSS Accommodation form which has been updated for the current semester. Students requiring special accommodations must inform me and provide the required DSS form within the first two weeks of class.

STATEMENT ON CLASSROOM DISRUPTIONS
The success of this class is dependent on our ability as a class to work together to create an environment conducive to learning. As a department and university, we expect the faculty and students to be prepared for class and to be actively engaged in the classroom activities. Disruptive behaviors in the classroom rob other students of opportunities to learn. Examples of such behaviors include coming late to class, repeatedly leaving or entering the classroom, making loud or distracting noises, persisting in speaking without being recognized, using cell phones and beepers, reading outside materials, sleeping, and conducting side conversations. Students engaging in these behaviors will be asked to leave and will not be given the opportunity to make up work missed as a result of leaving.

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COURSE OUTLINE

Below is a schedule of lecture topics, readings, and assignments. Class readings are to be done BEFORE the date on the schedule.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic/Event</th>
<th>Assigned Reading(s)</th>
<th>Assignments Due Before Class</th>
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</thead>
<tbody>
<tr>
<td>Wed.</td>
<td>1/25/11</td>
<td>1. Course Overview</td>
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<td>Fri.</td>
<td>1/27/11</td>
<td>2. Problem Behaviors: Nature and Extent</td>
<td>Biglan:1</td>
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<tr>
<td>Wed.</td>
<td>2/1/11</td>
<td>2. Problem Behaviors: Nature and Extent</td>
<td>Biglan 2</td>
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<td>Approaches</td>
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<td>Preparing for your paper</td>
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<td>Fri.</td>
<td>2/10/11</td>
<td>5. Principles of Prevention/Stages of Prevention Research</td>
<td>Reading List 1</td>
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<td>Wed.</td>
<td>2/15/11</td>
<td>6. Standards of Evidence</td>
<td>Biglan pages 96-104; Reading List 2,3</td>
<td>Response paper # 1 due</td>
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<td>Fri.</td>
<td>2/17/11</td>
<td>7. Violence/Delinquency Prevention Review</td>
<td>Reading List 4,5</td>
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<td>Fri.</td>
<td>2/24/11</td>
<td>7. Violence/Delinquency Prevention (continued)</td>
<td>Biglan:7</td>
<td>Topic statements due</td>
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<td>Wed.</td>
<td>2/29/11</td>
<td>8. Substance Abuse Prevention</td>
<td>Biglan:6, pages 127-147; Reading List 6.i and 6.ii</td>
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<tr>
<td>Date</td>
<td>Topic/Event</td>
<td>Assigned Reading Chapter(s)</td>
<td>Assignments Due Before Class</td>
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<td>Fri.</td>
<td>3/2/11 8. Substance Abuse Prevention (continued)</td>
<td>Reading List 6.iii and 6.iv; Biglan:6, pages 147-171;</td>
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<td>Wed.</td>
<td>3/7/11 8. Substance Abuse Prevention (continued)</td>
<td>Biglan:8</td>
<td>Prepare for class activity</td>
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<td>Fri.</td>
<td>3/9/11 Review</td>
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<td>Wed.</td>
<td>3/14/11 9. Child Abuse Prevention</td>
<td>Reading List 7,8,9</td>
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<td>Fri.</td>
<td>3/16/11 10. Teen Pregnancy Prevention</td>
<td>Reading List 10, 11</td>
<td>Response paper # 2 due</td>
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<td>Wed.</td>
<td>3/21/11 Spring Break</td>
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<td>Fri.</td>
<td>3/23/11 Spring Break</td>
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<td>Fri.</td>
<td>3/30/11 12. Truancy/Drop-out Prevention</td>
<td>Reading list 13, 14, 15</td>
<td>Paper outlines due</td>
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<td>Fri.</td>
<td>4/6/11 15. Cost-Effectiveness Review</td>
<td>Biglan:3, Reading List 17</td>
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<td>Fri.</td>
<td>4/13/11 17. What Doesn’t Work: Implementation Issues</td>
<td>Reading List 20</td>
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<tr>
<td>Date</td>
<td>Topic/Event</td>
<td>Assigned Reading Chapter(s)</td>
<td>Assignments Due Before Class</td>
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<td>Wed. 4/18/11</td>
<td>18. Prevention Systems</td>
<td>Biglan:9, Reading List 21</td>
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<td>Fri. 4/20/11</td>
<td>Review</td>
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<td>1st draft of papers to peer reviewers</td>
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<td>Wed. 4/25/11</td>
<td>Project Presentations</td>
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<td>Fri. 4/27/11</td>
<td>Project Presentations</td>
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<td>Wed. 5/2/11</td>
<td>Project Presentations</td>
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<td>Peer reviews to author</td>
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<td>Fri. 5/4/11</td>
<td>Optional Individualized TA Help Session on Papers</td>
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<tr>
<td>Wed. 5/9/11</td>
<td>Project Presentations</td>
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<td>Final Paper</td>
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Readings
5. Blueprint Model/Promising Program Fact Sheets:
6. Blueprint Model/Promising Program Fact Sheets:
   i. [Fast Track]
      http://www.colorado.edu/cspv/blueprints/modelprograms/PATHS.html
   ii. [FAST Track]
      http://www.colorado.edu/cspv/publications/factsheets/blueprints/FS-BPP05.pdf
   iii. [Iowa Strengthening Families Program]
      http://www.colorado.edu/cspv/blueprints/modelprograms/LST.html
   iv. [Life Skills Training]
      http://www.colorado.edu/cspv/blueprints/modelprograms/TND.html
   v. [Towards No Drug Abuse]
   vi. [BASICS]
      http://www.colorado.edu/cspv/blueprints/modelprograms/LST.html
   vii. [Fast Track]
      http://www.colorado.edu/cspv/blueprints/modelprograms/TND.html
6. Blueprints Model/Promising Program Fact Sheets:
   i. [NFP]
   ii. [Incredible Years]
   iii. [Triple P]
11. Blueprints Model/Promising Program Fact Sheets:
    i. [Seattle Social Development Program]
       http://www.colorado.edu/cspv/publications/factsheets/blueprints/FS-BPP17.html
Quantitative Criminology, 17(3), 247-272. [Available under “Course Documents” on ELMS]

14. Fact Sheets:  

15. Blueprints Model/Promising Program Fact Sheets:  
   ii. http://www.colorado.edu/cspv/blueprints/modelprograms/BBBS.html [Big Brothers/Big Sisters]


18. Watch one of the “Scared Straight” YouTube videos (e.g., http://www.youtube.com/watch?v=S_Fw2y2S6Ew).


21. Blueprint Model/Promising Program Fact Sheets:  
   http://www.colorado.edu/cspv/publications/factsheets/blueprints/FS-BPP21.pdf [Communities That Care]