

JUSTICE A394B:001 - Situational Crime Prevention Spring 2009

Meeting Time and Place: MW 1:00-2:15, AHS 147

Instructor: Dr. Sharon Chamard **Office** Monday and Wednesday, 11:30 – 12:30, 2:30 – 3:30
LIB 213 (Justice Center) **Hours:** Other times by appointment
786-1813
afsec@uaa.alaska.edu

Course Description:

Theoretical background to opportunity-reducing crime prevention through situational prevention and its relationship to crime prevention through environmental design, defensible space, and problem-oriented policing. Case studies and field work illustrate the practical and policy difficulties of situational prevention.

Course Goals:

1. The instructor will:
 - a. Present the historical and modern theoretical groundings for situational crime prevention.
 - b. Delineate the major components of situational crime prevention.
 - c. Illustrate, through the use of case studies, the effectiveness of situational crime prevention measures.
 - d. Provide methodological tools for the application and evaluation of situational crime prevention measures.

2. By the end of the course, students will be able to:
 - a. List and provide examples of opportunity-reduction techniques.
 - b. Detect examples of situational crime prevention in their surroundings.
 - c. Diagram physical settings.
 - d. Conduct systematic social and physical observations.
 - e. Analyze observational data and develop strategies for crime reduction.
 - f. Prepare reports making crime prevention recommendations to stakeholders.

Required Texts:

Clarke, R. V. (Ed.). (1997). Situational Crime Prevention: Successful Case Studies (2nd ed.). New York: Harrow and Heston. [C]

Wortley, Richard and Lorraine Mazerolle (eds) (2008). Environmental Criminology and Crime Analysis. Portland, OR: Willan Publishing. [WM]

Useful Resources:

Sherman, Lawrence W., Denise Gottfredson, Doris MacKenzie, John Eck, Peter Reuter, and Shawn Bushway (1997) Preventing Crime: What Works, What Doesn't, What's Promising. A Report to the United States Congress. Washington, DC: National Institute of Justice.

Full Report - <http://www.ncjrs.org/works/>

Briefing - <http://www.preventingcrime.org/171676.pdf>

Office of Community Oriented Policing Services (“COPS Office”) Problem-Oriented Policing Series – <http://www.popcenter.org/>

Crime Prevention Service – Rutgers University-Newark – <http://crimeprevention.rutgers.edu>

British Home Office – an extensive collection of crime prevention monographs - <http://www.homeoffice.gov.uk/rds/pubsintro1.html>

Australian Institute of Criminology – another good collection of crime prevention monographs - <http://www.aic.gov.au/publications/>

Course Grading:

Evaluation in this course is based on the following:

Attendance and participation in classroom discussions – 10%

This is a small class, and in many ways, will be conducted like a seminar. There will be some lecturing by me, but mostly we will discuss the readings. You will be expected to come to class willing and able to talk about the topic of the day. Readings from the texts are listed on this syllabus; additional readings will be posted on Blackboard. It is your responsibility to monitor Blackboard regularly for newly-posted readings.

Written tests – 40%

There will be four tests (each worth 10%). The tests will include multiple-choice, short answer, and essay questions.

Class presentation of a case study from the Clarke text – 15%

Instructions have been posted on the class Blackboard site.

Field work – 10%

Written and oral report on field observations and prevention recommendations – 25%

These last two elements involve conducting systematic physical and social observations of a supposed “hot spot” in Anchorage (of my choosing, most likely somewhere in the Fairview or Spenard neighborhoods), diagramming the physical setting, identifying the likely factors contributing to the crime problem in the area, and recommending alterations to the environment that should result in a reduction in crime. This is a group project. The total number of groups will be determined based on the size of the class. Each group will study a different area.

The lab fee you paid for this class is for 21 days of student insurance, which covers you in case of accident while conducting field observations.

Final grades are determined from the following scale:

- A – 90%-100%
- B – 80% - 89.9%
- C – 70% - 79.9%
- D – 60% - 69.9%
- F – under 60%

Make-Up Policy:

Make-ups will only be permitted if you miss an exam due to a bona fide emergency or an official university absence (please see the UAA Catalog for more information). If possible, please let me know before the exam. *All make-ups will be taken in the Justice Center at 8 am on Saturday, May 2.* If you are absent from class on the day your group gives its presentation, you will get a zero for that component of the project.

Academic Dishonesty:

Academic integrity is a basic principle, which requires that students take credit only for ideas and efforts that are their own. Some examples of academic dishonesty include cheating on tests (by looking at another student's paper or using unauthorized material), or failing to properly cite sources you have referred to or used to prepare your oral or written assignments. Please refer to the section on "Student Code of Conduct" in the UAA Student Handbook. Academic dishonesty is a serious matter. I have no compassion for cheaters and will not hesitate to take appropriate action if academic dishonesty is detected.

Campus Safety:

We care about your safety on campus. While relatively safe, our campus is NOT a sanctuary from crime, and accidents occur no matter how hard we try to prevent them. You are encouraged to be responsible for your own safety, and to bring safety concerns to the attention of UAA faculty or staff, or to contact Campus Police at 786-1120 when you observe an unsafe environment. For your own safety, please also take the time to locate the nearest exit and emergency telephone when you are in campus buildings. For emergencies, call the University Police at 786-4911 or municipal emergency services at 911.

Tentative Schedule (may be changed based on progress of class or other factors):

WEEK #	DATE	TOPIC	READING
1	01/12	Introduction to the course	
	01/14	Environmental criminology	WM – Ch. 1
2	01/19	<i>Alaska Civil Rights Day—NO CLASS</i>	
	01/21	Rational choice	WM – Ch. 2
3	01/26	Situational precipitators	WM – Ch. 3
	01/28	Routine activity approach	WM – Ch. 4
4	02/02	Crime pattern theory	WM – Ch. 5
	02/04	Part 1 Test	
5	02/09	Crime mapping	WM – Ch. 6
	02/11	Repeat victimization	WM – Ch. 7
6	02/16	Geographic profiling	WM – Ch. 8
	02/18	Part 2 Test	
7	02/23	CPTED	WM – Ch. 9
	02/25	Designing products against crime	WM – Ch. 11
8	03/02	Problem-oriented policing	WM – Ch. 12
	03/04	Broken windows	WM – Ch. 13
9	03/09	<i>SPRING BREAK</i>	
	03/11	<i>NO CLASSES</i>	
10	03/16	Intelligence-led policing	WM – Ch. 14
	03/18	Situational crime prevention	WM – Ch. 10
11	03/23	Situational crime prevention, Part II	C - Introduction
	03/25	Part 3 Test	
12	03/30	Case study presentations, group time	TBA
	04/01	Case study presentations, group time	TBA
13	04/06	Case study presentations, group time	TBA
	04/08	Case study presentations, group time	TBA
14	04/13	Case study presentations, group time	TBA
	04/15	Case study presentations, group time	TBA
15	04/20	Group presentation	
	04/22	Group presentation	
16	04/27	Group presentation AND/OR Wrap up and review	
	04/29	Part 4 Test – 1 pm	