

CRIME PREVENTION SYLLABUS CRJ 3440 (Spring Session)
Course Identifiers: 3440-08 Starts Jan 18 – May 06, 2022

Course Overview

CRJ 3440 CRJ Major in Crime and Deviance Cluster (3 semester hours)
Instructor: Dr. Thomas O'Connor, Associate Professor
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Course Details

This course is an in-depth examination of both strategic and tactical methods of preventing existing and new forms of crime, including terrorism. Related topics include target identification, target protection techniques, and information assimilation and analysis. (no prerequisites)

Course Objectives

1. To understand key terms, concepts, and ideas within the fields of crime prevention, crime control, criminalization, criminology, victimology, penology, and criminal justice
2. To understand the workings of prevention programs in the contexts of effectiveness, deterrence, threat mitigation, fear, and reducing delinquency and victimization
3. To comprehend the involvement of various non-governmental parties, including self-protective measures, vigilantism, and local community stakeholders
4. To analyze the costs and benefits of various strategies and tactics of crime reduction, policing, and factors affecting the attribution of success and blame
5. To articulate informed opinion over controversies, debates, and disagreements between scholars in relevant fields on various issues
6. To familiarize with important areas for future attention in action, research, policy, programmatic needs and modalities, as well as new directions in theory development
7. To appreciate the further scholarly study of crime prevention and criminal justice

Attendance Policy

On-ground course interaction takes place 100% in the assigned classroom at scheduled times. Penalties for absenteeism and/ chronic lateness/leaving consist of point drops in assignment scoring, and separate point drops in overall course average if the problem exceeds 25% of total allocated class time. In addition, there is a gradebook item called DiscRate which is continually updated based partially on attendance. Online course interaction (instructor-to-student, student-to-student) is delivered 100% online via a learning management system called DesireToLearn (D2L) in OneStop.apsu.edu, and student attendance is defined as active participation in their shell of the course. Monitoring of attendance is also done via a statistics tracker which records logins and time spent in various areas. At least two or three logins per week are expected and time spent should be appropriate to learning purposes and support

working toward assignments. Failure to comply with these guidelines and their enforcement will likely produce a full letter drop or more in the final grade. [APSU Policy 2:041 University Excused Absences for Students](#) governs the consequences of violating attendance policies as well as what differentiates an excused from unexcused absence.

Reading Requirements

The main textbook for the course is Lab, S. (2020) *Crime Prevention*, 10e, NY: Routledge. It has an ISBN for the tenth edition that the bookstore sells as 9781138390256 in paperback and may be available as an eBook and cheaper elsewhere. It is a short and easy read. I will provide you the PowerPoints for it and I will be utilizing but modifying its test bank for exam construction. Another exam will be over the instructor-provided readings called “OConnorNotes” and quizzes will come from suggested-provided readings like Worrall, *What Works*, Weisburd, *What Works*, and Schneider & Kitchen, *Prevention Planning*. Additional readings may be forthcoming. Some quiz performance may count toward exam grades, and a pop quiz can be over anything.

Basic requirements for succeeding in this web course include having a computer, Microsoft Word or word processor, an Adobe Acrobat reader, an Internet Browser, a good Internet connection, and mastery of the APSU OneStop and D2L platforms. This course has no Bandwidth-intensive features like videos, chats, or Zoom meetings. Exams are NOT proctored because questions are based on connections between ideas in the readings rather than page-sourced factoids. There are small bonuses associated with turning work in ahead of time and minor penalties for turning work in late.

Structure of Reading Schedule and Approximate Due Dates for Exams & Assignments

- Week 1 – *Fear, Crime & Victimization* (Lab chapters 1-6 and OConnorNotes)
- Week 2 – Continue readings and discussion, Read Britz
- Week 3 – Continue readings and discussion, refine assignment understandings
- Week 4 – *Evaluating & Predicting Deterrence* (chapters 7-10 & Readings)
- Week 5 – Continue readings and discussion, Read Cavelti, pop quiz
- Week 6 -- *Situational Crime Prevention* (chapter 11 to end of Lab book)
- Week 7 – Continue readings and discussion, Read Mandel, Essay1 Due
- Week 8 – Exam over Lab or OConnor (may be put off)
- Week 9 – Exam over Lab or OConnor (may be put off), Essay2 Due
- Week 10 – Continue any suggested readings, work on survey or paper
- Week 11 – Discussions; Essay3 Due
- Week 12 – Continue working on paper (Ppr) and survey research assignment
- Week 13 – Discussions, Essay 4 Due
- Week 14 – Guest Speaker or discussions, DelinqPpr & Survey Questions due
- Week 15 – *Wrap-up* week (no further readings will all Exams, Quizzes, or other assignments that may have been put off)

Basis and Methods for Grading

The overall grade scale used in this course is a 10-point scale, although the instructor reserves the right to raise or lower the scale as circumstances demand. Borderline scale scores

are often rounded up, and I sometimes give a "bump" in scores on previously graded assignments based on improved later assignments. Please do NOT turn things in too early just to get them over with. Edit your work before submittal. Your first posted grade (and an ongoing one) will most likely be the discussion/participation gradebook item called DiscRate which may go up and down during the term (down if reflecting penalties), but should safely "max out" for most of you based on regular participation. I keep the gradebook updated regularly, often as much as two or three times a week. Here is a weighted percentage listing of the assignments.

- 15% (pts) – Multiple Choice (MC) exam #1 – over the textbook
- 15% (pts) – Multiple Choice (MC) exam #2 – over OConnorNotes
- 5% (pts) – Pop quiz – can be on anything at any time
- 10% (pts) – Essay 1 Group A (E1)
- 10% (pts) – Essay 2 Group A (E2)
- 10% (pts) – Essay 3 Group B (E3)
- 10% (pts) – Essay 4 Group B (E4)
- 10% (pts) – Juvenile Delinquency Prevention Paper
- 10% (pts) – Survey Questions – Your final, revised of three (3) survey questions
- 5% (pts) – Discussion – a rating of our/your ongoing discussions and online participation

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59/below

Assignment Details

The **multiple choice exams** represent standardized indexes of difficulty and discrimination, and most items will assess understanding and comprehension at medium levels, but some questions are difficult. For instance, with "analogy" questions like something X is to Y as large/small, round/square, etc., my best advice is to not over-think yourself. Questions follow a rough chronological order with the readings, but the extremely difficult ones will not coincide with information from any exact page number. Here is an example with the answer shown:

#26. In a high-impact/low-probability risk scenario with complexities, what would be the name for a submodel that focuses thinking onto top-level target(s) in new and different ways?

A. collateral*

B. stochastic

C. competitive

D. alternative

and you would not know that unless you made a connection between indirect references, synonymic terms and concepts, and/or figured out no page number exists as a word-for-word source. My best advice is base your best guess on your intuition and command of vocabulary used in the course. Some students report better results by keeping a (posted early) printout of the exams handy while doing the readings. Find a method that works for you, but remember you only get to choose one and only one answer (the best) and can NOT provide any written

commentary or argument. Arrange your MC answers on a printable piece of paper, carefully listing them as 1-A, 2-B, 3-C, etc. Pop quizzes will have a similar format and most likely cover suggested/provided readings.

The *essays* are to be original (your own words) and thoughtful (exploratory), with the closest thing to a rubric being the REOS metric, with Observation and Substance granted more weight than Reasoning and Evidence. There is no need to write a lit review, and no citations are expected unless you think they will help. Nor is there really any length requirement. It's the substance that counts. Some students are able to do it in three-fourths of a page, and others take longer. Look for some key insight that is either novel or needs emphasizing. Feel free to modify or revise any of the essay questions. Be creative, and adapt to any instructor suggestions. Each student's writing style is different, so impress me with the best you got.

The *discussions* consist of instructor-led and/or student-led topics that can be steered in any direction by replies (which are expected) as well as new threads because replies are not the place to present any new idea. Please refrain from "Good job, Mary" facile replies. Discussions are not as rigorous as essays, so feel free to share opinions, random thoughts, and anything else like some marvelous reading you found. Ongoing, regular participation is expected, and the minimal weekly expectation is one original contribution and one reply. Please do not try to bomb the discussion boards in hopes of racking up points. The DiscRate score varies, but a slow but steady normal pace will assure it reaches max by the end of the term, so enjoy and have fun.

Essay Questions

More may be forthcoming, but here are the standard ones. For any chosen, please refrain from reciting definitions and textbook- or encyclopedia-like descriptions. Instead, the highest grades go towards brave, beyond-the-ordinary deliberations over the more contentious issues involving the topic. For example, leadership or partnership issues always make for good deliberation, especially as they pertain to minority issues. Attention to power and authority pays off. Also, remember there is always the issue of whether projects should be solely devoted to crime prevention or be multi-issue. Finally, remember trust, cost, and personnel issues are important.

ESSAYS TO CHOOSE FROM:

Essay 1: Explain how we have learned that crime prevention programs which sensitize citizens to the risk of crime also increases their fear of crime. What are the implications of this?

Essay 2: Explain why crime prevention brings more people (both good and bad) into contact with police, and how this reduces the freedom some people seek of never having had contact with police?

Essay 3: Elaborate in socio-psychological fashion about what it means when a situational crime prevention theorist says people, both victims and offenders, always have a "crime script" in their cognitive maps.

Essay 4: Elaborate on the differences between crime prevention and crime control, and focus in on the most significant difference, arguing they should be separate college courses.

Essay 5: Analyze one of the following concepts: "surveillability" (Fisher & Nasar); territoriality; or responsivity, and tie it into what kind of surveillance best deals with it.

YOU MUST DO TWO (2) FROM ABOVE AND TWO (2) FROM BELOW

Essay 6: Analyze the blame (or credit) game when crime prevention fails.

Essay 7: How should looting be prevented?

Essay 8: What is the most novel rehab (or media) project you can imagine?

Essay 9: Note the hidden criminology in this one as strain, learning, and control). Which theoretical model of delinquency (blocked attainment, academic failure, or ego defense) do you think provides the most accurate insight into preventing delinquency?

Essay 10: Concisely discuss the "what works" argument in criminal justice.

Survey Instructions

The *survey questions* will be both individual- and group-based. This project has extensive instructions, but by the end of the term, you will have devised and presented (to others for feedback) three questionnaire items having to do with measuring local (Clarksville) police effectiveness, fear of crime, and changes in routine activities and opportunities for crime in the wake of the Coronavirus. *The scenario:* You and your fellow classmates form a team of researchers interested in understanding citizens' fears of crime and victimization in the wake of the current Coronavirus pandemic. You are planning to survey respondents regarding their fears and experiences of crime and crime prevention efforts during this tumultuous time. As a first step in that research process, you and your colleagues are working to design a questionnaire – a series of questions with possible answers that is meant to be administered to respondents to assess their fear of crime and victimization during this pandemic.

Directions: Use the information provided in the second half of chapter 1 in the Lab text to help you design a series of 3 potential questions for inclusion in our questionnaire. Pay special attention in reading sections on “measuring fear” and “methodological factors” and be sure to follow the guidelines below on how to write survey questions:

1. Each question should be written both clearly and concisely. Questions cannot be so vague the reader might not understand exactly what is being asked of them.

Don't – What are your thoughts on current crime prevention strategies by police?

Do – How would you rate the job Clarksville police are doing in reducing crime?

Response options: very poor, poor, fair, good, very good, and excellent

2. Each question should be written in a way that asks about only one measurable outcome. Thus, this should not include two-part questions or questions that could have multiple answers.

Don't – Are DARE programs, after school programs, neighborhood watches, and community policing effectively combatting crime and reducing crime in your community?

Response options: Agree, Somewhat Agree, Neither Agree/Disagree, Somewhat Disagree, Disagree

Do – Do you agree that neighborhood watch are reducing crime in your neighborhood?

3. Each question must be close-ended rather than open-ended. This means that each question will have very specific possible answers from which the respondent will have the option to choose from.

Don't – Tell me about your fears of becoming a victim of crime.

Do – How likely do you think it is that you will be the victim of a violent crime in the next year? Response options: Not at all likely, somewhat likely, likely, very likely

4. Possible response options to each question must be mutually exclusive, meaning one and only one response answer fits each respondent.

Don't – What types of policing practices do you think are best at preventing crime?

Do – Of the options given, which policing practice do you think is better than the others at preventing crime? Response options: preventative patrolling, hot spot policing, zero tolerance policing, community policing

5. Possible response options to each question shall be exhaustive, meaning there is a possible

response option for everyone. This often means listing out the most common response options and then including an “other” category for anyone who does not identify with one of the response options given.

Don’t – How old were you the first time you were a victim of crime? Response options: 10-15, 15-20, 20-25,25-30

Do – How old were you the first time you were a victim of a crime? Response options: 10 or less, 11-15 years old, 16-20 years old, 21-25 years old, 26-30, or 31 years old or older

The survey guidelines also serve as a metric for grading the assignment, and a basic rule is that you cannot copy a question straight from the text or anybody else. You questions must be in your own words with your own proposed response options. In addition, your question construction should be designed to create questions falling into different CATEGORIES:”

1. Questions measuring judgment of risk perceptions of the crime problem in their community
2. Questions measuring level of concern/worry regarding crime or victimization
3. Questions measuring how much the individual is afraid/worried about becoming a victim or the likelihood they will be a victim of crime
4. Questions measuring respondent’s fear of crime/victimization as it relates to vicarious victimization
5. Questions measuring respondent’s fear of crime victimization as it relates to incivility

Rule #2: Your questions need to be different from your fellow researchers, but you are allowed to make follow-ups (and it counts) on what others have posted. Any good revision of another’s question can count, or if you think someone else’s is perfect as is, then you must provide an original follow-up question to it. Be sure to make a strong argument for any revision or follow-up, as well as your own questions, or the justifications may be obvious because they draw upon or are guided by known theoretical components of theories in the course, such as:

1. Routine activities – changes in respondents’ time spent at home, time spent away from home, changes in everyday patterns of behaviors, etc. Please try to focus on changes in routine activities as they might pertain to crime and victimization.
2. Crime pattern theory – increased or decreased communications and relationships amongst neighbors, or guardianship of the neighborhood, or changes in one’s cognitive map of their neighborhood including changes to nodes, paths, activity space, etc.
3. Rational choice theory – factors which weigh into a cost/benefit analysis of whether or not the potential payoff of crime is worth the potential risk, which would include any of the following: changes in level of risk/likelihood of getting caught; changes in availability of suitable targets; changes in levels of guardianship over suitable targets; or changes in opportunities for crime given changes to offenders’ routine activities
4. Displacement of crime – levels of concern/worry, which includes respondents’ concerns/predictions/fears regarding how changes in routine activities might result in displacement, which would include question on:
 - a. territorial (spatial)
 - b. temporal
 - c. tactical
 - d. functional
 - e. perpetrator displacement
5. Other criminological theory – your choice, such as lifestyle theory, a developmental one, or another you have come across in the course or in previous courses

In comparing thoughts and feelings, you may need to provide time comparisons such as

comparing “during the pandemic” or “prior to the pandemic” or “previous year” etc.

Course Rules

I always give you the benefit of the doubt by small rounding and bump-ups. Both individualized and group feedback is also given on early assignments, when applicable, so you can improve on later ones. I do not give extra credit work; I do not give makeups, and neither do I allow do-overs. Be sure all your assignments are in by the due times posted. Your work should reflect planning and editing on your part. There are fractional bonus points for turning in something early, and penalty points for turning in something late. A list (e.g., 1-A, 2-B, 3-B) of multiple choice answers is to be turned in on a one-page answer sheet of your own making (for ease of printing purposes). The essays should be well-processed sentences and paragraphs and strive toward succinctness and insightfulness. Feel free to expand on anything in any way which best expresses a demonstration of mastery over what is being taught. I encourage you to advance your learning by utilizing our school's library. You must have completed about half the assignments before requesting an incomplete or withdrawal. You will be monitored about the time you spent accessing the course, the readings, the discussions, and other content areas by the D2L statistics counter. Participation matters. Keep abreast of any instructor announcements, and observe etiquette when in discussion with others.

Disability Policy

Austin Peay State University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments.

If you have a documented disability that may have some impact on your work in this class and for which you may require reasonable accommodations, communicate with me before the first exam and contact Disabilities Services in Morgan University Center 114 on the Clarksville Campus, 931-221-6230, disabilityservices@apsu.edu, so that reasonable accommodations may be arranged such as taking the exams via the Center.

Policy on Minors

Minors accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant. Service animals are by permit only.

Policy on Academic Integrity and Misconduct

Academic misconduct consists of plagiarism, cheating, fabrication, or collusion, according to APSU Policy 3:005, which allows instructors to lower a grade to any extent as a sanction and mandates reporting of any suspected cases of misconduct. The due process rights of students are outlined in the Student Code of Conduct handbook, and generally, classroom misconduct consists of anything that obstructs or disrupts the learning environment such as repeated outbursts, failure to maintain decorum, or the continued use of any disturbing device such as a cell phone or laptop which affects the concentration of others. The instructor can order the temporary removal or exclusion of any student engaged in disruptive conduct. Permanent exclusion procedures are outlined in the Student Code of Conduct.

COVID-19 Syllabus Supplement

We should all continue to take steps to mitigate the spread of COVID-19. Masks are recommended for all faculty, staff, and students while indoors. To help keep our university community safe, vaccination and boosters are strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

Any student exhibiting symptoms of COVID-19 should seek a test. If any student tests positive for COVID-19, or if an unvaccinated student is exposed to someone who has tested positive, that student is required to fill out the [COVID-19 Self-Reporting Form](#) and isolate for five days from the onset of symptoms. If fever-free without medication, and if other symptoms are improving, the student can return to normal activities on Day 6. The student is strongly encouraged to wear a mask through Day 10. To help prevent further spread, students who test positive should notify anyone with whom they were within six feet for more than fifteen minutes. Students missing class should email their instructors when possible. The COVID-19 vaccine, booster, and testing are still free and widely available through Boyd Health Services. Visit the [APSU Coronavirus Dashboard](#) webpage for more information.

CoBHS Diversity Statement

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspective as an individual, not as a representative of any group. Course curriculum will respect diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

Caveat Regarding Syllabus Changes

The syllabus is not a contract and circumstances may require change. The instructor reserves the right to make changes to this syllabus as well as revise any of the above schedules, scales, and procedures in the event of extenuating circumstances. In the event such changes are made, the instructor will immediately notify students of such changes both by individual email communication and announcing the nature of such changes in the D2L shell for the course.

Technical Support

APSU Help Desk: For email/OneStop issues, call 931-221-4357 or helpdesk@apsu.edu

Distance Education: For technical issues within the course itself, call 931-221-6625 or d2lhelp@apsu.edu