

Syllabus

SCHOOL OF BUSINESS AND MANAGEMENT

CJ 365: Applied Criminology and Crime Prevention

5 Credits

Effective: Spring 2020/2021

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

The course addresses crime prevention in diverse environments such as public spaces, offices, homes, factories, and public transportation. It incorporates theoretical models from community policing and Broken Windows to Situational Crime Prevention. Case studies are used throughout this course. Students will complete a project where they conduct, analyze, and develop solutions for a crime problem.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage (“Find Your Textbook” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical thinking and information literacy

COURSE OUTCOMES

In this course, learners:

- Apply empirical analysis methods to crime and unwanted behavior reduction problems
- Explain the historical evolution of crime 'response' to 'reduction' in law enforcement
- Apply the concepts and typologies of crime reduction to private sector or institutional problems
- Describe and evaluate the value of different types crime reduction methods

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Broken Windows
- Community policing
- Crime Prevention Through Environmental Design

- Crime Trend Analysis
- Neo-Classical Criminology
- Problem Oriented Policing
- SARA methodology
- Situational Crime Prevention

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>Points Towards Final Grade</i>
Course Activities & Participation	250
Assignment #1: Crime and Metaphor	150
Assignment #2: Rationality of Crime	150
Assignment #3: Risky Facilities	150
Final Project	300
TOTAL	1,000

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Course Activities & Participation

Students will be evaluated on their participation in classroom discussions; their ability to present, explain, or defend alternative viewpoints- verbally or in writing; and the degree to which they have mastered the concepts and principles in the course. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation. Course activities in a totally online course will be different from other formats.

In an online class participation through discussion board (DB) activities is integral to the success of the course. In this course many of the DBs are “moderated.” When a student posts their initial response, once they hit the “Submit” button, they will not be able to see their initial response, or that of their classmates, until such time as the professor “releases” all of the initial responses to the prompt. When this occurs the discussion will be considered “open.”

To provide a structure for balanced participation and allow students to maximize the benefit of the discussion activities, it is required for students to follow certain guidelines: 1) Post initial response to discussion question(s) by the day/time set by the professor (the deadlines can be found on Blackboard within the “Discussion Board” tab and are identified, by week, on the link to the DB itself); 2) Once the DB thread is “released” students should post thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week; 3) All participants should respond to

any comments or questions that the instructor or another classmate has regarding their posts in a timely fashion through the end of the school week.

The DBs are an excellent place for students to debate and critically analyze ideas; moreover, it is also a superior forum for students to bring their own backgrounds and insights rather than merely respond to the prompt. One should consider the DB as a 'rolling' discussion over a several day period. In a traditional or hybrid class setting course activities may include, to a lesser degree than an online course, DBs; however, the professor will determine which specific course activities will be more relevant and the instructions and details will be provided through Blackboard. In this course discussions or activities will include some combination of: Community policing , Crime Prevention Through Environmental Design, Problem Oriented Policing, Situational Crime Prevention, Neo-Classical Criminology, Broken Windows, Crime Trend Analysis, SARA methodology.

<i>Components</i>	<i>% of Grade</i>
Engagement	100%
TOTAL	100%

Assignment #1: Crime and Metaphor

In this assignment, students will be asked to review a resource provided by the instructor that details a law enforcement investigation. Students will be asked to describe and analyze law enforcement's actions during the investigation and contrast this process with a Situational Crime Prevention Approach. Students will be expected to be specific in their analysis, and provide recommendations of techniques that police officers could have used in response to the investigation. Students will then be expected to explain what cultural obstacles might inhibit police adoption of SCP policies in investigations.

Students will be expected to submit their work in essay format, with a total length of 400-500 words. The projects are expected to meet the APA requirements of format and style. Students must cite at least two sources to support references to ideas, facts, and information. Students will be encouraged to submit work that presents a thoughtful and detailed response to all aspects of the assignment prompt.

<i>Components</i>	<i>% of Grade</i>
Critical Analysis	40%
Evidence and Support	40%
Style and Mechanics	20%
TOTAL	100%

Assignment #2: Rationality of Crime

In this assignment, students will be asked to respond to a single prompt inquiring whether crime is rational. Students will be expected to answer this question and incorporate discussion of crime theory with regard to both violent and non-violent crimes. Students must also consider and explain any implications for Situational Crime Prevention approach in responses.

Students will be expected to submit their work in essay format, with a total length of 500-750 words. The projects are expected to meet the APA requirements of format and style. Students must cite at least two

sources to support references to ideas, facts, and information. Students will be encouraged to submit work that presents a thoughtful and detailed response to all aspects of the assignment prompt.

<i>Components</i>	<i>% of Grade</i>
Critical Analysis	40%
Evidence and Support	40%
Style and Mechanics	20%
TOTAL	100%

Assignment #3: Risky Facilities

In this assignment, students will be asked to consider Situational Crime Prevention within the scope of facilities coined as “risky facilities”. Risky facilities are classified as such because they experience a disproportionate amount of crime in comparison to other “facilities” (specific environments associated with a particular function).

For purposes of this assignment, students will select a facility from a list provided by the instructor. The facility selected by the student for this assignment will also be used by the student for the final course project. Once a facility has been selected, students will review at least three news stories involving the types of crime, disorder, or anti-social behavior that commonly occur at the chosen facility type. The news stories do not need to all originate from the same location, so long as the stories pertain to the same type of facility. Students will then identify and summarize the stories within their final, written work.

Next, students will identify and summarize at least one Situational Crime Prevention case study involving the chosen facility type. The case study may be obtained from course materials, journal articles, or other scholarly resource. Students should include this analysis in their final, written work.

Last, students will prepare analysis explaining, based upon their facility research, what SCP interventions hold the most promise for the problems associated with the selected facility type.

Students will be expected to submit their work in essay format, with a total length of 600-750 words. The projects are expected to meet the APA requirements of format and style. Students must cite at least three sources to support references to ideas, facts, and information. Students will be encouraged to submit work that presents a thoughtful and detailed response to all aspects of the assignment prompt.

<i>Components</i>	<i>% of Grade</i>
Critical Analysis	40%
Evidence and Support	40%
Style and Mechanics	20%
TOTAL	100%

Final Project: Crime Reduction Project

In this project students will be asked to build upon their preliminary research completed in assignment #3, regarding risky facilities. Students will be required to utilize the facility type selected in assignment 3 to complete the final project.

To complete the final assignment, students will create a project document that responds to the following: Students will take the risky facility type selected for assignment #3, and locate a specific facility within the student’s community. The student will provide a description of the facility. Next, students will research the types of problems that commonly occur at the selected facility location. Students are encouraged to research facility problems utilizing a variety of methods such as: online search of news media stories; interviewing staff, facility managers, and/or neighborhood residents (please only undertake this activity if it can be accomplished safely); requesting a list of recent calls for service from the local police department; physical observation of the facility (again, please only undertake this activity if it can be accomplished safely).

After completing the research phase of this project, students will design a multi-pronged approach to address the observed problems relying upon crime theory and situational crime prevention techniques. The final paper should include specific details about the devised plan to address these problems, including project phases, stakeholder involvement, and how to measure impact. Students are encouraged to incorporate visual aids into their projects (e.g. charts/tables with descriptive statistics; site photographs; sketch with location of proposed lighting and signage).

Students will be expected to submit their work in essay format, with a total length of 1,000-1,500 words. The projects are expected to meet the APA requirements of format and style. Students must cite at least three sources to support references to ideas, facts, and information. Students will be encouraged to submit work that presents a thoughtful and detailed response to all aspects of the assignment prompt.

<i>Components</i>	<i>% of Grade</i>
Critical Analysis	40%
Evidence and Support	40%
Style and Mechanics	20%
TOTAL	100%

COURSE POLICIES

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor **PRIOR TO** the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to team projects.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.