

CCJ 4934 Crime Prevention

Spring 2023

Tuesdays 8:30-10:25am (TUR 2322), Thursdays 9:35-10:25am (TUR 2322)

Instructor: Dr. Abby Fagan

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Office Hours: 3362 Turlington and Zoom

- **Tuesdays: 1:45-2:45pm**
 - <https://ufl.zoom.us/j/92568753371?pwd=QIBCWHBUb24wWnhDQVBwVi85STV2Zz09>; Meeting ID: 925 6875 3371; Passcode: 694309
- **Wednesdays: 1:30-3:00pm**
 - <https://ufl.zoom.us/j/99952200661?pwd=WXgwdzc4QkxvcUxyNVkwaTZuY09sdz09>; Meeting ID: 999 5220 0661; Passcode: 278560

OVERVIEW

In this class, you will learn about programs, practices and policies that can be used to prevent crime. We will discuss how criminological theories and empirical research on the causes and correlates of crime can be used to design interventions that will reduce illegal behaviors. We will review research methods for testing the effectiveness of crime prevention strategies, then identify effective and ineffective interventions that can be implemented in communities, prisons, and youth residential facilities. Course topics will also include emerging research related to implementing, disseminating, and sustaining crime prevention programs, practices, and policies.

LEARNING OBJECTIVES

By the end of the semester, students will be able to:

- Understand the relationship between criminological theories and crime prevention efforts
- Explain the public health and prevention science approaches to preventing crime
- Identify individual, family, school, peer, and community factors that influence involvement in crime
- Evaluate the merit of scientific studies testing the effectiveness of prevention programs
- Identify specific programs, practices and policies that have evidence of effectiveness in preventing or reducing crime
- Identify specific programs, practices and policies that have no evidence of effectiveness in preventing or reducing crime, those which have been shown to increase crime, and those which require additional evaluation
- Understand the factors that affect whether community agencies, leaders, and practitioners select the “right” interventions to reduce crime, implement them fully and correctly, and recruit enough participants to significantly reduce rates of crime

REQUIRED READINGS

- Delbert Elliott and Abigail A. Fagan. 2017. *The Prevention of Crime*. Hoboken, NJ: Wiley-Blackwell.
- Articles on e-learning/Canvas (under the “Files” tab)

GROUND RULES FOR BEHAVIOR DURING CLASS

During our discussions and written assignments, we will all agree to:

- 1) Be an active participant. This does not mean you must verbally participate in every session, but it does mean paying attention, thinking critically, and doing more than just showing up.
- 2) Acknowledge that we all have different experiences based on race/ethnicity, socio-economic status, gender preference, age, physical disability(ies) and so on. Realize that some of your classmates may have been involved in or have close ties to people involved in the juvenile and/or criminal justice system(s) as victims or offenders. Please be respectful of others’ experiences, do not judge, do not interrupt or insult others, and do not make others feel embarrassed or ashamed of their views. We do not have to agree with each another, but let us acknowledge and discuss our differences of opinion in a respectful manner. These expectations are consistent with the UF Student Conduct Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.
- 3) Refrain from rude behavior, including arriving late or leaving early, sleeping, reading outside materials, or making comments under your breath. **If you are chatting with, emailing, or texting others during class, I may ask you to leave the classroom.** Please be considerate.

COURSE POLICIES

- **Attendance Policy:** The attendance policy is consistent with UF policy; see: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. I will not take attendance, but your absence may harm your ability to do well in the class and complete all assignments. I will post abbreviated copies of my lecture slides on Canvas, but you should consult with other students, not me, to obtain information missed if you are absent.
- **Recording of Classes.** UF policy states that students are allowed to record video or audio of class lectures. However, the only purposes for which these recordings may be used are: (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited, and students may not publish or distribute recorded lectures without the written consent of the instructor.
- **Communication.** I will use announce changes to the course schedule in class and on Canvas. You should regularly check your UF email account and the Canvas course site to obtain this information. The best way to communicate with me is to message me in Canvas.

- **Course Evaluation:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals at the end of the semester. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.
- **Exams:** On exam days, students:
 - cannot use ear phones of any kind
 - must ensure that no class materials are visible by their seats
 - must not have a cell phone turned on or visible
 - are not allowed to leave the room until they have turned in their exam. If you are sick during an exam and must leave, you will have to accept a grade based on the portion of the exam you completed.
 - must show up on time. If you arrive after the first student has completed the exam and left the room, you will not be allowed to take the exam.
- **Missed Exams.** Consistent with the UF policy, students who miss an exam due to a documented family or medical emergency, *and who discuss this problem with me in advance of the scheduled exam date*, will have the opportunity to complete a make-up exam, **which may be given during the final exam period.**
- **Plagiarism/Cheating.** I provide many opportunities to help students do well in this course so **DO NOT CHEAT! *If you cheat, you will receive an F and may be subject to other sanctions consistent with UF policy; see: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.***

STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should meet with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter that must be presented to Dr. Fagan. Students with disabilities should follow this procedure as early as possible in the semester.

SENSITIVE TOPICS AND CAMPUS RESOURCES

In this class, we will discuss crime, victimization, and other topics that may be sensitive and could generate strong emotions. Should you encounter serious emotional challenges with the course content, or if you are aware of other students in such a position, please consider contacting one of the following support services for students:

- Health Care Center: <http://shcc.ufl.edu/>
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>
- Office of Victims' Services: <http://www.police.ufl.edu/victim-services/>
- U Matter, We Care: <https://umatter.ufl.edu/>; email: umatter@ufl.edu; 352-294-2273.
- University Police Department: <https://police.ufl.edu/>; 352-392-1111.

GRADING AND EVALUATION

- **Infographic About an Effective Crime Prevention Program**: 15% of final grade. This assignment will allow you to learn about recently developed crime prevention programs and communicate their benefits to the public by creating an Infographic. The project will involve five steps, described in more detail on the assignments posted on Canvas. These include: 1) finding a recently published evaluation of a crime prevention program; 2) briefly describing the program; 3) providing recent statistics about the behaviors the program is trying to prevent or promote; 4) providing convincing arguments about why your intended audience should implement this program; and 5) creating the Infographic itself. The final grade is based on your timely completion of the first four steps and the quality of your Infographic.
- **In- and Out-of-Class Activities**: 25% of final grade. 12 individual or small group activities will occur throughout the semester and will provide you with opportunities to discuss and apply information from the readings and course lectures. The due dates for the **eight** out-of-class assignments are provided on the syllabus and on Canvas. The **four** in-class assignments will not be announced in advance, and you must be in class to receive credit for these activities. All assignments will be graded as not completed (=0) or completed (=1). The final grade is based on the total number of activities completed. Completing 10 out of 10 will result in a grade of 100%, 9 out of 10 will result in a grade of 90%, 8 out of 10 will result in a grade of 80%, and so on. *You can miss two of these activities with no penalty to your grade.*
- **Exams**: 60% total (20% each). Three non-cumulative exams will be given and will test knowledge in the first, second, and third sections of the class. Exams will consist of 50 multiple choice and true/false questions.
- **Extra Credit**: You can earn extra credit in two ways:
 - You may complete more than the 10 activities described above. If you complete 11 of the 12 scheduled activities, you will receive a 105 for your activity grade; if you complete all 12, you will receive a 110.
 - Quizzes based on the reading assignments, conducted during class time.

- *No other extra credit options will be offered; do not ask for extra credit at the end of the semester as I will not provide it.*
- **Questions About Grading:** I am happy to review and/or discuss your performance in this class, but you must request a meeting about your grade on an assignment or test within ONE week after the grade is posted. After that time period, the grade will not be changed.
- **Your Final Grade is Calculated As Shown Here.** You will need to calculate your own grade based on this formula and your points earned. Do NOT use the final grade shown on Canvas because Canvas does not have this grading formula. Also, I do not round up, curve, or add extra points to grades at the end of the semester, so do not ask me to do so.
 - 93-100%=A
 - 90-92.9%=A-
 - 87-89.9%=B+
 - 83-86.9%=B
 - 80-82.9%=B-
 - 77-79.9%=C+
 - 73-76.9%=C
 - 70-72.9%=C-
 - 67-69.9%=D+
 - 63-66.9%=D
 - 60-62.9%=D-
 - 0-59.9%=F

COURSE SCHEDULE AND TOPICS

Readings should be completed before class on the specified date. Assignments must be submitted via Canvas by the start of class on the specified date.

TOPIC	DATE	ASSIGNMENT (T: textbook; A: article on Canvas)
Week 1: Introduction to Crime Prevention	Tues 1/10	Buy the textbook
	Thurs 1/2	T: Chapter 1, pp.1-12 and 24-30
Week 2: History of Crime Prevention, Overview of Criminological Theory	Tues 1/17	T: Chapter 2, pp.42-65
	Thurs 1/19	T: Chapter 3, pp. 69-83 Assignment #1
Week 3: Prevention Science	Tues 1/24	Chapter 3, pp. 83-104
	Thurs 1/26	A: Beardslee et al., 2011: <i>Prevention of problem behaviors</i> Assignment #2
Week 4: Research Methods and Evaluation	Tues 1/31	Chapter 4, pp. 105-116 A: Rohrbach 2014: <i>Design of preventive interventions</i>
	Thurs 2/2	Chapter 4, pp. 116-138 Infographic Assignment 1
Week 5: “What Works” Lists	Tues 2/7	Chapter 5
	Thurs 2/9	Assignment #3
Week 6: Situational Crime Prevention	Tues 2/14	EXAM 1
	Thurs 2/16	Chapter 6, pp. 167-177 Assignment #4
Week 7: Legal Crime Prevention	Tues 2/21	Chapter 6, pp. 178-182 A: Padilla et al., 2022: <i>Accepting the challenge</i> Assignment #5
	Thurs 2/23	Chapter 6, pp. 182-198

Week 8: Contextual (Family and School) Interventions	Tues 2/28	Chapter 7, pp. 199-215
	Thurs 3/2	A: Fisher and Petrosino, 2022: <i>School-based law enforcement</i> Infographic Assignment 2
Week 9: Contextual (Peer and Community) Interventions	Tues 3/7	Chapter 7, pp. 215-221 A: Compton et al., 2019: <i>Targeting youth to prevent substance use</i> Assignment #6
	Thurs 3/9	Chapter 7, pp. 222-243
Week 10: SPRING BREAK	Tues 3/14	NO CLASS
	Thurs 3/16	NO CLASS
Week 11: Preventing the Onset of Crime	Tues 3/21	Chapter 8, pp. 244-257 A: Rosenbaum 2007: <i>Just Say No to DARE</i>
	Thurs 3/23	Chapter 8, pp. 257-273 Infographic Assignment 3
Week 12: Preventing Recidivism	Tues 3/28	EXAM 2
	Thurs 3/30	Chapter 9, pp. 274-286
Week 13: Implementation and Adaptation	Tues 4/4	Chapter 9, pp. 287-297 Assignment #7
	Thurs 4/6	Chapter 10, pp. 301-312
Week 14: Implementation, Dissemination, and Sustainability	Tues 4/11	Chapter 10, pp. 313-327 A: Marsiglia et al., 2019: <i>Cultural Adaptation of Keepin' it REAL</i> Assignment #8
	Thurs 4/13	Chapter 11, pp. 328-342 Infographic Assignment 4
Week 15: Wrap Up	Tues 4/18	Chapter 11, pp. 342-359
	Thurs 4/20	Chapter 12
	Tues 4/25	Exam 3
	Wed 5/3	Infographic Due