

# **CRIJ 4300 - Communities & Crime**

## **Fall 2018 (Section 002, CRN# 12649)**

### **PROFESSOR:**

**Hernandez, Alma Angelica**

Department of Criminal Justice

E-mail: aahernandez4@utep.edu

### **CLASS DATES:**

Aug 27, 2018 - Oct 13, 2018

### **OFFICE HOURS:**

Virtual Office Hours are by appointment. I can be contacted via blackboard email and UTEP email and can meet with students via phone and skype. Please allow 24 hours to respond on weekdays and 48 hours over the weekend.

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### **CATALOG COURSE DESCRIPTION:**

This course will provide you with a detailed overview of communities and crime. Specifically, we will study existing criminological theories and how they can be applied to the study of community crime levels. Attention will be given to factors that influence community-level crime rates, as well as the effects that community characteristics have on the behavior of individuals living within the communities we are studying. As a class, we will engage in critical analysis of existing empirical research.

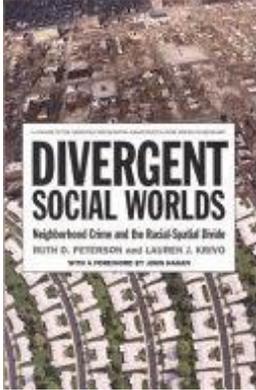
### **LEARNING OBJECTIVES:**

- The course will help you develop a more nuanced understanding of the dominant theories and conceptual models in criminology with an emphasis on the area of communities and crime.
- We will work through empirical pieces by many of the best sociological criminologists by paying attention to how they address existing criminological theories
- This class aims to stimulate your thinking about the intersection of social science and public policy and to engage in critical thinking about how we produce knowledge, its relevance to lives outside as well as the utility of crime theories and criminal justice research.

### **REQUIRED TEXT:**

Peterson, R. D., & Krivo, L. J. (2010). Divergent social worlds: Neighborhood crime and the racial-spatial divide. Russell Sage Foundation.

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**AND Your choice of ONE the following three books:**

Anderson, E. (2000). *Code of the street: Decency, violence, and the moral life of the inner city*. WW Norton & Company.

Miller, J. (2001). *One of the guys: Girls, gangs, and gender*. New York: Oxford University Press.

Rios, V. M. (2011). *Punished: Policing the lives of Black and Latino boys*. NYU Press.

The rest of the readings will be provided for you on your blackboard portal.

\*\*\*Note: Because this is an upper level course, if you have a criminological ethnography of your choosing that you would rather read for your final book review please send me an email (aahernandez4@utep.edu) with one paragraph (about 5 sentences) that includes the book title, author, and year of publication, as well as why it is relevant to the class. Please do so between the first two weeks of this course. Last day to request another book title is 09/09/18. I will confirm if your request accepted within 48hrs.\*\*\*

**GRADING:**

**Your grading will be based on the following point criteria:**

Weekly Discussions	(50 pts X 6)	300 Points
Quizzes	(100 pts X 2)	200 Points
Book Review Draft	(100 pts)	100 Points
Final Book Review	(200 pts)	200 points

**GRADING SCALE: 800 possible points**

**NOTE: Grades are assigned according to the total points earned.**

**Refer to Blackboard for more information regarding the grading criteria**

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The letter grade for the class is determined by the number of points you accumulate during the semester, so every point counts. Your points will be recorded in the “My grades” section of Blackboard. Every assignment a grade will be recorded by the point values—not percentages.

### **DETAILS OF COURSE REQUIREMENTS**

#### **I. Final PAPER: Book Review**

You will be asked to complete a Book review for the book of choice from the list above throughout this semester that is due by Saturday **10/13/18**. **Refer to Blackboard for more information regarding your Final Paper and grading rubric.**

#### **II. Book Review Draft**

Each week, you are expected to devote time towards completing the book review. Your initial draft is due on Sunday 09/30/18 (11:59 pm). **Refer to Blackboard for more information regarding these assessments**

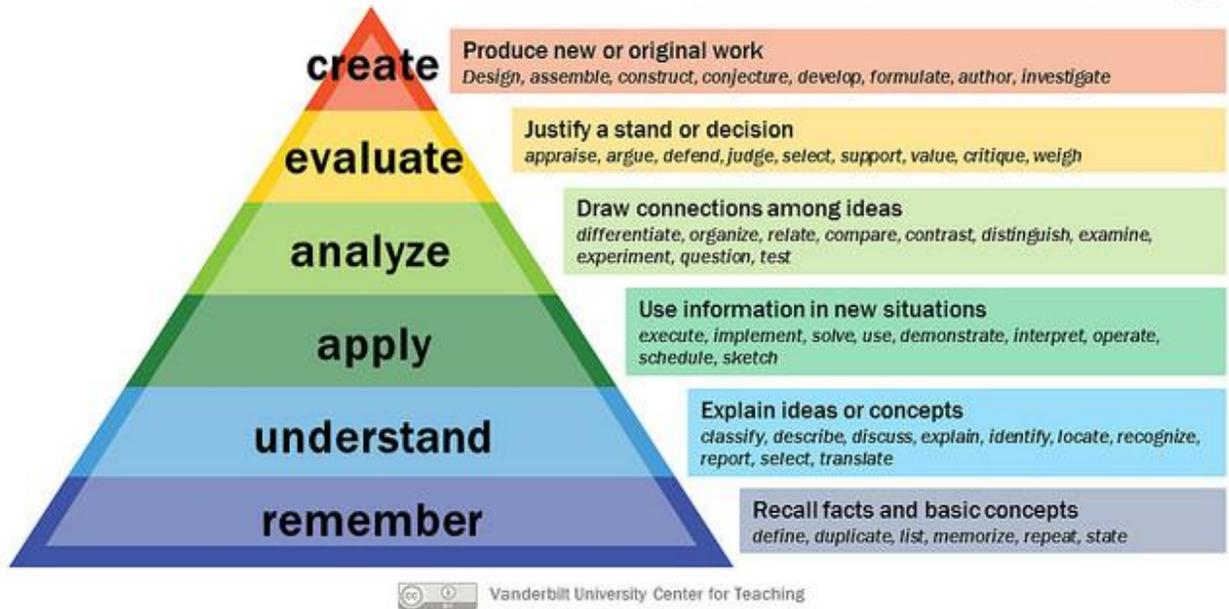
#### **III. Discussion Participation**

Each week there will be one discussion question that must be answered thoroughly and completely. Your response to the discussion question should be scholarly and thorough. In your response, you must demonstrate your understanding and application of the readings and materials.

You are required to respond to two students/peers that provokes thought. You must respond with more than “Good job,” or “I agree.” Your response to your peers during discussion posts should provide evidence that you read and reflected on the class material. In addition, discussions for this class should not focus solely on opinions. They are about arguments that are informed by the reading materials that have been assigned. Thus, I encourage you to guide your discussion-based Bloom's Taxonomy of higher order thinking and keep in mind that the point of discussions is not to reach definitive answers, but to keep the conversation going (please see the figure below as well as the section on).

**Netiquette:** You must maintain an academic attitude and uphold UTEP policies. Being disrespectful, using profanity or unprofessional behavior will not be tolerated. All your online communications must be composed with fairness, honesty and tact.

# Bloom's Taxonomy



\*\*\*Note that you may miss one of the 7 discussions. I build this in to allow for you to be able to miss one with no penalty. \*\*\*

## LATE ASSIGNMENTS

Due dates specified in this syllabus. Plan accordingly. You can submit all assignments early. Weekly Modules will be made available every Sunday and you will be able to access them at any time. Late assignments will be deducted 10% for each day the assignment is late. Assignments submitted more than 2 days late, will not be accepted.

IV. **QUIZZES:** There will be two quizzes, worth 100 points each (**SEE schedule for quiz dates**)

- **The exact format of quizzes is to be determined.** However, the exams will likely be structured with some combination of Multiple choice, True/False, and/or Essay questions.
- **Quizzes must be submitted in Blackboard by the due date.**

## **MAKE-UP QUIZ POLICY:**

- Each student is expected to take the quizzes as scheduled.
- **To make-up a quiz, students MUST email me (aahernandez4@utep.edu) prior to the quiz set up a make-up time. Student must have a verifiable excuse and it is the instructor's discretion as to what is a valid excuse.**
- Students are allowed one make-up quiz for the entire semester.

## V. **IMPORTANT UNIVERSITY GUIDELESS**

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### ACADEMIC DISHONESTY:

Academic dishonesty includes cheating on an exam, turning in someone else's assignment from a previous class, or plagiarism: "(1) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with citations or biographical reference; (2) unacknowledged use of work/materials prepared by another person or agency engaged in the selling of term papers or other academic materials; (3) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators."

I take cases of alleged academic dishonesty seriously. For students who are found to have allegedly engaged in any form of academic dishonesty, the case will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR). While the case is being investigated by OSCCR, an "I" (Incomplete) will be assigned until the case is resolved. If the student is found by OSCCR to have engaged in misconduct, sanctions may include a failing grade on the assignment or exam in question, a failing grade in the course, suspension, or dismissal from the University. See <http://www.utep.edu/dos>

### UTEP DROP POLICY

If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. **Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.**

- Students who drop a course within the first 2 weeks ***before the "official census date,"*** the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
- Dropping a course ***after the official census date, but before the "course drop date"*** will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, this type of drop counts against your 6-drop limit.
- If the course is dropped ***after the "course drop date"*** or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript. This type of drop counts against the 6-drop limit.
- UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A "W" will be issued if the drop occurs before the course drop date, and an "F" will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6-drop limit.
- If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. If a student withdraws completely from all classes, please notify me at [aahernandez4@utep.edu](mailto:aahernandez4@utep.edu). Complete withdrawals from all classes in the same semester do not count against the 6-drop limit.

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### TECHNOLOGY POLICIES & TECHNOLOGICAL PROBLEMS/QUESTIONS

For all technological, hardware, software problems, lost files, and/or questions with Blackboard, as well as difficulties you are having during an exam, contact Technology Support Help Desk 24 hours a day, 7 days a week. Tech support is set up to specifically address technical questions and problems about Blackboard. Professors are not technical support staff.

**Phone:** 915.747.4357 or toll free: 1-877-382-0491

**E-mail:** helpdesk@utep.edu

**Website:** <http://admin.utep.edu/Default.aspx?tabid=74092>

In Person: UTEP Library, Room 300

### CHECK YOUR TECHNOLOGY

#### 1. Computer with a reliable internet connection

- Mobile devices are not reliable to access exams and use the discussion board.

#### 2. Blackboard (BB) Learning Management System

The entire course is run through UTEP's BB system, so students must activate and use their BB accounts regularly.

- Always log in using your UTEP name and password, and never as a "guest".(the guest option will kick you out after 15-20 minutes, which is problematic when taking a test because you will not be able to finish your test). All students are responsible for regularly
- logging in and checking for posted announcements, submitting assignments, participating in discussion boards, and taking tests through BB. Contact UTEP tech support for any questions or concerns regarding navigating in BB or learning how to do something in BB.

#### 3. Browser Information (See the left side of the menu on the main BB page for hardware, software, and browser checks)

- Firefox seems to consistently work the best, but other supported Browsers include Chrome, Safari, and Internet Explorer. (However, try not to use Internet Explorer as it is known to have issues uploading BB content).
- Be sure to "Allow pop-ups" for Blackboard
- **Clear your browser cache**

#### 4. Verify that you have the most updated version of "Java"

<http://java.com>

#### 5. Additional Software you may be Using

- All word documents should be saved with a "docx" extension identifying it as a Microsoft Word
- file or compatible with MS Word
- Windows Media Player
- Quick Time
- Adobe Reader
- Adobe Flash Player

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Contact the UTEP IT website which may be able to provide you with updates, patches, and/or compatibility packs if you need any of these.

### CLASS SCHEDULE

<b>MODULE</b>	<b>OBJECTIVES</b>	<b>READINGS &amp; ACTIVITIES</b>	<b>ASSESSMENTS</b>	<b>BLACKBOARD DISCUSSIONS</b>	<b>NOTES</b>
<b>Week 1</b>  <i>Introduction to Communities and Crime</i>  08/27/18 to 09/02/18	Syllabus & Course Overview (Module 1)  Class Introductions  Introduction to Communities and Crime	Read Article's 1&2 Discussion Board  Also: Upload an introduction video of yourself on to your Week 1 discussion. I expect everyone to introduce themselves to break the ice and facilitate further discussion.	Discussion #1: Introduce yourself to class and answer the discussion question.	Discussion #1 Initial response to instructor's post due by Thursday 08/30/18 (11:59 pm)  Respond to another student's response by Sunday 09/02/18 (11:59 pm)	Refer to Blackboard for course readings, discussion guidelines, Final paper instructions, and class modules
<b>Week 2</b>  <i>The Chicago School Perspective</i>  09/03/18 to 09/09/18	Review Module 2- Overview of the main theoretical perspective	Readings 3, 4	Discussion #2:	Instructor response due by Thursday 09/06/18 (11:59 pm)  Student-2-Student response due by Sunday 09/09/18 (11:59 pm)	Refer to Blackboard to view Week 2 class module & readings
<b>Week 3</b>  <i>Social disorganization, collective efficacy and context</i>  09/10/18 to 09/16/18	Review Module 3 – Social disorganization, collective efficacy and context	Reading 5 & 6  Read Introduction and Chapters 1&2 of <i>Divergent Social Worlds</i>	Discussion #3:	Instructor response due by Thursday 09/13/18 (11:59 pm)  Student-2-Student response due by Sunday 09/16/18 (11:59 pm)	Refer to Blackboard to view Week 3 class module, readings, & Quiz instructions

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<p><b>Week 4</b> 09/17/18 to 09/23/18</p> <p><i>Social disorganization, collective efficacy and context cont.</i></p>	<p>Review Module 4 - Social disorganization, collective efficacy and context cont.</p>	<p>Read Chapters 3-5 of <i>Divergent Social Worlds</i> &amp; Reading 7</p>	<p>Discussion #4 &amp; Quiz 1 due by Sunday 09/23/18 (11:59 pm)</p>	<p>Instructor response due by Thursday 09/20/18 (11:59 pm)</p> <p>Student-2- Student response due by Sunday 09/23/18 (11:59 pm)</p>	<p>Refer to Blackboard to view Week 4 class module, readings &amp; book review draft instructions</p>
<p><b>Week 5</b> 09/24/18 to 09/30/18</p> <p><i>Neighborhood/ community context</i></p>	<p>Review Module 5 - Neighborhood /community context</p>	<p>Readings 8, 9, &amp; 10</p>	<p>Discussion #5: &amp; Book review Draft due by Sunday 09/30/18 (11:59 pm)</p>	<p>Instructor response due by Thursday 09/27/18 (11:59 pm)</p> <p>Student-2- Student response due by Sunday 09/30/18 (11:59 pm)</p>	<p>Refer to Blackboard to view Week 5 class module &amp; readings</p>
<p><b>Week 6</b> 10/01/18 to 10/07/18</p> <p><i>Community context and social control</i></p>	<p>Review Module 6 - Community context and social control</p>	<p>Readings 11&amp; 12</p>	<p>Discussion #6: &amp; Quiz 2 due by Sunday 10/07/18 (11:59 pm)</p>	<p>Instructor response due by Thursday 10/04/18 (11:59 pm)</p> <p>Student-2- Student response due by Sunday 10/07/18 (11:59 pm)</p>	<p>Refer to Blackboard to view Week 6 class module, readings, &amp; Quiz instructions</p>
<p><b>Week 7</b> 10/08/18 to 10/13/18</p> <p><i>Final Week</i></p>	<p>Review Module 7</p> <p>Final Exam</p> <p>Book Review</p>	<p>Catch up on final paper</p>	<p>Discussion #7: Final Book Review due by Saturday 10/13/18 (11:59 pm)</p>	<p>Instructor response due by Thursday 10/11/18 (11:59 pm)</p> <p>Student-2- Student response due by Saturday 10/13/18 (11:59 pm)</p>	<p>Refer to Blackboard to view Week 7 class module, readings, and Final paper instructions – Good luck!</p>

**\*I reserve the right to add assignments if necessary and amend the schedule to suit the needs of the class.**

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### **REQUIRED READINGS (in addition to the 2 books)**

#### **Week 1 - Introduction to Communities and Crime**

1. Understanding criminology: Current theoretical debates. McGraw-Hill Education
2. Sampson, Robert J. 2000. "Whither the Sociological Study of Crime?" *Annual Review of Sociology* 26:711-14.

#### **Week 2 - Theoretical perspectives in neighborhood and community crime**

3. Cullen, F. T., & Agnew, R., Wilcox P. (2018). Criminological theory. *Past to present*.
4. Bursik, Robert, and Harold Grasmick. 1993. Neighborhoods and Crime. Chapter 1: "Basic Issues". New York: Lexington Books.

#### **Week 3 - Social Disorganization, collective efficacy and context**

5. Shaw, Clifford, and Henry H. McKay. 1931. *Juvenile Delinquency in Urban Areas*. Chapters 6-8.
6. Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. 1997. "Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy." *Science* 277:918-24.

#### **Week 4 - Social Disorganization, collective efficacy and context cont.**

7. Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. 1997. "Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy." *Science* 277:918-24.

#### **Week 5 - Neighborhood characteristics and segregation**

8. Krivo, Lauren J., Ruth D. Peterson, and Danielle C. Kuhl. 2009. "Segregation, Racial Structure, and Neighborhood Violent Crime." *American Journal of Sociology* 114:1765-1802.
9. Sampson, Robert J. 2013. "The Place of Context: A Theory and Strategy for Criminology's Hard Problems." *Criminology* 51:1-31.
10. Hernandez, A. A., Vélez, M. B., & Lyons, C. J. (2016). The Racial Invariance Thesis and Neighborhood Crime: Beyond the Black-White Divide. *Race and Justice*.

#### **Week 6 - Community context and social control**

11. Pattillo Mary E. 1998. "Sweet Mothers and Gangbangers: Managing Crime in a Black Middle-Class Neighborhood." *Social Forces* 76: 747-74.

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12. David S. Kirk and Andrew V. Papachristos. "Cultural Mechanisms and the Persistence of Neighborhood Violence." 2011. *American Journal of Sociology* 116: 1190-1233

13. Stults, Brian J., and Eric P. Baumer. 2007. "Racial context and Police Force size: Evaluating the Empirical Validity of the Minority Threat Perspective." *American Journal of Sociology* 113:507-546.

### **Week 7 – KETCHUP! Focus on final paper & Final discussion**

#### **RECOMMENDED READINGS AND REFERENCES –**

[Preventing Crime: What Works, What Doesn't, What's Promising \(summary\)\[complete\]](#)

[Sourcebook of Criminal Justice Statistics](#)

[Bureau of Justice Statistics](#)

Christopher J. Lyons, María B. Vélez, and Wayne A. Santoro. 2013. "Neighborhood Immigration, Violence, and City-Level Immigrant Political Opportunities." *American Sociological Review*.

Baumer, Eric, Steven F. Messner, and Richard Rosenfeld. 2004. "Dimensions of Social Capital and Rates of Criminal Homicide." *American Sociological Review* 69:882-903.

Andrew V. Papachristos, David M. Hureau, and Anthony A. Braga. 2013. "The Corner and the Crew: The Influence of Geography and Social Networks on Gang Violence." *American Sociological Review* 78: 417-447

Sampson, Robert J. and Steve Raudenbush. 1999. "Systematic Social Observation of Public Spaces: A New Look at Disorder in Urban Neighborhoods." *American Journal of Sociology* 105: 603-651.

Clear Todd R., Rose Dina R, Waring Elin, and Kristen Scully. 2003. "Coercive Mobility and Crime: A Preliminary Examination Of Concentrated Incarceration And Social Disorganization." *Justice Quarterly* 20:33-64.

Papachristos, Andrew V. 2009. "Murder by Structure: Dominance Relations and The Social Structure of Gang Homicide." *American Journal of Sociology* 115: 74-128.

Bellair, Paul E, and Christopher Browning. 2010. "Contemporary disorganization research: An assessment and further test of the systemic model of neighborhood crime." *Journal of Research in Crime and Delinquency*.

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Jencks, Christopher, and Susan E. Mayer. 1990. "The Social Consequences of Growing Up in a Poor Neighborhood." Chapter 4 in *Inner-City Poverty in the United States*, Laurence E. Lynn, Jr., and Michael G.H. McGeary, eds. Washington, D.C.: National Academy Press.

Leventhal, Tama, and Jeanne Brooks-Gunn. 2000. "The Neighborhoods They Live in: The Effects of Neighborhood Residence on Child and Adolescent Outcomes ." *Psychological Bulletin* 126:309-337.

Gibson, Chris L., Christopher J. Sullivan, Shayne Jones, and Alex R. Piquero. 2009. "Does It Take a Village?' Assessing Neighborhood Influences on Self-Control." *Journal of Research in Crime and Delinquency* 47:31-62.Children

Sampson, Robert J., Jeffrey D. Morenoff, and Thomas Gannon-Rowley. 2002. "Assessing 'Neighborhood Effects': Social Processes and New Directions in Research." *Annual Review of Sociology* 28:443-478.

### **Strategies for Building Critical Thinking**

- **Cultivate a Healthy Skepticism.**
  - Critical thinkers do not take information at face value or trust their gut reaction. They ask questions and investigate claims to determine if there is sufficient evidence.
- **Be Open-Minded and Humble.**
  - If you find information that undermines your values, you may be reluctant to give it credence. However, critical thinkers understand that they do not have all the answers. They seek out other perspectives and do not immediately discount information that contradicts their assumptions.
- **Keep a Reflective Journal.**
  - Critical thinkers are honest with themselves. They are quick to point out their own biases and understand how they may be influenced by their past experiences or feelings. To facilitate this honest reflection, keep a journal where you record your thoughts, values, and beliefs, and how they change as you encounter different people and situations.
- **Follow the Critical Thinking Process.**
  - When faced with a problem or question, work through the steps of the critical thinking process (described below). Once you have done so repeatedly, it will start to become second nature. For the first few times, you may want to write out the steps and your responses to the reflective questions for each step.

### **The Critical Thinking Process\***

1) **Select the problem or question you want to answer.**

2) **Identify assumptions.** An assumption—meaning something that you automatically accept as true, based on your upbringing, values, or beliefs—can be immediately apparent to you or hidden. To determine what these assumptions are, talk to others, view video programs, read

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texts, and free write in a journal on the problem or question. How you respond reveals your assumptions.

- **Reflective questions for this step:**

- What do I assume to be true about the problem?
- What do I assume to be true about the people affected by the problem?
- What do I assume to be the correct solution?
- Why?

3) **Check accuracy and validity.** At this stage in the process, conduct research to see if your assumptions are correct. The type of research depends on the type of problem you want to solve.

- **Reflective questions for this step:**

- What research can I do to test my assumptions?
- Is this research credible?
- How does the research support or refute my assumptions?

4) **Find alternative perspectives.** This step is an extension of Step 3. Part of critical thinking is discovering perspectives that contradict or clash with your own. These perspectives can show how your original thinking was flawed or incomplete. To discover a true solution, it is important to investigate many different viewpoints during the research phase.

- **Reflective question for this step:**

- In what way(s) do I need to adjust my thinking?

5) **Take informed action.** The next step in the process is to decide or pursue a solution, based on the thorough research you conducted.

- **Reflective questions for this step:**

- What is the best course of action for this problem?
- Why?

6) **Analyze the action.** After any decision or solution has been applied, it is a good idea to analyze that action to determine if it had the desired effect.

- **Reflective questions for this step:**

- What were the results of the action?
- Were those results intended? If not, what were the flaws in my reasoning that may have led to an inappropriate action?
- What about my thinking process do I need to change for next time?

\*Adapted from Brookfield, S. (2007). Developing critical thinkers. Retrieved from <https://www.mnsu.edu/grants/ipesl/Stephen%20Brookfield%20Mankato%20Pkt.pdf>