



Course Name: **CRIJ 3311 Crime Control and Prevention**

Spring 2024 In-Person Format

Time: Mondays/Wednesdays 9am-10:20am

Location: EDUC Room 112

01/16/2024 – 05/02/2024

## GENERAL COURSE INFORMATION

**INSTRUCTOR:** Angelique Nevarez Maes, PHD candidate

**OFFICE:** Prospect Hall 206

**EMAIL:** [anmaes@utep.edu](mailto:anmaes@utep.edu)

**OFFICE HOURS:** Monday/Wednesday 10:30am- 11:30am and/or appointment via Zoom/Google Meet/In Person <https://calendly.com/anmaes/office-hours-virtual-or-in-person> (to book appointment)

**\*When emailing me or any other professor, please use professional academic etiquette.**

**Please do not address me using my first name (mainly because I don't know you like that yet), and please do not use short text.**

**Prerequisites:** None

### TEXTBOOK/MATERIALS:

Required

Hoover, Larry (2014) *Police Crime Control Strategies*

eBook- ISBN-13: 9780357699737

Paperback - ISBN-13: 9781133691624

Cengage Publications

Other materials needed for this class include: Crayons/color pencils, ruler, pencil, eraser and pen.

\*Supplemental Readings will be provided by the Instructor through Blackboard

## COURSE DESCRIPTION

In this course, an examination of those activities undertaken by public and private organizations to control and prevent crime will be examined. Those programs which have been successful in reducing the amount of crime will be analyzed, as well as attempts which have been made at predicting and deterring criminal behavior. This course will examine crime trends as well as several strategies aimed at preventing and controlling crime, both within our criminal justice system and beyond. The course will provide a broad overview of both past and present policies adopted by the police, the courts, legislators, correctional agencies, and the community. In this course, students will read, discuss, and critically evaluate several policy topics.



## COURSE OBJECTIVES

At the end of the semester, students should be able to:

- Explain the strategies used by the police, the courts, the correctional systems, and the community in various crime control efforts.
- Identify past and present efforts at crime control policy development.
- Describe and critically evaluate the justification and evidence for specific crime policies.
- Analyze how scientific information enters the criminal justice policy making process.
- Articulate a coherent and persuasive argument for various crime and public policy strategies based on empirical research.

## EXPECTATIONS OF STUDENTS ENROLLED

- When emailing the instructor, or any other instructor, students are expected to utilize professional etiquette.
- Students are required to complete assigned readings and be prepared for assignments due as the semester progresses.
- Students are expected to be able to explain the readings in their own words and apply readings to real world situations.
- Students are responsible for checking their grades regularly and for checking email from the instructor or from their Buddies in the class.
- Students are expected to notify the professor of any discrepancies in the grade book as well as when they think they might be missing class. It is strongly advised to notify the professor of any discrepancies ASAP.

## STUDENT CONDUCT

### CLASSROOM CIVILITY, RESPECT AND TOLERANCE

Students should be made aware that part of the value of a university education is exposure to a wide range of different ideas, viewpoints, and types of people from various backgrounds. Many criminological courses involve content that might challenge deeply held beliefs of some students. As difficult as this may be, students are expected to be respectful during all classroom sessions and discussions. *The instructor will not allow incivilities or intolerance during class sessions.* Students are expected to treat one another with respect. Students should understand that class sessions are venues where they can express a diversity of viewpoints, and that those viewpoints must be expressed respectfully and involve no personal attacks. Students may challenge the views of others, but they must do so respectfully, present their arguments following scientific resources that rely on research, and have evidence supporting their view compared to evidence supporting other views. Any student that violates classroom civility will be asked to leave the session and will not receive a grade for that day if need be.

### CLASS PARTICIPATION/ATTENDANCE

Attendance and participation in this course is crucial for passing; all class sessions will entail vital information on the assigned readings for the week. Exam questions will come from a



mixture of lectures, texts assigned, and discussions from class sessions. *Students are strongly urged to attend all class meetings and participate in discussions.* Information not included in the textbook will be added to the lecture and students will be expected to add information on PowerPoint slides to their notes. Power Point slides are usually provided to students at the beginning of each week via Blackboard. Students may print them out if they choose to. Important information about the course as well as changes/updates will be addressed throughout the course during the designated meeting times. Students are not email the professor about missed class information: students are to email “Buddies” about getting information/class notes on class sessions missed.

## METHOD OF COURSE EVALUATION

### ASSIGNMENTS, EXAMS AND QUIZZES

Exams and Quizzes for this class are designed to assess the student’s knowledge of crime control and prevention topics. Exams will be made up of a combination of multiple-choice questions and true/false questions that are designed to determine the students’ understanding of the courses’ lectures, readings, guest lectures, and class discussions. Exams and quizzes usually consist of multiple-choice questions and True/False questions. Quizzes and exams are not cumulative. Visual quizzes are designed to reflect the students’ knowledge of the content and be direct implementations of the students’ perceptions of the readings. Visual quizzes require the student to reflect critically on the content, and draw/stencil those reflections using crayons or color pencils using different methods of visual expression.

### CLASS PARTICIPATION- Student Engagement Time (SET)

Class participation will consist of small group interactions that will enable students to reflect on the required readings, discuss issues in an open venue, and ask questions about the readings. These small group interactions (no more than 5 students) are designed to enable students to discuss crime and control issues with their peers and to “learn with others” about criminological issues. For each SET, students must pair with other students in which they have not communicated with in the past; therefore, in each SET session a student will have new group members. Each small group will be required to create a sign-in sheet and turn in materials worked on in the class session. Students can create an interesting argument about a social issue utilizing Bloom’s Taxonomy and/or created enough “buzz” in class to stimulate discussion. Students must reflect their knowledge of the assigned readings excellently, beyond just a general understanding.

What to do when students miss assignments: Students who miss an assignment must meet with the instructor about making up the test within 1 week. If the absence is anticipated, the student is strongly advised to email the instructor to make up the assignment as soon as possible. **The student has 1 week to attempt to contact and make up the missed assignment if unexcused**, otherwise the student will not be allowed to make up the exam and receive a C(70) for that assignment. If the absence is excused, the student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence.



## **GRADING**

All grades will be displayed online. Students will have access to their grades online, and are strongly encouraged to follow their grades throughout the semester. *Emails at the end of the semester from students who wish to “do something” about their grades is strongly discouraged.* Please email the professor when an anomaly has been discovered as the semester progresses, not at the end of the semester: students have a ONE (1) week time span to email the professor to discuss the grade that has been compromised (for example, the grade was not imputed, or the grade was not calculated correctly). After the ONE (1) week time period, the student will not be able to discuss grade changes with the professor. The instructor will not award grades in any other way besides the assignments for the course: please do not email the instructor about awarding points for the sake of getting a higher grade, or about extra credit opportunity at the end of the semester. If the student has a 69 average in the class, the instructor WILL NOT curve the grade to a passing one.

## **GRADE BREAKDOWN**

Exams (60%): covers up to five chapters of textbook at a time. Not cumulative.

Interactive Quizzes (20%): combination of “Visual”, multiple choice, or other media

Class Participation (20%): (8) SET’s sign-in/worksheets

Grading Scale- 0%-100%

90%-100% = A

80%-89% = B

70%-79% = C

60%-69% = D

0%-59% = F

*Please DO NOT follow any other grade system.*

## **UTEP EDGE**

This course is designed with the UTEP Edge in mind. Students will engage in creative activities during each class that involve critical thinking, applying knowledge to new situations, and solving complex problems. Students will leave this course confident in their knowledge of criminology, with enhanced communication skills, leadership and teamwork experience, and a greater global awareness regarding the problem of criminal behavior and how it is responded to by individuals, groups, and the larger society.

## **TECH POLICY**

Some course content is delivered via the Internet through the Blackboard learning management system. Students must ensure that their UTEP e-mail account is working and that they have



access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, students should update their browser, clear their cache, or try switching to another browser.

Laptops/tablets may be used in this class as tools to review and find data or for note taking. Please put electronic devices on silent when entering the class. Messaging via cell phone or any other device will not be allowed. If students need to use their phone for an emergency, please speak to the instructor before class. All electronic devices must remain on silent. If a student needs to answer a phone call, please step outside to do so.

**IMPORTANT:** If students encounter technical difficulties, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

## COLLEGE POLICIES

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources.



### **Disability Assistance**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation



based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

### **Academic Dishonesty**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

### **THE "BUDDY LIST" SYSTEM**

This course requires that every student find at least three (3) students (preferably students with whom they are not familiar) to add to their "Buddy List" by the first week of class. The "Buddy List" is designed to help students help themselves if/when they have missed class. *This system is not designed to help students skip class altogether.* Students are to gather their new buddy's name and preferred phone number/e-mail address below. The "Buddy List" system is designed to help students communicate with one another about retrieving information on missed class sessions. Students are expected to contact their "buddies" about missing class, sharing notes, and gathering information about the next class session. **It is the student's responsibility to get notes from class sessions missed and keep up with the course schedule.** DO NOT email the professor about missed class notes. Students are allowed to have more than 3 buddies if they choose.

#### **List of new buddies below:**

**Buddy #1** \_\_\_\_\_

**Buddy #2** \_\_\_\_\_



Buddy #3 \_\_\_\_\_

**Spring 2024 COURSE SCHEDULE**  
**THIS SCHEDULE IS SUBJECT TO CHANGE**

<b>Week Number</b>	<b>Topic/Readings</b>	<b>Tests/Quiz/ No Classes</b>
<b>Week 1</b> Week of Jan 15 <sup>th</sup> (No Class Jan 15 <sup>th</sup> ) Classes begin Jan 16 <sup>th</sup>	<ul style="list-style-type: none"><li>- <b>Mon:</b> No Class</li><li>- <b>Wed:</b> Professor and Student Introductions</li><li>- <b>Supplemental Readings:</b> None</li></ul>	<b>No Classes on Monday</b> Syllabus review on Wednesday
<b>Week 2</b> Week of Jan 22 <sup>nd</sup>	<ul style="list-style-type: none"><li>- <b>Mon:</b> CH 1- Police Crime Control Strategy Development</li><li>- <b>Wed:</b> Interactive Quiz 1</li><li>- <b>Supplemental Readings:</b> None</li></ul>	<b>Interactive Quiz 1- Wed</b>
<b>Week 3</b> Week of Jan 29 <sup>th</sup>	<ul style="list-style-type: none"><li>- <b>Mon:</b> CH 2- The Police Effect on Crime</li><li>- <b>Wed:</b> Interactive Quiz</li><li>- <b>Supplemental Readings:</b> None</li></ul>	<b>Interactive Quiz 2- Wed</b>
<b>Week 4</b> Week of Feb 5 <sup>th</sup>	<ul style="list-style-type: none"><li>- <b>Mon:</b> CH 3- The Role of Community Policing</li><li>- <b>Wed:</b> SET 1</li><li>- <b>Supplemental reading:</b> None</li></ul>	
<b>Week 5</b> Week of Feb 12 <sup>th</sup>	<ul style="list-style-type: none"><li>- <b>Mon:</b> CH 4- Focusing Community Policing and Problem Solving....</li></ul>	



	<ul style="list-style-type: none"> <li>- <b>Wed:</b> SET 2</li> <li>- <b>Supplemental Readings:</b> None</li> </ul>	
<b>Week 6</b> Week of Feb 19 <sup>th</sup>	<ul style="list-style-type: none"> <li>- <b>Mon:</b> CH 5- A Typology of Crime Reduction Strategies</li> <li>- <b>Wed:</b> Exam 1</li> <li>- <b>Fri: Exam 1</b></li> <li>- <b>Supplemental Readings:</b> None</li> </ul>	<b>Exam 1 CH's 1-5</b>
<b>Week 7</b> Week of Feb 26 <sup>th</sup>	<ul style="list-style-type: none"> <li>- <b>Mon:</b> CH 6- Geographic Targeting Strategies</li> <li>- <b>Wed:</b> SET 3</li> <li>- <b>Supplemental Readings:</b> None</li> </ul>	
<b>Week 8</b> Week of March 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>- <b>Mon:</b> CH 7- Offense Targeting Strategies</li> <li>- <b>Wed:</b> Interactive Quiz</li> <li>- <b>Supplemental Reading:</b> None</li> </ul>	<b>Interactive Quiz 3-Wed</b>
<b>Week 9</b> Week of March 11 <sup>th</sup> (March 11 <sup>th</sup> – 15 <sup>th</sup> Spring Break no classes)		
<b>Week 10</b> Week of March 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>- <b>Mon:</b> CH 8- Offender Targeting Strategies</li> <li>- <b>Wed:</b> Interactive Quiz</li> <li>- <b>Supplemental Readings:</b> None</li> </ul>	<b>Interactive Quiz 4-Wed</b>





<p><b>Week 11</b>          Week of March 25<sup>th</sup>          (Spring Drop/Withdrawal Deadline-          March 28<sup>th</sup> )          (March 29<sup>th</sup>- No Class)</p>	<ul style="list-style-type: none"> <li>- <b>Mon:</b> CH 9- Comstat and Crime Control</li> <li>- <b>Wed:</b> SET 4</li> <li>- <b>Supplemental Reading:</b></li> </ul>	
<p><b>Week 12</b>          Week of April 1<sup>st</sup></p>	<ul style="list-style-type: none"> <li>- <b>Mon:</b> CH 10 - Conducting Crime Strategy Meetings</li> <li>- <b>Wed:</b> Exam 2</li> <li>- <b>Supplemental Reading:</b> None</li> </ul>	<p><b>Exam 2- CH's 6-10</b></p>
<p><b>Week 13</b>          Week of April 8<sup>th</sup></p>	<ul style="list-style-type: none"> <li>- <b>Mon:</b> CH 11 The Resurrection of Sherlock Homes</li> <li>- <b>Wed:</b> SET 5</li> <li>- <b>Supplemental Reading:</b> None</li> </ul>	
<p><b>Week 14</b>          Week of April 15<sup>th</sup></p>	<ul style="list-style-type: none"> <li>- <b>Mon:</b> CH 13- Development for Crime Control</li> <li>- <b>Wed:</b> SET 6</li> <li>- <b>Supplemental Readings:</b></li> </ul>	
<p><b>Week 15</b>          Week of April 22<sup>nd</sup></p>	<ul style="list-style-type: none"> <li>- <b>Mon:</b> Ch 14- Limitations on the Police Role</li> <li>- <b>Wed:</b> SET 7</li> <li>- <b>Supplemental Readings:</b> None</li> </ul>	
<p><b>Week 16</b>          Week of April 29<sup>th</sup>          (May 2<sup>nd</sup> Last Day of Class)          (May 3<sup>rd</sup> – Dead Day)</p>	<ul style="list-style-type: none"> <li>- <b>Mon:</b> Ch 15- Evaluating Strategic Impact</li> <li>- <b>Wed:</b> SET 8</li> <li>- <b>Supplemental Readings:</b> None</li> </ul>	
<p><b>Week 17</b>          Week of May 6<sup>th</sup>          (May 6<sup>th</sup> – May 10<sup>th</sup> Final Exams)</p>		<p><b>Exam 3 – CH's 11,13,14,15</b></p>



*\*Hey Student! Good job reviewing the whole syllabus! If you email me a cute picture/video of a BUTTERFLY, since it's spring, you will get 2 points of extra credit at the end of the semester. This is an exercise to see if y'all reviewed the whole syllabus. Put in the email subject line "Extra Credit" for your extra credit points, and make sure the picture/video is super cute. \**