

Communities & Crime

CJ 5331

The University of Texas at El Paso

Department of Criminal Justice

Master of Science in Criminology and Criminal Justice Program

Spring 2020

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Office Hours: Mon & Tues 9am-noon

REQUIRED BOOKS & READINGS

Anderson, Elijah. 1999. Code of the Street: Decency, Violence, and the Moral Life of the Inner City. New York: Norton. ISBN-10: 0393040232

Carr, Patrick. 2005. Clean Streets: Controlling Crime, Maintaining Order, and Building Community Activism. New York: NYU Press. ISBN-10: 0814716628

Nolan, Thomas, 2019. Perilous Policing: Criminal Justice in Marginalized Communities. New York: Routledge. ISBN-10: 0367026708

Weisburd, David, Elizabeth R. Groff & Sue-Ming Yang. 2012. The Criminology of Place: Street Segments and Our Understanding of the Crime Problem. New York: Oxford University Press. ISBN-10: 0199928630

Wilcox, Pamela, Francis T. Cullen, & Ben Feldmeyer. 2017. Communities and Crime: An Enduring American Challenge. Philadelphia: Temple University Press. ISBN-10: 1592139736

Various articles posted on BlackBoard.

PLEASE READ ME!

Please read the syllabus carefully and in its entirety! I realize that my syllabus is approaching book-length (or at least that of a novella), but all of the information contained herein is vital. It is thus absolutely essential that you, the student, understand what is expected of you, how you will be graded, and how this course will be conducted. All of this information is here.

WHAT IS A SYLLABUS?

A syllabus is a contract between students and professors that clearly identifies expectations and obligations for both. A syllabus is also a commitment on the part of both the professor and each student to adhere to the dictates of the syllabus. All features of this syllabus will be implemented equally and fairly for each student. In particular, do not expect accommodations for missed classes regardless of reason. If you do not like, for whatever reason, any feature of this class, or stipulation or requirement in this syllabus, then you should not take this class and, instead, drop it immediately. Likewise, if it becomes apparent during the course of the semester, perhaps for reasons you did not anticipate, that you cannot adhere to the dictates of the syllabus, then you should drop the class immediately. It is your responsibility to fully read and understand this syllabus, and to let the professor know, as soon as possible, if you have any questions or concerns.

COURSE DESCRIPTION

This course will provide students with advanced knowledge regarding the relationships between neighborhood and community characteristics, criminal

activity, and various responses to crime that involve police and the public. Topics addressed include theories, such as social disorganization, collective efficacy and cultural mechanisms; policing issues including procedural justice and legitimacy; as well as cross-cutting issues such as poverty, immigration, gangs, and exposure to toxins.

COURSE OBJECTIVES

Students will understand and critique theoretical and empirical research regarding communities, crime and social control by completing assigned readings, engaging in lively and stimulating classroom discussions, writing papers, and presenting the results of their original research to the class.

COURSE REQUIREMENTS

Graduate-level courses are different from the undergraduate experience in a number of ways. Students must find within themselves a high level of self-discipline and motivation. Students must endeavor to always attend class, never be late, to have always completed the assigned readings, and be eager to engage in discussion about the readings with the class. Students will be evaluated on attendance, weekly discussion questions, class participation, writing assignments, and class presentations.

Class Attendance and Tardiness

On-time attendance is required for each week's class, as is remaining in class until dismissal. Students are allowed one absence without penalty. Each additional

absence will result in the loss of 10% to the student's final grade, unless there is a serious illness or family emergency (work-related excuses will not count). Class will start at 6:05pm sharp. Late students will be considered tardy. Students are allowed one tardy without penalty. Each additional tardy will result in the loss of 5% to the student's final grade. Students must bring the week's assigned readings with them to class, either in hard copy format or electronically on a device other than a cell phone.

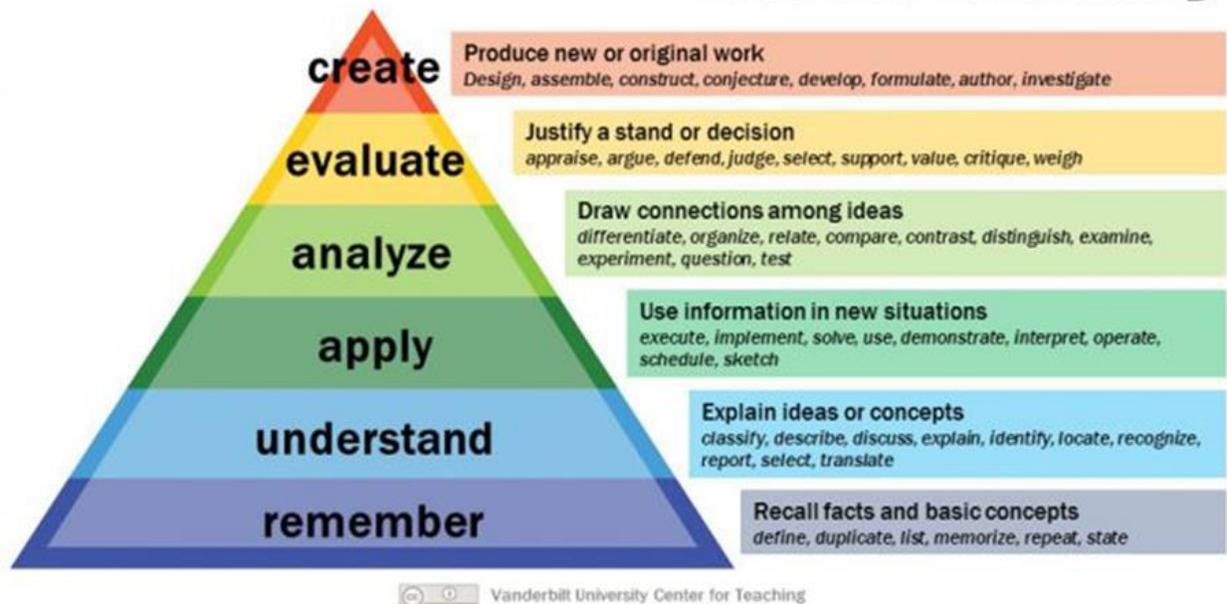
Weekly Discussion Questions

Students must submit at least one (and no more than three) multiple choice question and one discussion question to the professor via email by 5:00pm before each week's class. Weekly discussion questions are worth up to 5 points per week (5% of the final grade).

Class Participation

Students must come to class having thoroughly read all of the assigned readings. Students must bring the week's assigned readings with them to class either in hard copy format or electronically on a device other than a cell phone. Participating in classroom discussions regarding the readings is worth up to 15 points per week (30% of the final grade). Use Bloom's Taxonomy and the discussion below to understand what is expected of students regarding classroom participation.

Bloom's Taxonomy



Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive and insightful. Arguments are always well substantiated and persuasively presented. Comments are consistently at the “Create” and “Evaluate” levels of Bloom’s Taxonomy. This type of participation will result in an A-level grade for weekly class participation scores.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive and insightful. Arguments are usually well substantiated and persuasive. Comments are consistently at the “Analyze” and “Apply” levels of Bloom’s Taxonomy. This type of participation will result in a B-level grade for weekly class participation scores.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive and insightful. Arguments are sometimes well substantiated and persuasive. Comments are consistently at the

“Understand” and “Remember” levels of Bloom’s Taxonomy. This type of participation will result in a C-level grade for weekly class participation scores.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive and insightful. Arguments are seldom well substantiated and persuasive. Comments are confusing, unclear, off-topic, ill-informed or, at best, merely piggy-back onto the comments of others. This type of participation will result in an F-level grade for weekly class participation scores.

Non-Participant: This person says little or nothing in class. Therefore, there is not an adequate basis for evaluation. This type of participation will result in an F-level grade for weekly class participation scores.

WRITING ASSIGNMENTS

Writing assignments will constitute the development of a 10-citation research paper on a community and crime topic of your choice. First, students will submit a Topic Idea paper worth 10 points, followed by a Rough draft worth 50 points. The Final Paper is worth 150 points. In total, these assignments are worth 210 points (50% of final grade). Further details are forthcoming.

CLASS PRESENTATION

Based on the Final Paper (above), students will make presents to the class during the final two classes of the semester. Presentations are worth up to 70 points (10% of final grade). Further details are forthcoming.

GRADES

Grades are based on the following:

Weekly Discussion Questions (10%)	70 points
Classroom Participation (30%)	210 points
Writing Assignments (50%)	350 points
<u>Class Presentation (10%)</u>	<u>70 points</u>
Total	700 points

Letter grades are assigned according to the following scale:

A	=	89% and above
B	=	79% - 88%
C	=	69% - 78%
D	=	59% - 68%
F	=	Below 59%

- Notice that my **grading scale is curved** 1% in your favor. For example, in most courses a 79% is a C whereas in my class it is a B. This is to avoid the situation where someone misses receiving a higher grade by a very small margin – because in my class you miss receiving a higher grade by a full percentage point plus the “very small margin.”
- I apply the grading scale uniformly to all students. I do not adjust grades in any way for any student. All students are treated exactly the same. Remember,

your grade is an accomplishment, not a gift. In other words, you *earn* your grade, I do not *give* you a grade.

- **You can view your grades** in Blackboard which will show your scores on the assignments as well as your running total of points and current course average.
- **No extra credit assignments will be offered – please do not ask.**
- **Getting an A in my Class:** In this syllabus, I go to great lengths to clearly specify the expectations and requirements of this class, as well as how to achieve them. Think of this as a path or a set of stepping stones that you follow from the start of the semester to the end. If you expend the necessary and time and effort to fully understand this syllabus, then you know what you have to do and you should be able to earn an A in my class.

CLASS AND UNIVERSITY POLICIES

- **Cell Phones:** All cell phones must be turned to silent mode during class. If you receive a call or text you are welcome to glance at your phone and, if you need to respond immediately, you must leave the class to do so. Otherwise respond during break. Otherwise, students must not use their cell phone during class for any purpose.
 - The first time a student is observed using their cell phone in class without authorization they will receive a warning.
 - Repeated violations will be referred to the Office of Student Conduct.
- **Laptops and Tablets:** Students are encouraged to use laptops and tablets during class, but only for class purposes.

- The first time a student is observed using their laptop or tablet in class for matters not related to class, they will receive a warning.
 - Repeated violations will be referred to the Office of Student Conduct.
- **Cursing:** Students should avoid using curse words in the classroom, whether class is in session or not. Clothes with curse words are also unacceptable.
- **Disruptive and Disrespectful Behavior:** Any student who engages in behavior deemed by the professor to be disruptive or disrespectful to others (including, but not limited to, students, the professor, TAs, etc.) will be required to immediately leave class for that day. All such incidents will immediately be reported to UTEP's Office of Student Conduct and, if appropriate, to the UTEP Police Department.
- **COMMUNICATION:** All students must regularly check their utep "miners" email account as the professor will occasionally need to communicate with the class or with individual students using this medium. To contact your professor, it is best to speak with him before or after class, use email, visit office hours, or call his office. When emailing the professor, please specify and class you are in as well as which section (or days the class meets).
- **STUDENTS WITH DISABILITIES:** Reasonable accommodations are available for students who have a disability documented with the Center for Accommodation and Support Services (CASS). Please notify the professor as soon as possible of any accommodations needed for the course.

TENTATIVE COURSE CALENDAR

The professor reserves the right to make changes to the course syllabus.
Any changes will be announced ahead of time in class.

DATE	READINGS and ASSIGNMENTS
Jan 23	Introductions & Course Overview Reading: This Syllabus Assignment: Go BlackBoard homepage and read “Academic Integrity,” “Avoiding Plagiarism,” & “Reading Comprehension Strategies”
Jan 30	Social Disorganization & Crime Reading: Wilcox et al.: Chs. 1-3; <u>BlackBoard</u> : Kubrin & Mioduszewski 2019; McCall et al 2010.
Feb 6	Poverty & Collective Efficacy Reading: Wilcox et al.: Chs. 4-6; <u>BlackBoard</u> : Sampson et al. 1997; Hernandez et al. 2016
Feb 13	Poverty & Subcultures Reading: Wilcox: et al. Chs. 7-9; <u>BlackBoard</u> : Sampson & Bean 2006; Matsueda et al. 2006
Feb 20	Community Organization Reading: Carr: Chs. 1-5; <u>BlackBoard</u> : Shedd & Hagan 2006; Velez & Lyons 2014

- Feb 27 Communities and Cops
Reading: Carr: Chs. 6-7 & Appendix; BlackBoard: Carr et al. 2007;
Engel & Schwartz
- Mar 5 The Code of the Street
Reading: Anderson: Preface, Introduction & Chs. 1-4; BlackBoard:
Gau & Brunson 2010; Warner
- Mar 12 Alternatives to Street Codes
Reading: Anderson: Chs 5-7 & Conclusion; BlackBoard: Howell;
Pattillo 1998
- Mar 19 Spring Break
- Mar 26 Procedural Justice & Marginalized Communities
Reading: Nolan: Introduction, Chs. 1-5; BlackBoard: Tyler & Mears
2019; Thatcher 2019
Assignment: Paper Topic Idea Due
Class Meeting: University Writing Center
- Apr 2 Policing Marginalized Communities & Focused Deterrence
Reading: Nolan: Chs. 6-10; BlackBoard: Kennedy 2019; Braga et al.
2019; Lautenschlager 2018

- Apr 9 The Spatial Patterning of Crime
Reading: Weisburd et al.: Chs. 1-4; BlackBoard: Velez 2006; Krivo et al. 2018
- Apr 16 Crime Opportunities and Hot Spots Policing
Reading: Weisburd et al.: Chs. 5-8; BlackBoard: Weisburd & Braga 2019; Rosenbaum 2019
Assignment: Paper Rough Draft Due
- Apr 23 Immigrant Neighborhoods and Crime
Reading: BlackBoard: Sampson 2008; Lee & Martinez 2009; Lyons et al. 2013; Ramey 2013; Browning et al. 2016; Feldmeyer 2017
- Apr 30 Immigrant Neighborhoods and Policing
Reading: BlackBoard: Menjivar & Bejarano 2004; Skogan 2009; Kirk et al 2012; Barrick 2014; Provine et al. 2016 Ch 5 & 6
Assignment: Class presentations.
- May 7 Lead Exposure and Community Crime
Reading: BlackBoard: Martin & Wolfe 2018; Sampson 2018; Muller et al. 2018; Manduca & Sampson 2019
Assignment: Class presentations. Final Paper due May 12.