

CJ334

Crime Prevention

[Onsite]

Course Description:

This course explores the development and implementation of crime-prevention programs designed by police departments, retail firms, commercial establishments, community action groups and individual citizens.

Prerequisite(s) and/or Corequisite(s):

Prerequisite: CJ131 Introduction to Criminal Justice

Credit hours: 4

Contact hours: 40 (40 Theory Hours)

SYLLABUS: Crime Prevention

Instructor: _____

Office hours: _____

Class hours: _____

COURSE OVERVIEW

This course examines the development and implementation of crime-prevention programs designed by police departments, retail firms, commercial establishments, community action groups, and individual citizens. Law enforcement initiatives, legislative and court decision-making and sentencing variations, and correctional treatments for inmates, probationers, and parolees are examined. Delinquency prevention strategies are fundamental to minimize adult criminality. Evaluations of crime prevention interventions in all dimensions of the criminal justice system are examined. The selected analyses of targeted victims, such as the elderly and women, are presented and several alternative crime prevention solutions are described. The role of the media in crime prevention is featured.

This course is about crime prevention, its meaning, and how it applies to different criminal justice components. A history of crime prevention is presented, and significant historical crime prevention events are described. Crime prevention dates back to at least 1868 B.C. Early codes were devised as the means of encouraging law-abiding behavior. Some of these codes are described in this course. An important component of ancient crime prevention codes was revenge or the philosophy of an eye-for-an-eye. Such revenge-centered crime prevention was intended as a deterrent to those who wanted to disobey the societal rules of conduct. Over the centuries, these codes evolved into formalized systems of punishment for criminals and others. Early crime prevention initiatives in the United States are described in this course. Both adults and juveniles have been targeted by one or more of these initiatives. The technology has become increasingly sophisticated and so have the crime prevention strategies.

The media created an impact on crime prevention, especially by alerting us to particular crimes and sensationalizing them. Sex crimes against children and adults, kidnappings and murders, violence against and abuse of the elderly, the use of illegal drugs and other illegal substances, violent homicides on cruise liners, and numerous “trials of the century” involving serious offenses increase awareness of crime. We are increasingly

concerned about how crime can be prevented and go to great lengths and spend extra money in the pursuit of this objective.

Crimes are of multiple types and are distinguished according to felonies and misdemeanors. Some felonies are more serious than others. Rape, murder, robbery, and aggravated assault are qualitatively more serious compared to property crimes, such as vehicular theft, burglary, or larceny. The seriousness of crime is often equated with harm caused to one or more victims. Serious bodily injuries or death are frequent consequences of these serious felonies, although less-serious felonies can also lead to serious consequences for victims, including substantial financial loss. In addition, felonies, such as terrorism, have both national and international consequences. It is also demonstrated repeatedly that over two-thirds of all crimes involve drugs. Closely associated with crime, especially violent crime, is the pervasiveness of gangs in the United States. Gangs include both youths and adult members, and their tentacles have spread not only throughout communities but into prisons and among individuals under correctional supervision on probation and parole.

The technological advances created different breeds of criminals. Cyber crime and cyber terrorism evolved as major criminal enterprises with the advent of the Internet. Various strategies are or were implemented to attack both crime and its causes. The major components of criminal justice, law enforcement, the courts, and corrections were continuously engaged in crime prevention and control strategies, using a variety of experimental methods to minimize crime. Some of these strategies proved to be more successful than others for combating specific types of criminal activities.

Crime prevention is, therefore, multidimensional. Many citizens believe that crime prevention is largely a law enforcement function. The police are regarded as crime fighters. However, in recent decades, greater community involvement in fighting crime was observed with the establishment of neighborhood watch programs and other community interventions. Community policing is implemented in many nations' police organizations where police officers developed and cultivated meaningful partnerships with community residents.

Courts were also involved in crime prevention. State legislatures and the U.S. Congress enacted harsh laws and stiff penalties for people who were found guilty of committing specific crimes, such as terrorism, child sexual abuse, and murder. Sentencing schemes were revised and incorporated new punishments for all types of offenders. Indeterminate sentencing schemes where parole boards exert primary control over an inmate's early release from prison were gradually replaced with determinate sentencing. Determinate sentencing involves objectifying early-release decision-making and assigning less discretionary release authority to parole boards. In about one-fourth of all states, parole

boards were abolished. The public distrusts both judges and parole boards because these persons and boards allowed more than a few dangerous criminals to freely roam in their communities. Some of these probationers and parolees committed serious offenses while they were free, and the public was increasingly critical of the judgment of individuals in higher positions who granted freedom to offenders. Alternative sentencing guidelines were established that ideally created fairness and proportionality when sentencing offenders or considering them for early release back into their communities. Currently, almost every state has habitual offender laws intended to keep career criminals and persistent offenders behind bars for longer duration. Mandatory sentencing practices were promoted to prevent serious crimes or, at least, to minimize various potentially serious outcomes for victims. However, no sentencing scheme is perfect, and recidivism rates among those released in the community under any sentencing scheme are high.

The correctional community, including prisons, jails, and probation/parole organizations, attempted to do its part in preventing crime. Useful vocational and educational programs were established in most prisons and some larger jails. Prison industries were established to assist specific offenders in acquiring useful skills to make them employable when eventually released. Individual and group counseling, anger management, and other forms of psychological and social assistance programs were implemented in correctional institutions. Drug and alcohol dependencies among inmates were addressed by therapeutic treatment programs because decreasing dependence on drugs/alcohol is believed to be a significant factor in reducing recidivism. Such efforts by corrections agencies and organizations were often rewarded positively by increased law-abiding behavior among clients participating in such interventions.

At the same time, probation and parole agencies were engaged in aggressive efforts to professionalize their officers and to offer the means such that the offenders under probation/parole (PO) supervision can receive needed treatments. Successful community reintegration is regarded by paroling authorities as critical in the process of offender reentry, although people are less forgiving and resist accepting offenders back into their neighborhoods. The Not in My Back Yard (NIMBY) Syndrome is a consistent theme echoed by citizens in most communities throughout the United States. People do not want criminals living among them. Employers are reluctant to hire persons with criminal records. Parolees as a result of this frustration, turn to committing new crimes to obtain resources to survive on the streets. Therefore, the vicious circle of crime continues, which makes corrections a revolving door. Former criminals commit new crimes, which are often a result of societal rejection, and they are convicted and reincarcerated. After their release, they continue their pattern of recidivism and the revolving-door phenomenon recurs.

Increasingly aware of these frustrations among parolees and other criminal clients, probation and parole agencies engaged in greater networking with community and business leaders. This step was aimed at making transition from institutional living to community living smoother than before. Through these positive intervention efforts, more professional POs and their agencies tried to reduce recidivism among their offender clientele. The concept of therapeutic community engaged the courts, community leaders, and probation and parole agencies in an integrated scheme to treat different problems afflicting clients and to effectively address their diverse needs.

For juvenile offenders, multiple interventions were attempted to reduce delinquency. Late J. Edgar Hoover believed that delinquency reduction would reduce adult criminality. He was convinced that most adult offenders are a result of delinquent pasts. While many adult criminals may have prior juvenile records, more than a few begin committing crimes in their adult years. However, because of beliefs such as Hoover's, many delinquency prevention initiatives were attempted. Some of these will be described.

How do we know if particular crime prevention programs are successful? The outcome will be based on evaluation. Program evaluation is a method for creating accountability and determining whether funded interventions accomplished their stated missions or objectives. Most intervention programs are designed to attack and prevent crime at all stages of a person's life. Therefore, several interventions are described, both for juveniles and adults.

MAJOR INSTRUCTIONAL AREAS

1. Definition of crime prevention and its primary dimensions
2. Role of law enforcement, courts, and corrections in crime prevention
3. Technological contributions of law enforcement in reducing crime prevention
4. Court strategies through sentencing for deterring crime and punishing offenders
5. Correctional rehabilitation modalities for training and counseling offenders
6. Juvenile delinquency, its causes, and its prevention
7. Exploring different methods of intervention for combating delinquency
8. Describing the specific targets of crime, such as the elderly and women, telemarketing fraud, and sexual assault
9. Program evaluation for determining the effectiveness of program interventions for both adults and juveniles for deterrence and crime prevention objectives

COURSE OBJECTIVES

1. Outline the history and evolution of crime prevention in the United States.
2. Distinguish between different types of crime prevention, including general and specific deterrence.
3. Identify the key persons responsible for crime prevention initiatives and police organization in the U.S. history.
4. Identify the various crime prevention contributions of law enforcement, the courts, and corrections.
5. Describe the influence of the media on crime prevention and crime prevention strategies.
6. Examine different technological strategies for reducing crime, including Compstat, crime mapping, and Neighborhood Problem-Solving (NPS).
7. Evaluate the collaboration between the private and public sectors in crime-fighting activities, including private police liaisons with public agencies and organizations.
8. Describe proactive community policing initiatives and citizen-driven crime prevention techniques in various cities.
9. Describe how the courts and legislatures have intervened to prevent crime.
10. Examine court-directed alternatives to incarceration, which are dedicated to facilitate offender reintegration through pretrial alternatives and probation programming.
11. Describe the rehabilitative interventions being implemented in correctional institutions aimed at dealing with chemical dependencies through therapeutic communities and other interventions.
12. Explain the importance of reentry and social programming for successful prisoner reintegration into communities upon release from incarceration.
13. Evaluate the causative factors, prevention and treatment programs, and judicial and correctional systems for juvenile delinquency.
14. Evaluate various ways of evaluating crime prevention intervention programs used by law enforcement, courts, and corrections and their relative effectiveness in reducing crime.
15. Describe how different segments of society are affected by crime, including the elderly and women, and ways these crimes can be prevented or minimized.
16. Research and obtain information from ITT Tech Virtual Library to analyze crime prevention concepts.

Related SCANS Objectives

1. Reserve sufficient time to complete projects and written assignments in time.
2. Demonstrate your ability to deliver work of high quality by submitting your best-written work and participating in class discussions.
3. Express your opinions and ideas and provide sound rationales for positions you take on various issues, in general, based on materials you read in the text or from other materials you examined.
4. React promptly to requests for information from your instructor, whether in written or oral form.
5. Demonstrate your ability to utilize the Internet for resource materials as well as the electronic library available through ITT.
6. Demonstrate your ability to communicate your ideas to others through various mediums, including graphic presentation, charts, tables, or other authoritative mediums in graphic or written formats.
7. Develop and reinforce critical reading and thinking skills as well as creative thinking processes.
8. Participate proactively as a team member in all assigned discussion and written tasks, by attempting to exhibit leadership, followership, and other group roles through your verbal and behavioral contributions.

TEACHING STRATEGIES

The curriculum for this course is designed to promote a variety of teaching strategies that support the outcomes described in the course objectives and that foster higher cognitive skills. Delivery makes use of various media and delivery tools in the classroom.

COURSE RESOURCES

Student Textbook Package

- Champion, Dean John (Ed.), *Crime Prevention in America, Upper Saddle River, NJ: Pearson Prentice Hall. 2007*

References and Resources

ITT Tech Virtual Library

Login to the ITT Tech Virtual Library (<http://www.library.itt-tech.edu/>) to access online books, journals, and other reference resources selected to support ITT Tech curricula.

■ General References

- >Program Links>Criminal Justice>Link Library>CJ334 Crime Prevention

- >Program Links>Criminal Justice>Professional Organizations

- >Program Links> Criminal Justice>Recommended Links

- Books

The following books are related to this course and available through the Ebrary section of the ITT Tech Virtual Library:

- Barrett, Paula M. (Ed.), *Handbook of Interventions that Work with Children and Adolescents: Prevention and Treatment*, John Wiley & Sons, Incorporated, 2004.
- Benson, Bruce L., *To Serve & Protect: Privatization & Community in Criminal Justice*, New York University Press, 1998.
- Bonnie, Richard J., *Elder Mistreatment: Abuse, Neglect, and Exploitation in an Aging America*, Washington D.C.: National Academies Press, 2003.
- Braithwaite, John. *Restorative Justice and Responsive Regulation*. New York: Oxford University Press, 2001.
- Colvin, Mark, *Penitentiaries, Reformatories and Chain Gangs: Social Theory and the History of Punishment in Nineteenth-Century America*, Palgrave Macmillan, 1997.
- Crow, Iain (Ed.), *Treatment and Rehabilitation of Offenders*, Sage Publications Ltd, 2001.

- Jewkes, Yvonne, *Media and Crime*, Sage Publications, Incorporated, 2004.
- Katzmann, Gary S., *Securing Our Children's Future: New Approaches to Juvenile Justice and Youth Violence*, Washington D.C.: Brookings Institution Press, 2002.
- Lin, Ann Chih, *Reform in the Making: The Implementation of Social Policy in Prison*, New Jersey: Princeton University Press, 2000.
- Matthews, Roger, *Crime, Disorder, and Community Safety: A New Agenda?* New York: Routledge, 2001.
- McCord, Joan, *Education and Delinquency: Summary of a Workshop*, Washington D.C. National Academies Press, 2000.
- McLaughlin, Eugene, *Sage Dictionary of Criminology*, Sage Publications, Incorporated, 2001.
- National Research Council Staff, *Juvenile Crime, Juvenile Justice*, National Academies Press, 2000.
- Norris, Clive, *Maximum Surveillance Society: The Rise of CCTV*, New York: Berg Publishers, 1999.
- Rosenberg, Marc L., *Violence in America: A Public Health Approach*, New York: Oxford University Press, Incorporated, 1991.
- Schneider, Richard H., *Planning for Crime Prevention: A Transatlantic Perspective*. Routledge, 2001.
- Sherman, Lawrence W., David P. Farrington, and Brandon K. Walsh (Eds.). *Evidence-Based Crime Prevention*. New York: Routledge, 2002.
- Snell, Clete, *Neighborhood Structure, Crime and Fear of Crime: Testing Bursik and Grasmick's Neighborhood Control Theory*, New York: LFB Scholarly Publishing LLC, 2001.
- Spergel, Irving A., *Youth Gang Problem: A Community Approach*, New York: Oxford University Press, Incorporated, 1995.
- Thornberry, Terence P., *Taking Stock of Delinquency: An Overview of Findings from Contemporary Longitudinal Studies*, New York: Kluwer Academic Publishers, 2002.
- Tonry, Michael H., *Thinking about Crime: Sense and Sensibility in American Penal Culture*. Oxford University Press, Incorporated, 2004.
- Wall, David, *Crime & the Internet*, Routledge, 2001.

- Wortley, Richard, *Situational Prison Control*, Cambridge University Press, 2002.
- Zimring, Franklin E., *Punishment and Democracy: Three Strikes and You're Out in California*, New York: Oxford University Press, Incorporated, 2001.
- Zimring, Franklin E., *Studies in American Juvenile Justice*, New York: Oxford University Press, Incorporated, 2005.

- Periodicals
 - **Periodicals>EbscoHost**
 - *Crime Prevention and Community Safety: An International Journal*
http://www.bikeoff.org/pdf/cycle_parking_article.pdf
 - *FBI Law Enforcement Bulletin*
<http://www.fbi.gov/publications/leb/leb.htm>
 - *Howard Journal of Penology and Crime Prevention*
<http://www.worldcatlibraries.org/wcpa/oclc/1590214>
 - *Journal of Internet Security*
<http://www.addsecure.net/jisec/index.asp>
 - *Journal of Offender Rehabilitation*
<http://www.istpp.org/rehabilitation/>
 - *Social Work Today*
<http://www.socialworktoday.com/>

■ Other Resources

Additional books:

- Administrative Office of the U.S. Courts. *Utah State Courts Report to the Community: The Changing Face of Utah Justice*. Washington, DC: Administrative Office of the U.S. Courts, 1998.
- American Probation and Parole Association. *Community Justice Position Statement*. Lexington, KY: American Probation and Parole Association, 2003.
- American Probation and Parole Association. *Restoring Hope through Community Partnerships: The Real Deal in Crime Control: A Handbook for*

Community Corrections. Lexington, KY: American Probation and Parole Association, 1996.

- Beck, Allen and Laura Maruschak. *Mental Health Treatment in State Prisons. Washington, DC: Bureau of Justice Statistics, 2001.*
- Benson, Bruce L. *To Serve and Protect: Privatization and Community in Criminal Justice. New York: New York University Press, 1998.*
- Berenson, David and Lee Underwood. *Juvenile Sex Offender Programming: A Resource Guide. Washington, DC: U.S. Office of Juvenile Justice and Delinquency Prevention, 2001.*
- Blumstein, Alfred and Joel Wallman (Eds.). *The Crime Drop in America. New York: Cambridge University Press, 2000.*
- Bratton, William and Peter Knobler. *Turnaround: How America's Top Cop Reversed the Crime Epidemic. New York: Random House, 1998.*
- Brooks, P. *A Devil's Triangle: Terrorism, Weapons of Mass Destruction, and Rogue States. Lanham, MD: Rowman and Littlefield, 2005.*
- Buford, Gale and Joe Hudson (Eds.). *Family Group Conferencing: New Directions in Community-Centered Child and Family Practice. New York: Aldine de Gruyter, 2000.*
- Center for Substance Abuse Treatment (Ed.). *Substance Abuse Treatment for Adults in the Criminal Justice System. Washington, DC: Center for Substance Abuse Treatment, 2005.*
- Council of Europe. *Role of Early Psychosocial Intervention in the Prevention of Criminality. Strasbourg, GER: Council of Europe, 2001.*
- Cowdery, Nicholas. *Getting Justice Wrong: Myths, Media, and Crime. Crows Nest, NSW: Allen and Unwin, 2001.*
- Crime and Misconduct Commission (Ed.). *Responding to Volatile Substance Abuse: Evaluation of the Places of Safety Model. Brisbane, AU: Center for Misconduct Commission, 2005.*
- Currie, Elliott. *Crime and Punishment in America: Why the Solutions to America's Most Stubborn Social Crisis Have Not Worked, and What Will. New York: Metropolitan Books, 1998.*
- Decker, Scott H. *Increasing School Safety through Juvenile Accountability Programs. Washington, DC: U.S. Office of Juvenile Justice and Delinquency Prevention, 2000.*

- DeLeon, G. *The Therapeutic Community: Theory, Model, and Method*. New York: Springer Publishing Company, 2000.
- Felson, Marcus and Ronald V. Clarke (Eds.). *Business and Crime Prevention*. Monsey, NY: Criminal Justice Press, 1997.
- Finkelhor, David and Lisa M. Jones. *Explanations for the Decline in Child Sexual Abuse Cases*. Washington, DC: U.S. Office of Juvenile Justice and Delinquency Prevention, 2004.
- Fisher, Robert J. and Gion Green. *Introduction to Security, 6th Ed.* Boston, MA: Butterworth-Heinemann, 1998.
- Florida Department of Juvenile Justice Bureau of Data and Research. *The Fiscal Impact of Reducing Juvenile Crime*. Tallahassee, FL: Florida Department of Juvenile Justice Bureau of Data and Research, 2000.
- Gies, Steve V. *Aftercare Services*. Washington, DC: U.S. Office of Juvenile Justice and Delinquency Prevention, 2003.
- Gill, M. and A. Spriggs (Eds.). *Assessing the Impact of CCTV, Home Office Study*. London, UK: Home Office Research, Development, and Statistics Directorate, 2005.
- Goldsmith, Victor et al. *Analyzing Crime Patterns: Frontiers of Practice*. Thousand Oaks, CA: Sage, 2000.
- Grabosky, P.N., Russell G. Smith, and Paul Wright. *Crime in the Digital Age: Controlling Telecommunications and Cyberspace Illegalities*. New Brunswick, NJ: Transaction Press and Federation Press.
- Hartnagel, Timothy F. *Canadian Crime Control Policy*. Toronto, Canada: Harcourt, Brace & Company, 1998.
- Hughes, Gordon et al. *Crime Prevention and Community Safety: New Directions*. Belmont, CA: Wadsworth Publishing Company, 2002.
- Kelling, George and Catherine M. Coles. *Fixing Broken Windows: Restoring Order and Reducing Crime in Our Communities*. New York: Free Press, 1996.
- Kelling, George L. and William H. Sousa. *Do Police Matter? An Analysis of the Impact of New York City's Police Reforms*. New York: Manhattan Institute for Policy Research, 2001.
- Lab, Steven P. (Ed.). *Crime Prevention at the Crossroads*. Cincinnati, OH: Anderson Publishing Company, 1997.

- Lauritsen, Janet L. *How Families and Communities Influence Youth Victimization. Washington, DC: U.S. Office of Juvenile Justice and Delinquency Prevention, 2003.*
- Lundrigan, Paul Stephen. *Treating Youth Who Sexually Abuse: An Integrated Multicomponent Approach. Binghamton, NY: Haworth Press, 2001.*
- Lynch, James P. *Trends in Juvenile Violent Offending: An Analysis of Victim Survey Data. Washington, DC: U.S. Office of Juvenile Justice and Delinquency Prevention, 2002.*
- Maguire, Mike, Rod Morgan, and Robert Reiner (Eds.). *The Oxford Handbook of Criminology. Oxford, UK: Oxford University Press, 2002.*
- McLaughlin, Eugene and John Muncie (Eds.). *Controlling Crime. Thousand Oaks, CA: Sage, 2001.*
- Mauer, Marc and Malcolm C. Young. *Truths, Half-Truths, and Lies: Myths and Realities about Crime and Punishment. Washington, DC: The Sentencing Project, 1996.*
- Miller, Walter B. *The Growth of Youth Gang Problems in the United States, 1970-1998. Washington, DC: U.S. Office of Juvenile Justice and Delinquency Prevention, 2001.*
- Moghaddam, F.M. and A. J. Marsella. *Understanding Terrorism: Psychological Roots, Consequences, and Interventions. Washington, DC: American Psychological Association, 2004.*
- Nuttall, Christopher. *Reducing Offending: An Assessment of Research Evidence on Ways of Dealing with Offending Behavior. London, UK: Research and Statistics Directorate, U.K. Home Office, 1998.*
- Purpura, Philip P. *Security and Loss Prevention: An Introduction, 3rd Ed. Boston, MA: Butterworth-Heinemann, 1998.*
- Rengert, George F., Mark T. Mattson, and Kristin D. Henderson. *Campus Security: Situational Crime Prevention in High-Density Environments. Monsey, NY: Criminal Justice Press, 2001.*
- Righthand, Sue and Carlann Welch. *Juveniles Who Have Sexually Offended: A Review of Professional Literature. Washington, DC: U.S. Office of Juvenile Justice and Delinquency Prevention, 2001.*
- Shichor, David (Ed.). *Three Strikes and You're Out. Thousand Oaks, CA: Sage, 1996.*
- Shichor, David, Larry Gaines, and Richard Ball (Eds.). *Readings in White-Collar Crime. Prospect Heights, IL: Waveland Press, 2002.*

- Souweine, Jesse and Ajay Khashu. *Changing the PINS System in New York: A Study of the Implications for Raising the Age Limit for Persons in Need of Supervision (PINS)*. New York: Vera Institute of Justice, 2001.
- Spergel, I., K.M. Wa, and S.E. Choi. *Evaluating the Gang Violence Reduction Project in Little Village*. Chicago: School of Social Service Administration, University of Chicago, 2002.
- Tonry, Michael (Ed.). *The Handbook of Crime and Punishment*. New York: Oxford University Press, 1998.
- Travis, Jeremy and Christy Visher (Eds.). *Prisoner Reentry and Public Safety in America*. New York: Cambridge University Press, 2005.
- U.S. House of Representatives Committee on Energy and Commerce. *Telemarketing Fraud and Consumer Abuse*. Washington, DC: U.S Government Printing Office, 1991.
- Von Hirsch, Andrew et al. *Criminal Deterrence and Sentence Severity: An Analysis of Recent Research*. Oxford, UK: Hart, 1999.
- Weatherburn, Don et al. *Drug Crime Prevention and Mitigation: A Literature Review and Research Agenda*. Sydney, AUS: New South Wales Bureau of Crime Statistics and Research, 2000.
- Weisburd, David and Tom McEwen (Eds.). *Crime Mapping and Crime Prevention*. Monsey, NY: Criminal Justice Press, 1998.
- Willis, James J. et al. *Compstat and Organizational Change in the Lowell Police Department: Challenges and Opportunities*. Washington, DC: Police Foundation, 2003.
- Wilson, James Q. and Joan Petersilia (Eds.). *Crime: Public Policies for Crime Control*. Oakland, CA: Institute for Contemporary Studies Press, 2002.
- Witte, Ann Dryden and Robert Witt. *What We Spend and What We Get: Public and Private Provision of Crime Prevention and Criminal Justice*. Cambridge, MA: National Bureau of Economic Research, 2001.
- Wortley, Richard et al. *Situational Prison Control: Crime Prevention in Correctional Institutions*. Belmont, CA: Wadsworth Publishing Company, 2002.

Web Resources

- **National Criminal Justice Reference Service**

<http://www.ncjrs.org/index.html>

Site includes topics on crime prevention, sexual assault, law enforcement practices related to crime prevention, and victimology.

- **American Correctional Association**

<http://www.aca.org/>

Organization that produces *Corrections Today* and *Corrections Compendium*, journals that feature articles on different aspects of crime prevention as related to offender treatment programs, inmate and probationer/parolee client services, special-needs offenders, and a variety of other topics.

- **Center for the Study and Prevention of Violence**

<http://www.colorado.edu/cspv/>

intervention
information about

Dedicated to investigating and understanding all types of violence, whether in families or groups, and all age levels; provides recommendations and functions as a clearing house for violence and its prevention.

- **Community Anti-Drug Coalitions of America**

<http://www.cadca.org/>

decrease

Examines community problems involving illicit drug use and provides important information about forming anti-drug coalitions among concerned citizens; examines different interventions that work to or eliminate drugs in groups and communities.

- **Family and Youth Services Bureau**

<http://www.acf.hhs.gov/programs/fysb/>

Organization provides national leadership on youth and family issues, including delinquency, drug abuse, family fragmentation, and other factors that contribute to crime and delinquency; offers solutions to family problems.

- **Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention**

<http://www.edc.org/hec/>

Focus of organization is upon college and university students and their understanding of the full range of implications for illicit drug and alcohol use and abuse; dedicated to providing strategies to interested persons for combating campus drug and alcohol abuse and networking with organizations to combat these problems; provides training, assistance, and innovative program development, as well as infrastructure, for settings where these problems

other
technical
as a prevention
are apparent.

- **National Crime Prevention Council**

<http://www.ncpc.org/>

Sponsors Neighborhood Watch, a crime prevention program to decrease eliminate community crime through reliance upon an effective citizen-based community watch program; works in collaboration with police organizations and agencies to foster better crime prevention methods of detection and control; advises senior citizens who are often prime targets of telemarketing fraud and other schemes designed to take money from them by deception.

or

- **Youth Crime Watch of America**

<http://www.ycwa.org/>

Organization studies incidence of crime, drugs, and violence throughout the nation's communities; offers coping strategies and interventions that can be used to combat and minimize the harmful effects of crime, drugs, and violence in social settings; teaches children about Internet safety and cyber crime; designs and offers summer projects and other activities to interest youths in productive adventures and enterprises.

All links to Web references outside of the ITT Tech Virtual Library are always subject to change without prior notice.

EVALUATION & GRADING

COURSE REQUIREMENTS

1. Attendance and Participation

Regular attendance and participation are essential for satisfactory progress in this course.

2. Completed Assignments

Each student is responsible for completing all assignments on time.

3. Team Participation (if applicable)

Each student is responsible for participating in team assignments and for completing the delegated task. Each team member must honestly evaluate the contributions by all members of their respective teams.

Evaluation Criteria Table

The final grade will be based on the following weighted categories:

CATEGORY	WEIGHT
Participation	15%
Writing Assignments	20%
Project	25%
Quizzes	15%
Final Exam	25%
Total	100%

Note: Participation grade will be associated with class activities including discussions.

Grade Conversion Table

Final grades will be calculated from the percentages earned in class as follows:

A	90 - 100%	4.0
B+	85 - 89%	3.5
B	80 - 84%	3.0
C+	75 - 79%	2.5
C	70 - 74%	2.0
D+	65 - 69%	1.5
D	60 - 64%	1.0
F	<60%	0.0

COURSE OUTLINE

Unit #	Activities for the unit
1	<ul style="list-style-type: none"> • Content Covered <ul style="list-style-type: none"> ○ Chapter 1: The History of Crime Prevention in the United States - Pages 3-28 • Writing Assignment 1 • Project: Assigned Part 1
2	<ul style="list-style-type: none"> • Content Covered <ul style="list-style-type: none"> ○ Chapter 2: The News Media’s Coverage of Crime and Victimization - Pages 29-38 ○ Chapter 3: Media Consumption and Public Attitudes Toward Crime and Justice: The Relationship Between Fear of Crime, Punitive Attitudes, and Perceived Police Effectiveness - Pages 39-50 • Writing Assignment 1 • Project: Part 1 continued
3	<ul style="list-style-type: none"> • Content Covered <ul style="list-style-type: none"> ○ Chapter 7: Compstat Process - Pages 78-85; ○ Chapter 8: Crime Mapping and Analysis by Community Organizations in Hartford, Connecticut - Pages 86-96; ○ Chapter 10: Managing Joint Terrorism Task Force Resources - Pages 101-106 • Writing Assignment 1 • Project: Part I due
4	<ul style="list-style-type: none"> • Content Covered <ul style="list-style-type: none"> ○ Chapter 4: Examining the Role of the Police in Reentry Partnership Initiatives - Pages 53-65 ○ Chapter 5: Defending Against Cybercrime and Terrorism: A New Role for Universities - Pages 66-71 ○ Chapter 6: Coordinated Terrorist Attacks: Implications for Local

	<p>Responders - Pages 72-77</p> <ul style="list-style-type: none"> ○ Chapter 9: Homeland Security and Emergency Preparedness - Pages 97-100 ○ Chapter 11: The Future of Public/Private Partnerships - Pages 107-112 <ul style="list-style-type: none"> ● Writing Assignment 1 ● Project : Assigned Part II ● Quiz 1
<p>5</p>	<ul style="list-style-type: none"> ● Content Covered <ul style="list-style-type: none"> ○ Chapter 12: State Sentencing Schemes, Part I and II - Pages 114-131 ○ Chapter 13: The Imposition of Economic Sanctions in Philadelphia: Costs, Fines, and Restitution - Pages 132-139 ● Writing Assignment 1 ● Project: Part II continued
<p>6</p>	<ul style="list-style-type: none"> ● Content Covered <ul style="list-style-type: none"> ○ Chapter 14: Listening to Victims: A Critique of Restorative Justice Policy and Practice in the United States - Pages 140-152 ○ Chapter 15: Are the Politics of Criminal Justice Changing? - Pages 153-158 ○ Chapter 33: Problem-Solving Probation: Overview of Four Community-Based Experiments - Pages 315-330 ○ Chapter 36: Restitution: Making It Work - Pages 357-362 ● Writing Assignment 1 ● Project: Part II due
<p>7</p>	<ul style="list-style-type: none"> ● Content Covered <ul style="list-style-type: none"> ○ Chapter 17: Prison-Based Therapeutic Community Substance Abuse Programs: Implementation and Operational Issues - Pages 161-165 ○ Chapter 18: Adult Basic/Secondary Education Program for the

	<p>Incarcerated in Sheboygan County, Wisconsin - Pages 175-179</p> <ul style="list-style-type: none"> ○ Chapter 19: Understanding and Responding to the Needs of Parole Violators - Pages 180-186 ○ Chapter 20: Offender Reentry: A Returning or Reformed Criminal? - Pages 187-195 ○ Chapter 21: Offender Reentry Requires Attention to Victim Safety - Pages 196-206 ○ Chapter 37: High Anxiety Offenders in Correctional Settings: It's Time for Another Look - Pages 363-370 <ul style="list-style-type: none"> ● Writing Assignment 1 ● Project: Assigned Part III ● Quiz 2
<p>8</p>	<ul style="list-style-type: none"> ● Content Covered <ul style="list-style-type: none"> ○ Chapter 23: Restorative Justice, Communities, and Delinquency: Whom Do We Reintegrate? - Pages 221-234 ○ Chapter 24: The Peer Court Experience - Pages 235-240 ○ Chapter 25: Treatment, Services, and Intervention Programs for Child Delinquents - Pages 241-254 ○ Chapter 26: Truancy Mediation: A Collaborative Approach to Truancy Intervention - Pages 255-259 ○ Chapter 27: What Works in Juvenile Justice Outcome Measurement? A Comparison of Predicted Success to Observed Performance - Pages 260-268 ● Writing Assignment 1 ● Project: Part III continued
<p>9</p>	<ul style="list-style-type: none"> ● Content Covered <ul style="list-style-type: none"> ○ Chapter 45: Crimes Against Persons Age Older, 1993-2002 - Pages 441-448 ○ Chapter 46: Financial Crimes Against the Elderly - Pages 449-457 ○ Chapter 47: What Is Telemarketing Fraud? - Pages 458-460

	<ul style="list-style-type: none"> ○ Chapter 48: What Kinds of Telemarketing Schemes Are Out There? - Pages 461-467 ○ Chapter 49: Are Sex Offenders Dangerous? - Pages 468-483 ○ Chapter 50: Assault Prevention - Pages 484-493 ● Writing Assignment 1 ● Project: Part III continued
<p>10</p>	<ul style="list-style-type: none"> ● Content Covered <ul style="list-style-type: none"> ○ Chapter 28: Did Ceasefire, Compstat, and Exile Reduce Homicide? - Pages 273-286 ○ Chapter 29: How Do We Know If It Works?: Evaluation Strategies for Making Evidence-Based Decisions - Pages 287-295 ○ Chapter 31: Electronic Monitoring: Positive Intervention Strategies - Pages 303-310 ○ Chapter 38: Managing Offenders with Special Health Needs: Highest and Best Use Strategies - Pages 371-376 ○ Chapter 39: Co-Occurring Substance Abuse and Mental Disorders in Offenders: Approaches, Findings and Recommendations - Pages 337-388 ● Writing Assignment 1 ● Project: Part III continued ● Quiz 3
<p>11</p>	<p>Review, Collect Course Project, and Final Exam</p>