

ITT Technical Institute
CJ445
Spatial Aspects of Crime
Onsite Course

SYLLABUS

Credit hours: 4

Contact/Instructional hours: 50 (30 Theory Hours, 20 Lab Hours)

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

Prerequisites: CJ243 The Criminalistics of Cybercrime, TB143 Introduction to Personal Computers or TB145 Introduction to Computing or TB150 Computing and Productivity Software

Course Description:

This course offers instruction on the use of computer technology in crime mapping to solve crimes. Emphasis is placed on crime and place, use of geographic information systems and spatial analysis of crime.

Syllabus: Spatial Aspects of Crime

Instructor: _____

Office hours: _____

Class hours: _____

Major Instructional Areas

1. Fundamentals of Criminal Analysis
2. Criminal Analysis of Crime
3. Criminal Investigative Analysis (CIA) of Crime
4. Criminology and Technology
5. Intelligence Analysis

Course Objectives

1. Explore the various aspects of crime and criminal analysis.
2. Explore the role of technology in crime and criminal analysis.
3. Investigate domestic violence and incidents of stalking, using crime and criminal analysis software.
4. Investigate arson using crime and criminal analysis software.
5. Investigate child predator crimes using crime and criminal analysis software.
6. Investigate burglary and robbery using crime and criminal analysis software.
7. Create a profile of a serial rapist or serial killer through comparative analysis using crime and criminal analysis software.
8. Explain the association between enterprise crime and intelligence analysis.
9. Examine the importance of strategic analysis when conducting threat assessments and data collection.
10. Conduct a crime analysis and criminal investigative analysis (CIA).

SCANS Objectives

SCANS is an acronym for Secretary's Commission on Achieving Necessary Skills. The committee, created by the National Secretary of Labor in the early 1990s, created a list of skills and competencies that the committee feels are necessary for employees to function in a high-tech job market.

1. Identify relevant facts and analyze information in a logical manner after locating and verifying information using resources and computers.
2. Identify common goals and examine all possible options for problem solving.
3. Identify problems, create and implement solutions, and revise solutions, as required.
4. Allocate time and energy for completing projects timely.
5. Exert a high level of effort and perseverance toward attaining goals.
6. Recognize problems and devise and implement a plan of action.
7. Demonstrate the ability to utilize authentic resources available, including the Internet, knowledge libraries, or other sources.
8. Locate, understand, and interpret information obtained from a variety of sources.
9. Identify the need for data; select, retrieve, and analyze information; and communicate the results of information analysis in the written, graphical, and pictorial formats.
10. Compare and contrast two theories or alternatives to arrive at the best solution.
11. Apply procedures, tools, and equipment—including computers and related technologies—whenever required.
12. Evaluate alternatives and choose the best for a situation.
13. Use a systematic problem-solving process to analyze and solve a problem.

Course Outline

Unit	Activities
1—Introduction to Criminal Analysis and Criminal Analysis Strategies	<ul style="list-style-type: none"> • Content Covered: <ul style="list-style-type: none"> ◦ <i>Introductory Criminal Analysis: Crime Prevention and Intervention Strategies</i>: “Prologue: The Role of the Crime Analyst,” pp. 3–18 ◦ Chapter 1, “Introduction: Criminal Analysis Strategies,” pp. 19–46 • Research Assignment: 1 • Lab: 1
2—Introduction to Geographic Information Systems and Crime Mapping	<ul style="list-style-type: none"> • Read from <i>Introductory Criminal Analysis: Crime Prevention and Intervention Strategies</i>: <ul style="list-style-type: none"> ◦ Chapter 2, “Crime Analysis: Geographic Information Systems,” pp. 49–75 • Research Assignment: 1 • Lab: 1
3—Criminal Analysis of Domestic Violence	<ul style="list-style-type: none"> • Read from <i>Introductory Criminal Analysis: Crime Prevention and Intervention Strategies</i>: <ul style="list-style-type: none"> ◦ Chapter 3, “Criminal Analysis: Domestic Violence,” pp. 81–120 • Research Assignment: 1 • Lab: 1 • Course Project: Start
4—Criminal Analysis of Burglary and Robbery	<ul style="list-style-type: none"> • Read from <i>Introductory Criminal Analysis: Crime Prevention and Intervention Strategies</i>: <ul style="list-style-type: none"> ◦ Chapter 5, “Criminal Analysis: Burglary/Robbery,” pp. 155–193 • Research Assignment: 1 • Lab: 1

Unit	Activities
5—Criminal Analysis of Arson	<ul style="list-style-type: none"> • Read from <i>Introductory Criminal Analysis: Crime Prevention and Intervention Strategies</i>: <ul style="list-style-type: none"> ○ Chapter 6, “Criminal Investigative Analysis: Arson,” pp. 197–226 • Research Assignment: 1 • Lab: 1
6—Criminal Analysis of Child Predators	<ul style="list-style-type: none"> • Read from <i>Introductory Criminal Analysis: Crime Prevention and Intervention Strategies</i>: <ul style="list-style-type: none"> ○ Chapter 4, “Criminal Investigative Analysis: Child Predators,” pp. 123–153 • Research Assignment: 1 • Lab: 1
7—Criminal Investigative Analysis of the Serial Rapist	<ul style="list-style-type: none"> • Read from <i>Introductory Criminal Analysis: Crime Prevention and Intervention Strategies</i>: <ul style="list-style-type: none"> ○ Chapter 7, “Criminal Investigative Analysis: The Serial Rapist,” pp. 231–262 • Lab: 1 • Project: Start
8—Criminal Investigative Analysis of Male Serial Killers	<ul style="list-style-type: none"> • Read from <i>Introductory Criminal Analysis: Crime Prevention and Intervention Strategies</i>: <ul style="list-style-type: none"> ○ Chapter 8, “Criminal Investigative Analysis: Male Serial Killers,” pp. 265–300 • Research Assignment: 1 • Lab: 1
9—Criminal Investigative Analysis of Female Serial Killers	<ul style="list-style-type: none"> • Read from <i>Introductory Criminal Analysis: Crime Prevention and Intervention Strategies</i>: <ul style="list-style-type: none"> ○ Chapter 9, “Criminal Investigative Analysis: Female Serial Killers,” pp. 303–328 • Research Assignment: 1 • Lab: 1 • Project: Submit
10—Intelligence Analysis of Enterprise Crime, Street Gangs, and Super Gangs	<ul style="list-style-type: none"> • Read from <i>Introductory Criminal Analysis: Crime Prevention and Intervention Strategies</i>: <ul style="list-style-type: none"> ○ Chapter 10, “Intelligence Analysis: Enterprise Crime,” pp. 333–365 ○ Chapter 12, “Intelligence Analysis: Supergangs, Street Gangs, or Organized Crime?” pp. 413–443 • Labs: 1 and 2
11—Concluding Focal Points	<ul style="list-style-type: none"> • Course Project: Submit

Instructional Methods

The course Spatial Aspects of Crime introduces you to the theoretical and practical aspects of crime mapping. In this course, you will have the opportunity to use GIS technology and crime and criminal analysis tools as part of lab activities.

This course encourages active participation in classroom activities. Learning is enhanced by providing you the opportunity to participate in classroom discussions, where you can share your project findings by using COMPSTAT presentations. You can appreciate your peers' suggestions, strategies, and findings on preventing, reducing, and investigating crime. You will submit assignments based on classroom discussions—the assignments will be graded under the participation category.

There are two projects in this course—Course Project and Project. Course Project will involve crime analysis of various crimes—domestic violence, child predation, burglary/robbery, arson, and gang activities—committed in the Emirc city, and Project will involve criminal investigative analysis (CIA) of a serial crime.

The overall assessment strategy for this course includes labs, participation, projects, research assignments, and writing assignments.

Instructional Materials and References

Student Textbook Package

Baker, T. E. (2005). *Introductory criminal analysis: Crime prevention and intervention strategies* (1st ed.). Upper Saddle River, NJ: Prentice Hall..

Other Required Resources

In addition to the student textbook package, the following is also required in this course:

- SmartDraw Version 7.0

References

ITT Tech Virtual Library

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

Books

You may click “Books” or use the “Search” function on the home page to find them.

- Books> Ebrary> Wang, Fahui (Editor). *Geographic Information Systems and Crime Analysis*. Hershey, PA, USA: Idea Group Publishing, 2005.

Other References

The following resources can be found outside of the ITT Tech Virtual Library, whether online or in hard copy.

Periodicals

- “Crime Prevention and Criminal Justice Newsletter” can be obtained online at <http://www.uncjin.org/Documents/Newsletter/newsletter.html>
- “Directions Magazine” is an online magazine, which can be subscribed to at <http://www.directionsmag.com/>

Web Sites

- **GIS Lounge**
<http://gislounge.com/> (accessed February 05, 2007)
Links, articles, and forums related to GIS.
- **uDig GIS Spatial Mapping Program (Optional)**
Website: <http://udig.refractions.net/>
- **Justnet's CMAP Page**
<http://www.nlectc.org/cmap/> (accessed March 5, 2008)
Justice Technology Information Network's page for the National Law Enforcement and Corrections Technology Center's Crime Mapping Analysis Program.
- **NIJ's Mapping and Analysis for Public Safety**
<http://www.ojp.usdoj.gov/nij/maps/> (accessed March 5, 2008)
National Institute of Justice's GIS technology resource site.

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

Course Evaluation and Grading

Evaluation Criteria

The final grades will be based on the following categories:

CATEGORY	WEIGHT
Participation	10%
Research Assignments	10%
Labs	35%
Course Project	25%
Project	20%
Total	100%

Grade Conversion Table

The final grades will be calculated from the percentages earned in the course, as follows:

A	90–100%	4.0
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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