

**CJ-3204/3**  
**CRIME PREVENTION**

**NOTE: EXAMPLE ONLY, CHECK WITH YOUR COURSE INSTRUCTOR FOR CURRENT REQUIRED TEXTBOOKS AND COURSE OUTLINE**

**COURSE OBJECTIVES:**

This advanced Criminal Justice course introduces various perspectives on crime prevention. The course consists of lectures and discussions of topics from assigned readings. In addition, the class will be divided into groups that will work independently on a major class project. Groups will be expected to work primarily outside of scheduled class time in order to complete their projects. Specific instructions and group assignments will be announced in the first two weeks of class.

**COURSE OVERVIEW:**

In the first part of the course, students are introduced to historical and conceptual material on the development of crime prevention as a dominant way of thinking in the field of criminal justice. Much of this material is theoretical and will challenge students to think critically about crime prevention. The second part of the course overviews dominant perspectives on crime prevention and considers a number of ethical and conceptual critiques. The third part of the course examines a number of critical issues and debates in crime prevention by utilizing the theoretical tools provided in the first portion of the course.

**COURSE EVALUATION:**

Term Test (closed book)	20%
Group Projects	
Group Project Proposal	10%
In-Class Presentations	10%
Group Project Report	20%
Peer evaluation	10%
Project Diary and Reflection	10%
Final Take-Home Test	20%

**1. Term Test:**

A closed-book test worth 20% will be held in class on October 22. No books, notes, written materials, electronic devices, food or beverages are permitted in the room during the test.

**2. Group Project:**

Students will be assigned to groups and topics early in the term. Students are expected to fully participate in all aspects of the group work. Collectively, each group is responsible for a project proposal (10%), an in-class group presentation (10%) and a final written report (20%). Each student will be assigned an individual participation grade (10%) based in part on a peer evaluation process conducted in class. Each student will maintain a project diary detailing their individual work on the project and reflecting on all aspects of the group work and the class (10%).

### 3. Final Take-Home Test:

A final, cumulative take home test will be distributed Dec. 1 in class. The test is worth 20% of the final grade.

All work submitted for evaluation must be typed or text processed. More detailed instructions for the group project will be provided in class.

### GRADE DISTRIBUTION

A+ = 90-100%	B+ = 75-79%	C = 60-64%
A = 83-89%	B = 70-74%	D = 50-59%
A- = 80-82%	C+ = 65-69%	F = 0-49%

**REQUIRED READINGS:** Assigned readings are available on WebCT. These readings are required and it is the responsibility of students to access this material via the Internet. If you encounter problems with WebCT, please contact the Help Desk at 786-9149.

The course is centred on topics contained in the assigned readings. A detailed syllabus of weekly topics and readings is attached below. Students are expected to complete all the required readings in a timely fashion, and come to class prepared to engage in discussions of the topics covered. Please note that not all topics listed in this course outline may be covered completely in class time due to time constraints. Students are responsible for all required course readings regardless of whether or not the readings were fully covered in lecture time. The course is reading intensive, so students are urged to keep on top of readings and ask questions if any material is unclear.

### ACADEMIC DISHONESTY:

Students should acquaint themselves with the University's policy regarding **academic ethics** (i.e. cheating). It is outlined in The University of Winnipeg Course Calendar under the heading; Regulations and Policies.

<http://www.uwinnipeg.ca/index/calendar-calendar>

### WITHDRAWAL DATE:

The final date to withdraw from the course without academic penalty can be found online.

<http://www.uwinnipeg.ca/index/services-withdrawal-schedules>

### SERVICES FOR STUDENTS WITH DISABILITIES:

Students with documented disabilities requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., access to volunteer note-takers) are encouraged to contact the Coordinator of Disability Services (DS) at 786-9771 to discuss appropriate options. Specific information about DS is available on-line at <http://www.uwinnipeg.ca/index/services-disability>. All information about the disability is confidential.

### EXPECTATIONS OF STUDENTS:

In order to get the most out of this course, students must come to class prepared to learn. This means attending regularly, completing required readings in advance, listening

respectfully when others are talking, raising your hand when you want to speak, and speaking in turn. Critical announcements will normally be made at the beginning of lectures so please be on time. Please note that all material presented in class is potentially testable.

Early departures and disruptions due to excessive talking are particularly distracting. Out of respect to your classmates, please keep all distractions to a minimum.

**DUE DATES:**

All due dates in this course are final. Assignments and tests must be completed on the specified dates unless arrangements are made in advance with the instructor. Late submissions will not be accepted without prior authorization. Documentation must be provided before any alternate arrangements will be considered. Only authorized University excuses will be considered acceptable grounds for an extension. This normally includes only documented illnesses and unanticipated family emergencies. Each student must present proper documentation of illness (e.g. a letter from a doctor) or a letter explaining the nature of the family emergency.

**E-MAIL ETIQUETTE:**

Please keep e-mail questions as concise and focused as possible. Questions requiring a more detailed response should be dealt with by telephone or in person. Assignments must be submitted in hard copy only; for a variety of reasons the instructor cannot accept submissions sent by e-mail.

**CRIME PREVENTION CJ-3204/3  
COURSE OUTLINE AND REQUIRED READINGS**

The following is a list of tentative dates for topics and assigned readings. This schedule may change due to time constraints. Changes will normally be announced in class or via WebCT.

**Part One:**

**INTRODUCTION: CRIME PREVENTION IN CONTEXT**

**Conceptualizing Crime Prevention**

- 1) Crawford, Adam (1998) "Conceptualizing Crime Prevention and Community Safety" in *Crime Prevention and Community Safety: Politics, Policies and Practices* (New York: Longman), pp. 5-28
- 2) Jeffery, C. R. (1977) "Crime Prevention and Criminology" *Crime Prevention through Environmental Design* (Beverly Hills, CA: Sage), pp. 33-47.

**Social, Political and Cultural Contexts of Crime Prevention**

- 1) Garland, David (2001) "The New Culture of Crime Control" in *Culture of Control: Crime and Social Order in Contemporary Society* (Chicago: University of Chicago Press), pp. 167-192.
- 2) Haggerty, Kevin (2003) "From Risk to Precaution: The Rationalities of Personal Crime Prevention," in Ericson, R. and A. Doyle (eds.) *Risk and Morality* (Toronto: University of Toronto Press), pp. 193-214.

## **Part Two:**

### **CRIME PREVENTION IN ACTION**

#### **Crime Prevention through Urban Design and City Planning**

- 1) Jacobs, Jane (1961) "The Uses of Sidewalks: Safety" *The Death and Life of Great American Cities*, pp. 29-54.
- 2) Newman, Oscar (1995): "Defensible space - A new physical planning tool for urban revitalization" *Journal of the American Planning Association*; vol. 61, no. 2 pp. 149-155.
- 3) Crowe, Timothy and Zahm, Diane (1994) "Crime Prevention Through Environmental Design" *Land Development*, Fall, 1994, pp. 22-27.

#### **In-class film: "Writing on the Wall"**

#### **Crime and Everyday Life**

- 1) Felson, Marcus (2002) *Crime and Everyday Life*, pp. 1-35
- 2) Clarke, R. (2005) "Seven Misconceptions of Situational Crime Prevention" pp. 39-70.
- 3) Garland, David (2000) "The New Criminologies of Everyday Life: Routine Activity Theory in Historical and Social Context" in *Ethical and Social Perspectives on Situational Crime Prevention* (Portland, OR: Hart), pp. 215-224.

### **TERM TEST (20%)**

#### **Community-Based Crime Prevention**

- 1) Crawford, Andrew (1998) "Community-focused Preventive Measures" in *Crime Prevention and Community Safety: Politics, Policies and Practices* (New York: Longman), pp 124-160.
- 2) Wilson, J. and G. Kelling (1982) "Broken Windows: The Police and Neighborhood Safety"

## **Part Three:**

### **CRITICAL ISSUES AND DEBATES**

#### **Reconfiguring Urban Space I: Landscapes of Fear**

- 1) Davis, M. (1992) "Fortress Los Angeles" in *City of Quartz: Excavating the Future in Los Angeles*, (London: Verso), 223-263.
- 2) Flusty, Steven (1997) "Building Paranoia" in Nan Ellin (ed.) *Architecture of Fear* (New York: Princeton Architectural Press), pp. 47-59.

#### **Reconfiguring Urban Space II: Security through Privatization**

- 1) Hermer, Joe, et al (2005) "Policing 'Communal' Space" in D. Cooley (ed). *Re-imagining Policing in Canada*. (Toronto: University of Toronto Press), pp. 50-64
- 2) Shearing, C. and P. Stenning (1985) "From the Panopticon to Disney World: the Development of Discipline" in Doob and Greenspan (eds.) *Perspectives in Criminal Law* (Ontario: Canada Law Book)
- 3) Vindevogel, F (2005) "Private security and urban crime mitigation: A bid for BIDs" *Criminal Justice* vol. 5, no. 3, pp. 233-255.