

CRJU 430-002
Communities and Crime
Spring 2022
MW 3:55-5:10p
Close-Hipp Building, Room 364

Professor: Ashley Mancik, Ph.D. (she/her/hers)
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Office Hours: By appointment
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Course Description

In this course, we will examine the relationship between criminality and community characteristics, with particular attention to how variation in community structure, organization, and culture impacts crime. Special emphasis will also be placed on how we respond to crime in communities, including crime prevention strategies, and the role of police and punishment, and how these responses impact communities.

Prerequisites: CRJU 341 (Sociology of Crime)

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Understand why place-based approaches to studying crime are important.
2. Explain the challenges associated with studying crime at the community-level.
3. Describe theories and the role of social, economic, and demographic factors in explaining spatial concentration of crime and violence.
4. Evaluate policies used to prevent crime at the community-level.
5. Enhance critical reading and writing skills.

Course Delivery

Discussion is a critical component of this class. Unless documented in the course schedule below or announced in class or on Blackboard, this class will meet in-person in the Close-Hipp Building (Room 364) during our regularly scheduled class time (MW 3:55-5:10p). Every effort will be made to not change the method of course delivery. However, in rare circumstances, such as if 30% or more of the students in class have documented excused absences or if I test positive for COVID-19, the class may transition to online for a short period of time.

COVID-19 Safety Requirements and Recommendations

**Note that guidance is subject to change as UofSC adapts to conditions imposed by the pandemic. I will announce any changes in class and/or via an announcement on Blackboard.*

Masks and Face Coverings. Masks or other face coverings protect all of us in case an individual is unknowingly infected but not showing any symptoms. In accordance with the recent South Carolina Supreme Court decision and UofSC mandate, **face coverings are required to be worn at all times inside all campus buildings, including classrooms.** Face coverings should cover your nose and mouth. If you have a condition that prohibits you from wearing a face covering, you must register with the Student Disabilities Resource Center (SDRC) and appropriate accommodations will be provided. See below for more information on how to contact the SDRC. University guidance allows faculty members to remove their face coverings while teaching if they can maintain at least 10 feet from everyone else in the room. Depending on the layout of the classroom and amount of space we have, I plan to wear my mask the entire class period and expect you to do the same. If you are not wearing your mask, you will be asked to put one on if you have one or can retrieve one quickly. It is my understanding there will be a limited number of disposable face masks in the classroom in the event you forget yours. **If no face masks are available or you refuse to wear one, you will be asked to leave.** If this becomes an ongoing problem, I reserve the right to report your refusal to the Office of Student Conduct and Academic Integrity, which can result in disciplinary sanctions including removal from the course. In extreme circumstances, UofSC police may be contacted.

Vaccinations. Though not required, the university and I **highly encourage you to get fully vaccinated** to protect you and the community against the novel Coronavirus. If you were vaccinated on campus through University Health Services, your vaccine status will be automatically updated in the secure MyHealthSpace portal. If you were vaccinated off campus, please upload your vaccine record to the secure MyHealthSpace portal at https://myhealthspace.ushs.sc.edu/login_dualauthentication.aspx.

Seating Chart. Per University guidance, a seating chart will be used throughout the semester to assist University Health Services with contact tracing in the event a student in the class tests positive for COVID-19. **The seat you choose on the second day of class (Wednesday, January 12) will be your assigned seat for the rest of the semester and attendance will be taken based on assigned seating.** I also ask you to track who was sitting close to you in class each day. To the extent it is feasible, I encourage you to physically spread out as much as possible given the available seating.

Monthly Testing. Medical experts and research have established the vital role that regular and ongoing testing has in limiting the spread of COVID-19 within communities. To keep our campus community and city safer, the university will continue to **require monthly testing.** You will receive an email from the university the week you are scheduled for testing. The university offers free on campus saliva testing (https://sc.edu/safety/coronavirus/testing_and_services/testing/index.php) or you may choose to get tested at one of several other locations throughout the state (<https://scdhec.gov/covid19/covid-19-testing-locations>). Testing at the university or documentation of off-campus testing is required within seven days of your required test date. You are also required to provide proof of testing or vaccination upon your initial return to campus. See https://sc.edu/safety/coronavirus/testing_and_services/testing/spring_2022/index.php for more information.

Testing Positive for COVID-19. If you test positive for COVID-19, you are **required to be in isolation for at least 10 days** from your first symptom or when you receive positive test results if you are asymptomatic. A medical professional must determine that you have recovered before you are released

from isolation. These isolation standards are the same regardless of your vaccination status. You should also document your absence through the Student Ombudsman at https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/academic_success/ombuds_services/, complete the COVID-19 Student Report Form available at https://cm.maxient.com/reportingform.php?UnivofSCAcadSupport&layout_id=9, and email a copy of the completed form to me and the TA. Please know we cannot share any of your medical information with others in the class. **If you are experiencing COVID-like symptoms, even if you have not tested positive yet, please do not come to class.**

Confirmed or Potential Exposure to an Individual with COVID-19. **Unvaccinated individuals are required to quarantine for 7-14 days following exposure to an individual testing positive for COVID-19, regardless of whether you show any symptoms.** According to the CDC and SCDHEC, fully vaccinated individuals are not required to quarantine following exposure to a positive COVID-19 infection if you are not showing any symptoms. Even **if you are vaccinated, if you are showing symptoms, you must also quarantine.** If you have questions about whether you need to quarantine, you can call the COVID Phone Bank (803-576-8511) for assistance. You may also be placed on short-term quarantine if you have been in close contact with someone who is suspected to have COVID-19 and will be released from short-term quarantine if the individual in question is determined not to be infected. **Regardless of whether you are vaccinated or not, if you know or believe you have been exposed to someone who tested positive for COVID-19, please do not come to class.**

Additional Information. University and class policies and procedures related to COVID-19 safety precautions may change throughout the semester. For the most up-to-date information consult https://sc.edu/safety/coronavirus/safety_guidelines/index.php. For specific inquiries, you can also call the coronavirus phone bank M-F from 8a-5p at 803-576-8511.

Required Text

There are no required textbooks for this class. All assigned readings or other materials (e.g., links to videos or podcasts) will be posted on Blackboard or freely available online.

Occasionally, I may provide additional suggested readings for those who are interested in learning more on a given topic. These will be clearly marked as OPTIONAL readings, and you will not be tested on the optional readings directly. However, we may cover similar or related material in course lectures and discussion, and you will be responsible for knowing that information.

Blackboard

All course materials, including required and supplemental readings, PowerPoints, assignments, review sheets, grades, and other course materials will be posted on Blackboard. Announcements will also go out through Blackboard. Check often for updates. <https://blackboard.sc.edu/>.

Course Assessment

Your grade in this course will be based on five short-answer quizzes, a group project and presentation, a series of five inter-related assignments culminating in a final report, and attendance/participation. All grades will be posted to Blackboard in a timely manner.

Course Component	# of Points	% of Grade
Content Quizzes	300 pts	30%
Quiz 1 – Studying Communities & Crime	60 pts	6%
Quiz 2 – Structure	60 pts	6%
Quiz 3 – Culture	60 pts	6%
Quiz 4 – Disorder	60 pts	6%
Quiz 5 – Opportunities	60 pts	6%
Group Project	200 pts	20%
Group Presentation	100 pts	10%
Group Infographic	50 pts	5%
Individual Blog Post	50 pts	5%
Places that Matter Assignments & Report	400 pts	40%
Assignment 1 – Identifying Place	50 pts	5%
Assignment 2 – Observations	50 pts	5%
Assignment 3 – Statistics	50 pts	5%
Assignment 4 – Resources	50 pts	5%
Assignment 5 – Investment	50 pts	5%
Cumulative Final Report to Stakeholders	150 pts	15%
Attendance/Participation	100 pts	10%
Attendance	60 pts	6%
Participation	40 pts	4%
Total	1000 pts	100%

Quizzes (30%). Students will complete five quizzes (6% each) throughout the semester on each of the five main sections of material we will cover in the course. Each quiz will consist of three short-answer questions. Typical answers will be approximately 1-2 paragraphs per question and full sentences are required to receive credit. Some questions may have multiple parts; it is important that you answer all parts of the question to receive full credit. Each question is worth 20 points, for a total of 60 points per quiz. Partial credit will be given. Students will be responsible for the material presented and discussed in class *and* any assigned readings, with a heavier emphasis on the material discussed in class. Quizzes will be administered at the beginning of class on the specific dates listed in the course schedule below. Students will have 30 minutes to complete each quiz. **Makeup quizzes are not offered without a documented University excuse, as defined by University policy.** Students must notify me or the TA before class the day of the quiz and provide valid documentation of their absence to be considered for a makeup quiz. Makeup quizzes must take place within one week of the scheduled quiz date and will consist of different short-answer questions than the original quiz. The level of difficulty, however, should be comparable.

Group Project (20%). Students will complete one formal group project in groups of three that includes a class presentation (10%) and creation of an infographic (5%) on one of the supplemental topics listed below. The group project consists of one 15-minute group presentation on the **topic chosen on the second day of class (Wed, January 12)** and an easily digestible and visually appealing infographic with pertinent

details and relevant sources. These two components will be completed by the group and each student will receive the same grade. Students will also write one short (500-750 word) blog-style post on their given topic, with 500 words being a firm minimum (5%). Although students will complete the presentation and infographic as a group, each student must submit their own individual blog post. You may choose your own groups, but remember you are sharing a grade on the presentation and infographic portions of the assignment. Students must also complete a short self and peer evaluation of their own contribution and their peers' contributions to the group work to receive credit. **All components (a copy of the PowerPoint/presentation, infographic, self and peer evaluation, and blog post) are due to the instructor 48 hours prior to the date of the presentation.** Additional details and guidance will be provided in class.

Places that Matter Writing Assignments and Final Report (40%). Students will complete a series of five inter-related assignments about a place that matters to you (5% each). Assignments are designed to enhance your writing and research skills, while exploring different aspects of the neighborhood, including its residents, organization, and resources, and applying key concepts discussed in class. Each assignment will require approximately 1-2 pages of writing, although the exact length will vary based on assignment. The individual assignments are designed to build upon each other and will culminate in a final cumulative report to stakeholders (approximately 8-10 pages) to be submitted at the end of the semester. Each writing assignment must be **uploaded to Blackboard by the start of class on the due date** specified in the course schedule below. Only .doc, .docx, or .pdf files will be accepted (i.e., do not turn in your work as a .pages file – I cannot open it – please convert it to word or a PDF file first). **With the exception of the final report, late assignments will not be accepted. For the final report, one letter grade will be deducted for each day the paper is late.** Additional information will be provided in class and posted to Blackboard.

The components of the project include:

- ❖ Assignment #1: Identification of a place that matters and its surrounding area (i.e., the neighborhood where the place is located)
- ❖ Assignment #2: Observations of the place and broader community/neighborhood
- ❖ Assignment #3: Examination of crime and census data for the neighborhood
- ❖ Assignment #4: Identification of tangible and intangible resources available to the community
- ❖ Assignment #5: Ideas of ways to increase involvement and/or investment in the community
- ❖ Final Report to Stakeholders

Attendance and Participation (10%). This course relies heavily on class discussion. Therefore, attendance and participation are crucial to success in this course. Attendance will be taken daily based on a seating chart established on the first day of class. Only university approved absences will be excused. The Faculty Senate passed a **new attendance policy which takes effect this semester.** You will be allowed to make-up any assignments you miss due to an excused absence, including being in quarantine or isolation. Additionally, **if you are ill, you should not attend class and should contact the University Health Services to arrange testing for COVID-19.** Even if you test negative, this will still be considered an excused absence. Make-up assignments may vary from the original assignment and appropriate documentation of an excused absence is required. COVID-19 related absences must be documented through the Student Ombudsman (https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/academic_success/ombuds_se

[rvices/](#)) who will verify documentation of a positive COVID-19 test or verification from UofSC contact tracers that you should be absent. See <https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text> for more information. To limit the amount of make-up work due to missed classes, students may miss two classes without penalty (i.e., you will not lose any points on attendance/participation). **Tardiness will not be tolerated and students who are late to class or leave class early will not receive attendance credit for that day.** If you know you will need to leave early on a particular day, come tell me before the start of class. If you miss class, you are responsible for obtaining the missed course material from another student in the class.

This class is heavily based on discussion with your peers and with me. We may also have various small group assignments, individual writing reflections, peer discussions, and group discussions throughout the course. Participation includes participating in these class discussions and assignments, being respectful of your fellow classmates' and the professor's comments, and paying attention in class (i.e., not sleeping, texting, or working on assignments for another class).

Extra Credit. At least one opportunity for extra credit will be provided. Additional details will be provided in class. Additional opportunities for extra credit will be provided at the discretion of the instructor.

Grading Scale

Please contact me early in the semester if you are having trouble with any of the requirements for this course, including the assigned readings. I am here to help, but I cannot help if I do not know it is needed. Please do not hesitate to set up an appointment with me as soon as you believe you need help.

Below is a breakdown of the letter grade you will earn for the corresponding percentage grade you earn in this course.

Grade	Interval	Grade	Interval
A	90-100	C	70-74
B+	85-89	D+	65-69
B	80-84	D	60-64
C+	75-79	F	0-59

Course Policies and Disclaimers

Academic Integrity. Cheating, plagiarism, and other forms of academic misconduct will not be tolerated. Any act or attempted act will be reported to USC's Office of Academic Integrity and is considered a VERY serious matter. The University of South Carolina has clearly articulated its policies governing academic integrity and students are encouraged to carefully review the policy on the Honor Code in the Carolina Community. If you have questions about academic integrity issues, contact me or see the University policy handbook.

https://www.sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/index.php.

Laptops and Cell Phones. I will allow laptops for note-taking purposes on a trial basis. However, **if laptops become distracting or if the TA or I catch you using your computer for anything other than taking notes or class assignments, your laptop privileges will be revoked.** If this becomes a significant

problem, the entire classes' laptop privileges will be removed. Cell phones should be turned off or silenced and put away during class.

Class Conduct. Students are expected to be courteous and respectful of one another. Talking with peers, sleeping, or being disruptive all constitute class misconduct, and you may be asked to leave. This class likely will include discussion of sensitive and controversial topics. **It is important that each of us is respectful of each other's opinions and experiences.** Students are expected to come to class on time and remain for the entire class period. Coming to class late or leaving early constitutes class misconduct and it will be counted as an absence. If you need to leave class early, please tell me at the beginning of class or you may be asked to explain your exit from class. Recording lectures or taking pictures of PowerPoint slides is not permitted for any reason. However, PDFs of the PowerPoint slides will be posted on Blackboard after we cover a given topic. **The posting of class material to the internet, whether for a fee or not, is expressly prohibited and is a violation of the student code of conduct.** Class materials include notes, handouts, study guides, exams, or recordings.

Grades. If you wish to dispute a grade, you must submit a request in writing within one week of receiving the grade, explaining the discrepancy and the reason you think the grade should be changed. I will review your request and let you know my decision. All decisions are final.

Course Communication. Class announcements will be posted on Blackboard and emailed to your University email address. If you primarily use another email account, you should make sure that the Blackboard account is linked to that email address. It is your responsibility to ensure that your email account works properly in order to receive announcements and emails from Blackboard.

Due to ongoing health risks associated with COVID-19, my time on campus this semester will be limited, and you will not be able to reach me via my office phone. If you are trying to get in touch with me, **email is the best way to contact me.** Include the course title and section (e.g., CRJU430-002) in the subject line of the email. I generally respond to emails quickly, within 24-48 hours, with the exception of holidays/university breaks. If I do not respond within this time frame, please resend your email. All email correspondence should be done in a professional manner. This includes appropriately addressing the professor, respectful communication, complete sentences, and no texting language. Emails that do not adhere to these standards may be ignored at the instructor's discretion.

Inclusion of Diverse Learning Needs. This course is open to all students who meet the academic requirements for participation. Any student who has documented disability and need for an accommodation in this course should contact the Student Disability Resource Center (SDRC) and the instructor privately to discuss the specific situation as soon as possible (within the first week of the semester). In order to receive reasonable accommodations from me, you must be registered with the SDRC (1523 Greene Street, LeConte Room 112A; 803-777-6142, sadrc@mailbox.sc.edu). SDRC staff will coordinate accommodations for students. See the SDRC website for more information: <http://www.sa.sc.edu/sds/>.

Harassment. It is unacceptable and a violation of University policy to harass, discriminate against, or abuse any person on the basis of race, sex, gender, age, color, religion, national origin, disability, sexual orientations, genetics, or veteran status. Such behavior threatens to destroy the environment of tolerance

and mutual respect that must prevail for this university to fulfill its educational mission. Contact the Office of Equal Opportunity Programs if you believe a violation has occurred (1600 Hampton Street, Suite 805, Columbia, SC, 29208, (803) 777-3854). See

https://www.sc.edu/about/offices_and_divisions/equal_opportunities_programs/documents/complaint_processing_procedure.pdf for detailed information on filing a complaint and the complaint process.

Faculty Statement on Disclosures of Instances of Sexual Misconduct. If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated to inform the University's Title IX Coordinator. The University needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in an assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. For more information on interpersonal violence policies, where to get help, and how to report information, please refer to www.sc.edu/sexualassault. At USC, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact USCPD at (803) 777-4215 and they can put you in touch with Sexual Assault and Violence Intervention and Prevention (SAVIP) trained advocates, who are on call 24/7 and can provide support, information, referrals, and temporary housing. You can call the SAVIP office directly at (803) 777-8248 during regular business hours.

Diversity and Inclusion. The University of South Carolina is committed to a campus environment that is inclusive, safe, and respectful for all persons, and one that fully embraces the Carolina Creed. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. You are expected at all times to apply the highest academic standards to this course and to treat others with dignity and respect. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Course Evaluations. Participating in the end of course evaluation is your opportunity to provide constructive feedback. I use the information you provide to revise my assignments, and to modify my teaching strategies. My department uses your feedback to evaluate my teaching as well. I appreciate you taking the time to thoughtfully complete the evaluation form. More information on completing course evaluations will be provided later in the semester.

Course Calendar

The schedule below is tentative. Modifications will be made as necessary and announced in class or via announcements on Blackboard.

You are expected to complete all assigned readings prior to coming to class that day and be prepared to discuss them.

Week	Date	Topic Covered	Assigned Reading
Part I: Why and How We Study Communities and Crime			
Week 1	Jan 10	Syllabus/Course Introduction	-----

	Jan 12	What is a Community and Why Does it Matter?	Orum (1998)
Week 2	Jan 17	NO CLASS – MLK DAY <i>Jan 18 is last day to change/drop a course without a grade of “W” being recorded.</i>	-----
	Jan 19	Defining and Measuring Communities	Hipp & Boessen (2013)
Week 3	Jan 24	Connecting Theory, Policy, and Practice	Decker & Wright (2018); Assignment 1 Due
	Jan 26	QUIZ 1 <i>Presentation1: Globalization, Technology, and the Importance of Place</i> <i>Presentation2: Police-Community Relations and Official Crime Statistics</i>	-----
Part II: Structure and Organization, Crime Rate Variation, and Practical Applications			
Week 4	Jan 31	Background, History, and Theoretical Origins	Kubrin & Weitzer (2003)
	Feb 2	Modern Advancements	Hipp & Wickes (2017)
Week 5	Feb 7	A Closer Look: The Chicago Area Project	Wickes (2017)
	Feb 9	A Closer Look: Gentrification	Papachristos et al. (2011); Assignment 2 Due
Week 6	Feb 14	QUIZ 2 <i>Presentation3: Immigration and Crime</i> <i>Presentation4: Redlining, Racial Residential Segregation, and the Creation of Communities</i>	-----
Part III: Culture and Subcultures, Crime Rate Variation, and Practical Applications			
Week 6	Feb 16	Background, History, and Theoretical Origins	Wolfgang & Ferracuti (1967)
Week 7	Feb 21	Modern Advancements	Anderson (1994)
	Feb 23	A Closer Look: Guns, Gun Culture, and Violence	Blumstein (1995)
Week 8	Feb 28	A Closer Look: Legal Cynicism <i>Maha Shivaratri</i>	Kirk & Matsuda (2011); Assignment 3 Due
	Mar 2	QUIZ 3 <i>Presentation5: Crime and The American Dream Experiment</i> <i>Ash Wednesday</i>	-----
Week 9	Mar 7	NO CLASS – SPRING BREAK	-----
	Mar 9	NO CLASS – SPRING BREAK	-----

Week 10	Mar 14	CLASS CANCELLED – ACJS CONFERENCE	-----
	Mar 16	CLASS CANCELLED – ACJS CONFERENCE	-----
Part IV: Social and Physical Disorder, Crime Rate Variation, and Practical Applications			
Week 11	Mar 21	Background, History, and Theoretical Origins	Wilson & Kelling (1982)
	Mar 23	Modern Advancements	Skogan (2015)
Week 12	Mar 28	A Closer Look: Broken Windows Policing <i>Mar 28 is Last day to drop a course or withdraw without a grade of "WF" being recorded.</i>	NPR Podcast "How a Theory of Crime and Policing was Born, and Went Terribly Wrong"
	Mar 30	A Closer Look: Graffiti – Vandalism or Street Art?	TBD; Assignment 4 Due
Week 13	Apr 4	QUIZ 4 <i>Presentation7: Criminalization of Homelessness</i> <i>Presentation8: Perceptions of Crime and Disorder and Fear of Crime</i>	-----
Part V: Routine Activities and Criminal Opportunities, Crime Rate Variation, and Practical Applications			
Week 13	Apr 6	Background, History, and Theoretical Origins	Cohen & Felson (1979)
Week 14	Apr 11	Modern Advancements	Hollis et al. (2013)
	Apr 13	A Closer Look: Hot Spots Policing	Braga et al. (2019)
Week 15	Apr 18	A Closer Look: Crime Prevention Through Environmental Design (CPTED)	Cozens (2015); Assignment 5 Due
	Apr 20	QUIZ 5 <i>Presentation9: Street Crime during the COVID-19 Pandemic</i> <i>Presentation10: CPTED and School Safety</i>	-----
Week 16	Apr 25	Wrap-Up/Concluding Remarks	Jones & Pridemore (2019)
	Apr 27	FINAL REPORT DUE	