

Course Syllabus



CCJ 5625 – Ecology of Crime Room 214

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Office hours: Tuesday 1:30 – 5:00 PM

Course Objectives

This course will provide an overview of various issues in the study of the ecology of crime, with particular emphasis on neighborhoods and crime. We will address existing criminological theories, and how they can be applied to the study of community crime levels. This will include a critical analysis of existing empirical research. Attention will be given to the factors that influence community-level crime rates, as well as the ways in which community characteristics influence the behavior and outcomes of individuals. Finally, policy implications and current practices will be discussed.

Note that this course involves a large amount of reading, so be sure to plan your schedule accordingly.

Course objectives include the following:

1. understand theories explaining levels of crime across neighborhoods
2. examine the relationships between race, class, and neighborhood crime
3. examine the consequences of crime for neighborhoods and their residents
4. understand the impacts of immigration and imprisonment on neighborhood crime rates
5. discuss policies and programs intended to reduce neighborhood crime

Required Readings

- Wilcox, Pamela, Francis T. Cullen, and Ben Feldmeyer. 2017. *Communities and Crime: An Enduring American Challenge*. Temple University Press. ISBN: 9781592139743.
- Peterson, Ruth D., and Lauren J. Krivo. 2012. *Divergent Social Worlds: Neighborhood Crime and the Racial-Spatial Divide*. Russell Sage Foundation. ISBN: 9780871546975.
- Anderson, Elijah. *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. 1999. W. W. Norton & Co Inc. ISBN: 9780393040234.
- All other readings are available on Canvas

Course Requirements

- *Attendance and participation*

As with any graduate seminar, student attendance, preparation, and participation is essential. You are required to come to class having carefully read all of the assigned literature, and you must contribute to class discussions on a regular basis.

- *Weekly discussion questions*

Prior to most class meetings, you will be required to submit one discussion question based on the required readings for that week, as well as a brief answer to your own question. You must provide explicit references to the assigned literature for that week, with the purpose of clearly displaying that you have completed the readings. Your discussion question is due on Canvas by 11:59 PM on the night before class. Content, form, and length may vary, but submissions should be about two double-spaced pages.

- *Leading class discussion*

Different students will be responsible for leading class discussion during each class meeting. The discussion leader will be expected to provide a concise overview of their assigned reading, critique the reading, and ask questions to elicit participation from the rest of the class. The length of the discussion will vary depending on the weekly topic, but you will not be expected to lead discussion for longer than thirty minutes.

- *Final essay exam*

A take-home essay exam will be distributed before the last week of class. You will be required to select two questions from the exam and provide answers that draw upon the semester readings. Special attention will be given to your ability to integrate readings from multiple units throughout the semester into your answer.

Grading

Your grade for this course will be based on the following criteria and cut-offs:

Discussion questions	50 points (5 points each)
Leading class discussion	50 points
Final exam	100 points

A	186-200	B	166-173	C	146-153	D	126-133
A-	180-185	B-	160-165	C-	140-145	D-	120-125
B+	174-179	C+	154-159	D+	134-139	F	0-119


Attendance Policy

You must attend class each week, complete and return all assignments, and take all quizzes. There will not be any opportunities for extra credit. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

HB233 Recording Policy

In this class, consistent with state law (HB233) and university policy, students are permitted to make recordings of class lectures for personal use only. As noted, sharing, posting, or publishing classroom recordings may subject you to honor code violations and legal penalties associated with theft of intellectual property and violations of other state law. Moreover, students and educators have expressed concern that recording classroom activities may negatively impact the learning experience for others, especially in classes that involve questions, discussion, or participation. To protect a learning environment in which everyone feels free to experiment with ideas, we ask you refrain from recording in ways that could make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recording so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.


Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University" ([Florida State University Academic Honor Policy](http://fda.fsu.edu/Academics/Academic-Honor-Policy)  <http://fda.fsu.edu/Academics/Academic-Honor-Policy>).

Americans with Disabilities Act

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Office of Accessibility Services; and
- (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and
- (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the [Office of Accessibility Services](https://dsst.fsu.edu/oas/)  <https://dsst.fsu.edu/oas/> at:

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Course Schedule

01/11 – Introduction and overview

01/18 – What is community and why is it important?

Communities and Crime, Chapter 1.

Wellman, Barry, and Barry Leighton (<https://fsu.instructure.com/courses/272645/files/27215144/download?wrap=1>). 1979. "Networks, Neighborhoods, and Communities: Approaches to the Study of the Community Question." *Urban Affairs Quarterly* 14:363-390.

Chaskin, Robert J (<https://fsu.instructure.com/courses/272645/files/27215170/download?wrap=1>). 1997. "Neighborhood and Community: A Review of the Literature." *Social Service Review* 71:521-547.

Discussion question 1 (<https://fsu.instructure.com/courses/272645/assignments/2234255>)

01/25 – Social disorganization and the systemic model

Communities and Crime, Chapters 2-3.

Velez, Maria B. (<https://fsu.instructure.com/courses/272645/files/27215211/download?wrap=1>). 2001. "The Role of Public Social Control in Urban Neighborhoods: A Multilevel Analysis of Victimization Risk." *Criminology* 39:837-864.

Discussion question 2 (<https://fsu.instructure.com/courses/272645/assignments/2234258>)

02/01 – Neighborhood crime and the racial-spatial divide (week 1)

Communities and Crime, Chapter 4.

Divergent Social Worlds, Chapters 1-2.

Discussion question 3 (<https://fsu.instructure.com/courses/272645/assignments/2234259>)

02/08 – Neighborhood crime and the racial-spatial divide (week 2)

Divergent Social Worlds, Chapters 3-4.

02/15 – Neighborhood crime and the racial-spatial divide (week 3)

Divergent Social Worlds, Chapters 5-6.

[Discussion question 4 \(https://fsu.instructure.com/courses/272645/assignments/2234260\)](https://fsu.instructure.com/courses/272645/assignments/2234260)

02/22 – Subcultural theory (week 1)

Communities and Crime, Chapter 5.

Code of the Street, Introduction.

[Discussion question 5 \(https://fsu.instructure.com/courses/272645/assignments/2234261\)](https://fsu.instructure.com/courses/272645/assignments/2234261)

02/29 – No class this week

Code of the Street, Chapters 1-2.

03/07 – Subcultural theory (week 2)

Code of the Street, Chapters 3-4.

[Intravia, Jonathan, Benjamin R. Gibbs, Kevin T. Wolff, Rocio Paez, Allison Bernheimer, and Alex R. Piquero \(https://fsu.instructure.com/courses/272645/files/27215208?wrap=1\)](https://fsu.instructure.com/courses/272645/files/27215208?wrap=1)

<https://fsu.instructure.com/courses/272645/files/27215208?wrap=1>. 2018. "The Mediating Role of Street Code Attitudes on the Self-Control and Crime Relationship." *Deviant Behavior*, 39:1305-1321.

[Discussion question 6 \(https://fsu.instructure.com/courses/272645/assignments/2234262\)](https://fsu.instructure.com/courses/272645/assignments/2234262)

03/14 – Spring Break

03/21 – Subcultural theory (week 3)

Code of the Street, Chapters 5-7.

03/28 – Broken windows and opportunity theory

Communities and Crime, Chapters 6-7.

Sampson, Robert J., and Stephen W. Raudenbush

(<https://fsu.instructure.com/courses/272645/files/27222818?wrap=1>). 2004. "Seeing Disorder: Neighborhood Stigma and the Social Construction of "Broken Windows." *Social Psychology Quarterly*, 67:319-342.

Discussion question 7 (<https://fsu.instructure.com/courses/272645/assignments/2234263>)

04/04 – Collective efficacy

Communities and Crime, Chapter 8.

Maimon, David, and Christopher R. Browning

(<https://fsu.instructure.com/courses/272645/files/27215164?wrap=1>). 2010. "Unstructured Socializing, Collective Efficacy, and Violent Behavior Among Urban Youth." *Criminology* 48:443-474.

Browning, Christopher R (<https://fsu.instructure.com/courses/272645/files/27215150?wrap=1>). 2009.

"Illuminating the Downside of Social Capital: Negotiated Coexistence, Property Crime, and Disorder in Urban Neighborhoods." *American Behavior Scientist* 52:1556-1578.

Discussion question 8 (<https://fsu.instructure.com/courses/272645/assignments/2234264>)

04/11 – Alternative theoretical perspectives

Stults, Brian J., and Nic Swagar (<https://fsu.instructure.com/courses/272645/files/27215207?wrap=1>). 2021.

"The Role of Neighborhood Context in the Relationship between Parenting Effectiveness and Self-control." *Crime & Delinquency*, 67:1459–1490.

Johnson, Shane D., and Kate J. Bowers (<https://fsu.instructure.com/courses/272645/files/27222780?wrap=1>). 2010.

"Permeability and Burglary Risk: Are Cul-de-Sacs Safer?" *Journal of Quantitative Criminology*, 26:89-111.

04/18 – Imprisonment, re-entry, and communities

Communities and Crime, Chapter 9.

Chamberlain, Alyssa W., and Danielle Wallace

(<https://fsu.instructure.com/courses/272645/files/27215165/download?wrap=1>). 2015. "Mass Reentry, Neighborhood Context and Recidivism: Examining How the Distribution of Parolees Within and Across Neighborhoods Impacts Recidivism." *Justice Quarterly*, 33:912-941.

Kirk, David S (<https://fsu.instructure.com/courses/272645/files/27215190/download?wrap=1>). 2016. "Prisoner Reentry and the Reproduction of Legal Cynicism." *Social Problems*, 63: 222-243.

Discussion question 9 (<https://fsu.instructure.com/courses/272645/assignments/2234265>)

04/25 – Immigration and crime

Feldmeyer, Ben, Arellys Madero-Hernandez, Carlos E. Rojas-Gaona, and Lauren Copley Sabon (<https://fsu.instructure.com/courses/272645/files/27215197/download?wrap=1>). 2019. "Immigration, Collective Efficacy, Social Ties, and Violence: Unpacking the Mediating Mechanisms in Immigration Effects on Neighborhood-Level Violence." *Race and Justice* 9:123-150.

Xie, Min, and Eric P. Baumer^[OBJ] (<https://fsu.instructure.com/courses/272645/files/27215156/download?wrap=1>). 2019. "Neighborhood immigrant concentration and violent crime reporting to the police: A multilevel analysis of data from the National Crime Victimization Survey." *Criminology* 57:237–267.

Wolff, Kevin T., Michael T. Baglivio, Jonathan Intravia, and Alex R. Piquero (<https://fsu.instructure.com/courses/272645/files/27215175/download?wrap=1>). 2015. "The protective impact of immigrant concentration on juvenile recidivism: A statewide analysis of youth offenders." *Journal of Criminal Justice*, 43:522-531.

Discussion question 10 (<https://fsu.instructure.com/courses/272645/assignments/2234256>)

05/02 – Final exam (<https://fsu.instructure.com/courses/272645/assignments/2234268>) due

Course Summary:

Date	Details	Due
		