

**CRIM 7315 Evidence-Based Crime Prevention  
Spring – 2018**

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<b>Class Time:</b>	Tuesday 1:00-3:45	<b>Classroom:</b>	GR 4.208
<b>Professors:</b>	Nicole Leeper Piquero & Alex R. Piquero	<b>Office:</b>	NP (ADM 2.104) AP (GR 3.104)
<b>Email:</b>	<a href="mailto:npiquero@utdallas.edu">npiquero@utdallas.edu</a> ; <a href="mailto:apiquero@utdallas.edu">apiquero@utdallas.edu</a>		
<b>Office Hours:</b>	NP: Wednesday 2p-3p (and by appt.); AP: Monday 3p-4p, Tu 10a-11a (and by appt.)		

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**Course Description**

This course explores relationships between crime policy and empirical evaluation research. Students will learn to critically analyze empirical evidence regarding specific criminal justice and crime-related policies, identify factors that influence policymaking, and describe challenges associated with evaluation research of crime-focused programs.

**Student Learning Objectives/Outcomes**

- To understand crime prevention policies and strategies
- Distinguish between types of crime prevention evaluations
- Develop skills in assessing program effectiveness

**Required Textbooks and Materials**

Readings for the course consist of the journal articles listed below in the class schedule. Students are expected to read the assigned material prior to class and come to class prepared to discuss the readings.

**Course Requirements**

Exams (80%)

There will be two exams this semester. The second exam is not cumulative. Each exam is worth 40% of the final grade in the course. See Class Schedule (listed below) for dates of the two exams.

Student Class Presentation and Summary of Readings (10%)

Students will be required to make one oral class presentation over the course of the semester. Each student will select a specific class for their presentation. In order to reduce the number of presentations in any one class, the assignment of topics will be made on a first-come-first-serve basis with the final decision left to the discretion of the instructor. Sign-up for your topic early.

Presentations will require each student to: (1) locate an article on the assigned weekly subject matter\* (2) have the selected article approved by the instructor – at least one week prior to the class presentation (3) prepare an outline or overview of the selected reading – which should be no more than 2 single spaced typed pages (4) share thoughts in-class on BOTH the selected and assigned readings and (5) lead a discussion (aided by at least three discussion questions) on the subject matter involved in the readings. You will be expected to provide each class member (and me) with a copy of the article outline including the full citation for the selected article and your discussion questions.

\* The article selected must NOT be one from the assigned reading list and CANNOT be one that has been previously used by another student. The literature source selected must be a published journal article, book chapter or other source that is an original statement or presentation (i.e., not a summary, textbook, or other secondary source).

### Final Solo Project Presentation (10%)

Each student will make a mock presentation to the Mayor of the City of Dallas advancing a crime prevention approach that will be informed by the semester's readings. The five minute presentation will then be followed by q+a from the audience. This presentation will be delivered on the last day of class. Additional details will be provided by the instructor.

### **Course and Instructor Policies**

#### Make-up exams

Make-up exams will only be permitted for students who have provided University approved documentation to the instructor. The instructor must be notified within 24 hours of the missed exam and a make-up must be scheduled within one week.

#### Extra Credit

None

#### Late Work

Not accepted

#### Special Assignments

None

#### Classroom Citizenship

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies

In addition to UTD's policies please note the following:

- No student may record any portion of the class without prior instructor approval.
- Students are expected to be courteous and respectful to each other and the instructor.

### Class Schedule

<b>Week 1 – January 9</b>	<b>Introduction</b>
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Readings:       None

<b>Week 2 – January 16</b>	<b>Review Methods</b>
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Readings:

Pratt, Travis C. (2010). Meta-Analysis in Criminal Justice and Criminology: What it is, when it's useful, and what to watch out for. *Journal of Criminal Justice Education*, 21(2): 152-168.

Roman, John. (2013). Cost-benefit analysis of criminal justice reforms. *NIJ Journal*, 272.  
<http://www.nij.gov/journals/272/Pages/cost-benefit.aspx>

Shadish, William R. (2012). Propensity score analysis: Promise, reality and irrational exuberance. *Journal of Experimental Criminology*, 9(2): 129-144.

Loughran, Thomas A., Wilson, Theodore, Nagin, Daniel S., & Piquero, Alex R. (2015). Evolutionary regression? Assessing the problem of hidden bias in criminal justice applications using propensity scores. *Journal of Experimental Criminology*, 11, 631-652.

Dominquez, Patricio & Raphael, Steven. (2015). The role of the cost-of-crime literature in bridging the gap between social science research and policy making. *Criminology & Public Policy*, 14, 589-632.

Welsh, Brandon C., Farrington, David P., & Gowar, B. Raffan. (2015). Benefit-cost analysis of crime prevention programs. In M. Tonry (Ed.), *Crime and Justice: A Review of Research* (volume 44, pp. 447-516). Chicago: University of Chicago Press.

<b>Week 3 – January 23</b>	<b>Crime Prevention Overview</b>
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Readings:

Clear, Todd R. (2010). Policy and evidence: The challenge to the American Society of Criminology: 2009 Presidential address to the American Society of Criminology. *Criminology*, 48, 1-25.

Uggen, Christopher, & Inderbitzin, Michelle. (2010). Public criminologies. *Criminology and Public Policy*, 9(4): 725-749.

Land, Kenneth C. (2010). Who will be the public criminologists? How will they be supported? *Criminology and Public Policy*, 9(4): 769-770.

Tonry, Michael (2010). Public criminology and evidence-based policy. *Criminology and Public Policy*, 9(4): 783-797.

Mears, Daniel P. (2010). The role of research and researchers in crime and justice policy. *Criminology and Public Policy*, 9(4): 799-805.

Welsh, Brandon C., & Farrington, David P. (2012). Science, politics, and crime prevention: Toward a new crime policy. *Journal of Criminal Justice*, 40: 128-133.

Stevenson, Philip, Katz, Charles, & Decker, Scott H. (2013). The foundation of an evidence-based justice system: The need for meaningful academic and applied researcher partnerships. *Translational Criminology*, Fall: 22-25.

Huff, C. Ronald. (2016). Research with considerations of use: Problem-driven research and attempts to improve public policy and practice. *Criminology & Public Policy*, 15(4): 5–15.

Obama, Barack. (2017). Commentary: The President’s Role in Advancing Criminal Justice Reform. *Harvard Law Review*, 130, 811-866.

<b>Week 4 – January 30</b>	<b>Evaluating Crime Prevention</b>
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Readings:

Farrington, David P., Gottfredson, Denise C., Sherman, Lawrence W., & Welsh, Brandon (2002). The Maryland Scientific Methods Scale. In L.W. Sherman, D.P. Farrington, B.C. Welsh, and D.L. MacKenzie (Eds.), *Evidence-Based Crime Prevention* (pp. 13-21). New York: Routledge.

Weisburd, David. (2010). Justifying the use of non-experimental methods and disqualifying the use of randomized controlled trials: Challenging folklore in evaluation research in crime and justice. *Journal of Experimental Criminology*, 6: 209-227.

Sampson, Robert J. (2010). Gold standard myths: Observations on the experimental turn in quantitative criminology. *Journal of Quantitative Criminology*, 26: 489-500.

Sherman, Lawrence W., Gottfredson, Denise C., MacKenzie, Doris L., Eck, John, Reuter, Peter, & Bushway, Shawn D. (1998). Preventing Crime: What works, what doesn’t what’s promising. *National Institute of Justice Research in Brief*. <https://www.ncjrs.gov/pdffiles/171676.PDF>

MacKenzie, Doris L., & Farrington, David P. (2015). Preventing future offending of delinquents and offenders: What have we learned from experiments and meta-analyses? *Journal of Experimental Criminology*, 11, 565-595.

Fagan, Abigail A., & Buchanan, Molly. (2016). What works in crime prevention?: Comparison and critical review of three crime prevention registries. *Criminology & Public Policy*, 15, 617-650.

Weisburd, David, Farrington, David P., & Gill, Charlotte. (2017). What works in crime prevention and rehabilitation: An assessment of systematic reviews. *Criminology & Public Policy*, 16, 415-450.

<b>Week 5 – February 6</b>	<b>Crime Prevention: Police Interventions</b>
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Readings:

Sherman, Lawrence W., Gartin, Patrick R., & Buerger, Michael E. (1989). Hot spots of predatory crime: Routine activities and the criminology of place. *Criminology*, 27: 27-55.

Weisburd, David, Hinkle, Joshua C., Famega, Christine, & Ready, Justin (2011). The possible “backfire” effects of hot spots policing: An experimental assessment of impacts on legitimacy, fear and collective efficacy. *Journal of Experimental Criminology*, 7(4): 297-320.

Braga, Anthony A., Papachristos, Andrew V., & Hureau, David M. (2014). The effects of hot spots policing on crime: An updated systematic review and meta-analysis. *Justice Quarterly*, 31(4): 633-663.

Telep, Cody W., Weisburd, David, Gill, Charlotte E., Vitter, Zoe, & Teichman, Doron (2014). Displacement of crime and diffusion of crime control benefits in large-scale geographic areas: A systematic review. *Journal of Experimental Criminology*, 10(4): 515-548.

Weisburd, David, & Telep, Cody W. (2014). Hot Spots Policing: What we know and what we need to know. *Journal of Contemporary Criminal Justice*, 30(2): 200-220.

Brunson, Rod K., Braga, Anthony A., Hureau, David M., & Pegram, Kashea. (2015). We trust you, but not *that* much: Examining police-Black clergy partnerships to reduce youth violence. *Justice Quarterly*, 32, 1006-1036.

Groff, Elizabeth R., Ratcliffe, Jerry H., Haberman, Cory P., Sorg, Evan T., Joyce, Nola M., & Taylor, Ralph B. (2015). Does what police do at hot spots matter? The Philadelphia Policing Tactics Experiment. *Criminology*, 53, 23-53.

Ariel, Barak, Farrar, William A., & Sutherland, Alex. (2015). The effect of police body-worn cameras on use of force and citizens’ complaints against the police: A randomized controlled trial. *Journal of Quantitative Criminology*, 31, 509-535.

Weisburd, David, Wooditch, Alese, Weisburd, Sarit, & Yang, Sue-Ming. (2016). Do stop, question, and frisk practices deter crime? Evidence at microunits of space and time. *Criminology & Public Policy*, 15, 31-56.

Lee, YongJei, Eck, John E., & Corsaro, Nicholas. (2016). Conclusions from the history of research into the effects of police force size on crime—1968 through 2013: A historical systematic review. *Journal of Experimental Criminology*, 12, 431-451.

Engel, Robin S., Corsaro, Nicholas, and Ozer, M. Murat. (2017). The impact of police on criminal justice reform: Evidence from Cincinnati, Ohio. *Criminology & Public Policy*, 16, 375-402.

<b>Week 6 – February 13</b>	<b>NO CLASS ACJS CONFERENCE</b>
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<b>Week 6 – February 20</b>	<b>Crime Prevention: Courts/Legislative Interventions</b>
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Readings:

Ostrom, Brian J. (2003). Domestic violence courts. *Criminology and Public Policy*, 3(1): 105-108.

Gover, Angela R., MacDonald, John M., & Alpert, Geoffery P. (2003). Combating domestic violence: Findings from an evaluation of a local domestic violence court. *Criminology and Public Policy*, 3(1): 109-132.

Uekert, Brenda K. (2003). The value of coordinated community responses. *Criminology and Public Policy*, 3(1): 133-136.

Terry, Karen. (2003). Sex offenders. *Criminology and Public Policy*, 3(1): 57-58.

Sample, Lisa L., & Bray, Timothy M. (2003). Are sex offenders dangerous? *Criminology and Public Policy*, 3(1): 59-82.

Wright, Richard G. (2003). Sex offender registration and notification: Public attention, political emphasis and fear. *Criminology and Public Policy*, 3(1): 97-104.

Shaffer, Deborah Koetzle. (2011). Looking inside the black box of drug courts: A met-analytic review. *Justice Quarterly*, 28(3): 493-521.

Sherman, Lawrence W., Strang, Heather, Barnes, Geoffrey, Woods, Daniel J., Bennett, Sarah, Inkpen, Nova, Newbury-Birch, Dorothy, Rossner, Meredith, Angel, Caroline, et al. (2015). Twelve experiments in restorative justice: The Jerry Lee Program of randomized trials of restorative justice conferences. *Journal of Experimental Criminology*, 11:501-540.

Sundt, Jody, Salisbury, Emily J., & Harmon, Mark G. (2016). Is downsizing prisons dangerous? The effect of California's Realignment Act on public safety. *Criminology & Public Policy*, 15, 315-342.

Piquero, Alex R., & Jennings, Wesley G. (2017). Research note: Justice system-imposed financial penalties increase the likelihood of recidivism in a sample of adolescent offenders. *Youth Violence & Juvenile Justice*, 15, 325-340.

<b>Week 7 – February 27</b>	<b>Exam #1</b>
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<b>Week 8 – March 6</b>	<b>Crime Prevention: Corrections – Mass Incarceration</b>
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Readings:

Blumstein, Alfred, & Alex R. Piquero. (2007). Restore rationality to sentencing policy. *Criminology and Public Policy*, 6(4): 679-687.

Durlauf, Steven N., & Daniel S. Nagin. (2011). Imprisonment and crime: Can both be reduced? *Criminology and Public Policy*, 10(1): 13-54.

Bratton, William J. (2011). Reducing crime through prevention not incarceration. *Criminology and Public Policy*, 10(1): 63-68.

Robinson, Laurie O. (2011). Exploring certainty and severity: Perspectives from a federal perch. *Criminology and Public Policy*, 10(1): 85-92.

Blumstein, Alfred. (2011). Approaches to reducing both imprisonment and crime. *Criminology and Public Policy*, 10(1): 93-102.

Tonry, Michael. (2011). Less imprisonment is no doubt a good thing: More policing is not. *Criminology and Public Policy*, 10(1): 137-152.

Wilson, James Q. (2011). Comment on Durlauf and Nagin. *Criminology and Public Policy*, 10(1): 165-168.

Bales, William D., & Piquero, Alex R. (2012). Assessing the impact of imprisonment on recidivism. *Journal of Experimental Criminology*, 8, 71-101.

Monahan, Kathryn, Steinberg, Laurence, & Piquero, Alex R. (2015). Juvenile justice policy and practice: A developmental perspective. In M. Tonry (Ed.), *Crime and Justice: A Review of Research* (volume 44, pp. 577-619). Chicago: University of Chicago Press.

Mitchell, Ojmarrh, Cochran, Joshua C., Mears, Daniel P., & Bales, William D. (2017). The effectiveness of prison for reducing drug offender recidivism: a regression discontinuity analysis. *Journal of Experimental Criminology*, 13, 1-27.

<b>Week 9 – March 13</b>	<b>NO CLASS SPRING BREAK</b>
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<b>Week 10 – March 20</b>	<b>Crime Prevention: Re-entry and Desistance</b>
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Readings:

Jonson, Cheryl L., & Cullen, Francis T. (2015). Prisoner reentry programs. In M. Tonry (Ed.), *Crime and Justice: A Review of Research* (volume 44, pp. 51-575). Chicago: University of Chicago Press.

Heller, Sara B. (2014). Summer jobs reduce violence among disadvantaged youth. *Science*, 346(6214): 1219-1223.

Bushway, Shawn D., & Apel, Robert (2012). A Signaling perspective on employment-based reentry programming: Training completion as a desistance signal. *Criminology and Public Policy*, 11(1): 21-50.

Piquero, Alex R. (2012). Obeying signals and predicting future offending. *Criminology and Public Policy*, 11(1): 51-59.

Brennan, Tim. (2012). Signaling and meta-analytic evaluations in the presence of latent offender groups: The importance of coherent target group specification. *Criminology and Public Policy*, 11(1): 61-72.

Maruna, Shadd (2012). Elements of successful desistance signaling. *Criminology and Public Policy*, 11(1): 73-86.

Latessa, Edward (2012). Why work is important and how to improve the effectiveness of correctional reentry programs that target employment. *Criminology and Public Policy*, 11(1): 87-91.

Bloom, Dan (2012). A signaling approach to criminal desistance through transitional jobs programs. *Criminology and Public Policy*, 11(1): 93-99.

Schriro, Dora (2012). Good science, good sense: Making meaningful change happen – a practitioner’s perspective. *Criminology and Public Policy*, 11(1): 101-110.

*Criminology & Public Policy* (2016), entire special issue on Project HOPE. Volume 14, Issue 4.

<b>Week 11 – March 27</b>	<b>Crime Prevention: Family-based</b>
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Readings:

Welsh, Brandon C., and Farrington, David P. (2006). Effectiveness of family-based programs to prevent delinquency and later offending. *Psicothema*, 18(3): 596-602.

Piquero, Alex R., Farrington, David P., Welsh, Brandon C., Tremblay, Richard, and Jennings, Wesley G. (2009). Effects of early family/parent training programs on antisocial behavior and delinquency. *Journal of Experimental Criminology*, 5: 83-120.

Fagan, Abigail A. (2013). Family-focused interventions to prevent juvenile delinquency: A case where science and policy can find common ground. *Criminology and Public Policy* 12, 617-650.

Piquero, Alex R., Jennings, W.G., Diamond, B., Farrington, D.P., Tremblay, R.E., Welsh, B.C., & Gonzalez, J.M.R. (2016). A meta-analysis update on the effects of early family/parent training programs on antisocial behavior and delinquency. *Journal of Experimental Criminology*, 12, 229-248.

Boman IV, John H., & Mowen, Thomas J. (2017). Building the Ties that Bind, Breaking the Ties that Don't: Family support, criminal peers, and reentry success. *Criminology & Public Policy*, 16, 751-772.

Augimeri, Leena K., Walsh, Margaret, Donato, Adam, Blackman, Andrea, and Piquero, Alex R. (2018). SNAP (Stop Now and Plan): Helping children improve their self-control and externalizing behavior problems. *Journal of Criminal Justice*, forthcoming: doi: <https://doi.org/10.1016/j.jcrimjus.2017.08.010>

<b>Week 12 – April 3</b>	<b>Crime Prevention: Community and Place-based</b>
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Readings:

Wilson, Jeremy M., & Chermak, Steven (2011). Community-driven violence reduction programs: Examining Pittsburgh's One Vision One Life. *Criminology and Public Policy*, 10(4): 993-1027.

Ferrier, Megan, & Ludwig, Jens (2011). Crime policy and informal social control. *Criminology and Public Policy*, 10(4): 1029-1036.

Klein, Malcom W. (2011). Comprehensive gang and violence reduction programs: Reinventing the square wheel. *Criminology and Public Policy*, 10(4): 1037-1044.

Kennedy, David M. (2011). Whither streetwork? The place of outreach workers in community violence prevention. *Criminology and Public Policy*, 10(4): 1045-1051.

Papachristos, Andrew V. (2011). Too big to fail: The science and politics of violence prevention. *Criminology and Public Policy*, 10(4): 1053-1061.

Sciandra, Matthew, Sanbonmatsu, Lisa, Duncan, Greg J., Gennetian, Lisa A., Katz, Lawrence F., Kessler, Ronald C., Kling, Jeffrey R., & Ludwig, Jens. (2013). Long-term effects of the Moving to Opportunity Residential-mobility experiment on crime and delinquency. *Journal of Experimental Criminology*, 9(4): 451-89.

Burke, Jeffrey, & Loeber, Rolf. (2014). The effectiveness of the Stop Now and Plan (SNAP) Program for boys at risk for violence and delinquency. *Society for Prevention Research*, 15, 1-12.

Corsaro, Nicholas & Engel, Robin S. (2015). Most challenging of contexts: Assessing the impact of Focused Deterrence on Serious Violence in New Orleans. *Criminology & Public Policy*, 14, 471-505.

Saunders, Jessica, Robbins, Michael, and Ober, Alison J. (2017). Moving from efficacy to effectiveness: Implementing the drug market intervention across multiple sites. *Criminology & Public Policy*, 16, 785-812.

Kirk, David S., Barnes, Geoffrey C., Hyatt, Jordan M., & Kearley, Brook W. (2017). The impact of residential change and housing stability on recidivism: Pilot results from the Maryland Opportunities through Vouchers Experiment (MOVE). *Journal of Experimental Criminology*, forthcoming. Open Access available on JOEC website.

<b>Week 13 – April 10</b>	<b>Crime Prevention: School and Peer-based</b>
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Readings:

Esbensen, Finn-Aage D., Osgood, D. Wayne, Peterson, Dana, Taylor, Terrance J., & Carson, Dena C. (2013). Short- and Long-term outcome results from a multisite evaluation of the G.R.E.A.T. program. *Criminology and Public Policy*, 12(3): 375-412.

Howell, James C. (2013). GREAT results: Implications for PBIS in schools. *Criminology and Public Policy*, 12(3): 413-420.

Maxon, Cheryl L. (2013). Do not shoot the messenger: The utility of gang risk research in program targeting and content. *Criminology and Public Policy*, 12(3): 421-426.

Pyrooz, David C. (2013). Gangs, criminal offending and an inconvenient truth: Considerations for gang prevention and intervention in the lives of youths. *Criminology and Public Policy*, 12(3): 427-436.

Papachristos, Andrew V., & Kirk, David S. (2015). Changing the street dynamic: Evaluating Chicago's Group Violence Reduction Strategy. *Criminology & Public Policy*, 14, 525-558.

Bushman, Brad J., Newman, Katherine, Calvert, Sandra L., Downey, Geraldine, et al. (2016). Youth violence: What we know and what we need to know. *American Psychologist*, 71(1), 17-39.

Gottfredson, D.C. (2017). Prevention research in schools: Past, present, and future. *Criminology & Public Policy*, 16, 7-28.

<b>Week 14 – April 17 or April 24</b>	<b>Class Presentations and Exam #2 Handed out (or Class Make-up contingent on weather)</b>
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