Cities, Crime, & Space
GEOG 484

T 1-3:50pm

Room: 137D Davenport Hall
Office Hours: TBA

Instructor: Brian Jordan Jefferson
Email: bjjeffer@illinois.edu
Office: 233 CAB
Phone: 217.244.9074

Description
How does urban space structure crime? How does crime structure urban space? Focusing on US cities, this theory-intensive module surveys traditional and critical perspectives on relations between crime, space, and place. We will explore this interplay within broader contexts of industrial and post-industrial urbanization, concentrating on dynamics including governances, economic processes, and social transformations. Emphasis will be placed on the extent to which these interwoven processes generate, classify, organize, and react to crime across cityscapes.

Course Objectives
Course objectives are threefold. Upon successfully completing this module, students will be able to:

- Compare and contrast traditional and critical perspectives on relations between cities, crime, space, and place in writing and discussion.
- Express basic competence in the historical significance crime control has had for urban planners in US cities.
- Utilize theoretical tools to critically analyze empirical cases related to course materials and articulate findings in a cogent research paper.

Attendance
Attendance is crucial for your learning experience. This module is designed to be interactive, and class discussions are vital for developing our ideas. You will be allowed 2 absences. Thereafter, each unexcused absence will result in the deduction of 4 percent of your final grade (up to 10 percent of your final grade).

If you have a legitimate reason for missing class you may contact me beforehand to avoid penalization. In the case of emergencies, you may present explanations and/or verification (i.e. a doctor’s note) afterwards to avoid penalization. Absences cannot be cleared after the semester ends.

Papers/Presentations/Participation
Students will be responsible for two presentations and two typewritten papers during the course of the semester.

- Presentation: Each individual student will be responsible for summarizing readings during the semester. Undergraduates will present one time during the semester. Graduate students will present twice – one from the readings covering traditional perspectives, and one from the critical perspectives.

Presentations may incorporate PowerPoint, Google Presentation, or other visual mediums. Presentations should last between 30-45 minutes. Summaries of presentation will be typed and distributed to class at the beginning of the session.
Missed presentations cannot be made up without a note from the Emergency Dean and supporting documents.

- **Paper 1**: The first paper consists of a 10 to 12-page analysis of key concepts from the traditional perspectives section of the course. Students enrolled for undergraduate credits will respond to 4 pre-written essay questions, while students enrolled for graduate credit will respond to 6 pre-written questions.

- **Paper 2 (undergraduate credit)**: The second paper will similarly consist of a critical synopsis of the literature. Students are expected to identify core ideas in TWO readings, and apply them to a present day debate using an article from a reputable news source (i.e. New York Times, Wall Street Journal). Students will meet with instructor before writing the paper during office hours.

- **Paper 2 (graduate credit)**: The second paper will consist of a 15-20 research project. The aim of the paper is to assess the relative strengths and weaknesses of a traditional and critical school of thought by testing theories against an empirical case. Students will include an expanded literature review drawing recommended texts in the syllabus, and incorporate data from both pre-approved databases and government studies.

- **Discussion circles**: After texts are presented, the class will break into four or so discussion circles. Each group should include both undergraduate and graduate students. I will provide a list of questions to guide these sessions. Each group will be responsible for producing a response to contribute to conversation. These sessions will count towards participation on final grades.

### Grading structures

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<th>Undergraduates</th>
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<td>Paper 1: 30%</td>
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<td>Paper 2: 35%</td>
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*There is no extra credit. Use of personal electronic devices will result in point deductions. However, I will, according to my discretion, award up to 5pts based on
exceptional attendance and class participation. Your final grade will be on a scale. I will not be curving the grades.

**Plagiarism**
Plagiarism is using others’ writing and/or ideas without providing a proper citation. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. If a student is uncertain of what constitutes plagiarism, s/he may contact the instructor for clarification. Students caught plagiarizing will fail the assignment. Repeat offenders will automatically fail the course.

**Materials**
All course materials will be uploaded to Compass

**WEEK 1: Introduction to course 08/23/16**

**Foundational Criminological Perspectives**

**WEEK 2: 08/30/16: Positivist perspectives**
   >Chapter 1, Population (1-33)
   >Chapter 5, Social Conditions and Tendencies (209-250)

   >Chapter 2, Writing Crime into Race: Racial Criminalization and the Dawn of Jim Crow (35-88)


Supplementary texts


Muhammad, Khalil Gebran. 2011. Chapter 1 Saving the Nation: The Racial Data Revolution and the Negro Problem (pp. 15-34)

**WEEK 3: 09/06/16 Liberal and Radical Perspectives**
   >Chapter 2, Mechanical Solidarity, or Solidarity by Similarities, pp. 31-67.

   >Chapter 1, Criminality and Punishment, pp. 1-29
   **>Chapter 2, Conflict, Law and Authority, pp. 30-52
   > Chapter 3, A Theory of Criminalization, pp. 53-78

Traditional Perspectives

WEEK 4: 09/13/16 Urban Ecology
> Chapter 5, Community Organization and Juvenile Delinquency, pp. 99-112.


> Chapter 1, Introduction, pp. 3-14
> Chapter 6, Delinquency Rates and Community Characteristics, 134-163

Supplementary texts


WEEK 5: 09/20/16 Routine Activity Theory


WEEK 6: 09/27/16 Crime Pattern Theory


WEEK 7: 10/04/16 Social Disorganization Theory


Supplementary texts

WEEK 8: 10/11/16 Spatial Mismatch Theory

> Chapter 1, Cycles of Deprivation and the Ghetto Underclass Debate, 3-19.
> Chapter 6, The Limited Visions of Race Relations and the War on Poverty, 125-139.

2. FILM: *The House I Live In*

Supplementary texts

WEEK 9: 10/18/16 Defensible Space Theory
> Introduction, 1-9
> Chapter 1, Defensible Space Principles, 10-33


Supplementary texts


**WEEK 10: 10/25/16 Crimes of Place and Hotspots**


   > Introduction, 3-28
   **> Chapter 4, The Implications of Street Segments in the Production of the Crime Problem, pp. 70-89.
   > Chapter 5, Concentrations of Crime Opportunities, pp. 90-118

**Supplementary texts**


**Critical Perspectives**

**WEEK 11: 11/01/16 PAPER ONE DUE**

**The Slavery Link**


   >**Chapter 1. Prison Reform of Prison Abolition? 
   >Chapter 2. Slavery Civil Rights, and Abolitionist Perspectives Toward Prison


**WEEK 12: 11/08/16 The Jim Crow Link**

1. Murakawa, Noami. 2008. The origins of the carceral crisis: racial order as ‘law and order’ in postwar American politics’ in Lowndes, Joseph and Julie Novkov and Dorian

   -> Chapter 1, The Rebirth of Caste, pp. 20-58
   > Chapter 5, *The New Jim Crow*, pp. 178-220

Supplementary texts

**WEEK 13: 11/15/16 Deindustrialization**
   > Introduction, pp. 5-29
   > Chapter 1, *The California Political Economy*, pp. 30-87
   **> Chapter 3, *The Prison Fix*, 87-128

   > Chapter 1. From Institutional to Jobless Ghettos, pp. 3-24


Supplementary texts

**WEEK 14: 11/22/16 NO CLASS**

**WEEK 15: 11/29/16 Neoliberalization**
   > Chapter 1, Social Insecurity and the Punitive Upsurge, pp. 1-40
   > Chapter 2, *The Criminalization of Poverty in the Post-Civil Rights Era*, pp. 41-75


Supplementary texts


**WEEK 16: 12/06/16 Urban Core Redevelopment**


>chapter 1

**FINAL PAPER DUE: 12/14/16**