Mapping Crime and Justice Data
CJ3603
Fall 2020
Delivery Format: Online

Instructor Information

Instructor: Elizabeth Groff
Email: groff@temple.edu
Office hours: Th 11:00 pm - 12:30 pm and by appointment

Meet the Instructor

Course Texts

Required Text Information

Textbooks for learning the basics of geographic information systems (GIS)

Introduction to Geographic Information Systems by R. Adam Dastrup will be **required** for this course. Note that this is *freely* available as a digital textbook https://gist.pressbooks.com/. Note that Introduction to Geographic Information Systems by R. Adam Dastrup, MA, GISP is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.

Nature of Geographic Information by David DiBiase - open source textbook available at https://www.e-education.psu.edu/natureofgeoinfo/.

ArcGIS Pro Resources

Esri GIS Dictionary (on-line) - https://support.esri.com/en/other-resources/gis-dictionary

ArcGIS Pro help - https://pro.arcgis.com/en/pro-app/help/main/welcome-to-the-arcgis-pro-app-help.htm

ArcGIS Pro interface – very nice introduction with pictures of the interface that are labeled https://pro.arcgis.com/en/pro-app/get-started/get-started.htm

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Course Details

Course Prerequisites

No prerequisites

Course Description

Why do some streets have more drug deals than others? Is travel distance a barrier to successfully completing probation? Can locating more after-school programs in neighborhoods reduce juvenile delinquency in a city? This course uses geographic information systems (GIS) to address questions like these as well as to disentangle criminal justice-related problems and inform criminal justice policy.

The focus of the course is to introduce students to spatial analysis (SA) and geographic information systems (GIS) in the context of criminal justice. The use of SA and GIS to inform criminal justice research and practice has exploded over the last twenty years. Analysts examine spatial patterns of the locations where crime occurs as well as the distribution of those that are victimized and those that are arrested for committing crimes. They also examine other characteristics of the built and social environment that might encourage or discourage crime (e.g., type of land use, businesses, and lighting levels). They examine the distribution of people returning from prison to identify where services might be needed. They examine where people who use drugs overdose most frequently. These analyses require the ability to use spatial analysis to understand how things are distributed across places. Students who are interested in working as analysts in any component of the criminal justice system will find the content invaluable to their success. Spatial analysis has become a 'must-have' skill for crime analysts, program analysts, grant writers at non-profits etc.

The course begins with an overview of computer mapping and spatial analysis in criminal justice to provide some basic illustrations of the power of geographic information systems and spatial analysis. Next, students learn about data structures and about how data are collected. This knowledge is the basis for learning how spatial data are collected, stored, and organized in a GIS. The last part of the course discusses different spatial analysis techniques and how they can be applied to improve our understanding of criminal justice issues.

The course combines learning, applying, and discussing concepts with hands-on application. Students will complete exercises using their own computer or Temple's lab computers (via remote login) to gain first-hand experience in data entry, data management, data analyses and presentation of results in the form of maps and other graphics. Each week of the course builds on previous weeks.

In this course, students learn by reading and reflecting on the assigned readings, listening thoughtfully to the instructor's lectures, asking questions, participating in class and small group

discussions and exercises on-line, applying course material in lab exercises and conducting an independent project using spatial analysis.

Course learning objectives

By the end of the semester students should be able to:

1. Apply criminological theories to spatial patterns
2. Collect, manage, and use tabular data and geographic data to answer policy and practice questions
3. Understand basic spatial analysis techniques and how to apply them to inform theory, policy, and practice.
4. Create attractive and accurate visualizations to effectively communicate information to a variety of audiences.

Learning Objectives for the Major in Criminal Justice:

The learning objectives for this course promote the following learning objective(s) for the Major in Criminal Justice:

Theory integration (SLO 2): Students can incorporate one or more theoretical perspectives or constructs into a discussion of specific crime and criminal justice issues [*c - d* above]

Information literacy (SLO 3): Students can locate and utilize reliable sources of information to analyze and critique specific crime and criminal justice issues [*a - e a*bove]

Understanding and integrating empirical research (SLO 4): Students know and understand the major steps in the social scientific method and appreciate the role of research in informing policy, practice and theory [*c* above]

Course Technologies

This course requires the use of Canvas, including access to materials and assignment submission. Some videos posted via Canvas will require the use of speakers. The instructor may utilize web-conferencing tools to deliver synchronous material. In order to participate in synchronous sessions (should they exist), you should have a computer, a webcam, headphones, and microphone.

This course requires the use of Microsoft Office (i.e., Word, Excel, PowerPoint), Social Explorer (available via Temple's library) and **ArcGIS Pro** (available on Temple's laboratory computers and for use on a Windows PC or tablet). Students can gain access to these materials by visiting the Computer Services Download Site, Library website (under Databases) and the Tech Center Computer lab respectively.

Students should check their Temple email daily for course updates.

All students are required to comply with Temple University's Computer and Network Security Policy

Accessibility of course technologies

- [Adobe Acrobat accessibility information](#)
- [Big Blue Button accessibility information](#)
- [Canvas accessibility information](#)
- [Microsoft Office accessibility information](#)
- [VoiceThread accessibility information](#)
- [Zoom accessibility information](#)

Instructional Methods

Online:

- Synchronous class session on Tuesdays from 11 am to 12:20 pm
- Recommended but not required synchronous help session on Thursdays from 11 am to 12:20 pm

Instructional Methods: Readings, video-based lectures, hands-on software assignments, discussion boards.

Course Communications

To facilitate communication, the university requires you to have an e-mail account ending in @temple.edu.

During the semester, I will generally respond to emails within 24 hours of receiving them during the week and with 48 hours on weekends.

Course Modules

Getting Started with the Course

All course materials are organized under the tabs on the left side of the screen in Canvas. Each week of the semester has a corresponding set of modules. Complete the modules in the order in which they appear. Each week will typically have the following modules:

1. Module X: Overview and Learning Outcomes - READ FIRST
2. Module X: To View/Read/Attend - DO SECOND
3. Module X: Assignment - DO LAST

It is essential that you view videos and read the assigned material before the synchronous class on Tuesdays. The class period will be used to answer questions that arose during the reading and to apply what you have learned from the videos and reading.

The weekly Hands-on Assignment will always be due on Sunday (the last day of the academic week) by midnight.

Getting started

1. Watch video course introduction (on main page)
2. Read the syllabus
3. Complete syllabus quiz due by 11:59 PM on Wednesday, August 28, 2020
4. Introduce yourself to your classmates and the professor by using the 'Introduce Yourself – Voicethread' before the first class

Module 1: Overview of Mapping in Criminal Justice
August 24 – September 6

Module 2: Maps depend on data
September 7 – September 13

Module 3: Basic concepts of mapping
September 14 – September 20

Module 4: Making attractive maps
September 21 – September 27

Module 5: Classification schemes for area mapping
September 28 – October 4

Module 6: Attribute queries and tabular joins
October 5 – October 11

Module 7: Spatial queries and spatial joins
October 12 – October 18

Module 8: Geoprocessing functions: Buffers and distance
October 19 – October 25

Module 9: Exam Review and Exam
October 26 – November 1

Module 10: Applied examples 1
November 2 – November 8

Module 11: Applied examples 2
November 9 – November 15

Module 12: Introduction to ArcGIS StoryMaps
November 16 – November 22

Fall Break
November 23 – November 29

Module 13: Example ArcGIS StoryMaps
November 30 – December 6

Grades & Assignments

Grading

Scale

A Range	B Range	C Range	D Range	F Range
A 94 - 100	B+ 87 - 89	C+ 77 - 79	D+ 67 - 69	F 0 - 59
A- 90 - 93	B 84 - 86	C 74 - 76	D 64 - 66	
	B- 80 - 83	C- 70 - 73	D- 60 - 63	

Weighting Details

The grade for this course will be determined according to the following formula.

Assignments/ Activities	% of Final Grade	Relevant Learning Objective for the Course	Relevant Learning Objective for the Major
1. Homework	40.0%	a - d	2, 3
2. Exams	20.0%	a - d	2, 3, and 4
3. Quizzes	20.0%	c - d	2, 3, and 4
4. StoryMap	20.0%	a - d	2, 3, and 4

Instructor may change due dates when necessary.

Completion and submission of all assignments are the responsibility of the student. Instructor may accept late assignments as outlined below:

- 0 – 72 hours late - penalized by 10% for each 24-hour period (e.g. 0 – 24 hours late reduced by 10%, 24 – 48 hours late reduced by 20%)
- 72 + hours late - not accepted without prior arrangement and only for a valid emergency.

Exams

Failure to complete an exam (if due to a medical or other compelling reason): Students must advise the instructor prior to the test and provide by proper documentation deemed legitimate by the professor, who reserves the right not to accept the offered explanation.

Rubrics and Grading Procedures

Rubrics may be utilized throughout the semester for your assignments. You will be able to access the rubrics from any assignment that will be scored with one.

Attendance and participation expectations

Temple's policy is that students **attend class regularly and participate**. I have the same expectation. Lecture, group exercises, student participation and lab sessions are very important for successful course performance. Two or more absences jeopardize your ability to complete the course with a passing grade.

Library Resources: Greg McKinney, Criminal Justice Librarian at Paley Library

Greg McKinney has created a research guide for Criminal Justice resources useful for our class. Students can access the criminal justice guide from the Paley Library website by clicking the GUIDES (tab second from the right). A link to the guide is available on Blackboard in the "web links" section. If you have difficulties using the library's resources, or with your library research, contact the Criminal Justice Librarian, Gregory McKinney, by email (gregmck@temple.edu) or in his office (Room 221, 2nd floor, Paley Library).

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Policies & Services

General Policies

All Temple University Academic Policies will be upheld.

TEMPLE AND COVID-19

Temple University's motto is Perseverance Conquers, and we will meet the challenges of the COVID pandemic with flexibility and resilience. The university has made plans for multiple

eventualities. Working together as a community to deliver a meaningful learning experience is a responsibility we all share: we're in this together so we can be together.

How This Course Will Be Taught

Until November 20, 2020:

- Every Tuesday we will meet from 11 am to 12:20 pm to apply what students read and tried on their own. A Zoom link is provided for each week's synchronous class. All materials will be available on Canvas.
- Every Thursday from 11 am to 12:20 pm the instructor will be available to provide additional help with the homework assignment and other questions. A Zoom link is provided for each week's help session.

In-person activities and instruction for the fall 2020 semester will end Nov. 20, at the start of the fall break. The remaining week of classes, study period and finals will be conducted remotely.

The final project will be due on or before the end of the scheduled exam time.

Attendance Protocol and Your Health

If you feel unwell, you should not come to campus, and you will not be penalized for your absence. Instructors are required to ensure that attendance is recorded for each in-person or synchronous class session. The primary reason for documentation of attendance is to facilitate contact tracing, so that if a student or instructor with whom you have had close contact tests positive for COVID-19, the university can contact you. Recording of attendance will also provide an opportunity for outreach from student services and/or academic support units to support students should they become ill. Faculty and students agree to act in good faith and work with mutual flexibility. The expectation is that students will be honest in representing class attendance.

Course Materials

All course materials will be posted on Canvas.

Student Support Services

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University Cherry Pantry and the Temple University Emergency Student Aid Program are in operation as well as a variety of resources from the Office of Student Affairs.

Technology specifications for this course

- Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a request outlining their needs using the Student Emergency Aid Fund form. The University will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access.

- Note that some software is available for free download on the ITS Academic Support page. Other specialty software may be available for remote access through ITS.

Statement on recording and distribution of recordings of class sessions

Class sessions of this course will not be recorded except in cases of an approved accommodation from the Office of Disability Resources (DRS). Students are not allowed to record class sessions.

Any recordings used or permitted in this class can only be used for the student's personal educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as FERPA as well as certain copyright laws. Any recordings made by the instructor or university of this course are the property of Temple University.

Expectations for Class Conduct

In order to maintain a safe and focused learning environment, we must all comply with the four public health pillars: wearing face coverings, maintaining physical distancing, washing our hands and monitoring our health. It is also important to foster a respectful and productive learning environment that includes all students in our diverse community of learners. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse.

Treat your classmates and instructor with respect in all communication, class activities, and meetings. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please consider that sarcasm, humor and slang can be misconstrued in online interactions and generate unintended disruptions. Profanity should be avoided as should the use of all capital letters when composing responses in discussion threads, which can be construed as "shouting" online. Remember to be careful with your own and others' privacy. In general, have your behavior mirror how you would like to be treated by others.

Disability statement

Please bear in mind that COVID-19 may result in a need for new or additional accommodations.

This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodations based on the impact of a documented disability or medical condition should contact Disability Resources and Services (DRS) in 100 Ritter Annex (drs@temple.edu; 215-204-1280) to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter to share with me, or you would like to discuss your accommodations, please contact me as soon as practical. I will work with you and with DRS to coordinate reasonable accommodations for all students with documented disabilities. All discussions related to your accommodations will be confidential.

Course Minimum Grade

Although D- is a passing grade, a minimum grade of C- is required in many programs, and courses required by the major.

For more information, please see Temple University's Academic Policies on Grades and Grading.

Incomplete

A student will be eligible for a grade of "Incomplete" only if he/she: 1) has completed at least 51% of the work at a passing level, 2) is unable to complete the work for a serious reason beyond his or her control, and 3) files a signed agreement with the instructor outlining the work to be completed and the time-frame in which that work will be completed. The student is responsible for initiating this process and all incomplete forms must be sent to the Senior Vice Dean for Academic Affairs prior to the start of study days in that semester.

Please refer to the following for further details: Temple University's Incomplete Policy (Policy #02.10.13).

Withdrawal from the Course

If a student wishes to withdraw from a course, it is the student's responsibility to meet the deadline for the last day to withdraw from the current semester

See Temple University's Academic Calendar for withdrawing deadlines and consult the University policy on withdrawals (Policy # 02.10.14).

Statement on Academic Rights & Responsibilities

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02).

Academic Honesty

According to the University Student Code of Conduct, students must not commit, attempt to commit, aid, encourage, facilitate, or solicit the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor's authorization. Violations may result in failing the assignment and/or failing the course, and/or other sanctions as enumerated in the University Code of Conduct.

Students must assume that all graded assignments and exams are to be completed individually unless otherwise noted in writing in this syllabus or stated on Canvas. I reserve the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee; I also reserve the right to assign a grade of "F" for the given paper or quiz. If you have further questions about what constitutes plagiarism, please meet with the instructor, or consult the TU Undergrad Bulletin at http://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/#academichonesty.

Netiquette

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course atmosphere.

Disability Disclosure Statement

Any student who has a need for accommodation based on the impact of a documented disability should contact Disability Resources and Services (DRS), Ritter Annex 100, (215) 204-1280 or 215-204-1786 (TTY) or drs@temple.edu, to make arrangements. Students requesting accommodations should meet with the instructor as soon as possible after the start of classes to discuss their needs and to provide documentation from DRS. Accommodations are not retroactive.

Technical Support

For a listing of technical support services available to Temple University students, see the Tech Support page.

Continuity of Instruction in Event of Emergency

Students are to register for the TUAlert System to be made aware of University closures due to weather or other emergency situations and follow all additional university-wide emergency instruction. Students can register for this system on the [Campus Safety Services website](). In the event of an emergency, class materials/instructions will be provided in a web-based format via Canvas or Zoom. Students registered for the class will be alerted to any alternate testing procedures and submission of assignment requirements from the instructor via email.