

URP 6880 (Section 6555)
URP 4882 (Section 6546)

**Defensible Space and CPTED in Urban Design: Planning for Crime
Prevention**
Fall Semester, 2012
3 Credit Hours

Instructor: Richard H. Schneider, Ph.D., AICP

Hours: Tuesday, 7-9th Periods (1:55 – 4:55 PM)

Location: Room 439, Architecture Building

Office: 431B Architecture Bldg. You may reach me at 392-0997/ext. 430
or email me 24/7 at rschnei@ufl.edu

Course Statement:

In this introductory graduate/senior level course we investigate relationships among crime and crime prevention to building and maintaining successful, sustainable urban settlements. In so doing we explore the nature of cities and the history, theory, application and possibilities (including problems) associated with the family of *place-based* crime prevention planning strategies.

This includes theories of “defensible space”, “CPTED” (**C**rime **P**revention **T**hrough **E**nvironmental **D**esign), “situational crime prevention”, “environmental criminology”, and related approaches to crime prevention in the United States. Although it is a focus of the next, advanced class (URP 6887) we touch upon international crime prevention planning in Great Britain, Japan, Korea and Malaysia. This (present) term as time permits, we discuss space syntax modeling theory, new urbanism as applied to crime prevention, anti-terrorism planning, and a range of other issues including premises liability, retail loss prevention (including the “CRAVED” model) and community gating.

We review how these theories and strategies connect with broader urban issues such as the globalization of markets, youth unemployment, urban transportation, gang activity and the increasing privatization of urban space and security systems worldwide. We are also interested in understanding how CP strategies and theories fit into the planner’s toolkit and how law enforcement and other public and private agencies interact in helping to design and implement them.

We critically assess the theories and strategies in terms of practical utility, proven (or unproven) success, their implications for living well in urban places (quality of life) and relative to the preservation of civil liberties in free and open societies.

Practical Considerations

At a very practical level, the course aims to provide students with basic crime prevention planning and assessment skills as these relate to urban and regional planning problems and opportunities. To do this we focus on real world applications and, consequently, we will visit sites (during field trips) that offer teaching and research opportunities and contact people who have first-hand knowledge of criminal behavior in both urban and rural settings.

Some field trips may extend beyond regular class hours. If this happens and there are conflicts with other scheduled classes or your work obligations, I ask you to notify me *at once* so that we can redress potential problems (if possible).

Related Grants and Research

I have consultations, conference presentations and research projects this semester that I will likely incorporate into class discussion and possibly field work.

Course Attendance Policy

Attendance is mandatory: **one** unexcused absence is permitted. Note that this includes unexcused field trips. On your second *unexcused* absence there will be an automatic 1 letter grade reduction for your final grade (thus, an “A” will be lowered to a “B”, and so on). Moreover, I expect you to get to class on time and to be prepared to participate. However, students driving to our field venues should not speed: I would much rather that you get there a bit late than have an accident or receive a citation.

Prerequisites

None, but enrollment is limited.

Grading

	Grad	UG*
Project Assignment(s)	25%	33.3%
Participation	25%	33.3%
Final Exam	25%	33.3%
Paper	<u>25%</u>	
	100%	100%

*Undergraduate students can also elect to do a paper but must inform me early in the semester if they want that option.

Course Grading Scale

93- 100 =	A
90- 92 =	A-
87- 89=	B+
83- 86=	B
80- 82=	B-
77- 79=	C+
73- 76=	C
70- 72=	C-
67- 69=	D+
63- 66=	D
<u>60- 62=</u>	<u>D-</u>
<59or less=	E

Professional Work Policy

I expect students to hand in their work on time and will reduce individual project grades for late submissions. Work must be in professional formats and appearance (that is, typed, unless otherwise specified) and include references where appropriate. **Important: I will not accept papers without page numbers.** Papers submitted to me **via email must** contain names on each page as well.

While on field trips I expect that you will conduct yourself in a thoroughly professional manner. Where appropriate, graduate students will be asked to lead team projects. Moreover, masters and especially doctoral students will be subject to higher standards and a stricter level of review.

Project(s)/Papers

The class *may* be divided into teams and each team (usually 2-4 persons/team) may be asked to address a problem or opportunity involving a crime prevention planning or related issue. We will discuss some past project and examples will be shown in class or assigned as reading (e.g. the 2012 FDOE School Codes project, the Gainesville Burglary and Robbery prevention projects, the Tree Trail Apartment complex project, Tacachale, Cabana Beach Project, the Palatka Weed and Seed Evaluation, the Archer Public Safety Element, the Boardwalk Apartment Project, the Department of Education Safe Schools Design Guidelines Project, the 706 Neighborhood Project, the JIATFE anti-terrorism project, etc). Each team member is expected to take on appropriate responsibility and conduct him or herself in a professional and collegial manner.

Final Paper/Project Subject Areas (note, these are **only** suggestions: there are lots of other possibilities):

- Environmental behavior, decision making and CPTED
- Any of the place-based or related CPP theories
- Any of the crimes that have a distinct environmental design/planning focus such as burglary, graffiti, vandalism
- Sustainability and CPTED
- Crime mapping (in any or all of its forms)
- GPS applications to crime mapping
- Space syntax theory and applications
- Problem-Oriented Policing and Planning
- Community-Oriented Policing and Planning
- Anti-Terrorism Planning and Design
- Premises Liability Issues as they relate to crime prevention
- Gender/Race issues and crime prevention planning
- Urban development issues (either historic or present) and crime
- Historic defensive design and city form
- International crime prevention planning comparisons

The paper must be 7-10 pages (Max.), must be properly proofed, spell checked, referenced and **must** incorporate some of the principles or issues that we covered this semester in class. All students who are doing a paper must tell me in writing by **Tuesday, October 9**, what their topic will be. On **Tuesday, November 13**, they must provide a 5-10 minute verbal *summary* of their paper in class.

Required Texts/Readings:

Putting Crime Prevention Through Environmental Design into Practice via Planning Systems: A Comparison of Experience in the US and the UK, Richard H. Schneider and Ted Kitchen, Journal of the Built Environment, (2012) (forthcoming) I will provide you with copy of this either on the share drive or via email.

Planning for Crime Prevention: A Trans Atlantic Perspective, Richard H. Schneider and Ted Kitchen, Routledge, New York and London, (2002). ISBN 00415 24137-5 (should be available on-line)

“Re-evaluating Secured by Design (SBD) Housing In West Yorkshire”, Armitage and Monchuck See at <http://www.fldoca.com/meeting/Re-evaluating-SBD-Housing-in-West-Yorks.pdf> (Free)

“Safer Places: The Planning System and Crime Prevention” Office of the Deputy Prime Minister (ODPM), UK Home Office, 2004. Get it at:
<http://www.communities.gov.uk/documents/planningandbuilding/pdf/147627.pdf>
(Free)

See the URP 4882/6880 share drive for other required or recommend reading throughout the semester. Grad students must sign in as “guests”.

Accessing the share drive: Go to (TBA)

If you have problems getting in, contact helpdesk@help.dcp.ufl.edu

Recommended

For a jump on the Advanced CPTED (URP 6887) course, read

“Planning for Crime Prevention in Japan”, Kimihiro Hino and Richard H. Schneider (2012), *Journal of the Built Environment: International Theme Issue*, Forthcoming (I will provide this to you on the share-drive or via email).

Chapters 3, 4, and 9 from *Global Report on Human Settlements 2007: Enhancing Urban Safety and Security* United Nations HABITAT, Earthscan, Sterling, Va (2007). Available at
<http://www.unhabitat.org/content.asp?typeid=19&catid=555&cid=5359> (Free)

Crime Prevention and the Built Environment, Richard H. Schneider and Ted Kitchen, Routledge, New York and London, (2007). ISBN 0-415-37325-5

Architecture of Fear, Nan Ellin, Ed., Princeton Architectural Press, New York, 1997. (paperback) Out of print but available on the web

City, William F. Whyte, Anchor-Doubleday, New York, 1988. (Probably the best research and discussion of “deviant” street behavior ever done.)

Crime and Everyday Life, Marcus Felson. Sage Publications (2002) ISBN 07619-8761-4 (should be available on-line) A great little book.

Crime Prevention Through Environmental Design, 2nd Edition. Timothy D. Crowe, National Crime Prevention Institute, 2000.

Design Out Crime, Creating Safe and Sustainable Communities, Ian Colquhoun, Elsevier, 2004.

Effective Physical Security (2nd Edition), Lawrence J. Fennelly, Ed., Butterworth-Heinemann, Boston, 1997.

Safe Cities, Gerda Werkerle and Carolyn Whitzman, Van Nostrand Reinhold, New York, 1995.

SafeScape, Al Zalinka and Dean Brennan, APA Press, 2001

The City Shaped, Spiro Kostof, London: Thames and Hudson (1991).

The City Assembled, Spiro Kostof, London: Thames and Hudson (1992).

See the Florida design Out Crime website: <http://www.fldoca.com/> and especially the 2008 CPTED Survey data.

See the International CPTED Association website: <http://www.cpted.net/>

It probably would be a good idea to buy a 3-ring notebook to keep papers organized along with whatever you download from the Internet.

Daily/Weekly Plan:

Readings and assignments generally pertain to the *NEXT* (following) class.

Tuesday, August 28

Course Introduction and Overview. Review syllabus, discuss course requirements, answer questions. PowerPoint Overview of Place-Based Crime Prevention Planning. (What is place-based CPP?) Briefly discuss the national APA Security Policy. (<https://www.planning.org/policy/guides/adopted/security.htm>) and the British ODPM Policy Guide “Safer Places: The Planning System and Crime Prevention” (see URL above)

Read Preface, Foreword – p 27 of Schneider and Kitchen (2002). Read: Crime Prevention through Environmental Design (CPTED): a review and modern bibliography by Cousins, Saville, and Hillier (2005) on the share drive.

Assignment: for next class: Write a description (2-page maximum!) of a crime that was committed against you, a member of your family or someone that you know. Include in your discussion a description of the *situation/context of the event*, which *should* include the physical environment in which the crime was committed (referencing where possible any of the place-based elements already presented). Reference also any *space management* issues that you think were related to the event. You may provide a sketch if you wish (I don't grade on the quality of graphics).

Be prepared to discuss your “personal crime” story and to answer questions about it during the next class. Hand in the paper by the end of the class on September 11.

Tuesday, Sept 4:

Personal Crime Stories. In-class presentation of personal crime stories.

We'll discuss your personal crime story in terms of crime elements and principles (e.g. the Brantinghams' fundamental elements -- law, perpetrator, target, place and time – Clarke's: opportunity, risk, effort, reward, etc.) and discuss crime as both societal and personal issues. Begin discussion of relation of planning to crime prevention. Possible discussion of (Felson's *Ten Fallacies about Crime*.)

Read. Schneider and Kitchen, Chapter 2. "Crime Trends in the USA and Britain" Find the "Florida Safe Neighborhoods Act." Online (look at Florida Statutes) and read it. Recommended reading: Introduction and Chapter 1 of Zalinka and Brennan, Safescape.

Assignment: Find the "Alachua County Sheriff's Office (ACSO) Most wanted list" http://www.alachuasheriff.org/most_wanted and complete the assignment relative to sorting and describing the data. (see the last page of the syllabus). I may identify teams to complete this task and report back to the class.

Tuesday, Sept 11:

Continue Personal Crime Stories (as necessary). What do the personal crime stories have in common and how are they different?

Team reports on ACSO data. Based on the data sorting of this small sample, what can you say about alleged criminal offenders and crime incidents in Alachua County?

Crime data issues (from Schneider and Kitchen 2007), data types (FBI, Home Office, Police Reports vs. Citizen surveys etc) reliability, uses and misuses. What do they tell us about location, types, victims and offenders, crime trends?

Briefly discuss importance of crime settings, elements (offenders, suitable targets, guardianship), audiences, crime markets and desirable items (hot products) – CRAVED model. Access issues and design/street layout.

Read Chapter 3 from Schneider and Kitchen. Read R. Schneider "Chapter 5, Handbook of Security, Contributions of Environmental Studies to Security" in the share drive. Recommended "The Walled Edge" chapter by Spiros Kostof (from The City Assembled) and Chapter 4 in Felson.

Discuss on-going and potential projects.

Assignment: before next class: find **three** buildings or sites where the designers have intentionally added design elements to alter behavior *for crime prevention purposes* and write a two page (maximum) paper that describes what they (the designers) did and how it works (in your opinion based on your observation). At least **one** of your examples should be a site where the design DOES NOT work well to alter the intended behavior in your opinion. Explain *why* it doesn't work. Be as detailed as possible given the page limit. Be prepared to discuss this during the next class and to hand in the papers at that time.

Assuming we finish going over them, hand in all personal crime stories by the end of class.

Tuesday Sept 18:

I will call on selected persons to discuss their observations and conclusions relative to environment/behavior linkages.

Place-Based Crime Prevention as derived from historical development and man-environment research. Relation of city and place making/design to predatory and protective behaviors. Begin discussion of walled and fortified cities (possible short video). Focus on walled and fortified cities. Roman camp towns, Bastide cities of France, Law of the Indies cities, influences on modern city form and design.

In-class exercise: Briefly describe in writing all the things that concern you about going to bars relative to safety and security. (We may discuss this in class so think about it ahead of time.) I'll collect your suggestions, make copies and return them to you. Make sure you keep the copy for later reflection.

Assignment: Think about at least two examples of your own or others (friends, parents, siblings) *peculiar* territorial behavior.

Read Chapter 3 of Schneider and Kitchen, "Echoes from the Past" and Chapter 4, "Basic Theories and Principles."

If you're interested in territoriality I also recommended: Amos Rapoport, *Human Aspects of Urban Form*, p153-158, and 333-345, and "Social Spacing, Including Territory" (Chapter 12) in *Sociobiology*, by Edward O. Wilson. Other good readings on the subject of territorial behavior/issues include "Urban Territorial Behavior" AIP Journal, Vol. 35(6), Nov. 1969, and Robert Ardrey's classic work, *Territorial Imperative*.

Tuesday, Sept 25:

In class, be prepared to describe and share the examples of your own or others (friends, parents, siblings) peculiar territorial behavior.

Question: Territoriality as a major defensible space/CPTED component. Cross-cultural interpretations of territoriality: is it different in Britain? Japan? Palestinian refugee camps? How do we measure territoriality?

Continue Historical Design Issues – The influence of Walls and Fortification on City Form and Growth. Continued discussion of CPTED origins. Begin to discuss territorial behavior as exemplified in modern, gated communities.

Theoretical and conceptual bases for place-based crime prevention: the “classical theories” (from Chapter 4 above) *defensible space*, CPTED, situational crime prevention and environmental criminology (also rational offender models, search models, etc): differences and similarities and examples of each theory in modern practice and application.

Assignment: For next class, locate and visit (by address and name) 3 gated communities (**not** apartment complexes) in Gainesville. Which ones would you like to live in, if any? Why or why not? Please photograph them if at all possible and download to PowerPoint so that we can all share your experiences next week.

Read Blandy, et al, “Gated Communities: A Systematic Review of the Research Evidence (2003) find the summary on-line. See “Closing Streets and Alleys to Reduce Crime: Should you go down this road?” at <http://www.cops.usdoj.gov/files/RIC/Publications/e08042481.pdf>

Recommended Kevin Lynch’s chapter on “Control” from his wonderful book. *Theory of Good City Form*. Also see: “Walls of Fear and Walls of Support” p 101-114 in *Architecture of Fear*. Also recommended, Appendix B (254-259) of *SafeScape* (Zalinka). See also the classic work, *Fortress America* by Blakely and Snyder (1997) as well as some of the “aftershocks” resulting from the book such as Setha Low’s *Behind the Gates: Life, Security and the Pursuit of Happiness in Fortress America*. Low Setha, Routledge, New York, 2003, ISBN 0-415-94438-4.

Also highly recommended: Newman’s discussions of territoriality and natural surveillance in “Creating Defensible Space” (1996) <http://www.huduser.org/publications/pdf/def.pdf> You may also want to look at <http://www.defensiblespace.com/book.htm> Recommended: “Territoriality” Chapter 3 in Oscar Newman’s classic *Defensible Space* (1972). This is from his original book that is now out of print although it is available in the AFA library.

Tuesday, Oct 2:

Visiting distinguished guest speaker, Katie Fields, Alachua County Sheriff's Office: She will discuss her thesis, the "SWAG" project and sites in the Majestic Oaks area, (ASO "Mike" patrol zone).

Possible visit to housing sites/complexes

Identify and briefly discuss the gated communities you found in Gainesville.

Questions to consider: how is access control related to territoriality? (based on Chapter 4 above and your own observations) What are some ethical, moral and practical concerns (e.g. impacts on local transportation networks) with gating neighborhoods/communities? Can we prevent crime without gating ourselves in (and others out)?

Permeability: the debate -- How space syntax, new urbanists and Secure by Design (SBD) advocates view access control.

As time permits, short video(s) on apartment access control issues.

Assignment: In the community or on campus, find three examples in buildings and/or sites where you observe access control *and* territoriality acting together to influence human behavior. Be prepared to discuss these in the next class.

Read: "Video Surveillance of Public Places" by Jerry Ratcliff at http://www.popcenter.org/responses/video_surveillance/ Read Cozens, Saville, Hillier "Crime prevention through environmental design (CPTED): a review and modern bibliography, http://espace.library.curtin.edu.au/view/action/singleViewer.do?dvs=1342908288192~232&locale=en_US&VIEWER_URL=/view/action/singleViewer.do?&DELIVER_RULE_ID=10&search_terms=SYS%20=%20000014980&adjacency=N&application=DIGITool-3&frameId=1&usePid1=true&usePid2=true. Look up the on-line journal "Surveillance and Society" <http://www.surveillance-and-society.org/>

Highly recommended: Jacobs, Jane (1961) *The Death and Life of Great American Cities* New York: Random House. ISBN 0-679-60047-7 . R. Taylor's article, "Crime prevention Through Environmental Design (CPTED), Yes, No, maybe, Unknowable, and All of the Above" in Bechtel, R.B., and Churchman, A. (eds.) *Handbook of Environmental Psychology*. Hoboken, New Jersey: John Wiley and Sons. Recommended Felson Chapter 9 ("Local Design Against Crime") and "Natural Surveillance" (Chapter 4 from his original 1972 work), by Oscar Newman. Also recommended reading: Chapters 2 and 3 in *City*, by William F. Whyte, Anchor-Doubleday, New York, 1988, Chapter 4, *SafeScape*, "Downtowns and Main Streets" pages 105-171 and Crowe p 113-118 on outdoor sitting areas, plazas and pedestrian malls.

Tuesday, Oct 9:

Access and Access control: Physical, social, political, moral and legal issues.

Students doing papers write a short description of their topic and rationale for picking it. (1Page Max.) You'll also have a chance to discuss the topic in class on November 13.

Discussion of Malaysian CPTED strategies and applications.

Identification of paper topics (grad students). I'll also ask selected students to discuss their site observations and conclusions relative to access control/territoriality.

Access control for sites and neighborhoods. Discuss the physical, social, economic and psychological implications of gated communities in the US and elsewhere (e.g. Britain, South Africa).

Surveillance and Sight/Lightlines. Discuss issues of surveillance and "natural" surveillance and lighting and street design for surveillance including Jane Jacobs' "Eyes on the Street" and Schlomo Angel's research on downtown surveillance and activity. What is a "reasonable" expectation of privacy? Influence of *lighting* on crime.

PowerPoint of the "GPD Public Parking Lot Lighting Project" and/or the "Boardwalk Apartment Complex Project" as time permits.

Possible surveillance videos: "Someone to Watch Over Me." and "Bright Lights, Big City".

What are the civil liberties implications of the growth of surveillance technology?

Read: Chapters 5, Schneider and Kitchen, American Policy and Practice, and Chapter 6, American Case Studies. Recommended, Chapter 8 of Schneider and Kitchen (2007) on Technology issues.

Recommended reading "Safer Neighbourhoods" by Barry Poyner and Chapters 5, 6 and 7 of Felson. See also the Gillette draft paper, "Retailing Best Practices: Reducing Loss through Retail Store Design and Layout" on the share drive. Recommended SafeScape, pages 39-103 on "Livable Neighborhoods". Also recommended: "Soc. Culture; Singapore", by David Turnbull, p 227-239 in *Architecture of Fear*

A quote from the Turnbull article above, "In Singapore the streets are safe. There is virtually no crime. Governmental power is great and affects every aspect of life." Is this where we are going after 9/11? Also, If you haven't already read it, you should read George Orwell's 1984.

Assignment: Go to the COPS website <http://www.cops.usdoj.gov/Default.asp?Item=34> and click on the "About COPS" Read the more complete description and be able to describe what COPS means. Look up and read "Assaults in and Around Bars" <http://www.cops.usdoj.gov/files/RIC/Publications/e08064507.pdf> Go to the Center for Problem Oriented Policing <http://www.popcenter.org/> Be able to distinguish "COPS" from "POP". Find and read "POP Guide #6 on "Risky Facilities" at <http://www.cops.usdoj.gov/Publications/e02071462.pdf> What are the salient environmental factors related to bar assaults? Now, revisit your previous recommendations about bar design. What would you change?

Tuesday Oct 16:

What is the "80-20" rule?

In-class exercise: given what you know now, describe in two pages (maximum) how you would design and manage a "safe" bar? Be prepared to discuss.

CPTED/Community Policing in Planning and Crime Prevention: Possible law enforcement guest lecturer. Discussion of community and "problem-oriented policing" (COPS and POP), including the SARA model.

Crime Analysis and Crime Mapping. The role of modern technology, including GIS/GPS and 3-D visualization software in crime analysis and crime prevention planning. Reitz Union Project presentation.

Read: Carefully read Nemeth and Schmidt's "Toward a Methodology for Measuring the Security of Publically Accessible Spaces" Journal of the American Planning Association, Vol. 73, No 3, Summer 2007.

I will also distribute copies of the "Publically Accessible Space Security Index" for use during the next class

Recommended: The "25 Techniques of Situational Prevention" at <http://www.popcenter.org/25techniques.htm> Be prepared to give examples of denying benefits and reducing rewards during the next class (I'll ask you at the Plaza when we gather there.) Also, go to the National Institute of Justice website <http://www.ojp.usdoj.gov/nij/maps/> find and look through the *Mapping Crime: Principle and Practice* text on-line.

Reminder; Mr. Bob Rhodes speaks on Thursday evening October 18th as part of the Department and College's Ernest R. Bartley Memorial Lecture Series. Hilton's Florida Room (NW 4th Street) beginning at 7:30 PM. URP student attendance is mandatory.

Tuesday Oct 25:

Site visit at the Gainesville Plaza and Lynch Park.

Everyone meet at the SW corner of the Gainesville Downtown Plaza as close to 3 PM as possible. We'll be on the corner of the plaza nearest Harry's Restaurant. (If you can't find us or if it's pouring down-rain – **not** just a drizzle – call my cell phone at 352- 665-8358)

As we walk the plaza and the park, complete the "Space Security Index". You will need to hand this in next class. Think also about how all the place-based crime prevention strategies apply to the sites visited

Assignment:

Be prepared to discuss your Space Security Index analyses in the next class and hand them in at that time.

Read: Chapters 7 and 8 of Schneider and Kitchen on "British Policy and Practice" and "British Case Studies." Read also Ted Kitchen's article on "New Urbanism and Secure by Design in the British Planning System" find on-line. See Cousins P.M "New Urbanism Crime and the Suburbs: A review of the evidence", at <http://www.csun.edu/~sd1229/690H/New%20Urbanism-Crime-and%20the%20Suburbs-2008.pdf>

Recommended reading: Chapter 5 of SafeScape "Implementing SafeScape" pages 173-189. Chapters 7, 9, 10 in City, by W. Whyte.

Tuesday Oct 30:

We will discuss your Space Security Index analyses and focus also on how CPTED and situational CP strategies could make parks better places. PowerPoint presentation on selected parks in Manchester, UK, Copenhagen, Stockholm, Tallinn, and Oslo.

Begin discussion on security in housing issues.

Read "American Murder Mystery" <http://www.theatlantic.com/doc/200807/memphis-crime> and "Crime Free Multi-Housing" <http://www.crime-free-association.org/multi-housing.htm> . Review *Safer Places*. I will have copies available of the "CPTED Public Housing Site

Assessment Form” for you to use in the field for next class. Also read “ Broken Windows,” by James Q. Wilson and George Kelling in the Atlantic Monthly 211:29-38, 1982. <http://www.theatlantic.com/doc/198203/broken-windows> This classic paper relates to policing strategy and neighborhood development processes as well as to housing issues.

Recommended reading: Chapter 5 of Newman’s Defensible Space on “Image and Milieu. Skim “The Real Cost of Poor Homes, Housing and Crime” pp 16-22, University of Sussex and University of Westminster, 1996. Chapter 6 of “SafeScape“ Project Examples, pages 191-237. Chapter 6 of “SafeScape“ Project Examples, pages 191-237

Meeting place for next class to be determined (email me if you’ve missed the previous class.)

Tuesday, Nov 6:

Housing and Public Housing: Site visits to Local Public Housing site(s).
TBA Research teams and police/housing officials/escorts.

Assignment: Write brief appraisals (max 2 pages) of site(s) using as an organizational framework DS/CPTED/situational crime prevention and/or environmental crime prevention theory and principles. (In other words you need to state them **explicitly** in your paper.) Be prepared to discuss and defend your views in the next class.

Read Chapter 9 of Schneider and Kitchen on Anglo –American Comparisons. Read (or re-read) Newman’s “Creating Defensible Space” (referenced above)

Recommended: Defensible Space: A new Planning Tool for Urban Revitalization” by Oscar Newman, (JAPA, Vol. 61, No 2, Spring 1995).

Tuesday, Nov 13:

5-10 verbal summary of final papers from students doing final papers.

Guest speaker on housing (Possible continuation of the “SWAG” project with site visits and/ or discussion of Refugee Housing issues)

Tuesday Nov 20:

Present public housing site visit analyses and planning recommendations in class. I will call on selected students to discuss the planning and crime prevention analyses and recommendations related to our public housing site visit.

What are your reactions to the “American Murder Mystery” reading?

Read: “Tracking_Crime_in_NYC_Parks” on the share drive. Also, read Joseli Macedo, “Bryant Park Case Study in the share drive (about Bryant Park) from the 2007 Global Report on Human Settlement.

Site visit to Tumbling Creek Park (off Depot Road**). What are its problems in terms of the CPTED principles we’ve studied; what are its possibilities? Analyze the park using the same “Space Security Index” we employed for previous parks. Hand in your paper next class and be prepared to discuss your observations and **recommendations** during the next class.

We will also discuss “New Urbanism” and CPTED issues. I recommend a visit to Haile Plantation’s Village Center, if you haven’t already seen it. Is new urbanism a crime prevention panacea? (See the Cousins and Kitchen reading assigned earlier.)

Read the “Florida Safe School 2002 Design Guidelines” which you can find at http://www.fldoe.org/edfacil/pdf/fl_ssg_sec1.pdf Also, we’ll discuss the 2012 FDOE Codes project.

Recommended reading: Chapter 1, Trails for the Twenty-First Century, pp 3-32 Crowe, p 118-122., see also Crowe 185-196. and “Environmental Correlates of School Vandalism” by Pablant and Baxter in the Journal of the American Institute of Planners, Vol 41, 1975.

Tuesday Nov 27:

Discuss/debrief visit to Tumbling Creek Park. What did you find and are your recommendations?

What are the elements of vital and healthy public spaces? (UN-HABITAT Monterrey, Mexico presentation on “10 Strategies to Maintain Safe and Lively Public Spaces.”

Place-Based crime prevention in Public Schools and Community Colleges.” Safe School Design Processes and Approaches

Are schools different from other institutional sites relative to crime prevention? How and why?

Read: (continue if you haven’t finished) the “Florida Safe School 2002 Design Guidelines” see website above. Read Schneider and Chang’s report on Korean CPTED applications in Seoul’s schools (To be provided).

Assignment: locate at least **three** areas on campus where physical or situational attributes make them crime "problem" or "opportunity" areas relative to the principles we've discussed this semester or they can be areas that just make you downright uncomfortable or a little fearful (especially after dark). Be prepared to describe and present them in class.

Read: Chapters 10 of Schneider and Kitchen and also Chapter 7 of Schneider and Kitchen (2007) relative to anti-terrorism, on the Share Drive.

Recommended : Look through "The National Capital Planning Commission, "The National Capital Urban Design and Security Plan" at <http://www.ncpc.gov/initiatives/pg.asp?p=ncudsp> Recommended: "Integrating Human-Caused Hazards Into Mitigation Planning" (FEMA publication #386-7) on the FEMA website at: <http://www.fema.gov/library/viewRecord.do?id=1915> and the JIATFE "Base Enclosure" in Landscape Architecture (September 2002). You might also look at Shawn Fenn's terminal project on "Terrorism and Hazard Mitigation Planning" available in dept. thesis/project cabinet.

Tuesday, Dec 4 (last class).

CPTED/DS and Terrorism The Connection of place-based crime prevention with American Anti-Terrorism Planning and Design Strategies.

Has the "war against terrorism" changed your life? If so, how? What are its impacts of the fear of terrorism on the built environment in cities and suburbs?

Discussion of the 1997 JIATFE project and update on its implementation (see the "Base Enclosure" article above) as well as Oklahoma City, 9/11 and other incidents and the role of planning, design and growth management.

In class review for Final Exam.

Tuesday Dec 11:

Final Examination; same time and place as class.

- All final papers are due by 4:30 PM Thursday Dec 14. Put them in my mailbox if I'm not in the office.

**** Directions to Tumbling Creek Park**

From the Architecture Building

Take SW 13th Street south to SW 8th Avenue (it runs in front of the sororities on the north and is the other side of the intersection entrance to UF near the Towers on campus) and go left (east) on SW 8th Avenue.

Go to SW 11th Street and go right (south) onto SW 11th Street. Go to the light.

Make a left (east) at the corner just *past* the light, this will put you on SW Depot Avenue.

Go to the next light, corner of SW Depot Avenue and SW 6th Street. Turn left (north) at the light. You'll see Tumbling Creek Park on the west side of SW 6th Street (basketball courts and fields).

We'll meet in parking area that is just off SW 6th Street. However, parking is very limited there so try to drive with someone in the class (or you can walk over, it's not that far). Parking in adjacent apartment complexes is risky relative to being towed.

Plan to be there as close to 2 PM as possible.

Any problems, call me on my cell at 352- 665-8358

Relative to the Sheriff's "Most wanted list"

What are the gender characteristics/proportions of individuals on the list?

What are the age characteristics/proportions?

What are the racial characteristics/proportions?

How many alleged crimes (and the proportion) are drug-related?

How are these distributed by gender?

By age, by race?

How many alleged crimes have an *environmental* element?

How are these distributed by gender?

By age, by race?

Based on data, what generalizations and conclusions can you draw about people and crimes on the Sheriff's Most Wanted List (for the dates identified) if asked to do so by a visiting group of Martians? (whose planet has no crime).

