
Preventing Crime in Transportation Systems (SL)¹²

Fall 2023

Department of Criminal Justice
California State University, San Bernardino

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Course Information

About this course

Course Code:

CJUS 5508-01

In-person instruction

Tuesdays and Thursdays (CE 241)

- 1 pm-2.15 pm

Course delivered through CANVAS

About the instructor

Professor: Nerea Marteache, Ph.D.

Office: SB 209M

Telephone: (909) 537-5292

E-mail: nmarte@csusb.edu

Office Hours (in-person, Zoom or phone):

Thurs 9.30-10.30am and 2.30-4pm,
and by appointment

¹ The syllabus is subject to change at the professor's discretion. Students will be notified in advance of any changes, which will be posted in Canvas. Unless otherwise notified, it is expected that students follow the course schedule for class attendance, readings, and assignments.

² "SL" stands for Service-Learning, which is an important feature of this course. More details can be found under the section "Service-Learning" below.

Apart from office hours, the only way to contact me is via e-mail. You can expect a response within 48 hours. **Please include “CJUS 5508” in the subject of the e-mail** to ensure that I do not delete your e-mail by mistake.

Important note about a possible work stoppage during the semester

The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. It is possible that we will call a strike or other work stoppage this term. I promise to promptly inform you of any schedule disruption. Our working conditions are your learning conditions; we seek to protect both. For further information go to www.CFABargaining.org.

Course Description

This course explores the relationship between crime and transportation systems, both public and private. It addresses a variety of criminal behaviors targeting passengers, employees, vehicles, facilities, and the systems themselves. It also covers other crimes that have a transportation component, such as some terrorism incidents or the use of vehicles to commit or facilitate the commission of a crime, as well as fear of crime. Criminal events are analyzed from an opportunity theory perspective, and situational crime prevention strategies are utilized to propose interventions to curb crime in transportation systems.

Expected Learning Outcomes

At the completion of this course, students will be able to:

1. Identify and explain a variety of types of crimes in transportation systems.
2. Analyze the causes and correlates of transport-related crime and fear of crime in the transportation setting.
3. Critically analyze ordinary (i.e. theft) and extraordinary (i.e. terrorism) types of crime and identify the transportation components that may be controlled to help prevent these crimes.
4. Describe the specific challenges related to the prevention of crime in transportation systems (i.e. multiple jurisdictions involved).
5. Design and evaluate interventions to prevent transport crime.

Institutional Learning Outcomes. In this course:

- Students will learn how to identify, explain, and apply multiple approaches to problem solving and knowledge production from within and across disciplines and fields to intellectual, ethical, social, and practical issues.
- Students will develop and use new approaches to thinking and problem solving.

Department Learning Outcomes.

B.A. Criminal Justice

- Students will understand and expound on the causes of crime and the crime rates in our society.
- Students will learn about policy development and implementation, in particular those related to crime prevention.

B.S. Intelligence and Crime Analysis

- Students are able to define specific crime problems.
- Students conduct a multidimensional analysis of the context of specific crime problems that leads to the understanding of the essential causal and contributing factors.
- Students are able to select appropriate methods of data analysis given the nature of data assembled.
- In critical thinking exercises, students can use data to design, structure, value, and select crime intervention programs.
- Students report results orally through presentation and posters, and in written form, i.e., research reports, briefs, and bulletins.
- Students participate in community problem solving through research activity or internships.

Service-Learning

The main assignment in this course is a service-learning project, which is worth over half of your grade.

What is Service Learning?

Service learning at CSUSB is a high-impact teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are substantively related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self-awareness and commitment to the community.

How will Service Learning be implemented in this course?

Students in this course will work in small teams to develop a Research Paper. This is a service-learning project, in which we will work with community partners to address their crime-related concerns and suggest possible interventions.

Local transportation agencies will be invited at the beginning of the semester to present the crime problems their organization is most concerned about. They will also provide information and data relevant to the issues presented. Throughout the semester each group will work in one of the problems identified, with support of the instructor and a Peer Research Consultant. At the end of the semester, the transportation agencies will be invited to attend final presentations of the work performed by each of the groups. Final reports will be also be provided to the agencies. As part of the final report, students will be asked to reflect on their experience: reflection is one of the most crucial pieces of the service-learning course, because it is the means by which students integrate the academic learning with the service activity.

This assignment is designed to provide students with exposure to real-world crime issues affecting transportation systems, as well as give them the opportunity to apply their skills and knowledge by contributing to the safety and security of our community. As you can see, the service-learning project addresses many of the learning outcomes outlined above.

Course Materials and Requirements

Textbook and Readings

Required textbook

Smith, M.J., & Cornish, D.B. (Eds.) (2006). *Secure and tranquil travel: Preventing crime and disorder on public transport*. London, UK: Routledge. [ISBN: 9780954560744]

- This book is available, **for free**, at the Pfau Library's website: [https://csu-sb.primo.exlibrisgroup.com/permalink/01CAL\\$ USB/6rdjcv/alma991011125348802916](https://csu-sb.primo.exlibrisgroup.com/permalink/01CAL$ USB/6rdjcv/alma991011125348802916)

Additional readings

Other free-of-charge materials will be posted on Canvas.

Packback Questions for discussions

Participation in discussions is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. There is a fee of \$39 to subscribe for the whole semester. Details on how to register on Packback are provided in Canvas, folder DISCUSSION QUESTIONS.

Internet & Email

You will need a stable high-speed internet connection. If you do not have high-speed internet at home, please check the folder STUDENT SUPPORT SERVICES on Canvas.

Canvas Access

- This course will be delivered online through Canvas. To access this course on Canvas, you will need access to the Internet and a supported Web browser (IE, Firefox, Chrome, Safari). Additional readings and other materials will be posted on Canvas.
- Students must check Canvas and their CSUSB e-mail on a regular basis. I will use them extensively to post announcements, send emails, distribute assignments, post grades, etc.
- If you have any Canvas-related problems/questions or if you need technical assistance at any time during the course, please contact the Technology Support Center at 909 537-7677 (24/7) or visit <https://support.csusb.edu/>

Minimum technical skills

To successfully complete this course, you should be able to use Canvas (take a quiz, submit assignments), use Packback Questions for discussion questions, know how to contact the Support Center, use e-mail, and search the Internet.

Netiquette

Netiquette, or network etiquette, refers to the guidelines and recommended practices for online communications. In a nutshell, it is the etiquette for the Internet, and should be used for all class communication for the course (email, discussion forums, messages, etc.), both among students and with the instructor.

Students are expected to conduct themselves in a manner that is respectful and upholds a supportive, mutually beneficial learning environment.

Some of the basic tenets of Netiquette include:

- Be respectful.
- Think before you post.
- Stay on topic.
- Write clearly.
- Use appropriate language and style.
- Be considerate of others.
- Allow for misunderstandings.
- Cite your sources.

PEER RESEARCH CONSULTANT PROGRAM

This course is part of the Peer Research Consultant Program. The OSR Peer Research Consultant program provides instructors with an undergraduate or graduate student who serves as the Peer Consultants, and whose assistance contributes to turning course assignments into research projects.

The primary role of the Peer Research Consultant is to assist students as they implement, design, analyze, and publish the results of their projects. Specifically, the OSR Peer Research Consultants will assist with framing questions appropriate for the discipline, implementing and conducting class investigations, and reporting findings in writing and/or orally to the class and to a broader audience.

Course Assignments

Quizzes

- You will have 10 quizzes based upon the topics covered in the readings assigned each week. In addition, you will have one initial quiz about the contents of this syllabus and Canvas.
- Quizzes consist of true/false, multiple choice and/or short answer questions.
- Quizzes will be made available and must be answered through Canvas.
- Quizzes are open book, and will be posted at least three days before they are due.
- You have 40 minutes to answer each quiz, and you must answer it in one go. This means that you must read and know the material BEFORE taking the quiz, otherwise you will not have enough time. The quiz will automatically close once the 40-minute limit is reached.
- It is your responsibility to have a stable internet connection and to not remain idle in the system for too long, in order to prevent the system from kicking you out.
- Quizzes **must be answered before the end of the day on the date they are due** (please check the calendar for quizzes due dates). Quizzes will be due on Fridays.
- Quizzes are worth 110 points of the final grade (11 quizzes, 10 points each).

Discussion Questions

- Discussion Questions and replies to another two students will be posted using Packback Questions.
- Details on how to submit answers and feedback can be found in Canvas, folder DISCUSSION QUESTIONS. Please check this folder to register to Packback.
- Discussion Questions are due on Fridays, and replies are due by Sunday.
- Discussion Questions are worth 40 points of the final grade (10 discussions x 2 points per question, 1 point for each of the two replies).

Participation/ In-class assignments

- A variety of activities will be conducted during class time, sometimes individually, in pairs, or in your research groups. Attendance and participation in class activities are expected and will be part of your grade.
- Since this class involves a fair amount of group discussions and group work, Thursdays will be destined to these collaborative activities. Attendance will be taken both on Tuesdays (1 point per Tuesday attended) and Thursdays (2 points, except on the Thursdays designated as "Meet with PRC" which are graded differently).
- You can earn up to 30 points for the final grade through attendance and participation.

Research Paper

- Students in this course will work in small teams to develop a Research Paper. This is a service-learning project, in which we will work with community partners to address their crime-related concerns and suggest possible interventions.
- The Research Paper will consist of 3 sections, which are due throughout the semester (see calendar for due dates). At the end of the semester the whole paper will be submitted by the group. A presentation of the work performed will follow.
- All group members will have a total of 5 mandatory meetings with a Peer Research Consultant, who will be assisting groups with their research. Additional meetings will be available upon request.
- Detailed instructions on the assignments will be given in class and will be posted in Canvas.
- Students will be assessed on their individual contributions to the project, as well as the performance of their group as a whole. This assignment is worth 160 points.
 - Individual grades:
 - Students research and write their section in pairs (40 points)
 - Comments/edits to 2 other sections in their own group (20 points)
 - Contribution to the group (graded by peers) (20 points)
 - Meetings with the Peer Research Consultant (20 points)
 - Group grades:
 - Overall performance final guide (30 points)
 - Group presentation (40 points)

Make-up quizzes and assignments

- If life happens and you cannot complete a quiz or assignment on time, please e-mail me asap and let me know so we can discuss accommodations.
- While you should totally use this option if you need it, using this option regularly is discouraged for two reasons: 1) the disruption in your learning, as work from one week will overlap with work from another week and it will be more difficult to follow along; and 2) the work that this generates for me.
- Remember that delayed submission of research paper entries will be extremely disruptive to your group and can affect everybody's grade.
- Abuse of this option will lead to a "no make-ups" policy.

Extra credit assignment – Field Visit

- The only extra credit assignment available consists of a field visit to Omnitrans or Foothill Transit facilities or vehicles.
- At least two people in each group will have to commit to conducting a field visit as part of the data gathering part of the paper. However, given the extra effort, as well as the

importance of witnessing first-hand the problems that we will be analyzing and working on, I want to provide an incentive to all students through this extra credit.

- The deadline and guidelines on what to do to obtain the extra credit will be posted on Canvas.
- You can earn up to 10 points through the field visit, which will be added to your total grade at the end of the semester.
- There will be **no other extra credit assignments.**
- **Late assignments will not be accepted for credit** (the make-up policy does not apply)

Academic Integrity

As a member of the university community you are not to engage in academic dishonesty or any form of student misconduct. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in:

- the Office of Academic Personnel's policy on Student Academic Dishonesty ([https://www.csusb.edu/sites/default/files/%28FSD96-12.R2%29Academic Dishonesty 0-8.pdf](https://www.csusb.edu/sites/default/files/%28FSD96-12.R2%29Academic%20Dishonesty%200-8.pdf))
- and the Student Code of Conduct (<https://calstate.policystat.com/policy/6742449/latest/>)

Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. **Any evidence of plagiarism or cheating will be reported and may result in failure of the course or other disciplinary actions.**

Grading

- Quizzes 110 points (11x 10 points)
- Discussion Questions 40 points (10x 4 points)
- Participation 30 points
- Research Paper 170 points (distributed as seen below)
 - *First draft section* 40 points
 - *Peer feedback to others* 20 points (2x 10 points)
 - *Contribution to the group* 20 points
 - *Meetings with the PRC* 20 points (5x 4 points)
 - *Final guide (group grade)* 30 points
 - *Presentation (group grade)* 40 points

TOTAL 350 points

(Any points obtained via the extra credit assignment will be added to the total)

Letter grades are assigned EXACTLY as follows:

Points	Percent	Grade Symbol	Interpretation/Performance	GPA
322-350	92-100%	A	Outstanding/Excellent	4.0
315-321	90-91.99	A-		3.7
308-314	88-89.99	B+	Above Average/Good	3.3
287-307	82-87.99	B		3.0
280-286	80-81.99	B-		2.7
273-279	78-79.99	C+	Average/Satisfactory	2.3
252-272	72-77.99	C		2.0
245-251	70-71.99	C-		1.7
238-244	68-69.99	D+	Below Average/Passing	1.3
217-237	62-67.99	D		1.0
210-216	60-61.99	D-		0.7
0-209	0-59.99	F	Fail/Unsatisfactory	0.0

Student Support Services

Speaking Center at JHBC

The Speaking Center at JHBC is a free resource that helps both undergraduate and graduate students refine their public speaking skills. The services that the Center offers include one-to-one consultant feedback and small group presentation consultations, presentation development and rehearsal, and mock interviews. Each consultation session runs 45-minute via Zoom or in person. To make an appointment, please 1) go to <https://csu.mywconline.com/> and 2) select the Speaking Center at JHBC. To get more information about the speaking center, please visit our [website](#) or check this [brief video](#) about the center.

Writing Center

The CSUSB Writing Centers are able to work with you both in person and online. As always, our writing consultants will work with students, faculty, and staff on any writing project at any stage of the writing process. You can sign up for an online appointment by visiting [WOnline](#). You can connect with us via email, phone, in person, or via Zoom. Chat with one of our awesome receptionists using the contact info below! They're available during our normal business hours.

Receptionist Zoom Meeting ID: 336-834-754

Receptionist Zoom Meeting Link: <https://csusb.zoom.us/j/336834754>

Phone: (909) 537-5232

You can always email us at writingcenter@csusb.edu.

For more information about preparing for and scheduling an online appointment, navigate to our online tutoring info at csusb.edu/writing-center/students/online-tutoring and thank you for your patience!

Students with Disabilities

In accordance with the American with Disabilities Act of 1990 and the Rehabilitation Act of 1973 (§504), students with a qualified disability shall receive equal protection under the law, not be subjected to discrimination, and have reasonable access to services and accommodations. If you need an accommodation for a disability to participate in this class, please inform the instructor and contact:

Services to Students with Disabilities

Web: <http://ssd.csusb.edu/>

E-mail: ssd@csusb.edu

Phone: (909) 537-5238

Location: University Hall 183

Psychological and Counseling Services

If you experience psychological or other difficulties as a result of this course or in general, please contact:

Psychological Counseling Center

Web: <http://psychcounseling.csusb.edu/about.html>

Phone: (909) 537-5040

Location: Entrance to the Psychological Counseling Center is on the west side – east of the Pfau Library and north of the main health center entrance.

The Center offers a variety of free, confidential services.

John M. Pfau Library

The John M. Pfau Library offers a variety of ways to get research help.

Get 24/7 online assistance, view videos and guides, visit the reference desk, or attend a workshop.

Learn more here: <https://www.csusb.edu/library>

CSUSB English Language Support Center

CSUSB understands that English Language Learners come from diverse backgrounds and have a rich variety of educational experiences. The English Language Support Center (ELSC) provides a welcoming environment that can help students – as well as faculty and staff – make the university experience rewarding and successful.

Web: <https://www.csusb.edu/english-language-support-center>

Phone: (909) 537-3127

Location: CE-311

Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	August 20	21	22	23	24	25	26
					(Course starts) CLASS		
	27	28	29	30	31	September 1	2
1		<ul style="list-style-type: none"> Quiz Syllabus Register in Packback 	CLASS		CLASS Agency presentation	Quiz 1	
	3	Labor Day 4	5	6	7	8	9
2			CLASS		CLASS Agency presentation	DQ 1	
	10	11	12	13	14	15	16
3	Replies DQ1	Quiz 2	CLASS		CLASS	DQ 2	
	17	18	19	20	21	22	23
4	Replies DQ2	Quiz 3	CLASS		CLASS	DQ 3	
	24	25	26	27	28	29	30
5	Replies DQ3	Section 1 to PRC	CLASS		CLASS Meet with PRC		

Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat
6	October 1	2	3	4	5	6	7
		<ul style="list-style-type: none"> Quiz 4 Section 1 to Dr. Marteache 	CLASS	Peer feedback S1	CLASS	DQ 4	
7	8	9	10	11	12	13	14
	Replies DQ4	Quiz 5	CLASS		CLASS	DQ 5	
8	15	16	17	18	19	20	21
	Replies DQ5	Section 2 to PRC	CLASS		CLASS Meet with PRC		
9	22	23	24	25	26	27	28
		<ul style="list-style-type: none"> Quiz 6 Section 2 to Dr. Marteache 	CLASS	Peer feedback S2	CLASS Tentative meeting with agencies	DQ 6	
10	29	30	31	November 1	2	3	4
	Replies DQ6	Quiz 7	CLASS		CLASS	DQ 7	

Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat
11	5	6	7	8	9	10	11
	Replies DQ7	Quiz 8	CLASS		CLASS	DQ 8	
12	12	13	14	15	16	17	18
	Replies DQ8	Section 3 to PRC	CLASS		CLASS Meet with PRC		
13	19	20	21	22	Thanksgiving 23	Thanksgiving break 24	25
		Section 3 to Dr. Marteache	CLASS	Peer feedback S3	NO CLASS		
14	26	27	28	29	30	December 1	2
		Quiz 9	CLASS		CLASS Mock presentations	DQ 9	
15	3	4	5	6	7	8	9
	Replies DQ9	<ul style="list-style-type: none"> Quiz 10 Full paper to PRC 	CLASS Presentations to agencies		CLASS Meet with PRC	DQ 10	
16	10	11	12	13	14	15	16
	WEEK OF FINALS – NO CLASS						
	Replies DQ10	<ul style="list-style-type: none"> Full paper to Dr. Marteache Grade your group members 	THERE IS NO FINAL EXAM FOR THIS COURSE				(Course ends)