

Directed Readings in Criminal Justice: Current Security Administration and Management

CRJU-C893-081

FALL 2003

Instructor: David R. Kent, M.S., CPP

E-mail: drkent@loyno.edu

Office: None

Dept. Phone: 865-3323

City College Phone: 865-3530

Off Campus Phone: 504-254-9997

Campus Hours: I will be available on campus before and after class, and during class breaks.

Class Time/Location: LI 133, Multi-Media Room II in the Monroe Library

Dates and times are:

<u>DAY OF THE WEEK</u>	<u>MONTH/DATE</u>	<u>TIME</u>
Friday	September 26, 2003	6 - 10pm
Saturday	September 27, 2003	9 am – 5 pm
Friday	October 17, 2003	6 - 10pm
Saturday	October 18, 2003	9 am – 5 pm
Friday	November 21, 2003	6 - 10pm
Saturday	November 22, 2003	9 am – 5 pm

ATTENDANCE: Roll will be taken at the **beginning** and **end** of each class. Issues, discussions, and student presentations require attendance and participation at all scheduled class meetings.

COURSE DESCRIPTION: This course will introduce business assets protection and loss prevention concepts into the overall crime prevention domain utilizing common private-sector security administration and

management practices. This crime-mitigation premise is known as "situational deterrence", and is based on a crime avoidance, benefit-denial and risk management philosophy. Most traditional crime prevention research and policy has largely been concerned with perpetrators and potential offenders. Private enterprise, however, views crime risk matters in the economic context of lost profits and return on investment (R.O.I. earnings).

This course will introduce students to the diverse scope of private protection activities, including regulatory and licensure statutes which provide for private business uses of limited law enforcement powers and authority. Private crime prevention and industrial security is an industry far larger than criminal justice in the USA, and potentially offers some broad opportunities for better public and private cooperation. Since all crime cannot be prevented, the common objective here is crime deterrence!

With an elevated exposure to lethal workplace violence being the most common bond linking public safety and private security practitioners, this course will explore a variety of assaultive risks and mortality ratios. A natural outcome of working around crime and violence inevitably raises questions about arrest authority, use of force and every variety of legal involvement in both civil and criminal actions. While commercial interests have traditionally been a barrier to serious and/or effective public-private cooperative efforts, technological advances, government contracts, special-event coverage, Homeland Security concerns and improvements in guard compensation and training all work to narrow the respect and confidence gap that separates the protective functions of public safety and private security.

Law enforcement administrators frequently confront protection issues of deficient security guard training and performance, along with excessive false alarm calls, civil liability exposure and myriad relationship matters between private security and public police interests. Security managers understandably view police moonlighting as unfair competition in the business protection marketplace.

This course will attempt to address these relational issues, along with a continuum of psychological, human and physical deterrence concepts, hardware and some technology applications. We will look at a number of ethical, performance and legal issues that are common to situational applications of goal-directed protective and avoidance measures.

COURSE OBJECTIVES: At the successful conclusion of this course of instruction students will have acquired a broad appreciation and understanding

of America's dual systems of policing, and the shadow justice process that supports a huge private security industry. Students should be equipped to:

1. Identify and apply crime-avoidance techniques that are suitable to the threat level and the environment.
2. Conceptualize and design common security measures.
3. Utilize risk management principles in calculating the costs of potential losses and estimating recovery time and expenses necessary to restore normal business functions.
4. Formulate evaluation methods to assess loss exposure and performance levels of physical and human security practices.
5. Discern the various thresholds of deterrability and distinguish between random, opportunity, acquisitive, instrumental, expressive and common pre-meditated offenses.

COURSE MATERIALS:

Fischer, Robert J., Gion Green. 1998. Introduction to Security, Sixth Edition, Butterworth-Heinemann, Boston, MA. (Required text available in Loyola Bookstore)

Tunnell, Kenneth D. 1992. Choosing Crime, The Criminal Calculus of Property Offenders, Nelson-Hall, Inc. Chicago, IL. Out of print, however, handout materials will be provided.

Sherman, Lawrence D., Denise Gottfredson, Doris MacKenzie, John Eck, Peter Reuter and Shawn Bushway. Read only [Chapter 7, "Preventing Crime at Places"](#), by John Eck in [Preventing Crime: What Works, What Doesn't, What's Promising](#). NCJ # 165366. (<http://www.preventingcrime.org/report/chapter7.htm>)

Smith, Mary S. "[Crime Prevention Through Environmental Design in Parking Facilities](#)". National Institute of Justice, NIJ # 157310 (<http://www.ncjrs.org/pdffiles/cptedpkg.pdf>)

(Note: PDF (Portable Document Format) files are created by Adobe Acrobat software and can only be viewed using the Adobe Acrobat Reader viewer. If you do not already have this viewer, you may download it at no cost from Adobe's Web site. Just follow the instructions on the Adobe web page.)

Earls, Felton J., Reiss, Albert J., Jr. Read only chapter 8, “Focus on Crime Prevention” in Breaking the Cycle: Predicting and Preventing Crime. NCJ# 140541; NIJ Research Report, 1994. This document can be found at:

<http://www.ncjrs.org/txtfiles/break.txt> ;
http://www.loyno.edu/%7Emcj/02F-Cohort/Cycle_Break.pdf ;
http://www.loyno.edu/%7Emcj/02F-Cohort/Cycle_Break.txt ; or
http://www.loyno.edu/%7Emcj/02F-Cohort/Cycle_Break.doc

“An Update on the Cycle of Violence”.
<http://www.ojp.usdoj.gov/nij/pubs-sum/184894.htm>

Kent, David R. “[Perceptual Deterrence - The Founding Principle of Crime Prevention](#)”. 1999. Unpublished Paper.

(Or as a [MS Word file](#))

Safety and Health Statistics, US Department of Labor, Bureau of Labor Statistics, Census of Fatal Occupational Injuries, 1992 to present. (most current year) Search US DOL Web Site (<http://www.bls.gov/iif/oshcfoi1.htm>) and print only the two relevant tables that include cumulative data between 1992 and the most current year available, for:

- (1) fatal injuries by event or exposure; and,
- (2) assaults and other violent acts, by major occupational classification that include public safety, police and private security officers; and food services, beverage services and convenience/gas station stores.

COURSE REQUIREMENTS:

<u>SUBJECT</u>	<u>WEIGHT</u>
Mid Term Exam	20%
Research Paper 2	35%
Comprehensive Final Exam	35%
<u>Attendance</u> , Active Participation, Quizzes, Outlines & Oral Reports	10%

GRADING SCALE:

A	=	95 – 100	=	Excellent	=	4.0
B+	=	90 – 94	=	Very Good	=	3.5
B	=	85 – 89	=	Good	=	3.0
C+	=	80 – 84	=	Minimal	=	2.5
C	=	75 – 79	=	Minimal	=	2.0
D+=		70 - 74	=	Not Acceptable		1.5
D	=			Not Acceptable		1.0
F	=	64 - 69	=	Failure		
I	=			Incomplete		

Note: An incomplete grade automatically converts to an “F” if work is not completed by those dates specified in the most current University calendar.

CLASS PARTICIPATION: Every student will conduct and prepare one research paper as described below under “Research Paper”. A progress report to include the summarization of the student’s work to date will be delivered orally to the class, according to an agreed-upon schedule to be decided during our first weekend class meeting. See details in the Research Paper heading.

RESEARCH PAPER: One research paper is required for this course. This paper will be a minimum of 25 pages in double-spaced, business letter typeface, no larger than you are currently reading (Size 12 - 13). The cover page(s), end notes, appendices and bibliography will be extra and do not count in the 25 page minimum. No color or photo-copied pages are to be submitted. All writing offered should be un-recycled, original copy, of and by the student providing the work. Papers are to be stapled, without any covers or bindings. University policies regarding plagiarism will govern your work products at all times.

The research papers will be graded according to the number of pages, their content, form, cites and sufficiency of references. Students must conform to a recognized style manual of their choosing. The style manual selected will be designated in writing, along with submission of the outline at the appropriate class meeting. Students who have not received training in the preparation of a research paper are advised to avail themselves of the various services provided by Loyola’s writing labs.

Ten (10) references different from those listed in "COURSE MATERIALS" are required. Source materials will be responsive, properly attributed and recognizably authoritative security or criminal justice publications. Not more than half of the references should be purely trade publications (i.e., Police Chief, Security Management, etc.). Internet source references should not exceed one half of the total number of references, so if you need more WWW type web site sources, you'll need more published material sources. The full identification of any WEB resource must be completely spelled out as to origin, location, name, etc. Be advised that I will not accept a WEB address only as a reference.

The research paper is a comparative project that involves an examination of lethal violence against US police personnel and private security officers between 1970 and 2002. Students will gather intentional violence data involving police officers and security officers during the research period. I am not interested in mortality resulting in vehicle or transportation events, or other non-line-of-duty causation. The study should be a comparative longitudinal undertaking comparing and/or contrasting violence against these two domains of public protection forces.

Police and security occupations are generally the third and fourth most lethal jobs in the USA, behind taxi drivers and retail (all night gas and C-store) clerks. Police violence is easily researched in the UCR's (LEOKA), the Public Safety Benefits Programs (PSOB/USDOJ), the Police Memorial data bank, and the Bureau of Labor Statistics. These sources will capture both killed in the line of duty type deaths involving natural and accidental causes, so you will be responsible for separating out auto/air/fall fatality data from those other aspects of intentional lethality, ie gun battles, snipers, bombings, etc. Private security deaths, however are more difficult to acquire, analyze and tabulate, because the security industry is in denial about this problem – not to mention the fact that it is very bad for business for clients to learn that protective services are exceedingly dangerous. You should research the possibility that security trade associations may gather this information for worker's comp and in-house memorial purposes.

Your principal source of tabular data will be found in the Census of Fatal Occupational Injuries, a division of the US DOL's Bureau of Labor Statistics, between 1992 and the present. Prior to 1992, you will have to rely on the National Institute of Occupational Safety and Health (NIOSH) for the information. Both governmental organizations have

researchable internet sites. Older data may be acquired in any good government documents library collections.

The death of a public safety officer is enormously expensive to their employing agency, as well as the State and National governments. The PSOB program alone pays out over \$ 150,000.00 per decedent officer, and eligibility applies to EMT's, fire suppression and Haz-Mat folks. Private security losses are substantially less, and you should find out why this is the case. You will want to develop comparative ratios of nature and cause of demise, geographic and environment specific locations, frequencies, and loss-cost economic impacts on both public treasuries as well as family losses.

I expect to see some sort of data tables that you may craft according to whatever slant or angle you wish to take on the project. Of course the one spread sheet or table that must be included is the one that inventories volume number of victims each year between 1970 and the latest year for which data is available, possibly 2001 or 2002. We will discuss your individual options as you approach this project, but there is a circumstance which can not be ignored, and this is robbery-homicide. I think you will find that robbery violence is more frequently involved in police and security mortality, because my preliminary research suggests that more police officers are killed by robbers than any other specific offence category. More robbers are killed by police than any other felony offender, and there are more robbery-murder capital offenders on US death rows than any other sub-category of murderer. The potential importance of this kind of research can be very illuminating to criminal justice professionals because so few of us are well informed about the actual nature of lethal risk associated with protective occupations.

The current notion about place-specific crime deterrence (situational crime prevention) is more fashionable now that crime-control research shows more promise for public-sector applications, ie, Crime Prevention Through Environmental Design. It would appear that the first real bridge between private security and public safety could be built on a foundation of applied site and place-specific crime-risk mitigation. You could be working on the concept(s) that unifies private security and public law enforcement in a way that has never before been possible. You may want to address this assignment as if you were preparing a manuscript for publication. There are lots of publishing opportunities in the private security literature, and after you have completed this assignment it is possible that you will have a promising submission.

You are free to include your own analytical and interpretative ideas with these findings.

CLASSWORK CHRONOLOGY: A tentative timetable has been established below to help stay on course throughout the semester.

READINGS

September 26 Introduction; Fischer & Green
September 27 Fischer & Green; Kent's Perceptual Deterrence
September 27 Earls & Reiss Focus on Crime Prevention
October 17 Smith's CPTED Parking Facilities & Update on Cycle of Violence
October 17 Tunnell's Criminal Calculus
October 18 Census of Fatal Occupational Injuries
November 21 Sherman/Eck's Preventing Crime in Places

APPROVALS

October 18 Topic Approval for research paper

WRITTEN ASSIGNMENTS

December 1 Research Paper

PRESENTATIONS

November 21, 22 Oral Reports, Q&A for Research Paper

EXAMINATIONS

November 2 Final Exam

Final Grades Due In Office December 11, 2003

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LOYOLA UNIVERSITY HOME PAGE (<http://www.loyno.edu>)

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