00:00 - Good evening everyone
00:02 and welcome to tonight's session.
00:04 We're going to get started in just a moment.
00:07 As you are popping into this Zoom session
00:10 feel free to introduce yourself in the chat,
00:13 put in your name and where you are zooming in from tonight.
00:21 We're gonna give it about one more minute,
00:23 just to kind of let everyone filter into the session,
00:26 but welcome.
00:28 We're so excited that you are here tonight.
00:32 I really wanna start
00:33 by congratulating all of you on your acceptance to Suffolk.
00:37 We are so excited that you are here
00:41 and you've decided to join us this evening
00:43 and continue to join us through the rest
00:46 of your college search process and decision process.
00:50 My name's Ellie B. Wilson, and I'm an assistant director
00:53 of undergraduate admission here at Suffolk.
00:56 I recruit incoming students, mostly from the Boston area
01:01 but as well as parts of Greater Boston, Austin
01:04 and Houston, Texas, Puerto Rico, and the US Virgin Islands.
01:10 So if we have any attendees today from those areas
01:13 it's most likely that I probably read your application.
01:17 So really excited if you are here tonight.
01:20 We have an awesome session planned for you all.
01:24 As I mentioned, please feel free
01:26 in the chat to introduce yourself
01:27 and let us know where you're zooming in from tonight.
01:30 It's always just kind of fun to know where
01:32 everyone's coming from, but here at Suffolk
01:35 we currently have two schools of study.
01:38 We have our College of Arts and Sciences
01:40 and our Sawyer Business School.
01:43 While some of you may already know exactly
01:45 what you wanna study.
01:48 Maybe some of you have a long list
01:48 of things that you're interested in.
01:50 And for some of you, you might still be figuring
01:53 out what it is that you are interested in.
01:56 That's totally fine.
01:57 We have over 70 plus academic programs.
02:00 So there's a lot of opportunity for you to really explore
02:04 and figure out what you're passionate about
02:06 and what it is that you want to study,
02:08 with majors across the arts, humanities,
02:12 social sciences, mathematics, natural sciences
02:15 there's no limit to what you can learn within
02:19 the College of Arts and Sciences.
02:21 There's a lot of choices specifically.
02:23 Joining us tonight is Dr. Rebecca Stone
02:27 an instructor in our Sociology
02:29 and Criminal Justice Department.

02:32 And she has a great mock class planned for you tonight.
02:36 So you can kind of get a feel for what courses
02:39 and professors are like here at Suffolk.
02:42 So with that said, Dr. Stone,
02:44 I'll let you take it away from here.
02:47 - Thanks Ellie.
02:49 Hi everyone.
02:49 Awesome to see you all tonight, not see you at the moment.
02:53 This is a little different than the way we normally
02:55 teach all classes of course,
02:56 ideally we would be on and hanging out together.
03:00 Obviously a lot of colleges
03:02 and universities have been online this year
03:04 and we've been doing some cool stuff online.
03:06 In my classes, we do a lot of like breakout rooms to chat
03:10 and work together, working together
03:12 in groups in sort of the main Zoom classroom.
03:15 I've been really fortunate this semester
03:18 and this is common itself to have pretty small classes.
03:21 So some of my classes only have, you know, 14,
03:22 15 students in them this semester.
03:28 So we've really been able to work together closely
03:30 and really develop cool projects and dig
03:34 into a lot of the stuff that we've been studying.
03:37 So like Ellie said today, we're gonna talk
03:39 about some of the things that I do in my crime mapping class
03:42 and show you what the class looks like
03:45 from a syllabus perspective, show you some
03:47 of the things that we do, and then go over a little kind
03:50 of mini-lesson that I often do with my students
03:53 to talk about some of the major theories
03:56 that we use when we think about crime in place.
03:59 Why does crime happen in certain places?
04:02 So other classes that I teach here
04:03 at Suffolk places you might run into me if you're a social
04:06 or a CJ major, are I teach research methods
04:09 at undergrad and graduate levels.
04:11 I teach quantitative analysis
04:13 that's down graduate stats, cross.
04:15 We have a graduate master's in crime and justice program.
04:17 This upcoming semester, I'm teaching a class called
04:20 illicit drugs in society.
04:23 And that's gonna be really cool.
04:25 And I've been waiting, and waiting to teach that.
04:28 We're gonna look at the history
04:29 of sort of drug prohibition and criminalization
04:32 and the way it's related to different social movements
04:35 and anxieties, sort of look at the impact
04:39 of drug policy and what's working and what's not.
04:41 So that's gonna be really cool.
04:44 I'm excited to develop that over the summer
04:47 and teach it in the fall for the first time.
04:49 I'm looking forward to seeing a lot
04:50 of my students again, in that class

04:52 'cause I've seen them in methods or in stats,
04:53 and they're gonna come take the drugs class with me as well.
04:57 So like we mentioned, this is a crime mapping course.
05:00 This is a 300 level course in criminal justice.
05:05 We used to just have a Sociology Department
05:07 with a crime and justice concentration
05:09 but we just created a new major in criminal justice.
05:12 So that can be your major if you're interested.
05:15 It is a growing field.
05:17 I love our department
05:18 because we approach it from a very sociological lens.
05:20 We think about the way our society is set up and structured.
05:25 We sort of question why certain actor
05:29 against the law and others aren't
05:31 and think about all of the different social locations
05:35 people can be a part of
05:36 and how the system may look different
05:38 for them from different perspectives.
05:40 So I really love that approach.
05:42 I think it really deepens our criminal justice coursework.
05:46 So we have social and criminal justice majors
05:49 in our department.
05:50 And this is a 300 level course.
05:52 So typically I get juniors and seniors in this class.
05:55 They've normally students who have taken research methods
05:57 first because this is criminal justice
06:01 and criminology and sociology, social sciences.
06:04 So we learned how to collect data
06:06 and analyze it to better understand social issues.
06:10 So students usually take research methods
06:13 and then come to my crime mapping class.
06:15 So I'm gonna share my screen.
06:17 Ellie's gonna watch the chat for me
06:20 because when I'm sharing my screen
06:21 I cannot see the chat so easily
06:23 but please feel free to make comments and ask
06:26 any questions and engage there however you want.
06:29 I'm definitely used to that from my classes.
06:32 So I'm gonna share my screen and show you a
06:34 couple of things.
06:41 Here we go.
06:42 So what you should see on my screen now is the syllabus
06:45 for my crime mapping course.
06:47 So this is the syllabus from spring 2019.
06:50 It looks pretty similar now, as far as its layout,
06:53 every class that you take at Suffolk
06:56 is gonna have a syllabus for it.
06:58 You might have seen a syllabus before
07:00 you might be used to reading them.
07:02 Sometimes for students who are new to college
07:04 it's their first time seeing a syllabus
07:06 for a class and understanding how to look at it
07:10 and the kind of information that it contains.
07:11 So it's always gonna have information

07:14 about the instructor for a course, when the course meets
07:17 and the description of what you're gonna learn in there.
07:19 We have other sorts of useful information
07:21 like the required materials for the class.
07:23 So this will tell you if there's a textbook
07:25 and what other stuff you might need.
07:27 Like for this class, when we were on campus
07:29 you needed a USB drive to store your maps on
07:32 that we made in class and make sure
07:34 that you could work on them from week to week.
07:36 We always had course goals and learning objectives.
07:38 And you can look in this table
07:40 and it's a little bit to understand what you're
07:42 gonna learn in this class
07:44 and how you'll will be assessed on it too.
07:45 So I want you to learn these things in the middle column
07:48 and I'm gonna check your learning
07:50 through these things in the last column, right?
07:53 So through exams, through the final project,
07:55 through different assignments and quizzes
07:57 that we have throughout the semester.
07:59 So those in my ways of measuring how much you've
08:01 learned in the course.
08:03 Your syllabus will also have information
08:05 about how the grading is done,
08:07 where your points come from in this class
08:10 the way those points correspond to a letter grade,
08:12 you'll have cost policies that are super important
08:15 right, about how the professor runs their classroom
08:18 and these can differ from professor to professor.
08:20 So you wanna check those out
08:22 and then it will have a calendar, right?
08:24 So this is like the step
08:26 by step guide to what you do in class every week.
08:28 And again, different professors put different amounts
08:30 of information on here.
08:32 Some will have all of the assignment guidelines
08:34 in the sort of calendar or syllabus.
08:36 Others will hand it out separately
08:38 but this works with sort of
08:41 dates when the class is meeting,
08:42 what you'll be talking about,
08:44 what will be due on those dates.
08:45 So this is the syllabus for my crime mapping class
08:48 and kind of BP, but it contains so much good information.
08:51 So in crime mapping what we do, that's really cool
08:56 I think is we actually work with real Boston crime data.
09:01 Boston is kind of a cool city and it's very modern
09:03 and very on the leading edge of things a lot of the time.
09:08 And so they have a great website called Analyze Boston
09:11 where they make a ton of data publicly available
09:15 and you can just download it and work with it.
09:17 And so one of the things they make available
09:19 is public safety data, a lot of crime incident data

09:22 sort of calls for service.
09:24 And so I'm able to grab that
09:26 and it's usually updated within a couple of days.
09:28 So it would just be maybe one or two days behind.
09:31 So I'm able to grab that
09:32 for my students every semester I teach this class
09:34 and we analyze the most recent crime data for Boston.
09:38 We'll normally look at a couple
09:40 of years so we can track trends over time.
09:43 And my students will pick our crime type that interest them
09:46 to dig in deeper for analysis.
09:49 So while we learn about in crime mapping
09:50 is how to use a program called ArcGIS
09:54 which you should be able to see on my screen now.
09:57 Now I have my map of Boston up here.
09:59 So this is both a class where we talk a lot
10:01 about why crime happens where it does.
10:04 And then we also deal with learning the new skill
10:07 of using geographic information system software.
10:10 So we use this program called, ArcGIS, it's super colorful.
10:14 People use it on the job, right, as crime analysts
10:19 and also lots of town planners, geographers,
10:21 they use this exact piece of software
10:23 that you will use in my class.
10:25 So that's great to get hands-on experience with a software
10:28 be able to put on your resume
10:30 that you have experience working with it.
10:34 So you can see, I have a map of Boston here
10:37 that I pulled up.
10:38 You can see all of my files for class open on the side
10:41 because they'd been working all semester
10:43 on making all of these different parts
10:45 of this map of Boston.
10:47 And as I mentioned my students pick a crime type
10:50 that interests them.
10:51 So one of the options that they can pick
10:53 is aggravated assault, right?
10:54 So assaulting someone.
10:56 And so the first thing that we do
10:57 in the class is we get all of the points on them, right?
11:01 So we build this base map of Boston and then we add all
11:04 of our crime data and we just sort of adds one point
11:06 to the map for every crime incident that happened.
11:10 And it just level it's hard to see
11:12 what's kind of going on, right?
11:15 You don't really see necessarily the patterns, right,
11:18 as sort of a lot of offenses through this area
11:20 that, that could just be where the people are.
11:23 Right?
11:24 But that might not be that interesting to us.
11:26 And then students learn how to make all these
11:28 different types of maps to help them
11:30 understand a crime problem better.
11:32 So one of the things that we learn how to

11:34 do is to make a graduated points map.
11:36 So on this map, we count out how many dots
11:39 are in a specific place
11:41 and we make a bigger circle
11:43 or a bigger symbol to indicate that there's more
11:46 of a certain type of crime at that exact location.
11:48 So this can help us identify, for example
11:50 specific addresses or intersections
11:52 when they repeat incidents.
11:57 So for example, if we were looking
12:00 at maybe commercial robbery, we could look at
12:02 are there commercial businesses
12:04 that have been robbed repeatedly?
12:07 And maybe we could do some sort
12:08 of intervention there to make that business data
12:11 and make it our less likely repeat target
12:14 for robbery, right?
12:15 What can we do to intervene to actually reduce
12:17 or prevent crime from happening?
12:19 So we make the graduated points,
12:21 another type of maps that we make is just a hotspot map
12:23 which you might be really familiar with.
12:26 We use maps like this all the time to talk
12:28 about like the weather or anything really.
12:30 And like we sort of saw from our points map,
12:34 this is the area where most
12:37 of the offenses are happening, right?
12:38 It's sort of, so it's maybe not as instructive
12:42 as our graduated points map in this case
12:43 but sometimes we can get those hotspots to be smaller
12:46 and identify really specific locations.
12:49 And then the other thing that we often do
12:51 in this course is look at what we call
12:54 a shaded grid map or a choropleth map.
12:59 So this is these shapes of block groups, right?
13:00 So the census, the US census uses census tracks,
13:02 block groups and blocks as units of measurement.
13:05 And so these are Boston block groups, right?
13:08 Groups of residential blocks with a certain number
13:10 of people living in them.
13:12 And one thing that we can do with a layout like this
13:16 is shade those shapes by some quality that's in the data.
13:20 So what I can do for example
13:22 is look through here and I've got things
13:24 like the population density, the sex ratio,
13:28 the percentage of people in that block group
13:31 who are under the age of 18.
13:33 I have measured different measures of rates.
13:35 I have things like the poverty rate, the unemployment rate.
13:38 There is interesting stuff in here
13:41 about like how old the housing stock is, right?
13:45 So the average year that homes were built in that area.
13:47 And then there's some interesting information
13:50 about commuting.

13:52 So how many people commute by bike?
13:54 So for example, I could color the shapes
13:55 by how many people commute by bike, the dock
13:58 of the area, the higher the number of bicycle commuters.
14:03 And then we can see on my map, right?
14:05 So we have these pockets where there's unusually
14:07 high proportions of people who commute
14:11 to their job using a bicycle.
14:14 Maybe not immediately relevant for studying crime,
14:17 but it couldn't be one of the
14:19 actually a couple of my students this semester
14:21 are studying motor vehicle incidents
14:23 with pedestrian or bicycle injuries, right?
14:27 And so the areas where there's a high number
14:29 of bicycle commuters may be associated with higher numbers
14:33 of these motor vehicle accidents with injuries.
14:36 And so students analyze all of that data.
14:39 They look up what we know about this subject
14:42 from other researchers, they analyze their own data
14:45 and then they come up with suggestions.
14:48 So this one is the final project
14:52 of a student in my class, and you can see
14:55 she wrote a literature review where she talks
14:57 about what we know about.
14:58 She studied auto theft.
15:01 So she talks about what we know about it.
15:03 She talks about analyzing the data.
15:05 She includes these finished maps
15:06 that she has made by hand in her assignment.
15:10 She also has an analysis of the month and the,
15:11 she looks at time of day
15:15 and day of the week that these steps will happening.
15:19 She has her hotspot map.
15:20 She zooms in on a couple of places
15:22 that are particularly likely to have autothefts
15:25 and then breaks down like what's in that area.
15:27 What, why is this area such a
15:30 like a hot location for autothefts?
15:34 And then down here
15:35 she makes these strategies suggestions based
15:38 on what she's learned about her crime type,
15:40 what she found through her analysis
15:42 and what we've studied in theories and ways
15:45 of thinking about the relationship between place and crime.
15:50 So that's what we do in my class
15:51 over the course of this semester.
15:53 And students learn how to do all of this.
15:55 We start from nothing.
15:56 You don't have to have any sort of background
15:58 in mapping or GIS software to take the class.
16:01 Everyone comes to it totally new.
16:03 And by the end of the semester,
16:05 you'll be putting together a report like this.
16:07 And so it's really fun and really interesting.

16:11 So the thing that I wanted to talk to you about today,
16:15 I close out of all my windows here.
16:16 Stop sharing this for a moment.
16:19 So I mentioned that criminal justice and criminology
16:23 are social sciences, right?
16:25 Sociology is also a social science.
16:27 And so one of the common, full marks of a science is
16:30 that we develop theoretical explanations for things, right?
16:34 We try to observe and understand the social world
16:38 and develop ways to describe our understanding
16:41 of relationships between people
16:43 or between elements of society.
16:46 And we, and we sort of theorize about those relationships
16:49 and develop theoretical explanations.
16:51 And then a lot of the time researchers like myself
16:54 will conduct research,
16:56 collect data and make observations to see
16:58 if those theories are supported or not, right?
17:01 Are we right about how we think the world works?
17:04 So one of the things that we theorize about
17:08 in crime mapping is this relationship between
17:12 place and crime.
17:13 Why isn't crime just evenly distributed
17:17 across an area, right?
17:18 Why are there specific locations where
17:20 crime might cluster, depending on the type
17:22 of crime that you're thinking about.
17:24 And again, in our department, we take a very
17:27 sociological focus to this.
17:28 So we're not so interested in maybe the psychology
17:31 of individual offenders.
17:33 We're not so interested in maybe stigmatizing
17:35 or dehumanizing folks.
17:39 We're thinking about the relationship between society
17:41 and the way it's structured, the way that we move
17:45 about our physical environment, right
17:47 on public transportation, the streets that we take,
17:50 the patterns of behavior that we have through an area
17:52 and how that might contribute to the crime rate
17:56 in these places.
17:58 So what I wanna talk to you about a little bit
18:00 today is called the geometry of crime.
18:03 And it's about crime and place right?
18:07 Crime and space, the way crime is spread out,
18:09 why does crime take the shape that it does
18:11 in a specific area?
18:13 So let me start, I have a couple of slides.
18:15 I cut this down because obviously we're not going as
18:17 in depth into this as we would, if you were studying this
18:20 for my class, but we'll talk about kind of the major points
18:27 with this theory,
18:28 with this explanation of why crime happens where it does
18:35 So crime we know doesn't occur randomly
18:39 or uniformly and time or space.

18:41 There are patterns to where crime was happening, right?
18:43 We just looked at that map
18:44 and we saw that there are some places where
18:46 there are repeat incidents of assault, right?
18:49 There's a lot of assault
18:50 at this specific address or intersection or neighborhood.
18:53 We could look at a hotspot map
18:56 and we see some areas where they're bright red,
18:58 other the areas where there's no kind of offenses at all.
19:00 So why does crime happen like that?
19:04 What is it that is making it pool
19:06 in some places and not happen in others?
19:09 And so the geometry of crime is this idea
19:12 that the places where we spend our time
19:15 and the pathways between them are related to opportunities
19:19 for criminal offending and for victimization, right?
19:23 For people who want to commit offenses to do that,
19:26 for people who may become the targets or victims
19:28 of a particular type of offense, they have to cross paths
19:32 with the person who's gonna commit the offense, right?
19:34 They have to be in the same place at the same time.
19:37 How does that happen?
19:38 Well, that happens because we're spending our time
19:40 in the same places or crossing each other's pathways.
19:43 So the first rule of crime pattern theory, there a 10,
19:48 we are not gonna go through all of them today.
19:50 But the first rule is that the backcloth matters.
19:54 So this is this idea that you
19:55 and I live our lives against this backdrop
19:59 or backcloth of social, economic, political
20:02 and physical dimensions, right?
20:04 We are very interested in our free will, right?
20:07 That's a huge cultural component of being in the US
20:11 a lot of people wanna feel like they have free will
20:13 and choice in how they live their lives.
20:16 But the truth is that while all
20:17 of us do have a lot of free will
20:19 and choice in the decisions that we make,
20:21 our behaviors, our decisions are also structured
20:24 by where we live and who we are,
20:27 and what's around us, right?
20:28 So there's this backcloth of political factors
20:31 that shape our choices,
20:33 of social factors, right?
20:35 Of who we are in a society
20:37 and then physical dimensions, right?
20:39 I might want to get from my house to my office
20:41 in five minutes, but I can't.
20:43 There's no way for me to do that
20:45 even if I had like a jet plane or something
20:48 I can't do that.
20:49 That's not how the physical environment is set up.
20:51 If I wanna get from my house to my office,
20:53 I'm going to have to travel on a road

20:55 or on some sort of public transportation.
20:57 There are these established routes that I can follow
21:00 to get between my home and my office.
21:02 I can't just make one up, right?
21:04 I can't just fly out of my roof
21:06 and fly whichever direction and land in my office.
21:09 My movement is patterned, is restricted
21:11 by the built environment, right,
21:14 by where those roads are, where they go
21:17 and how I can use them to get to my destination.
21:19 So all of the choices that you and I make
21:22 that anyone makes in society are shaped by these factors
21:25 and that channels our behavior into different directions.
21:31 So upon that backcloth,
21:34 we do individual choices and live different lives, right?
21:39 You might live in the same town as me.
21:40 Maybe we look alike,
21:41 maybe we have some similar characteristics
21:43 but we still have different paths that we're walking
21:46 around on every day.
21:47 So we have different nodes
21:49 of activity that we wanna move between.
21:50 So home work, school, entertainment and recreation, right?
21:55 So these are different places that we go to.
21:58 And those nodes are connected
22:01 by pathways of repetitive travel.
22:03 So when I go to pick my son up from daycare
22:06 I drive pretty much the same way every time
22:08 unless there's a reason not to.
22:10 I have like this routine that I am in
22:14 that really also structures my movements.
22:17 I have the same kind
22:18 of way that I go to drive, to be come to daycare.
22:20 If I needed to stop at the store
22:22 it's probably gonna be a long that road
22:24 that I have to travel on because I'm in my routine,
22:25 in my way that I move around.
22:31 The amazing thing that's not very surprising is
22:34 that people who commit crimes are exactly the same, right?
22:37 People who commit crimes not weird aliens
22:41 they also have movement patterns like everyone else.
22:44 And the likely location for them to commit crimes is
22:47 near this normal activity and awareness space.
22:49 People do not go way out of their way to commit offenses.
22:54 They generally become aware of opportunities
22:57 to commit these offenses going
22:59 about their daily lives and seize the opportunity
23:03 in some cases, just like anyone else.
23:07 So we think about people who might
23:09 commit different offenses.
23:10 We think about them as people just
23:12 like us who have daily patterns of behavior
23:14 that are structured by our social and physical environments.
23:20 So this is conceptual map

23:22 of an awareness space, right?
23:24 An activity space.
23:26 So you have these nodes that people move between
23:28 like home, work or school, and then places that they go
23:32 for shopping and entertainment pre-COVID naturally, right?
23:36 And they have pathways between them.
23:37 So we have these nodes one, two
23:41 and then a bunch of over here.
23:43 And we have presumably pathways that people drive
23:46 or you know, take the train or the T between them.
23:50 And then the map is kind of showing that these gray,
23:53 these dark gray areas represent places where
23:56 there are opportunities for crime,
23:59 things to steal or people to offend against right.
24:05 Opportunities to break the law.
24:06 And therefore these black
24:07 and white striped areas where the opportunity
24:10 for crime overlaps with someone's awareness
24:13 or activity space that is where we find
24:16 these areas of crime occurrence.
24:18 So these opportunities have to come together
24:21 with the person who might be open to committing a crime
24:25 and at the places that they're, that they overlapped that,
24:29 that person's activity space overlaps
24:31 with a place where there's an opportunity to offend
24:33 that's where we see crime occur.
24:35 So if we think about this bigger pattern of crime
24:38 spread out across the city
24:40 then we might think, okay, where those crimes are happening
24:42 we have maybe a large number of people
24:45 in that activity space and opportunities
24:47 for crime to happen and they're connecting here
24:51 more so than in other areas.
24:53 And that's why we have these areas of crime occurrence.
24:56 That's all this theory is really saying.
24:59 So for me, right, I live out in Chelmsford, out near Lowell.
25:04 I have to go normally in normal times
25:06 go down to work in downtown Boston.
25:08 I also have, you know, entertainment things.
25:12 I might go out to Nashua to go shopping.
25:15 I have my gym that I go to also in Lowell.
25:19 So I move around between there.
25:21 I have to go to the grocery store,
25:23 gonna do the daycare pickup.
25:24 My path between home and work is taking the commuter rail
25:29 which is super convenient.
25:30 So I move regularly along this fixed line
25:33 between Lowell Station and North Station.
25:37 When I'm at work, I might go into the common I'm at campus.
25:40 You know, I'm moving
25:43 between the T and the train station up here,
25:45 I have these roads that I normally travel on
25:48 as I move between these places where I'm active,
25:51 these are my activities spaces.

25:53 And then I'm very boring.
25:54 I live a very quiet life.
25:56 If I'm not doing these things, I'm mostly at home
25:58 where I have pretty boring home buddy hobbies.
26:03 (laughs)
26:05 I like to crochet.
26:07 I like to play video games.
26:09 So I actually spend a lot of time online, right?
26:11 I mean, you can think about cyberspace
26:14 as a place where crimes could happen, right?
26:16 Opportunities that exist for crime online.
26:18 And the ways that as I move around online,
26:21 am I moving into spaces where there's opportunities
26:24 for crime to happen and maybe
26:26 people who are motivated to offend.
26:27 So things like identity theft, right?
26:29 Or online harassment and abuse.
26:32 So a lot of the way that this theory has
26:35 been applied recently is actually in cyber crime research
26:39 thinking about routine activities online
26:42 and how people may become vulnerable
26:44 to being victimized by cyber crime.
26:47 So what I wanna do is a little bit of drawing actually,
26:50 I'm gonna stop sharing this for a second
26:53 and I'm going to paste a link
26:55 in the chat for you to a website called Jamboard.
27:00 And if you click that, it will bring that up for us.
27:03 I'm gonna click it myself.
27:09 I can see people popping in, that's great.
27:12 And I would love for you to share some of your activity
27:17 nodes and pathways pre-pandemic.
27:20 I know we have to use our imaginations a little bit here
27:22 but what other places that you move around between, right?
27:25 Say in a week or in a two-week period
27:29 what are some of the places that you go?
27:31 So on Jamboard you have some options
27:33 you can type just text, with this text button,
27:37 you can click and type like this.
27:41 There you go.
27:42 The other thing that you can do is add a sticky note
27:44 which I really like.
27:46 I love sticky notes.
27:47 So right here with this button, I can add a sticky note.
27:50 And sticks that on my Jamboard.
27:56 And I can move these things around too.
27:58 This is like a digital whiteboard.
27:59 It's a nice way to interact when we can't be together
28:01 in person.
28:03 So go ahead, click that link.
28:04 I see a couple of people are in here now,
28:06 let me know some of the places, like I mentioned
28:09 at your home, work, school, gym, grocery store
28:14 where are you active?
28:15 What are the places that you're going

28:16 to your regularly and moving between
28:18 in your pre-pandemic life?
28:23 I'll add some of my nodes here, home obviously.
28:37 Is anyone gonna play with me?
28:40 There we go, there's people popping in.
29:14 I'm gonna group some of these together.
29:18 Good work.
29:20 Go to the gym, oh nice,
29:24 go to school, go to the mall.
29:39 where else did I use to go?
29:41 Definitely the coffee shop.
29:44 I'm a regular there.
29:47 Bowling alley, that sounds awesome.
29:50 I haven't been bowling in forever, but Dunks for sure.
29:54 Movies oh, man.
29:57 I miss movies.
30:01 Airport, for real. (laughs)
30:04 Maybe not so regularly, but yes,
30:07 we used to go to the airport, concerts yes.
30:18 Awesome.
30:20 So thinking about these, and maybe you can chime in
30:21 in the chat, thinking about these places
30:26 what were the ways that you sort of regularly
30:28 traveled between them?
30:29 Did you follow some of the same pathways
30:32 and in any of these places, did you think
30:35 that there would be opportunities for crimes there?
30:39 Right, did you ever think about the safety
30:42 of those places or what opportunities existed there
30:47 for potentially overlapping space between people
30:51 going about their routine activities
30:54 and maybe the possibility
30:56 of someone who might be motivated to offend in those places?
31:03 (indistinct)
31:15 So, one thing I think
31:16 about is do any of the places that, you know
31:19 I drive between a lot of these places,
31:21 are there any dangerous intersections or anything along
31:25 my normal travel routes that I may be, you know
31:30 this is a dangerous intersection,
31:31 maybe by pursuing my routine activities
31:34 through there, there's opportunity
31:36 for me to get in an accident, right?
31:38 We don't normally think about that as a type of crime
31:41 but we can think about that as maybe a disorder problem
31:44 or at least another social problem
31:45 we wanna do something about.
31:47 We might also think for example,
31:50 if I leave my car in a parking garage,
31:53 that could potentially leave my property vulnerable.
31:57 So I used to drive to the train station
32:00 and then take the train from Lowell into Boston
32:05 and leave my vehicle at the parking garage all the time.
32:08 And so one day I was driving in there to park my car

32:11 and there was a police officer there
32:12 and he was handing out little pamphlets to let people know
32:16 that there had been a lot of theft of GPS devices
32:19 from vehicles at that garage.
32:21 They had noticed that they had like a break-in problem
32:24 of cars being left at the garage during the day
32:27 obviously they're kind of unattended.
32:29 And someone had been breaking into vehicles
32:32 and stealing, you know, third party GPS devices.
32:35 They're mostly built into cars these days
32:38 but a lot people have GPS devices that plug in.
32:41 And if they left them like stuck to the front windshield
32:44 or just visible on the front seat
32:47 that created an opportunity for crime.
32:51 But to be the victim of that crime
32:53 you would have to be in that space.
32:55 Right, you would have to be leaving your car
32:57 at that specific garage on those times
33:00 and days when someone might be looking to steal GPS devices.
33:03 Right, and so we think about how my routine activities
33:08 maybe making me cross paths with someone who
33:12 might take the opportunity to offend.
33:16 Let's think about that too.
33:20 How have, let's think about this too?
33:23 What if we delete some of the things from this Jamboard,
33:28 some of the places that we don't go anymore.
33:31 Right?
33:33 So for me, tragically I have not been to the gym,
33:35 like since the pandemic started.
33:38 So I'm gonna delete my gym sticky.
33:42 What else can we delete off this Jamboard?
33:50 No, we don't really go to anymore.
33:52 I definitely don't hang out at well,
33:54 I go to the coffee shop.
33:55 That's fair.
33:57 I don't really hang out there.
33:58 We really cut down on going
34:00 to the grocery store so much and I don't go into work.
34:05 I am now on my computer.
34:07 So I guess I'm at home, delete that.
34:14 No more bowling alley.
34:18 What else?
34:22 No concerts.
34:28 I wasn't even going to daycare pick up for awhile
34:31 going back to daycare now, but I was still
34:33 doing my coffee pickup.
34:34 I don't really go in there.
34:36 Just pick it up.
34:37 Anyone's still going to the mall?
34:41 I haven't been to the mall in ages.
34:44 Dunks, school, at least the beach is outside
34:47 if we go there, I've also, haven't been to the beach
34:49 in a long time.
34:50 So tell me in the chat box

34:52 now that we look at how our activities space has changed
34:56 since COVID came, what impact do you think
35:00 this has had on crime?
35:03 Right?
35:04 Everything except the grocery store same,
35:06 (laughs)
35:07 it's like the only thing that I do anymore.
35:09 What impact do you think this has had on crime?
35:12 We have seen something we have never seen before
35:16 suddenly everyone is staying home.
35:18 Their activity spaces have shrunk down a lot.
35:21 What do you think we see in the crime statistics?
35:23 If you just take a guess?
35:33 Who's gonna be brave
35:35 and guess what has happened to crime?
35:51 What do you think has happened to yes, yes.
35:58 What do you think has happened to motor vehicle
36:02 accidents where there's a pedestrian injured?
36:05 Right, so people hitting pedestrians with their cars.
36:10 Yeah a reduction in crime,
36:13 crime concentrated in areas not recorded before.
36:15 That's interesting.
36:21 Nicole is getting an A in my class right now.
36:27 So we have seen some interesting things
36:31 in crime statistics we have seen yes,
36:35 Kaylee, exactly more people at home.
36:39 Right?
36:41 So what sort of offenses happen at home
36:43 that we might've seen an increase in?
36:46 Let me think about that space.
36:47 What opportunities for crime exist at home?
36:50 break-ins and robberies do happen at people's homes,
36:58 but they usually happen when
36:59 people well break-ins usually happen when people are not
37:03 at home and now everyone's at home, right?
37:05 So robberies, maybe robberies
37:07 of people's homes usually involve people being there.
37:11 Right?
37:11 Robbery is a person crime,
37:14 break-ins and burglaries usually happen
37:16 in hours when people are not home.
37:18 And so we probably haven't seen as many of those
37:21 because everyone's home, there's lots
37:23 of witnesses around all the time.
37:24 If that individual is not home
37:26 then neighbor is probably home keeping an eye on it.
37:28 What other kinds of offenses happen at home?
37:31 Cyber crime yep.
37:34 So interesting things going on with cyber crime
37:37 we have seen a lot of discussion about
37:39 whether the video platforms that we use are secure
37:41 and are there ways for people to steal identity information?
37:46 Are there ways for people to get a secure information?
37:50 I mean, courts have had to move their hearings online.

37:54 A lot of that paperwork is very secure.
37:55 How can we do all of this work remotely?
37:57 And so that has provided new opportunities
37:59 for potentially crime to happen.
38:04 Right, so cyber crimes and issue, identity theft
38:06 even just online harassment.
38:08 Right?
38:09 We had Zoom bombing and things like that.
38:11 I was Zoom bombed at a presentation I was giving.
38:14 It was very, very awful.
38:16 Right, so that's a new opportunity that's kind of sprung up
38:20 because our activity nodes and our pathways have changed.
38:23 Ellie said domestic crimes.
38:25 Absolutely, so that's my area
38:27 that I do a lot of research in.
38:28 So I'm very sort of plugged in to what's going on with that.
38:32 We know that there's been about an 8% increase nationally
38:35 in the rate of domestic violence, right?
38:39 So we've seen calls for domestic violence go up.
38:41 Another thing we've seen calls go up
38:44 for is people in mental health crisis, right?
38:47 People are very stressed right now.
38:49 It's very difficult to get mental health care
38:53 at the moment you need to get it remotely,
38:56 therapists are often kind of booked out.
38:58 So we have seen more calls to police
39:00 for people experiencing mental health crises, right?
39:03 So cyber crime, domestic crimes
39:06 people in mental health crisis.
39:08 On the flip side, we've seen decreases in a lot
39:10 of police departments in other types of calls right?
39:14 So not as many home burglaries
39:16 and break-ins really not as many property crimes
39:20 of things being stolen from people
39:23 'cause they're all at home
39:24 so they're not out and about and potentially crossing paths
39:27 with someone who's gonna take something
39:29 from them.
39:31 Sex crimes, so one of the things not to be super depressing
39:35 one of the things that I've been talking
39:37 to my community partners about is that crimes
39:40 against children are probably not getting reported
39:44 right now because the people that kids talk to,
39:48 their teachers and their friends at school.
39:50 And so our kids are home right now
39:52 and there's something going on at home,
39:55 we might not know that.
39:57 And so I know that the advocates that I work with
39:59 and the counselors and people who support kids like that
40:05 they're very concerned, right?
40:08 That we are not getting reports of these incidents
40:11 because kids don't have the opportunity
40:14 to talk to someone about it
40:16 and so we're concerned

40:19 about what's going on with that, right?
40:22 So we can see how this massive shift
40:25 at a societal level, it provides this unique opportunity
40:27 for us to understand how massive changes
40:29 in behavior and the way people use space
40:32 and place can lead to big shifts in the types
40:39 of offenses and the rate of those offenses, right?
40:42 Because they provide new opportunities for some types
40:45 of offenses, they decrease opportunities for others.
40:48 People have switched up their routine activities
40:51 and the kinds of spaces that they're moving in.
40:53 And this really changes the game for understanding crime
40:56 and creating our priorities for what we wanna tackle
41:00 and what we need to be concerned about.
41:02 So it's been a very interesting time to be
41:04 what we call an environmental criminologists,
41:07 someone who thinks about crime and space
41:09 because this has really thrown us for a loop a little bit.
41:14 and is sort of an unprecedented change
41:16 in how we think about these things.
41:19 So just to finish up really quickly here,
41:24 the last couple of kind of rules
41:27 of our crime pattern theory, we've talked about here,
41:30 that potential targets and victims
41:32 can share activity spaces.
41:35 When their activity spaces intersect,
41:37 then potential targets may become actual targets
41:40 if the offender is willing to offend at the target
41:43 the offender's crime template, right?
41:45 Or their understanding of what they're looking for.
41:48 So every time a new iPhone comes out,
41:51 that's a very hot to get item.
41:53 They're small, they're easy to steal.
41:55 They sell for a lot of money, right?
41:57 If you steal, when you can sell it to someone else.
41:59 And so if someone has developed this idea
42:02 that like iPhones are easy to steal, easy for me to steal
42:06 I know where I can offload them are looking out for them,
42:10 then if a potential target crosses into the motivated
42:16 offenders awareness space and they fit that template
42:22 then they have that new iPhone
42:25 they're maybe not paying attention to it
42:27 then we have this really high probability
42:29 of a crime happening there.
42:39 Come on computer.
42:42 There we go.
42:43 We also think about really busy places.
42:46 So crime generators are created
42:48 by high flows at people's through and to activity points.
42:51 So thinking about where massive groups of people gather
42:55 all right, we're gonna see more opportunities for crime.
42:58 So when we look at our map of Boston,
43:00 where our people during the day?
43:02 There's a really busy downtown area

43:04 that's gonna have a lot of people moving through it.
43:07 We also think about crime attractors
43:09 where there sort of gathering points
43:12 of people with a greater willingness to commit crime.
43:14 So if an area becomes known
43:16 for maybe having an open air drug market,
43:18 then that place may attract people looking
43:20 to come and buy drugs there, right?
43:23 So it's attracting people who have a greater willingness
43:26 to purchase drugs, which is currently a crime,
43:29 whether we think that it should be or not.
43:31 So we think about certain areas as crime attractors.
43:33 So crime generators have lots of people moving in
43:36 and through them, not necessarily related to the crime
43:39 like a public transportation hub
43:41 could be a crime generator just because
43:44 tons of people there all the time
43:45 versus a crime attractive which is a place
43:46 that creates well-known opportunities
43:49 for particular types of crime.
43:52 And rule 10 of the crime pattern theory
43:54 which kind of takes us in a circle back to the beginning.
43:57 is that therefore the structural
44:00 backcloth impact both the routine activities
44:03 of individuals and their decisions to commit crime.
44:05 And that's how explanation or one
44:07 of the explanations for why crime seems to pool
44:11 in some places and not in others.
44:15 In my class, as students finish up their assignments,
44:17 they think about ways to intervene
44:20 that don't rely on police presence, right?
44:24 We are in a period where we think about policing
44:28 one of the orientations to policing
44:29 is called problem oriented policing.
44:31 And this approach emphasizes partnerships with
44:35 community partners, nonprofits, other government agencies
44:37 even the private sector to think more creatively
44:42 about how we can design our cities
44:46 and towns to be safer, right?
44:48 How can we design a new housing development
44:51 to encourage people to use it in a pro-social way
44:55 and to discourage people from offending there.
44:58 So we think in my class about strategies
45:01 we can do to change the physical environment
45:03 to make an intersection safer, to limit the amount
45:06 of alcohol and drugs sold in that place, right?
45:09 To discourage associated offending.
45:12 We try to think about ways that we could impact
45:14 crime happening in that place
45:15 without just parking a police officer there
45:17 because that's not an efficient use
45:19 of resources and not a good long-term solution, right?
45:22 So we try to think about ways to redesign
45:25 the physical environment to change the use of that space.

45:28 We kind of combined architecture
45:30 and urban planning with criminal justice knowledge.
45:33 And so that's really fun too, is thinking about crime
45:37 in a little bit different way, shifting the focus
45:40 from police and policing and law enforcement and sort
45:42 of investigation and arrest to thinking about like
45:45 how could we build better spaces?
45:46 How could we design our cities to reduce accidents,
45:51 and encourage people to use parks
45:53 and be in these healthy social spaces,
45:58 how can we sort of funnel people's behavior
46:03 in a way that makes opportunities for crime less likely
46:06 and overall decreases the crime rate of a whole area
46:09 over many years.
46:10 So we think about those things too.
46:13 It's always very creative and fun and yeah
46:15 that is my crime mapping class.
46:21 - Awesome, thank you so much Dr. Stone
46:23 for your class today and all of the information
46:27 that you shared with all of us.
46:29 And I also wanna thank all of our attendees today
46:32 that have tuned in for this session.
46:37 We hope that you enjoyed the session
46:37 and that it was helpful.
46:39 And I'm gonna drop in the chat
46:41 just a couple of links here.
46:43 So if you have any questions after today's session
46:45 or you wanna get in touch with the Admissions Office
46:48 please feel free to do so, I've dropped
46:50 in the admissions email address.
46:53 And then I also wanted to encourage all of you
46:55 to check out the Admitted Student Facebook community.
46:59 It's a great way to kind of get to know other
47:01 students that have been admitted to Suffolk
47:04 and make friends before the school year starts.
47:06 So definitely check that out.
47:08 We hope to see you on Facebook
47:10 and thank you all again for tuning in.
47:12 We hope you have a wonderful night
47:14 and congrats again on your acceptance to Suffolk.