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.
And she has a great mock class planned for you tonight. So you can kind of get a feel for what courses and professors are like here at Suffolk. So with that said, Dr. Stone, I'll let you take it away from here. Thanks Ellie.

Hi everyone. Awesome to see you all tonight, not see you at the moment. This is a little different than the way we normally teach all classes of course, ideally we would be on and hanging out together. Obviously a lot of colleges and universities have been online this year and we've been doing some cool stuff online. In my classes, we do a lot of like breakout rooms to chat in groups in sort of the main Zoom classroom. I've been really fortunate this semester and this is common itself to have pretty small classes. So some of my classes only have, you know, 14, 15 students in them this semester. So we've really been able to work together closely and really develop cool projects and dig into a lot of the stuff that we've been studying. So like Ellie said today, we're gonna talk about some of the things that I do in my crime mapping class and show you what the class looks like from a syllabus perspective, show you some of the things that we do, and then go over a little kind of mini-lesson that I often do with my students to talk about some of the major theories that we use when we think about crime in place. Why does crime happen in certain places? So other classes that I teach here at Suffolk places you might run into me if you're a social or a CJ major, are I teach research methods at undergrad and graduate levels. I teach quantitative analysis that's down graduate stats, cross. We have a graduate master's in crime and justice program. This upcoming semester, I'm teaching a class called illicit drugs in society. And that's gonna be really cool. And I've been waiting, and waiting to teach that. We're gonna look at the history of sort of drug prohibition and criminalization and the way it's related to different social movements and anxieties, sort of look at the impact of drug policy and what's working and what's not. So that's gonna be really cool. I'm excited to develop that over the summer and teach it in the fall for the first time. I'm looking forward to seeing a lot of my students again, in that class.
'cause I've seen them in methods or in stats,
and they're gonna come take the drugs class with me as well.
So like we mentioned, this is a crime mapping course.
This is a 300 level course in criminal justice.
We used to just have a Sociology Department
with a crime and justice concentration
but we just created a new major in criminal justice.
So that can be your major if you're interested.
It is a growing field.
I love our department
because we approach it from a very sociological lens.
We think about the way our society is set up and structured.
We sort of question why certain actor
against the law and others aren't
and think about all of the different social locations
people can be a part of
and how the system may look different
for them from different perspectives.
So I really love that approach.
I think it really deepens our criminal justice coursework.
So we have social and criminal justice majors
in our department.
And this is a 300 level course.
So typically I get juniors and seniors in this class.
They've normally students who have taken research methods
first because this is criminal justice
and criminology and sociology, social sciences.
So we learned how to collect data
and analyze it to better understand social issues.
So students usually take research methods
and then come to my crime mapping class.
So I'm gonna share my screen.
Ellie's gonna watch the chat for me
because when I'm sharing my screen
I cannot see the chat so easily
but please feel free to make comments and ask
any questions and engage there however you want.
I'm definitely used to that from my classes.
So I'm gonna share my screen and show you a
couple of things.
Here we go.
So what you should see on my screen now is the syllabus
for my crime mapping course.
This is the syllabus from spring 2019.
It looks pretty similar now, as far as its layout,
every class that you take at Suffolk
is gonna have a syllabus for it.
You might have seen a syllabus before
you might be used to reading them.
Sometimes for students who are new to college
it's their first time seeing a syllabus
for a class and understanding how to look at it
and the kind of information that it contains.
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 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
14:50 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.
So the thing that I wanted to talk to you about today,
I close out of all my windows here.
I mentioned that criminal justice and criminology
are social sciences, right?
Sociology is also a social science.
And so one of the common, full marks of a science is
that we develop theoretical explanations for things, right?
We try to observe and understand the social world
and develop ways to describe our understanding
of relationships between people
or between elements of society.
And we, and we sort of theorize about those relationships
and develop theoretical explanations.
And then a lot of the time researchers like myself
will conduct research,
collect data and make observations to see
if those theories are supported or not, right?
Are we right about how we think the world works?
So one of the things that we theorize about
in crime mapping is this relationship between
place and crime.
Why isn't crime just evenly distributed
across an area, right?
Why are there specific locations where
crime might cluster, depending on the type
of crime that you're thinking about.
And again, in our department, we take a very
sociological focus to this.
So we're not so interested in maybe the psychology
of individual offenders.
We're not so interested in maybe stigmatizing
dehumanizing folks.
We're thinking about the relationship between society
and the way it's structured, the way that we move
about our physical environment, right
on public transportation, the streets that we take,
the patterns of behavior that we have through an area
and how that might contribute to the crime rate
in these places.
So what I wanna talk to you about a little bit
today is called the geometry of crime.
And it's about crime and place right?
Crime and space, the way crime is spread out,
why does crime take the shape that it does
in a specific area?
So let me start, I have a couple of slides.
I cut this down because obviously we're not going as
in depth into this as we would, if you were studying this
for my class, but we'll talk about kind of the major points
with this theory,
with this explanation of why crime happens where it does
So crime we know doesn't occur randomly
or uniformly and time or space.
There are patterns to where crime was happening, right?
We just looked at that map and we saw that there are some places where there are repeat incidents of assault, right?
There's a lot of assault at this specific address or intersection or neighborhood.
We could look at a hotspot map and we see some areas where they're bright red, other the areas where there's no kind of offenses at all.
So why does crime happen like that?
What is it that is making it pool in some places and not happen in others?
And so the geometry of crime is this idea that the places where we spend our time and the pathways between them are related to opportunities for criminal offending and for victimization, right?
For people who want to commit offenses to do that, for people who may become the targets or victims of a particular type of offense, they have to cross paths with the person who's gonna commit the offense, right?
They have to be in the same place at the same time.
How does that happen?
Well, that happens because we're spending our time in the same places or crossing each other's pathways.
So the first rule of crime pattern theory, there a 10, we are not gonna go through all of them today.
But the first rule is that the backcloth matters.
So this is this idea that you and I live our lives against this backdrop of social, economic, political and physical dimensions, right?
We are very interested in our free will, right?
That's a huge cultural component of being in the US.
A lot of people wanna feel like they have free will and choice in how they live their lives.
But the truth is that while all of us do have a lot of free will and choice in the decisions that we make, our behaviors, our decisions are also structured by where we live and who we are, and what's around us, right?
So there's this backcloth of political factors that shape our choices, of social factors, right?
Of who we are in a society and then physical dimensions, right?
I might want to get from my house to my office in five minutes, but I can't.
There's no way for me to do that even if I had like a jet plane or something I can't do that.
That's not how the physical environment is set up.
If I wanna get from my house to my office, 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.
And then I'm very boring.
I live a very quiet life.
If I'm not doing these things, I'm mostly at home
where I have pretty boring home buddy hobbies.
(laughs)
I like to crochet.
I like to play video games.
So I actually spend a lot of time online, right?
I mean, you can think about cyberspace
as a place where crimes could happen, right?
Opportunities that exist for crime online.
And the ways that as I move around online,
am I moving into spaces where there's opportunities
for crime to happen and maybe
people who are motivated to offend.
So things like identity theft, right?
Or online harassment and abuse.
So a lot of the way that this theory has
been applied recently is actually in cyber crime research
thinking about routine activities online
and how people may become vulnerable
to being victimized by cyber crime.
So what I wanna do is a little bit of drawing actually,
I'm gonna stop sharing this for a second
and I'm going to paste a link
in the chat for you to a website called Jamboard.
I'm gonna click it myself.
I can see people popping in, that's great.
And I would love for you to share some of your activity
nodes and pathways pre-pandemic.
I know we have to use our imaginations a little bit here
but what other places that you move around between, right?
Say in a week or in a two-week period
what are some of the places that you go?
So on Jamboard you have some options
can type just text, with this text button,
can click and type like this.
There you go.
The other thing that you can do is add a sticky note
which I really like.
I love sticky notes.
So right here with this button, I can add a sticky note.
And sticks that on my Jamboard.
And I can move these things around too.
This is like a digital whiteboard.
It's a nice way to interact when we can't be together
in person.
So go ahead, click that link.
I see a couple of people are in here now,
let me know some of the places, like I mentioned
at your home, work, school, gym, grocery store
where are you active?
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
now that we look at how our activities space has changed since COVID came, what impact do you think this has had on crime?
Right?
Everything except the grocery store same,
(laughs)
it's like the only thing that I do anymore.
What impact do you think this has had on crime?
We have seen something we have never seen before suddenly everyone is staying home.
Their activity spaces have shrunk down a lot.
What do you think we see in the crime statistics?
If you just take a guess?
Who's gonna be brave and guess what has happened to crime?
What's gonna happen to yes, yes.
What has happened to motor vehicle accidents where there's a pedestrian injured?
Yeah a reduction in crime,
crime concentrated in areas not recorded before.
That's interesting.
Nicole is getting an A in my class right now.
So we have seen some interesting things in crime statistics we have seen yes,
Kaylee, exactly more people at home.
Right?
So what sort of offenses happen at home
that we might've seen an increase in?
Let me think about that space.
What opportunities for crime exist at home?
break-ins and robberies do happen at people's homes,
but they usually happen when
people well break-ins usually happen when people are not at home and now everyone's at home, right?
So robberies, maybe robberies of people's homes usually involve people being there.
Robbery is a person crime,
break-ins and burglaries usually happen in hours when people are not home.
And so we probably haven't seen as many of those because everyone's home, there's lots of witnesses around all the time.
If that individual is not home then neighbor is probably home keeping an eye on it.
What other kinds of offenses happen at home?
Cyber crime yep.
So interesting things going on with cyber crime we have seen a lot of discussion about
whether the video platforms that we use are secure and are there ways for people to steal identity information?
Are there ways for people to get a secure information?
I mean, courts have had to move their hearings online.
A lot of that paperwork is very secure. How can we do all of this work remotely? And so that has provided new opportunities for potentially crime to happen. Right, so cyber crimes and issue, identity theft even just online harassment. Right? We had Zoom bombing and things like that. I was Zoom bombed at a presentation I was giving. It was very, very awful. Right, so that's a new opportunity that's kind of sprung up because our activity nodes and our pathways have changed. Ellie said domestic crimes. Absolutely, so that's my area that I do a lot of research in. So I'm very sort of plugged in to what's going on with that. We know that there's been about an 8% increase nationally in the rate of domestic violence, right? So we've seen calls for domestic violence go up. Another thing we've seen calls go up for is people in mental health crisis, right? People are very stressed right now. It's very difficult to get mental health care at the moment you need to get it remotely, therapists are often kind of booked out. So we have seen more calls to police for people experiencing mental health crises, right? So cyber crime, domestic crimes people in mental health crisis. On the flip side, we've seen decreases in a lot of police departments in other types of calls right? So not as many home burglaries and break-ins really not as many property crimes of things being stolen from people 'cause they're all at home so they're not out and about and potentially crossing paths with someone who's gonna take something from them. Sex crimes, so one of the things not to be super depressing one of the things that I've been talking to my community partners about is that crimes against children are probably not getting reported right now because the people that kids talk to, their teachers and their friends at school. And so our kids are home right now and there's something going on at home, we might not know that. And so I know that the advocates that I work with and the counselors and people who support kids like that they're very concerned, right? That we are not getting reports of these incidents because kids don't have the opportunity to talk to someone about it 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.
We kind of combined architecture and urban planning with criminal justice knowledge. And so that's really fun too, is thinking about crime in a little bit different way, shifting the focus from police and policing and law enforcement and sort of investigation and arrest to thinking about like how could we build better spaces? How could we design our cities to reduce accidents, and encourage people to use parks and be in these healthy social spaces, how can we sort of funnel people's behavior in a way that makes opportunities for crime less likely and overall decreases the crime rate of a whole area over many years.

So we think about those things too. It's always very creative and fun and yeah, that is my crime mapping class. Awesome, thank you so much Dr. Stone for your class today and all of the information that you shared with all of us. And I also wanna thank all of our attendees today that have tuned in for this session. We hope that you enjoyed the session and that it was helpful.

And I'm gonna drop in the chat just a couple of links here. So if you have any questions after today's session or you wanna get in touch with the Admissions Office please feel free to do so, I've dropped in the admissions email address.

And then I also wanted to encourage all of you to check out the Admitted Student Facebook community. It's a great way to kind of get to know other students that have been admitted to Suffolk and make friends before the school year starts. So definitely check that out. We hope to see you on Facebook and thank you all again for tuning in.

We hope you have a wonderful night and congrats again on your acceptance to Suffolk.