



# Syllabus - Spring semester, 2010

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## Introduction

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The purpose of this course is to start to familiarize you with the geographic concepts and techniques used in the study of crime and justice. It is a class that mixes classroom seminars on environmental criminology theory with lab work on the use of GIS. The practical (computer lab) work is designed to give students with no previous experience in the use of GIS a jumpstart into the world of spatial crime analysis. While no previous GIS use is expected (though always welcome), **some experience is expected** in using Windows-based operating systems (creating folders, understanding the file system, accessing Blackboard and downloading zip files etc).

You will find that some of the techniques are different from those generally used in social statistics and may be quite new to you. In fact, a few that we will be looking at have rarely been used in criminal justice, and include new applications of Geographic Information Systems (GIS) and Geographic Information Science (GISc).

The concepts, on the other hand, are largely a new way of looking at established relationships. Many of these geographic concepts have been around since the establishment of the Urban Ecological School at the Sociology department of the University of Chicago. Others were developed in geography and have only recently been applied to criminal justice topics. The advantage of all of this is that you will be learning techniques that are only just now filtering into the criminal justice and academic literature. On your successful completion of the course you will be conversant with new and innovative techniques that are both powerful and useful for crime analysis, yet rarely explored in the field. This will most definitely put you at a significant advantage in the research arena.

The course will briefly explore techniques that can map crime at the national and state level (as a general introduction), then will primarily focus on examination of the spatial patterns of crime within the urban mosaic. Theoretical work will give you grounding in the ideas that environmental criminologists apply to explain spatial patterns of offending and victimization in the city. You will also find the theoretical work of significant help in comp exams, as the ideas explored in this class are relevant across a range of scales and apply to many types of offending. We will not be discussing obscure theoretical concepts that only appear in esoteric and archaic articles, but the fundamental theoretical work that underpins environmental criminology.

In support of this theoretical work, we will undertake a practical introduction to the use of GIS to map and analyze crime patterns. The practical work will be based in the computer lab. We will use a range of data sets so that you will be able to map your own data. We will primarily use ArcGIS, the chosen mapping system of the Philadelphia Police Department and the City of Philadelphia. It is also the most popular mapping package used in digital mapping in the US.

We will examine the mechanisms to get your own data into and out of the GIS from/to Excel and SPSS, because an important part of the course is for you to develop the ability to go on after the class and import your own data and produce meaningful spatial analyses. The theoretical work will help you better understand the geographic patterns you see. In the end, you will not only be

able to talk about patterns of crime, but you will also be able to understand and map spatial patterns of crime.

\*\*\* **Important note:** This syllabus and the course may change as the semester proceeds, depending on current work in the department, and the speed of the class. Please be flexible \*\*\*

## Course objectives

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This course will help graduate students develop a practical understanding of the core theories that underpin environmental criminology and to introduce them to the use of Geographic Information Science (GISc) and Geographic Information Systems (GIS) in the spatial analysis of crime. At least half of the course is practically-oriented and focuses on computer lab work which will provide training in the use of GIS to manipulate not only a range of data sets available from the instructor but also the student's own data. A statistical background is not necessary, though students who have undertaken basic statistics or who have a quantitative leaning will find that the additional of a geographic element significantly adds to their analytic range. Dexterity with spatial analysis is becoming an essential area of criminal justice research, and people with these skills are highly sought-after by practitioners and academia. The spatial analytical techniques will also be of value to students in other fields such as geography, urban studies and the health sciences.

## The Instructor

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### Professor Jerry Ratcliffe

I am now a Professor in the Department of Criminal Justice at Temple University, but when I left school in Scotland I joined the Metropolitan Police in London (UK), where I was a police officer for 11 years. I served as a uniform police officer doing patrol work primarily but also as a divisional information and intelligence officer, and I finished up in central London working with a group called the Royalty and Diplomatic Protection Department. This group is responsible for the armed protection of the government and foreign officials – including the American Ambassador. In this capacity I worked with other officers on armed response and anti-terrorism patrols in the heart of London in the middle of a bombing campaign by the provisional IRA. I also developed the first crime mapping system at Charing Cross Police District.



I took a break from the police and was studying Geography and GIS at the University of Nottingham when I had a winter mountaineering accident while ice-climbing in the Scottish highlands. The injury was bad enough that I had to leave the police, but I stayed on at University to complete my BS as well as a PhD in the area of spatial and temporal crime analysis.

Post-PhD I worked for about 5 years in Australia, first as a lecturer in criminal intelligence at the New South Wales Police College, and then as a senior research analyst conducting crime research for the Australian government at the Australian Institute of Criminology. I was also the



coordinator of Australia's National Strategic Intelligence Course, and taught the senior crime analysts who provide criminal intelligence analysis to government ministers and police commissioners.

I was at Temple for a visiting position in the academic year 2001/02 and have been at Temple University in a permanent capacity as first Associate Prof then full Prof since summer 2003. Recently I've been working on grants to create specialized mapping software for the National Institute of Justice, and have just secured (with Dr Groff) two research grants evaluating a Philadelphia Police Department Smart Policing initiative, and evaluating the effectiveness of the CCTV camera network in the city. My most recent published books were 'Intelligence-Led Policing' in 2008, and a second edition of an edited book 'Strategic Thinking in Criminal Intelligence' last year. More details at [www.jratcliffe.net](http://www.jratcliffe.net) or from me if you are interested.

### Contacting the instructor

My office can be found on the 5<sup>th</sup> floor of Gladfelter Hall, room 525. My office hours are on Mondays, from about 9 to noon (when class starts). While I will endeavor to be there during office hours, occasionally research or administrative activity will take me away or I am wandering the floor of the criminal justice department. It is best to therefore get in contact with and make an appointment so that I will definitely be available to meet you. My office phone number is 215 204 7702 or you can send me an e-mail (which I check a few times each day) to [jhr@temple.edu](mailto:jhr@temple.edu). At other times, if I am around feel free to speak to me, and I am 'open for business' if sitting at my desk and the door is open.

Please bear in mind that because I work with a number of police agencies both in the US and overseas, I may not respond instantly to your enquiry or e-mail. Do NOT leave anything (assignments, class changes etc) to the last minute. I endeavor to respond to all e-mails within 48 hours, but do not be surprised if you want something from me for the same afternoon and then wonder why I have not responded.

## The class

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### Locations and times

The formal lecture sessions will be held in both the main seminar room of the Criminal Justice department (room GH553) as well as the computer lab (room GH513).

Class times: **Mondays, noon to 2.30pm.**

I will also use the Blackboard system to post essential data, additional information, assignment details and additional readings that you will need to complete assignments. You should therefore familiarize yourself with this system as soon as possible. Late return of assignments will not be acceptable because you left it to the last minute and then found you could not log on!



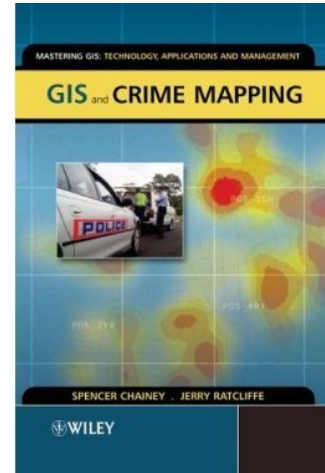
Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Prior to speaking to me however, you should also contact Disability Resources and Services at 215-204-1280 (they are at 100 Ritter Annex near the subway station). They may be able to provide support and resources that can assist in all of your classes, and not just this one.

### Course texts

**Chainey, S and Ratcliffe, JH (2005) 'GIS and Crime Mapping', Wiley and Sons: London.**

I know there is nothing worse than an instructor that sets his own book as the course text, but in this case, the text was pretty much written to cover the main aspects of this course. Anyway, the other books in the field are fairly awful (ask me for copies if you don't believe me). Therefore a worthy investment for your GIS and crime education will be this fine text 😊

It is also a bargain from Amazon.com at \$53 for the paperback (price checked 18<sup>th</sup> Dec). Please don't buy the hardback: at \$125 it is daylight robbery. And no, the authors have no say in setting the price. However \$53 is good for 450 pages, some of which are color! Amazon also has it in the new and used section for \$46. There are also copies in the Paley library, so if you have access to free photocopying...(?). If in a rush, the Temple University bookstore has this book available for \$75 new and \$56 used.



**Lersch, K. M. (2007) 'Space, Time, and Crime', Carolina Academic Press: Durham, NC. Second edition.**

This second text does quite a good job of covering much of the theory in relation to space and crime. The temporal side has been dramatically improved from the first edition. The text is well researched and recent.

When I checked Amazon, they still held the first edition only (so don't get it there), so get this from the bookshop or direct from the publishers at <http://www.cap-press.com/books/1716>

The publishers were selling it at \$40 (though with a 10% internet discount). If you are not a CJ student, you might feel that this is not a worthy expenditure, but then please make sure that you copy the relevant chapters so that you can survive the theoretical parts of the course. TU bookstore has it for \$40, so easiest to walk over there.



**Do not buy the first edition**

## Lab workbook

There is a lab workbook for the class. At the time of writing, it is being finalized to accommodate the most recent version of the ArcGIS software. It runs to over 100 pages, and there are some printing costs associated with this. Therefore, there may be a modest copying charge from the University for this workbook, but it is not likely to be more than \$20.

In addition, a digital copy of **Harries, K. (1999) Mapping Crime: Principles and Practice** (Washington DC: US Department of Justice) is available on the subject Blackboard site in pdf format, and is assigned as reading chapters.

**If you are not a CJ student**... then you may feel that these books are not worth the expenditure. For a general GIS book, I still think the one I wrote with Spencer Chainey is worth it if you have little experience of GIS, but feel free to come to me to discuss the merits of the Lersch book for your particular interests.

## Additional texts

There are a number of other readings that will be required, and can be downloaded from Blackboard. They will be available digitally in portable document format (pdf format). If you wish to take them home, then you will need the free pdf reader software installed on your home computer. This is available to download from [www.adobe.com](http://www.adobe.com).

## Fieldwork and releases

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The last day of the class is a practical (and hopefully relatively painless) way to finish the class, with a walking tour of the Society Hill area of Philadelphia. The aim of this last class is to put the theoretical components discussed in class into a practical framework by examining and identifying how these theories work in practice.

This requires you to sign the fieldwork waiver of liability form at the end of this syllabus by the first class. If you are not prepared to sign the release, then that is perfectly fine, but you will have to find another class.

You will also see a second agreement of confidentiality with regard to our in class use of police data. The advantage of the class is that we can use current police data, but to access the data for the purposes of class, I do require that you also read and sign the confidentiality agreement. This is a requirement from the police department. Please read and sign by the first class.

## Assessment

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Assessment at University, is (as the police have also been described) a “necessary evil”. This course is assessed in a number of ways, as summarized in the following table.



Item	Contribution to final grade
1. Workbook maps	25%
2. Annotated bibliographies, take home questions etc.	10%
3. Mid-term examination	30%
4. Final project	35%

## Attendance

For graduate classes, although there is no attendance grade, attendance is compulsory and I expect to be informed if you will be absent (jhr@temple.edu or 215-204-7702). Missing two or more classes will draw into question your commitment to the class and will place your grade in severe doubt. In that instance I reserve the right to ignore the marking rubric above and grade as I deem fit. The same goes for completion of coursework. Even if you miss a class, you will still be expected to complete the readings and assigned work (well, everyone gets a pass for one map!).

See the Blackboard site for this course for Temple University's policy on cheating and plagiarism.

## Written assignment rationale

Many students taking this course are interested in further careers within the legal profession or law enforcement. If you are required to produce a brief of evidence for court, or to submit a statement for a prosecution, you will have to produce these items on time – no excuses. This is the reality of the working world into which many of you will move. To prepare you for this, I take a dim view of written work submitted late, and grade accordingly.

The secret to avoiding any problems is of course to complete the work early. If this happens, any last minute traumas that may affect your life will at least not affect your University career. I cannot stress this enough – follow the five P's: Prior Preparation Prevents Poor Performance.

Graduate student assignments are marked on the basis of a reasonable expectation of good graduate students at one of the most well-known and respected graduate programs in criminal justice in the US. Remember we have been ranked highly on a regular basis recently, and our expectations are high accordingly.

## Study guides

It goes without saying that your written work will have to be of a high standard. To aid you in the preparation of your written submissions, I have prepared documents that outline general techniques for the writing of assignments, and referencing. There are also guides to mapping and PowerPoint presentations. I expect you to read these documents. Academic writing requires close attention to detail and you will lose marks for referencing that does not adhere to the style outlined in the guide. These guides are available on the Blackboard site.



## Relevant University policies

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### Joining the class

You should have already signed up to the class to get this syllabus. The class number is capped and the class is often fully subscribed. If you are therefore not on the class list, you cannot join until someone drops out. If they don't drop out, you don't get to join the class. All of this can be done through your student advisor. I do not sign slips to join the class, as I would not be in a position to determine if the class is full or not. You must speak to your student advisor.

### Withdrawing from class

During the first two weeks of a session, a student may withdraw from a course with no record of the class appearing on the transcript. Withdrawal is accomplished with a Schedule Revision (Drop/Add) form, which the student must obtain, and which is processed through a registration office. From weeks three to nine, a student may withdraw from a course with the permission of an advisor. The course will be recorded on your transcript with the notation of 'W'. Withdrawal is accomplished with a Schedule Revision (Drop/Add) form, which the student must obtain, and which is processed through a registration office.

## Guide to the GIS mapping workbooks

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- 1 Basic intro map, using thematic mapping
  - 2 Getting data from Excel into ArcMap, joining to shapefiles, using inset maps
  - 3 Using multiple layers, setting transparency layers, making charts and graphs
  - 4 Using point data, spatial joins, normalizing map displays, exporting data to SPSS and Excel
  - 5 Buffering, selection by spatial joins, ArcToolbox and calculating location quotients
  - 6 Identifying repeat victimization, and exporting graphics to Google Earth
  - 7 Working with CrimeStat statistical package, standard deviational ellipses, and kernel density surfaces
  - 8 Geocoding and individual buffers for location quotient analysis
  - 9 GeoDa, and calculating global and local statistically significant Moran's I
  - 10 Ordinary and spatial regressions in GeoDa
  - 11 Mapping temporal patterns in Excel, and importing into ArcMap
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## Class schedule

The class outline shown below is **provisional** and I reserve the right to change it as we go. The deadline for all activities is noon (12pm) of the following Monday (i.e. the **start** of class) unless advised otherwise (either in class or in this document).

Week (class no.)	Topic	Readings/tasks after the class (assessed items in bold)
<b>Jan 25</b> (1)	<b>Introduction to crime mapping</b> Introduction to the class; overview of the syllabus; the science of crime mapping; and introduction to ArcGIS the crime mapping system.	<ol style="list-style-type: none"> <li>1. <b>Complete GIS map from Workbook 1</b> (Burglary rate of US states). Bring finished map to class next week.</li> <li>2. Download from Blackboard and read Harries, K. (1999) <i>Mapping Crime: Principles and practice</i> (Washington DC: US Department of Justice), chapter 1.</li> <li>3. Download from Blackboard and read Weisburd, D., and McEwen, T. (1997) Introduction: Crime mapping and crime prevention. In D. Weisburd and T. McEwen (eds) <i>Crime mapping and crime prevention</i>, Vol. 8, New York: Criminal Justice Press.</li> <li>4. Download from Blackboard and read LaVigne, N. G., &amp; Groff, E. R. (2001). The evolution of crime mapping in the United States. In A. Hirschfield &amp; K. Bowers (Eds.), <i>Mapping and Analysing Crime Data</i> (pp. 203-221). London: Taylor &amp; Francis.</li> <li>5. Acquire the set texts, or make arrangements as you see fit.</li> </ol>
<b>Feb 01</b> (2)	<b>The basics of GIS</b> GIS & crime mapping; geographic reference; points, lines & polygons; layers; census geography, crime events and the criminal justice system.	<ol style="list-style-type: none"> <li>1. <b>Complete GIS map from Workbook 2</b> (Burglary across Pennsylvania). Print and bring finished map to class next week.</li> <li>2. <b>Complete GIS map from Workbook 3</b> (skills with multiple layers, charts, and saving as an external file type) and e-mail the map in a Word document to jhr@temple.edu before next class.</li> <li>3. Read Chainey and Ratcliffe, chapters 1-3.</li> <li>4. <b>Write a brief definition</b> of each item distributed in class handout (also in week 2 readings folder).</li> </ol>
<b>Feb 08</b> (3)	<b>Spatial theories of crime: intro</b> Useless and useful criminology(!); an overview of routine activities, rational choice, territoriality, crime	<ol style="list-style-type: none"> <li>1. <b>Complete GIS map from Workbook 4</b> (spatial joins to census units, exporting to Excel and SPSS). Bring finished map to class next week.</li> <li>2. Read Lersch, chapters 1 and 3.</li> <li>3. Read Chainey and Ratcliffe, chapter 4.</li> <li>4. <b>Write an annotated bibliography</b> of Clarke, R.</li> </ol>



	pattern theory, geographic profiling	V. (2004). Technology, criminology and crime science. <i>European Journal on Criminal Policy and Research</i> 10(1): 5-63. Note: there is a guide to writing an annotated bibliography in the week 3 readings folder. Bring annotated bibliography to class next week.
<b>Feb 15</b> (4)	Social ecology and neighborhood change Zonal model; neighborhood change model; defining communities; viable census data sources. <b>Location quotients.</b>  <i>Further readings related to this week can be found in the week 4 readings folder. Not required for class, but fyi for further reference.</i>	<ol style="list-style-type: none"> <li>1. <b>Complete GIS map from Workbook 5</b> (Robberies, subway stations and location quotients). Bring finished map to class next week.</li> <li>2. <b>Write a brief summary</b> (one page, double spaced) of possible theoretical explanations for the Q value you have found. Bring to class next week.</li> <li>3. <b>Complete GIS map from Workbook 6</b> (Repeat victimization of robbery locations). Bring finished map to class next week.</li> <li>4. Read Lersch, chapter 2.</li> <li>5. Read Chainey and Ratcliffe, chapter 11.</li> <li>6. Read Chainey and Ratcliffe, chapter 12. Essential for good cartography, and your future maps will be judged to this standard...!</li> </ol>
<b>Feb 22</b> (5)	<b>Crime pattern theory</b> How crime pattern theory may explain crime clustering in certain areas; geographic profiling;  <i>An introduction to census geography products is in the readings folder</i>	<ol style="list-style-type: none"> <li>1. <b>Complete GIS map from Workbook 7</b> (CrimeStat and robbery hotspots in Philadelphia). Bring finished map to class next week.</li> <li>2. Read Chainey and Ratcliffe, chapter 10.</li> <li>3. <b>Write an annotated bibliography</b> of Brantingham, P., and Brantingham, P. (1995). Criminology of place: Crime generators and crime attractors. <i>European Journal of Criminal Policy and Research</i> 3(3): 5-26.</li> </ol>
<b>Mar 01</b> (6)	<b>Routine activity theory</b>	<ol style="list-style-type: none"> <li>1. No map for next class. Spring break. Lucky you.</li> <li>2. Read Eck, J. E., Chainey, S., Cameron, J. G., Leitner, M., &amp; Wilson, R. E. (2005). Mapping Crime: Understanding Hot Spots (Special Report). Washington DC: National Institute of Justice.</li> <li>3. Read Chainey and Ratcliffe, chapter 6, for an appreciation of the problems of determining when a hotspot is hot or not!</li> <li>4. <b>Write an annotated bibliography</b> of Cohen, L. E., &amp; Felson, M. (1979). Social change and crime rate trends: A Routine Activity Approach. <i>American Sociological Review</i>, 44, 588-608.</li> </ol>
<b>Mar</b>	<b>Spring break</b>	No class.

<b>08</b>		
<b>Mar 15</b> (7)	<b>Rational choice perspective &amp; geocoding</b>	<ol style="list-style-type: none"> <li>1. <b>Complete GIS map from Workbook 8</b> (Geocoding MacDonald's restaurants and assessing the robbery risk). Bring finished map to class next week.</li> <li>2. Task: Prepare for the mid-term/take-home exam.</li> <li>3. Read Chainey and Ratcliffe, chapter 5.</li> </ol>
<b>Mar 22</b>	<b>Midterm exam (or a take-home test) and some spatial statistics!</b> Discussion of the final project. Guest speaker.	<ol style="list-style-type: none"> <li>1. Complete GIS workbook 9 (GeoDa and Moran's I of US burglary risk). Bring finished map to class next week.</li> <li>2. Read Chainey and Ratcliffe, chapter 7.</li> </ol>
<b>Mar 29</b> (8)	<b>Spatial regression models</b> Understanding community problems; data that feeds into many regression models; the problems with OLS.	<ol style="list-style-type: none"> <li>1. <b>Complete GIS workbook 10</b> (GeoDa and spatial regression models). Bring finished map to class next week.</li> <li>2. Read Lersch, chapters 6 and 7.</li> <li>3. Read Chainey and Ratcliffe, chapter 8.</li> <li>4. Complete individual analytical task assigned in class.</li> </ol>
<b>Apr 05</b> (9)	<b>Temporal analysis</b> Seasonal patterns; weekly patterns; temporal data types; aoristic analysis.	<ol style="list-style-type: none"> <li>1. <b>Complete GIS workbook 11</b> (GeoDa and spatial regression models). Bring finished map to class next week.</li> <li>2. Read Ratcliffe, J. H. (2002). Aoristic signatures and the temporal analysis of high volume crime patterns. <i>Journal of Quantitative Criminology</i>, 18(1), 23-43.</li> <li>3. Read Lersch, chapter 4.</li> <li>4. Read Chainey and Ratcliffe, chapter 9, 13.</li> <li>5. Complete individual analytical task assigned in class.</li> </ol>
<b>Apr 12</b> (10)	<b>Temporal crime patterns</b> Hourly temporal patterns; animations; repeat victimization and near repeats; dissemination of mapping.	<ol style="list-style-type: none"> <li>1. <b>Complete GIS workbook 11</b> (Temporal patterns of robberies). Bring finished map to class next week.</li> <li>2. Read Ratcliffe, JH (2007) A temporal constraint theory to explain opportunity-based spatial offending patterns, <i>Journal of Research in Crime and Delinquency</i>.</li> <li>3. Read Lersch, chapter 8.</li> <li>4. Complete individual analytical task assigned in class.</li> </ol>
<b>Apr 19</b> (11)	<b>Topic be determined</b> based on progress throughout the semester	<ol style="list-style-type: none"> <li>1. To be determined based on progress throughout the semester</li> </ol>
<b>Apr 26</b> (12)	<b>The world of crime mapping</b> Fertile research areas; directions in crime mapping;	<ol style="list-style-type: none"> <li>1. Read Lersch, chapter 5 (all about situational crime prevention – good for the last class).</li> <li>2. Check directions for next week.</li> </ol>



	organizations and bodies; local agencies.	
<b>May 03</b> (13)	<b>Situational crime prevention in practice</b> A walking tour of Society Hill, exploring examples of situational crime prevention from 1800s to today.	<ol style="list-style-type: none"> <li>3. Check the weather forecast and dress appropriately for a walking tour of the city.</li> <li>4. Bring money unless you want to go thirsty and hungry...</li> </ol>

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This document was last updated on Tuesday, December 29, 2009, and is compliant with Presidential Policy on Course Syllabi, #02.78.13 (effective September 1, 2003).

Dr J H Ratcliffe, Department of Criminal Justice.

# Waiver of Liability

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I agree to release Temple University of the Commonwealth System of Higher Education (and all its officers, employees and agents) from responsibility in all manner of actions and causes of action – i.e. suits, debts, accounts, judgments – including all claims arising out of incidents involving personal injury of any kind by reason of my participation in fieldwork associated with CJ8232 Geographic Perspectives on Crime.

I assume any and all risks arising from my participation in the fieldwork associated with CJ8232 Geographic Perspectives on Crime, including, without limitation, the risks of bodily injury or property damage, the unavailability of medical care, or the negligent acts of another person.

I will indemnify and hold harmless Temple University of the Commonwealth System of Higher Education (and all its officers, employees and agents) for any and all claims, causes of action, damages, judgments, costs and expenses that arise out of or relate to my own negligent or intentional acts or omission.

The undersigned expressly acknowledges that he or she has read and understands this Agreement and Release and signs it freely and voluntarily.

This waiver is intended to be legally binding.

\_\_\_\_\_ (Signature) \_\_\_\_\_ (Date)

\_\_\_\_\_ (Print name)

# Agreement of Confidentiality

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For the sole purposes of research and study, the undersigned agrees to the following terms regarding access to certain records owned by the City of Philadelphia Police Department, and held by Professor Jerry Ratcliffe of the Department of Criminal Justice, Temple University.

1. In consideration of the Department of Criminal Justice providing access to certain records from the police department Geographical Information System (GIS) data solely for research or teaching purposes, the undersigned agrees to keep the contents of such records confidential.
2. The undersigned will not release these files to other users without the express written permission of Prof. Jerry Ratcliffe, Department of Criminal Justice, at Temple University.
3. If other colleagues or parties express interest in these data, the undersigned shall direct them to Prof. Jerry Ratcliffe.
4. The undersigned will not sell, donate, distribute or otherwise communicate these files or files derived from the original data to other users or institutions.
5. The undersigned will not publish any works, academic or otherwise, in any format, that use the data provided without the express written permission of Prof. Jerry Ratcliffe.
6. Any data published or distributed in any form outside from the immediate researcher involved in this study is to be in aggregate form only.
7. A copy of any study or report submitted for publication shall be provided to Prof. Ratcliffe at least fifteen (15) business days prior to publication or submission for publication, in order to ensure the provisions of this agreement, and other agreements between Prof. Ratcliffe and the Philadelphia Police Department, have been upheld.
8. Such data received from the Philadelphia Police Department will not be disseminated outside of Temple University or shared with any other agency outside the scope of the project for which the data were originally supplied.
9. The data supplied are considered the property of the Philadelphia Police Department and may not be shared or supplied to any other project or researcher.
10. No data may be published which identifies a specific address or individual.
11. Prof. Ratcliffe and/or the Department of Criminal Justice, at their sole discretion, reserve the right to discontinue supplying data or information at any time or to limit access to any data or information. At the completion of the study only aggregate data may be retained by the individual undersigned.
12. The data are provided "as is". There is no express or implied guarantee that the compiled data are accurate or complete.
13. The undersigned agrees to indemnify, defend and hold harmless the Prof. Jerry Ratcliffe and the Department of Criminal Justice at Temple University, Philadelphia Police Department and the City of Philadelphia, their officers, employees or agents, from and against any and all claims, suits, demands, actions, liabilities, losses, fines, damages and/or expenses, whether at law or in equity, which may be imposed upon, incurred by or asserted against any or all of the above, by reason, in whole or in part, relating to any and all injury, including physical, mental and psychological, death, and/or property damage arising, in whole or in part, directly or indirectly, from a negligent, reckless, intentional, unintentional, or malicious breach, in any way, of any provision of this Agreement.
14. I understand and agree to comply with the confidentiality obligations of this Agreement, and understand that this form is intended to be legally binding.

\_\_\_\_\_ (Signature) \_\_\_\_\_ (Date)

\_\_\_\_\_ (Print name)

