

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Division of Criminal Justice
CrJ139: Gangs and Threat Groups in America

Course Syllabus

Instructor: Mr. S. Moffatt

Office hours: MWF: 9am-10am & 12 noon-1pm

Thursday 6pm-7pm

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Office phone: None

Office location: Alpine 213

COURSE DESCRIPTION:

The history and examination of criminal organizations in America and the problems posed by these anti-social group's structures in contemporary American society. Additionally, the focus of their business activities and behaviors will be examined by using various sciences (social, political, economic, religious, etc...) to analyze why they are labeled as street gangs, prison gangs and or security threat groups.

Area D2: Major Social Issues of the Contemporary Era

LEARNING OBJECTIVES:

1. Students will be able to demonstrate a general knowledge of gangs and threat groups in American society.
2. Students will be able to identify and explain multiple aspects and ideologies of 'gang life' and the role the gang member plays according to their selected group.
3. Students will be able to categorize and classify how and when someone should be labeled as a gang member or associate gang member.
4. Students will be exposed to historical and cultural influences that have played a role in the evolution of American gangs.
5. Students will be exposed to sources of modern law that play key roles in the welfare, safety and security of 'civilians' surrounded by organized crime.
6. Students will be exposed to theories and methods that may help to explain the rapid growth and fascination of gangs in a democratic society.
7. Students will learn about the bureaucracy of the criminal justice system: policing, the courts and corrections as it relates to gang activity.
8. Students will be exposed to critical thinking techniques that may help them to better comprehend the racial, cultural, ethnic and gender foundations that make up a street gang or a criminal organization.
9. Films will be used in class to highlight and validate contemporary issues discussed in the course.

REQUIRED TEXT:

For the spring semester of 2009, there will no required text book. However, there are **several REQUIRED READINGS** below that are necessary materials meant to provide background and support for the lectures, discussions, in class essays and required term paper(s).

- Klein, Malcolm W. Chasing After Street Gangs: A forty-Year Journey, Person-Prentice Hall 2007
- Klein, Malcolm W., Maxson, Cheryl L. Street Gang Patterns and Policies, Oxford University Press
- Rodriguez, Louis J. Always Running, La Vida Loca: Gang Days in L.A., Simon-Schuster Publishing, 2008
- National Alliance of Gang Investigators, 2005, Gang Threat Assessment. Available on the FBI website.

RECOMMENDED READING:

Found at: <http://ojjdp.ncjrs.org/search>

- Finn- Aage Esbensen, Preventing Adolescent Gang Involvement, Juvenile Justice Bulletin, Office of Juvenile Justice and Delinquency prevention, Office of Justice Programs, U.S. Department of Justice, September 2000
- Douglas R. Kent, Cultural Explanations for Vietnamese youth Involvement in Street Gangs, Public Safety: Gangs and Delinquency, Project 95-JD-FY-004, Final Report to Office of Juvenile Justice and Delinquency prevention, Office of Justice Programs, U.S. Department of Justice, September. **(FIRST THIRTY- FIVE PAGES)**
- Gang Suppression and Intervention: Prevention Program, Office of Juvenile Justice and Delinquency prevention, Office of Justice Programs, U.S. Department of Justice, Videotape: Teleconference Videotape Series, March 1997
- Modern-Day Youth Gangs Bulletin: Youth Gang Series, JUVENILE JUSTICE BULLETIN, Office of Juvenile Justice and Delinquency prevention, Office of Justice Programs, U.S. Department of Justice, June 2002
- Best Practices to Address Communication: Gang Problems, Comprehensive Gang Model, JUVENILE JUSTICE BULLETIN, Office of Juvenile Justice and Delinquency prevention, Office of Justice Programs, U.S. Department of Justice, June 2008
- James C. Howell, Youth Gangs: An Overview, JUVENILE JUSTICE BULLETIN, Office of Juvenile Justice and Delinquency prevention, Office of Justice Programs, U.S. Department of Justice, Aug. 1998.
- Cheryl L, Maxson, Gang Members on the Move, JUVENILE JUSTICE BULLETIN, Office of Juvenile Justice and Delinquency prevention, Office of Justice Programs, U.S. Department of Justice, October, 1998
- Highlights of the 2006 National Youth Gang Survey, Office of Juvenile Justice and Delinquency prevention, Office of Justice Programs, U.S. Department of Justice, July 2008
- Violence by Teenage Girls: Trends and Context Bulletin: Girls Study Group Series, Office of Juvenile Justice and Delinquency prevention, Office of Justice Programs, U.S. Department of Justice, May 2008
- **Suggest you read as many articles as possible to achieve greatest insight on gang trends.**

Recommended reading: cont

- National Institute on Drug Abuse: www.nida.nih.gov/
- National Drug Intelligence Center: www.usdoj.gov/ndic/

GRADING:

One midterm examination will account for 30% of the grade. The final project paper will account for 50% of the grade. Any in class quizzes or essays or other assignments will account for 15% of the grade. Class participation will account for the final 5%. There will be no make up exams for any in class tests or assignments. Therefore class attendance is important.

VALUE EXAMINATIONS:

100-90	A
89-80	B
79-70	C
69-60	D
59 or below	F

VALUE OF QUIZZES:

25-23	A
22-20	B
19-17	C
16-14	D
13 or below	F

FINAL PROJECT PAPER

Utilizing any and all resources (films, lectures and discussions) from the course and other outside sources, students will be required to write a 12 page (minimum) research paper that follows APA or MLA format only. The strength of the paper will be judged by the number of interviews conducted on and off campus, field trips to various law enforcement agencies and the quantitative and qualitative data provided to validate your research. The paper should include:

- (1) **Problem identification statement:** A clear guideline for your theory.
- (2) **Short term and long term goals and objectives:** Where do you would ultimately want to be in terms of your goals and did you get there? Also, by how much and how long did it take you to reach your goals?.
- (3) **Theory and hypothesis statement:** Identify what the cause of the problem is and be able to effectively determine the correct course of action if necessary.
- (4) **Implementing the analysis:** What are your resources? What are the previous methods of implementation? What changes, if any, should be made?
- (5) **Evaluation.** What was the outcome? Did you reach your goals and objectives? What was the cost effectiveness of your model, and overall effectiveness of your plan?

The School of Health and Human Services has a program which provides assistance with writing projects. Additionally, I will provide you with many of the questions needed to be asked during your interviews. Lastly, you will be **required to turn in an outline/fact sheet** of your research paper by the forth week of the semester. It must include:

- (1) Name
- (2) Title
- (3) Class
- (4) Summary of the problem and analysis
- (5) Key points to be addressed
- (6) Number of persons and potential persons/locations to interviewed and researched.

EXTRA CREDIT:

If students are given the opportunity to receive extra credit during the semester, it is not intended to mask any academic problems that may be occurring as a result of a deficient understanding of the curriculum. Additionally, the extra credit assignment is not intended to salvage a student's grade who chooses to follow the path of non-accountability. The extra credit (if done correctly) will allow you to possibly advance one half a letter grade.

Class Schedule

***In class essays at the discretion of the instructor**

Week#

Topic

1	Course Outline, Overview of the course
2	Introduction to Gangs, film(s), In class essay
3	Hispanic Street Gangs, film(s), In class essay
4	Black Street Gangs, film(s), In class essay
5	Hate Gangs (skinheads, KKK), film(s), In class essay
6	Midterm Exam (Lecture weeks 2-5)
7	Feature film on gangs: TBA
8	Youth Subcultures, Satanic, Occult, film(s), In class essay
9	Outlaw Motorcycle Gangs, film(s), In class essay
10	Spring Break (March 30 th thru April 5 th) No class
11	Asian Street Gangs, film(s), In class essay.
12	Prison Gangs, film(s), In class essay
13	Gang Industries (Music, Gambling, Drugs, Porn, weapons), films, music
14	Gang Homicide Investigations, Guest speaker
15	Solutions to the Problem
16	Turn in project papers
17	Week of Final exams (Check the campus directory)

COURSE REQUIREMENTS:

Students are expected to complete all required assigned readings prior to the start of class. Additionally, I recommend that students attend class regularly so that they can actively participate during question and answer periods. And they can be prepared for any scheduled or unscheduled exam or quiz during the semester. As stated above, I will only lecture on the aforementioned topics. However, all materials discussed in class and resources required to be read are deemed testable material. Lastly, in class essays will be required, which means you will need 'Blue books' and pens that use black or blue ink only.

ATTENDANCE:

Punctuality is important, because information will not be repeated during class for late students. Attendance will be taken at my discretion. Therefore, because a high volume of information dispersed throughout the course, I suggest that attendance be a high priority.

DISABILITIES:

Students with special needs should advise the instructor at his or her first opportunity. If you have a disability and require special accommodations, you need to provide disability documentation to **SSWD, Lassen Hall #1008, (916) 278-6955**. Please discuss your accommodation needs with me after class or during my office early in the semester.

EXAMINATIONS:

All examinations will be completed in the classroom and during class hours. There will be no make up exams (unless there is an **EXTREME** circumstance i.e. documented illness or death that occurs in the family). Moreover, approved make up exams will be completed under conditions set by the instructor and at his discretion. There will absolutely be **no make up exams because of vacation schedules**.

CLASSROOM DECORUM:

No eating in the classroom. Don't test me. Coffee, water and other non-alcoholic beverages are acceptable, until someone leaves their garbage in the classroom. Once this occurs, **no food or drink will be allowed in the classroom**. Respect your campus.

ELECTRONIC REGULATIONS:

Any electrical device i.e. lap tops, cell phones, Ipad, etc... may not be used to record, photograph, listen, amplify or text message without the expressed permission of the instructor.

PLAGIARISM:

Plagiarized work or other academic dishonesty during exams will result in an immediate failure of the course. And a referral to the university authorities for disciplinary action. No exceptions.

I expect any student to be able to defend and explain his or her work. If I encounter a suspect exam, quiz or paper, I will give the student the opportunity to explain and defend it. If you cannot, the presumption will be that the work is not original. Please retain a copy of any essays written for your own record and verification in case the essay submitted is misplaced.

The university website at (<http://www.csus.edu/admbus/manual/UMP14150.htm>) contains the university policy on plagiarism and definitions of plagiarism. Also, consult the university library website.

([Http://library.csus.edu/content2.asp?pageID=175](http://library.csus.edu/content2.asp?pageID=175)) for further information concerning plagiarism and strategies to avoid plagiarism. The library website also has a link to a plagiarism 'test' to assist students in determining how well they understand what plagiarism is.

SPECIAL MESSAGE:

Throughout the semester it may be necessary for students and the instructor to give personal accounts on the subject matter. Some of you may not be comfortable with the responses. However, it is important that you understand why the responses were given rather than dismiss them as nonsense or gibberish because they don't fit your traditional belief system. Furthermore, enthusiasm for one's opinion and beliefs is great, but adding facts along with your viewpoints is even better. Always attempt to make clear, concise and logical statements that can be supported by respectable and reliable examples. More important, don't disrespect another person's vision, culture, ethnicity, theory or attire for the sake of class participation. Be careful of what you consider to be a 'joke'. One of the objectives of this course is to create open discussion about sometimes controversial topics, while developing awareness of the criminal justice system. Lastly, the key to success in CrJ139 is respect for the material and each other.