

University of Texas at El Paso
Instructor's Course Requirements
Fall 2022

I. Course Number and Instructor Information

Course: CRIJ 4319 Street Gangs Structure, Activity and Response
CRN: 16948
Meets: Tuesday/Thursday 1:30 p.m – 2:50 p.m.
Classroom: Education Bldg. Room #112
Semester: August 23, 2022 – December 1, 2022
Instructor: Juan F. Campos
Email: jfcampos3@utep.edu
Office Hours: Mon., Tue., Wed., & Thurs. 9 a.m to 11 a.m., or by appointment.
Kelly Hall, office number 216

Phone: (915) 747-8458

*** Should you have any questions or concerns throughout the course, please do not hesitate to call, visit or email me.***

II. Purpose of the Course

This course introduces students to the factors that contribute to gang formation and membership, the structure and function of gangs, and patterns of gang crime. It will also focus on the various policy and programmatic response to gangs from the traditional law enforcement-based efforts to school-based initiatives.

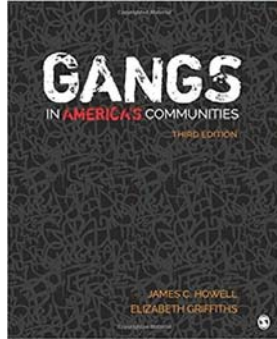
III. Course Objectives

After completion of the course, students will be able to:

- Identify the proper definitions and terms of criminal street gangs, membership roles, and criminality.
- Familiarize and appropriately apply current research and criminology to the individual, family, group, and community dynamics influencing criminal gang membership and anti-social deviance.
- Explain appropriate and inappropriate law enforcement responses to criminal street gangs in both tactical and social contexts through traditional methods and problem-oriented policing strategies.
- Identify various criminal justice and community responses to criminal street gangs from a systems perspective.

Text and Materials

- Required text:



Howell, J. & Griffiths, E. (2018). Gangs in America's Communities (3rd ed.). Sage Publishing. ISBN: 9781544300221. Available at UTEP bookstores.

Course Requirements

Point Value Summary:

Activity or Assignment	Point Value
Exam #1	100
Exam #2	100
Compare and Contrast Essay	100
Discussion Question (7) - (10 points each)	70
Essay #1	25
Essay #2	25
Course Summary	10
Participation	20
Total Points	450

***All assignments and exams will be submitted via blackboard by respective due dates.**

IV. Evaluation Methods

Exams (200 points)

Students will be given two (2) timed-multiple choice exams (Exam 1 – chapters 1-5 and Exam 2 – chapters 6-10) worth **100 points each**. (See Calendar) Exams must be taken on the date of the scheduled exam. The exam questions will be drawn directly from your Howell, J. & Griffiths, E. (2018) book. Exams will be taken via blackboard. I will reschedule an exam only if you notify me in advance because of work (military) conflict where you will not have access to the Internet for the entire week (documentation), or if you were hospitalized for the entire week (doctor's note). This is why you will have several days to sit down and complete them at a time that is convenient for you. Plan ahead!

Compare and Contrast Essay (100 points)

Students are required to complete a compare and contrast essay. Assignment is worth **100** points.

Your essay is due by November 17th, 11:59 p.m. (See syllabus calendar). You will submit the essay via blackboard by attaching it as a Microsoft Word file. I will not accept any late papers. After the due date, the submission link will close. I encourage you to turn it in early. Do not email it to me, or submit it in any other manner as required.

In your essay, *compare and contrast* at least two criminological theories related to street gangs.

The Street Gang Phenomenon: One of the common policing problems with a common street gang is the juvenile membership within the gang. Due to lack of culpability, society generally believes juveniles should not be processed through the criminal justice system in the same manner. This encourages recruitment of adolescents into a street gang more attractive. Although there are various reasons for someone to join a gang, there are similar social environments that allow for a criminal street gang to thrive. Criminological theories may explain this phenomenon.

Assignment Guidelines: The essay will be formatted and written in APA 6th Edition with a title page and reference page. All research and sources will be cited within the body of the paper with the appropriate use of in-text citations. The paper will be no less than 1000 words and have a minimum of 4 academic quality references. The grading rubric for this assignment may be viewed in the Compare

and Contrast Essay submission link in Blackboard. Websites such as Wikipedia, blogs, and social networking forums (e.g., Facebook) are not to be used. Depending on your selected theories, they may be good places to start. However, there is nothing authoritative about these websites and therefore should not be cited in an academic paper. Information obtained from official websites, such as state/federal governments or government agencies, is acceptable and may be used as sources sparingly. I have provided you with an APA formatted paper shell and a presentation on citing and references in your compare and contrast paper assignment link.

Review grading rubric provided by instructor for this assignment prior to submission. Late submissions will not be accepted and no credit will be given for submissions after due date.

Format Guidelines

Introduction: where you explain your thesis or what your essay will discuss.

Should include a thesis statement to show the reader what to expect for the rest of your essay.

Body: where you actually list the similarities and differences of your subjects; the largest section.

Conclusion: where you wrap up and summarize your points; provide recommendations, solutions, and which theory better explains the street gang phenomenon.

Discussion Question

Students are required to answer (7) seven chapter discussion questions selected by the instructor. Discussion questions will be taken directly from the end of chapter discussion questions in the Bates, K. A., & Swan, R. S. (2021) textbook. Students will submit the discussion question answers via blackboard. See syllabus calendar! Each discussion question is **worth 10 points** for a total of **70 points**.

Discussion Question Guidelines

Your discussion question answers must be at least 200 words in length. Always back up your answers with factual material from somewhere in the text by using a cite and page number. For example, when defining delinquency, it is fine to have an opinion, but you need to tie it to the section in the textbook that discusses the definition of delinquency (e.g., Bates, K. A., & Swan, R. S., 2021, p. 5)

Short Essay (50 points)

Students are required to answer (2) two questions issued by the instructor in proper essay format. Each short essay is **worth 25 points** for a total of **50 points**.

Short Essay Guidelines

Your short essay response must at least 3 paragraphs in length (intro, body, conclusion). Your response requires in-text citation(s) from the textbook, and/or other outside sources showing where you discovered the answer(s). **WARNING: DO NOT COPY PASTE.** Your submission will be run through plagiarism software. Do not provide direct quotes. Summarize the source information in your own words and cite the author. At the end of your essay provide the full reference to the in-text citation found within the body of the essay.

Review grading rubric provided by instructor for this assignment prior to submission. Late submissions will not be accepted and no credit will be given for submissions after due date.

Course Summary (5 points)

Students are required to complete a one-page summary of what was learned (1.5 spacing) in the class. Title page is required.

Participation/Attendance

Students are expected to attend class with the required textbook. They should also have note taking materials available. Students are required to read the scheduled chapters in advance in order to participate in classroom discussion. An advantage of the in-person experience (as opposed to an online course) is the ability for students to hear about the material, ask questions, discuss your thoughts, and clarify any areas of confusion you might have. As such, regular attendance is strongly recommended; missing classes may result in participation point deduction.

Total possible participation points 20.

Extra Credit

There will be no extra credit offered in this course.

V. Grading Scale

Points	Letter Grade
400-450	A
350-399	B
300-349	C
250-299	D
0-249	F

The University Writing Center: The University Writing Center is located in Library, Room 227. The University Writing Center offers free synchronous online one-on-one writing assistance for UTEP Connect students. Graduate and undergraduate consultants work with writers on projects for a wide variety of classes and provide assistance during all parts of the writing process, including: prewriting, drafting, revising, and editing. Online assistance is available by appointment through the UWC's website (uwc.utep.edu). Most UWC consultants are bilingual Spanish and English speakers. Consultants will not edit your paper for you, and you are the one ultimately responsible for the work you submit and the grade you earn. Instead, Writing Center consultants will guide you through the writing process and teach you valuable writing skills. They are open M-Th 9:00-5:00 p.m., Fr 9:00-2:00 p.m., and Sundays 12:00 -5:00 p.m. Appointments are recommended well before the deadline, but they will take walk-ins. Visit the UWC's website to learn more about the services they provide, or make an appointment for an online consultation. Online consultations take place during regular business hours (see website) and must be made at least one day in advance.

<http://uwc.utep.edu/>

VI. Instructor's Policies

Withdrawal Procedures

It is the student's sole responsibility to withdraw from the course. I will award an "F" for those who do not attend, nor drop the course. See the school catalog for policies and procedures.

Academic Honesty

Academic dishonesty will not be tolerated. Students should beware of the UTEP Handbook of Operating Procedures. Academic dishonesty may include, but is not limited to cheating on a test, plagiarism, making false statements and collusion.

"Plagiarism" is defined as the appropriating, buying, receiving as a gift, or obtaining by any means another work and the unacknowledged submission or incorporation of it in one's own written work. This course may utilize third party software that

has the ability to automatically detect plagiarism on documents submitted for grading.

"Collusion" is defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

"Cheating on a test" shall include:

- a. Copying from another student's test paper.
- b. Using test materials not authorized by the teacher.
- c. Collaborating with or seeking aid from another student during a test.
- d. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.
- e. Bribing another person to obtain an unadministered test.

Turning in someone else's work as your own constitutes academic dishonesty. A grade of zero (0) will be assigned on any assignment/test found to be obtained under any of the items listed above in numbers 1-5.

Student Accommodations Statements

In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS) <http://sa.utep.edu/cass/>. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you may have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and the Center for Accommodations and Support Services at The University of Texas at El Paso.

UTEP Drop Policy

If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.

1. Students who drop a course *before the "official census date,"* the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
2. Dropping a course *after the official census date, but before the "course drop date"* will generate a "W" in the course—although the drop shows on your

transcript, a “W” does not lower your GPA. However, this type of drop counts against your 6 drop limit.

3. If the course is dropped *after the “course drop date”* or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript. This type of drop counts against the 6 drop limit.
4. UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A “W” will be issued if the drop occurs before the course drop date, and an “F” will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.
5. If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

VII. Technical Assistance

The University of Texas at El Paso offers complete technical information and help desk support at <http://issweb.utep.edu/techsupport/>.

VIII. Classroom Calendar

Week / Date	Topic and/or Discussion	Readings/Assignments/ Exams
1/Aug 23 1/Aug 25	Introduction to Course and Syllabus Review	Syllabus Review
2/Aug 30 2/Sep 1	Ch. 1: History of Gangs Article: Tapia, M. (2012). Latino street gang emergence in the Midwest: Strategic franchising or natural migration? <i>Crime & Delinquency</i>, 60, 592–618.	Readings
3/Sep 6 3/Sep 8	Ch. 2: Myths and Realities of Youth Gangs Article: Bolden, C. (2013). Tales from the hood: An emic perspective on gang joining and desistance. <i>Criminal Justice Review</i>, 38, 473–490.	Readings Essay #1 Due Sep 8
4/Sep 13 4/Sep 15	Ch. 3: Defining Gangs and Gang Members Article: Scott, D. W. (2014). Attitude is everything: Youth attitudes, gang involvement, and length of institutional gang membership. <i>Group Processes & Intergroup Relations</i>, 17, 780–798.	Readings Discussion Question #1 Pg. 47 (Question 1) Due Sep 15
5/Sep 20 5/Sep 22	Article: Bjerregaard, B. (2002). Self-definitions of gang membership and involvement in delinquent activities. <i>Youth & Society</i>, 34, 31–54.	Readings
6/Sep 27 6/Sep 29	Ch. 4: General Macro-Level Theories and Modern-Day Applications Article: Mares, D. (2009). Social disorganization and gang homicides in Chicago. <i>Youth Violence and Juvenile Justice</i>, 8, 38–57. Article: McNeeley, S. (2014). Lifestyle-routine activities and crime events. <i>Journal of Contemporary Criminal Justice</i>, 31, 30–52.	Readings Discussion Question#2 Pg. 107 (Question 1) Due Sep 29
7/Oct 4 7/Oct 6	Ch. 5: Micro-Level Theories: Developmental Life-Course Pathways and Other Micro-Level Explanations for Gang Involvement Article: Sampson, R. J., & Laub, J. H. (2005). A life-course view of the development of crime. <i>ANNALS of the American Academy of Political and Social Science</i>, 602, 12–45. Article: Patton, D. U., Lane, J., Leonard, P., Macbeth, J., & Smith-Lee, J. R. (2016). Gang violence on the digital street: Case study of a South Side Chicago gang member's Twitter communication. <i>New Media & Society</i>, 1461444815625949.	Readings Essay #2 Due Oct 6
8/Oct 11 8/Oct 13	Overview Exam #1	Exam # 1 (Chapters 1-5) Due Oct 13 via blackboard
9/Oct 18 9/Oct 20	Ch. 6: Girls and Gangs Article: Petersen, R. D., & Howell, J. C. (2013). Program approaches for girls in gangs: Female specific or gender neutral? <i>Criminal Justice Review</i>, 38, 491–509. Article: Bell, K. E. (2009). Gender and gangs: A quantitative comparison. <i>Crime & Delinquency</i>, 55, 363–387.	Readings Discussion Question #3 Pg. 178 (Question 3) Due Oct 20
10/Oct 25 10/Oct 27	Ch. 7: National Gang Problem Trends: 1996 to 2012 Article: Decker, S. H., & Pyrooz, D. C. (2010). On the validity and reliability of gang homicide: A comparison of disparate sources. <i>Homicide Studies</i>, 14, 359–376.	Readings Discussion Question #4 Pg. 215 (Question 3) Due Oct 27

11/Nov 1 11/Nov 3	Ch. 8: Urban Gangs and Violence Article: Pyrooz, D. C. (2012). Structural covariates of gang homicide in large U.S. cities. <i>Journal of Research in Crime and Delinquency</i>, 49, 489–518. Article: Chavez, J. M., & Griffiths, E. (2009). Neighborhood dynamics of urban violence: Understanding the immigration connection. <i>Homicide Studies</i>, 13, 261–273	Readings Discussion Question #5 Pg. 249 (Question 3) Due Nov 3
12/Nov 8 12/Nov 10	Ch. 9: What Works: Prevention Article: Esbensen, F. A., Peterson, D., Taylor, T. J., & Freng, A. (2009). Similarities and differences in risk factors for violent offending and gang membership. <i>Australian & New Zealand Journal of Criminology</i>, 42, 310–335.	Readings Discussion Question #6 Pg. 279 (Question 1) Due Nov 10
13/Nov 15 13/Nov 17	Article: DeCamp, W., & Newby, B. (2015). From bullied to deviant: The victim–offender overlap among bullying victims. <i>Youth Violence and Juvenile Justice</i>, 13, 3–17.	Readings Compare and Contrast Essay Due Nov 17
14/Nov 22 14/Nov 24	Ch. 10: What Works: Intervention and Suppression Holiday November 24 – No Class	Readings Discussion Question #7 Pg. 314 (Question 1) Due Nov 29
15/Nov 29 15/Dec 1	Article: Braga, A. A., Apel, R., & Welsh, B. C. (2013). The spillover effects of focused deterrence on gang violence. <i>Evaluation Review</i>, 37, 314–342. Overview	Readings Course Summary Due Dec 1
16/Dec 8	Exam #3	Exam #2 Via blackboard

Calendar is subject to change.