

# Gangs & Gang Violence

## SOC 3570-001

Spring 2023

CRCC 210

Instructor: Dr. Rebecca Owen (she/her)

E-mail: [r.owen@utah.edu](mailto:r.owen@utah.edu)

Office: BEHS 308

Office hours: Tuesdays & Thursdays 3:00-4:00 or  
by appointment (online)



## Course Description

This course will examine the history and development of gangs in the United States. From the beginnings of immigrant gangs in the 1800's to present day gang activity, we will examine the development of modern gang activity in contemporary society. We will explore the effects of race/ethnicity, socioeconomic status, gender, and family structure on the growth, affiliation, and activity of gangs. Sociological theory will be used to gain an understanding of gangs and gang activity, both historically and in contemporary society.

## Course Objectives

By the end of this course, you will be able to:

- **Understand** the history of gangs in the U.S., paying particular attention to issues of socioeconomic status, race/ethnicity, and gender
- **Compare and contrast** sociological theories of delinquency and gangs
- **Explain** risk factors and motivations for joining a gang and reasons for leaving a gang
- **Describe** how social institutions view and interact with gangs and gang members, specifically schools, the media, and the Criminal Justice System
- **Apply** theories of delinquency and gangs to real-world scenarios and **critique** their usefulness in explaining such cases

## Expectations

What are our responsibilities to each other during class? Here is what I expect from you:

- **Be on time and be prepared.** As a courtesy to me and your fellow classmates, please be on time, so as not to disrupt class. Be caught up on readings and assignments, and ready to engage in discussion.
- **Be present.** This is more than just showing up. Pay attention, take notes, and participate – you'll get more out of this class if you do! Classroom interactions are important for your learning.
- **Be respectful.** We will be dealing with some sensitive topics and issues in this class, so make sure that your communication with your peers and with me is respectful. Even if you disagree with me or a fellow student, make sure that your comments are not attacking an individual – you can critique ideas but not individuals. Also realize that everyone comes from different backgrounds, and we all have different experiences – you may not understand someone else's situation, but be respectful and make an effort to see things from another perspective. More on this under "Rapport" in the Policies, Guidelines, & Resources section.
- **Communicate.** If you have any issues or concerns, please contact me as soon as possible so we can address them. I want each of you to be successful in this class. I know that tough life events don't wait for the semester breaks, so please let me know if you are struggling in any way.

In turn, here is what I'm offering to you:

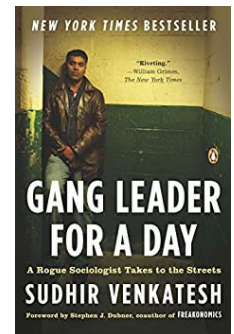
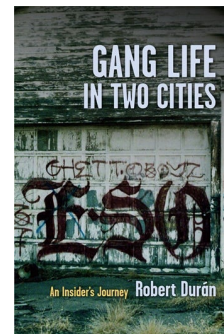
- I have designed lectures, readings, other materials, and assignments to challenge you and provide you with opportunities to learn and practice course content.

- I will keep the class Canvas website up to date with materials, assignments, and your grades.
- I will be available for consultation if you have questions or concerns. Quick questions can be handled before or after class, and I also have office hours twice a week, and can schedule other meetings as needed. You may also contact me through email ([r.owen@utah.edu](mailto:r.owen@utah.edu)) or Canvas Inbox. I typically respond within 24 hours (usually faster during the week, but not as quickly on weekends).
- I will do my best to foster a respectful environment in which we can share our views and explore our thoughts.
- I will adhere to the schedule as best as I can, while still maintaining the right to alter the schedule to meet the needs of the class. Any changes will be announced on Canvas.
- I will provide clear expectations of how you can be successful in this course on Canvas, through descriptions of activities, discussions, and assignments and a rubric for your final paper.
- I will follow all official University of Utah policies regarding conduct in the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis with the required documentation.

## Course Materials

### Critical Analysis Books:

1. Durán, Robert J. 2013. *Gang Life in Two Cities: An Insider's Journey*. New York, NY: Columbia University Press. ISBN: 978-0-231-15867-1
2. Venkatesh, Sudhir. 2008. *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets*. New York, NY: Penguin Books. ISBN: 978-0-14-311493-2



These two books are included as part of your tuition through the Inclusive Access program. You can access the books in Canvas by clicking “Bookshelf” in the course navigation menu. If you do not wish to utilize the electronic access to the books through Canvas, you may opt out no later than January 20, 2023, and the cost of the books will be refunded to your tuition account. You will then be responsible for acquiring the books on your own, as you are still required to read both books this semester.

Individual articles for each module are uploaded to Canvas. Links appear in each module. You will need Adobe Acrobat Reader to view them. You may download a copy of Adobe Acrobat Reader free of charge from the Adobe website or you can get the Adobe Creative Suite from <https://software.utah.edu/>. A complete list of required readings is available towards the end of the syllabus.

## Activities

Throughout the semester you will complete numerous in-class activities and a few online activities. These are to help ensure that you are engaging with and understanding the material. Activities provide moments of self-reflection and opportunities to explore your understanding of material in a low-stakes environment. Online discussions will allow you to engage with your fellow students outside of the classroom, to ask questions, and push your thinking forward. Activities are not announced ahead of time in the syllabus (with the exception of a few online activities). Think of activities as a form of participation points – you must be present in class in order to earn the points. Attendance is extremely important in this class, and since you won't know which days are going to include activities, hopefully that will motivate you to be in regular attendance. Activities cannot be made-up or completed late, except in extenuating circumstances. The quizzes on the books *Gang Life in Two Cities* and *Gang Leader for a Day* cannot be taken late, except in extenuating circumstances.

## Assignments

You will complete approximately one short assignment each week. The assignments are tied to the required readings. The assignments vary, and will be detailed in the specific assignment

description. Written assignments should be 2 pages, double-spaced, using 1-inch margins and a reasonable 12-point font. Make sure to **proofread** your submissions! Written assignments must be submitted on Canvas as Word documents (.doc or .docx). All U of U students have access to Microsoft Office 365, and can download it through the [Office of Software Licensing](#). Late reading assignments are not eligible for full credit, but may receive partial credit.

## Tests

You will take two tests this semester. The tests will be administered through Canvas, and must be completed by the due dates indicated on the schedule. The tests are not cumulative, so they will only consist of material covered since the last test. The tests are meant to evaluate what you have learned in class, so use your notes as your reference material. The tests are timed and consist of multiple choice and true/false questions. The tests cannot be taken late, except in extenuating circumstances.

### ***A note about notes...***

Quality note-taking is an important skill, and one that you should be developing in all of your classes. Although the tests are open note/book, it is impractical to think you could "look up" all of the answers during the tests - the time constraints would make that a difficult endeavor. Take thorough notes on class lectures, readings, and other media shared in class or on Canvas. These notes will constitute your "study guide" for the tests. Rely on your notes as your reference material during tests, but thoroughly review your notes prior to the tests.

## Critical Analysis Paper

### ***Peer Reviews***

To help prepare you for the Critical Analysis Paper, you will engage in two peer review assignments prior to the paper deadline.

The first peer review is on your ability to explain theories we cover in class *in your own words*. Ideally, you will pick theories you are considering using in your final paper. You will give feedback to your peers about how clearly they explain their chosen theories, and you will receive similar feedback on your own submission.

The second peer review is on a draft of your analysis section (described below). Hopefully you will use at least one of the theories you wrote about previously, and now you will connect that theory to examples from one of the books. You will give feedback to your peers about how clearly they connected the theory to the book examples, and you will receive similar feedback on your own submission.

The purpose of peer reviews is two-fold. Not only will you get feedback on how clear your own writing is to others, but often the act of reviewing someone else's work is informative, too. Seeing how your peers approach the assignment and identifying the strengths and areas for improvement in their work can help you turn a more critical eye to your own work and help you identify areas for you to work on as well.

### ***Paper***

You will write a critical analysis paper on one of the required books: *Gang Life in Two Cities* or *Gang Leader for a Day*. Your paper should be 5-6 pages, double-spaced, and include the following sections:

1. A **thesis** section (no more than 1 page) that introduces the book and theories you will use in your paper.
2. An **analysis** section (at least 4 pages). Briefly describe the **theory in your own words**, and then choose an aspect, character, or scene from the book that clearly illustrates the theory. Feel free to use multiple examples from the book. After each example, **explain how it illustrates the theory** (pretend you are writing this for someone who may not be as familiar with the theories, so

make a convincing argument about how/why it applies). You must use at least one **sociological** theory presented in class, and may use up to two sociological theories. Do not use more than two theories, so that you can fully develop your arguments. Do not use outside theories that were not covered in class.

3. A **critique, evaluation, or summary** section (1 paragraph) where you give your opinion of the book or the assignment, or a brief summary of your paper.

Use a reasonable 12-point font (like Times New Roman, Arial, Calibri...) with 1-inch margins. Be sure to proofread your papers! You must upload your papers on Canvas using Turnitin, a plagiarism detection service. Late papers are not eligible for full credit, but may receive partial credit.

## Grading

Activities & Book Quizzes	100 points
Assignments	100 points
Tests	100 points
Critical Analysis Paper & Peer Reviews	<u>100 points</u>
Total:	400 points

A few notes about grading:

- It is your responsibility to report and discuss grade discrepancies with me. Please contact me with any questions or concerns.
- Late written assignments and papers are **not** eligible for full credit.
- Make-up activities, tests, and quizzes are **not** offered, except for in extenuating circumstances.

## Letter Grade Conversion:

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
E	Below 60%

## Policies, Guidelines, & Resources

**Electronic Devices in Class:** Texting, using social media, and internet surfing are inappropriate during class. Please turn off or silence your phone and other electronic gadgets during class. You may use laptops or tablets for note-taking, but please refrain from distracting yourself and those around you by surfing the web or using social media during class.

**Canvas & Tech Skills:** You are responsible for checking Canvas regularly. You need basic computer literacy skills, and the ability to troubleshoot technical issues and be able to attempt to solve them on your own (a web search of your issue can reveal a lot). You are responsible for submitting assignments using the correct file extensions (which are detailed in each assignment description). Equipment failures are not an acceptable excuse for late or absent assignments. I suggest you back up your assignments (for this and any other class) in some fashion – a cloud service, flash drives, or even

just emailing drafts to yourself. Do something so that you can access your work no matter where you are.

Technical support for Canvas is available by calling 1-844-527-0328 or online through [Chat Support](#).

If you come across any broken links or inaccessible files in the course, you need to notify me immediately! I have done my best to ensure the class will operate smoothly, but technology doesn't always do what we want it to do. I'm assuming that links and files are in working order unless students indicate otherwise. I am committed to fixing broken links or inaccessible files as soon as possible after being notified. In the case that there will be a significant delay before an item can be fixed, I will post an announcement to let the class know about the problem and describe any alternate files/links or alternate due dates for assignments, if applicable. Points lost on assignments cannot be made up if you didn't notify me that there was a broken link or inaccessible file prior to the deadline.

You are responsible for submitting assignments and activities by their due dates. In the very rare case that technical problems prevent you from submitting on time, you must:

- Immediately contact me via email or Canvas Inbox to let me know about the problem and to submit a copy of your assignment as an attachment (where possible).
- Next, immediately contact the Canvas Help Desk to troubleshoot and resolve the problem.
- Then email me again to update me on the issue, whether it was resolved, and if there are any additional steps that either of us need to take to get the assignment properly submitted to Canvas.

Keep in mind that it is inappropriate to contact me about tech problems after a deadline. It is your responsibility to reach out to the appropriate help desk to troubleshoot and resolve tech problems.

**Rapport: Be Respectful.** Participation in the University of Utah community obligates each member to follow a code of civilized behavior in and out of the classroom. In order to maintain a positive, civil environment for learning, students are expected to meet the goals described in the U of U's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

**Keep an Open Mind.** Some of the readings, lectures, films, or presentations in this course may include material that is sensitive in nature, graphic, or challenges your beliefs. Please review the syllabus carefully to see if the course is one that you are committed to taking.

Please treat your peers with respect. Discriminatory or unprofessional communication and interactions will not be accepted.

- Be open-minded and supportive to all viewpoints, even when you do not agree.
- Speak with respect to each other and the instructor.
- Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
- Using angry or abusive language is not acceptable and will be dealt with according to the Student Code.
- Course emails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code.
- The learning community fostered in this course depends on the cooperation of all members.

**Academic Misconduct:** It is assumed that all work submitted is your own work. When you have used



ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, failure in the course, and/or expulsion from the university. Per University of Utah regulations (Policy # 6-400). "A student who engages in academic misconduct," as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, "may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing." Please refer to the [Student Code](#) for full elaboration of student academic and behavioral misconduct policies.

I have elected to use a plagiarism detection service in this course. Therefore, you will be required to submit your assignments and paper to such a service as part of the requirements.

**Wellness Statement:** Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with your ability to succeed and thrive in this course and at the University of Utah. Please seek help before issues become problems. Contact the [Center for Student Wellness](#), 801-581-7776.

**Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the [Center for Disability & Access](#), 162 Olpin Union Building, 801-581-5020. CDA will work with you and your instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

**Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the [Office of Equal Opportunity and Affirmative Action](#), 135 Park Building 801-581-8365, or the [Office of the Dean of Students](#), 270 Union Building 801-581-7066. For support and confidential consultation, contact the [Center for Student Wellness](#), 426 SSB, 801-581-7776. To report to the police, contact the [Department of Public Safety](#), 801-585-2677(COPS).

**The University Writing Center.** Located in the Marriott Library in room 2701, the [University Writing Center](#) is designed to help students become more confident writers. They can help students understand assignments, develop ideas, organize thoughts, form arguments, improve the clarity of writing, improve continuity and flow, consider the audience, polish and improve style, document sources correctly, avoid plagiarism, and learn about common grammar errors. This is a free service that is available to all students. You can make an appointment [online](#).

This is a 3000-level course, which is targeted at juniors and seniors, and presumes that students have taken the required writing classes, WRTG 1010 and 2010. If you are struggling with your writing, I urge you to take advantage of the services the Writing Center offers.

**LGBT Resource Center:** The University of Utah has an [LGBT Resource Center](#) on campus. It is located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. Visit their website to find more information about the support they can offer, a list of events through the center, and links to additional

resources.

**Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the [Writing Center](#), the [Writing Program](#), and the [English Language Institute](#).

**Veterans Center:** If you are a student veteran, the U of U has a [Veterans Support Center](#) located in Room 418 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events, and links to outside resources.

**Safety Statement.** The U of U values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [SafeU](#).

**CSBS Emergency Action Plan:** Please familiarize yourself with the CSBS Emergency Action Plan for our building, CRCC. It is at the end of the syllabus. Be aware of the Emergency Assembly Points in case of a building evacuation.

**COVID-19:** The University of Utah remains a “mask friendly” institution. Those who wish to wear masks are encouraged to do so, especially those at high risk of severe illness from COVID-19. Masks are, however, not required in indoor spaces on main campus.

Everyone is strongly encouraged to follow these protocols:

- Test weekly for COVID-19, even if asymptomatic
- Get vaccinated against COVID-19 and get boosters when eligible
- If you test positive for COVID-19, follow the 5-5-5 rule:
  - o Isolate (stay at home away from others) for 5 days
  - o Test on day 5
    - If negative, and symptoms are significantly better (without the aid of fever-reducing medication), you may end isolation
  - o Wear a mask for 5 more days after ending isolation when around others
- If you are exposed to COVID-19 and:
  - o Do *not* have symptoms:
    - Mask around others for 10 days
    - Test 5 days after your exposure
  - o *Have* symptoms:
    - Get tested and isolate while awaiting your results
    - Follow the 5-5-5 rule if you are positive
    - Mask around others for 10 days if you are negative

More information can be found online at <https://coronavirus.utah.edu/>.

## Required Readings

### **Critical Analysis Books:**

1. Durán, Robert J. 2013. *Gang Life in Two Cities: An Insider's Journey*. New York, NY: Columbia University Press. ISBN: 978-0-231-15867-1
2. Venkatesh, Sudhir. 2008. *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets*. New York, NY: Penguin Books. ISBN: 978-0-14-311493-2

Readings listed below will be posted on Canvas:

### **Theories of Delinquency & Gangs**

Krohn, Marvin D., Nicole M. Schmidt, Alan J. Lizotte, and Julie M. Baldwin. 2011. "The Impact of Multiple Marginality on Gang Membership and Delinquent Behavior for Hispanic, African American, and White Male Adolescents." *Journal of Contemporary Criminal Justice* 27(1):18–42. doi: [10.1177/1043986211402183](https://doi.org/10.1177/1043986211402183).

Wood, Jane, and Emma Alleyne. 2010. "Street Gang Theory and Research: Where Are We Now and Where Do We Go from Here?" *Aggression and Violent Behavior* 15(2):100–111. doi: [10.1016/j.avb.2009.08.005](https://doi.org/10.1016/j.avb.2009.08.005).

### **History of Gangs in the U.S.**

Alonso, Alejandro. 2004. "Racialized Identities & the Formation of Black Gangs in Los Angeles." *Urban Geography* 25(7):658–74.

### **Measuring Gangs**

Klein, Malcolm W. 2005. "The Value of Comparisons in Street Gang Research." *Journal of Contemporary Criminal Justice* 21(2):135–52. doi: [10.1177/1043986204272911](https://doi.org/10.1177/1043986204272911).

### **Structure & Membership**

Klein, Malcolm W., and Cheryl L. Maxson. 2010. "Gang Structures and Group Processes." Pp. 162–208 in *Street gang patterns and policies, Studies in crime and public policy*. Oxford: Oxford Univ. Press.

Raby, Carlotta, and Fergal Jones. 2016. "Identifying Risks for Male Street Gang Affiliation: A Systematic Review and Narrative Synthesis." *The Journal of Forensic Psychiatry & Psychology* 27(5):601–44. doi: [10.1080/14789949.2016.1195005](https://doi.org/10.1080/14789949.2016.1195005).

### **Gangs & Institutions**

Rios, Victor M. 2017. "The Probation School." Pp. 28–55 in *Human Targets: Schools, Police, and the Criminalization of Latino Youth*. University of Chicago Press.

### **Gangs & the Criminal Justice System**

Webb, Vincent J., and Charles M. Katz. 2003. "Policing Gangs in an Era of Community Policing." Pp. 17–49 in *Policing gangs and youth violence*, edited by S. H. Decker. Belmont, CA: Thomson Wadsworth.

Howell, K. Babe. 2019. "Prosecutorial Misconduct: Mass Gang Indictments and Inflammatory Statements." *Dickinson Law Review* 123(3):691–712.

### **Desistance & Leaving**

Pyrooz, David C., and Scott H. Decker. 2011. "Motives and Methods for Leaving the Gang: Understanding the Process of Gang Desistance." *Journal of Criminal Justice* 39(5):417–25. doi: [10.1016/j.jcrimjus.2011.07.001](https://doi.org/10.1016/j.jcrimjus.2011.07.001).



## Course Schedule

Week	Topics & Readings	What's Due
Week 1: Jan 10 & 12	<b>Introduction</b>  <b>What is a Gang?</b>	<b>Sunday, January 15<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Online Activity: Syllabus Scavenger Hunt</li> </ul>
Week 2: Jan 17 & 19	<b>Theories of Delinquency &amp; Gangs</b> Krohn, et al. "The Impact of Multiple Marginality on Gang Membership and Delinquent Behavior for Hispanic, African American, and White Male Adolescents."	<b>Monday, January 16<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Online Activity: Reasons to join a gang</li> </ul> <b>Sunday, January 22<sup>nd</sup></b> <ul style="list-style-type: none"> <li>▪ Assignment: Krohn, et al. reading</li> </ul>
Week 3: Jan 24 & 26	<b>Theories of Delinquency &amp; Gangs, continued</b> Wood & Alleyne. "Street Gang Theory and Research: Where Are We Now and Where Do We Go from Here?"	<b>Friday, January 27<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Online Activity: Applying Theory Discussion</li> </ul> <b>Sunday, January 29<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Discussion Replies</li> <li>▪ Assignment: Wood &amp; Alleyne reading</li> </ul>
Week 4: Jan 31 & Feb 2	<b>History of Gangs in the U.S.</b> Alonso. "Racialized Identities & the Formation of Black Gangs in Los Angeles."	<b>Sunday, February 5<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Assignment: Alonso reading</li> </ul>
Week 5: Feb 7 & 9	<b>Measuring Gang Involvement</b> Klein. "The Value of Comparisons in Street Gang Research."	<b>Sunday, February 12<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Assignment: Klein reading</li> </ul>
Week 6: Feb 14 & 16	<b>Structure &amp; Membership of Gangs</b> Klein & Maxson. "Gang Structures and Group Processes."	<b>Sunday, February 19<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Assignment: Klein &amp; Maxson reading</li> </ul>
Week 7: Feb 21 & 23	<b>Structure &amp; Membership of Gangs, continued</b> Raby & Jones. "Identifying Risks for Male Street Gang Affiliation: A Systematic Review and Narrative Synthesis."	<b>Sunday, February 26<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Assignment: Raby &amp; Jones reading</li> </ul>
Week 8: Feb 28 & Mar 2	<b><i>Crips &amp; Bloods: Made in America</i></b>  <b><i>Gang Life in Two Cities</i></b>	<b>Thursday, March 2<sup>nd</sup></b> <ul style="list-style-type: none"> <li>▪ Book Quiz in class on <i>Gang Life in Two Cities</i></li> </ul> <b>Sunday, March 5<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Test 1</li> </ul>
Week 9: Mar 6-12	<b>Spring Break</b>	<i>Nothing due!</i>

<b>Week</b>	<b>Topics &amp; Readings</b>	<b>What's Due</b>
Week 10: Mar 14 & 16	<b>Group Comparisons</b>  <b>Gangs &amp; Institutions</b> Rios. "The Probation School."	<b>Sunday, March 19<sup>th</sup></b> ▪ Assignment: Rios reading
Week 11: Mar 21 & 23	<b>Gangs &amp; Institutions, continued</b>  <b>Theory Peer Reviews</b>	<b>Wednesday, March 22<sup>nd</sup></b> ▪ Submit Theory assignment in Canvas <b>Thursday, March 23<sup>rd</sup></b> ▪ Theory Peer Review <b>in class</b>
Week 12: Mar 28 & 30	<b>Gangs &amp; the Criminal Justice System</b> Webb & Katz. "Policing Gangs in an Era of Community Policing."	<b>Sunday, April 2<sup>nd</sup></b> ▪ Assignment: Webb & Katz reading
Week 13: Apr 4 & 6	<b>Gangs &amp; the Criminal Justice System, continued</b> Howell. "Prosecutorial Misconduct: Mass Gang Indictments and Inflammatory Statements."	<b>Sunday, April 9<sup>th</sup></b> ▪ Assignment: Howell reading
Week 14: Apr 11 & 13	<b>Desistance &amp; Leaving</b> Pyrooz & Decker. "Motives and Methods for Leaving the Gang: Understanding the Process of Gang Desistance."  <b>Interventions</b>	<b>Sunday, April 16<sup>th</sup></b> ▪ Assignment: Pyrooz & Decker reading
Week 15: Apr 18 & 20	<b>Interventions, continued</b>  <b>Gang Leader for a Day</b>	<b>Thursday, April 20<sup>th</sup></b> ▪ Book Quiz <b>in class</b> on <i>Gang Leader for a Day</i>
Week 16: Apr 25	<b>Analysis Drafts &amp; Peer Reviews</b>	<b>Monday, April 24<sup>th</sup></b> ▪ Submit Analysis Draft assignment in Canvas <b>Tuesday, April 25<sup>th</sup></b> ▪ Analysis Draft Peer Review <b>in class</b>
Finals Week: Apr 27 – May 3	<b>Test, Paper, Self-evaluation</b>	<b>Friday, April 28<sup>th</sup></b> ▪ Test 2 <b>Monday, May 1<sup>st</sup></b> ▪ Critical Analysis Paper <b>Wednesday, May 3<sup>rd</sup></b> ▪ Online Activity: Self-Evaluation ▪ Extra Credit

*Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced through Canvas.*