

# Gangs & Gang Violence

## SOC 3570-001

Fall 2023

*Mondays & Wednesdays, 11:50 am -1:10 pm, BEHS 116*

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Office: BEHS 322-B

Office hours: Mondays & Wednesdays 10:00-11:00 am  
or by appointment (in person or 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

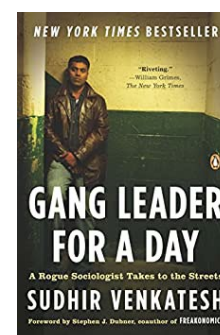
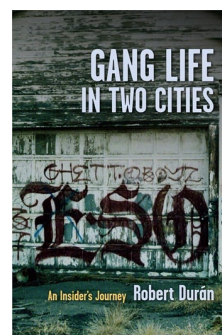
provide you with opportunities to learn and practice course content.

- 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 September 1, 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, as well as through the “Course Materials” tab in the course navigation menu. 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. I suggest you download all of your readings at the beginning of the semester.

## 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. Activities allow you to engage with your fellow students, 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 and the book quizzes). 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 assignment each week. The assignments are generally tied to the required readings. The assignments vary, and will be detailed in the specific assignment description in Canvas. 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

### ***Writing Center Review***

In an effort to help you refine your writing, everyone is required to make an appointment with the [University Writing Center](#) prior to submitting your final paper. The Writing Center can assist at the beginning of the process if you need help developing ideas or organizing your thoughts. They can also provide feedback on a draft to help improve the clarity and flow of your writing, correct grammar issues, and help you document sources correctly to avoid plagiarism.

### ***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 3-4 pages, double-spaced, and include the following sections:

1. A **thesis** section (no more than 1 page) that introduces the book and theory you will use in your paper.
2. An **analysis** section (at least 2 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 is not familiar with sociological theory, so make a convincing argument about how/why it applies). You must use a **sociological** theory presented in class. Do not use more than one theory, so that you can fully develop your arguments. Do not use outside theories that were not covered in class.
3. An **evaluation** section (1 paragraph) where you give your opinion of the book or the assignment.

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	200 points
Assignments	100 points
Tests	100 points
Critical Analysis Paper	<u>100 points</u>
Total:	500 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.

***Report: 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 papers to such a service as part of the requirements. Please note that I consider the use of AI-generated text a form of plagiarism. The work you submit must be 100% your own.

**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. It is at the end of the syllabus. Be aware of the Emergency Assembly Points in case of a building evacuation.

**Contagious Illnesses:** If you are sick with symptoms of any contagious illness (including, but not limited to, colds, flu, COVID) please STAY HOME! No one else wants to get sick. If you have symptoms and still choose to come to class, please wear a mask. If you don't have a mask, I have a supply of masks that will be available. The University of Utah remains a "mask friendly" institution.

## 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 are available in 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).

### **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.

### **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).

### **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).

### **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.

### **Resistance, 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).



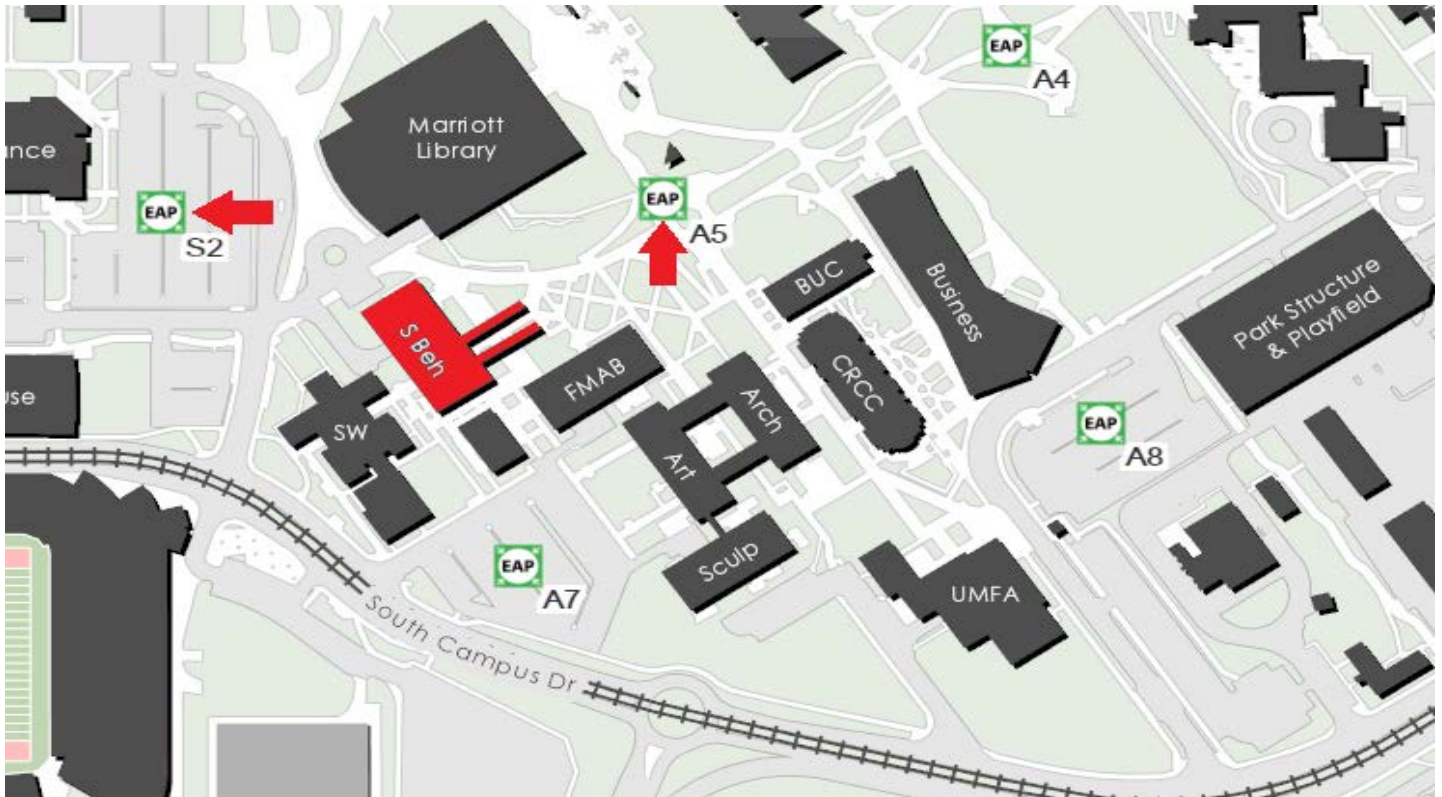
## Course Schedule

Week	Topics & Readings	What's Due
Week 1: Aug 21 & 23	<b>Introduction</b>  <b>What is a Gang?</b>	<b>Sunday, August 27<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Online Activity: Syllabus Scavenger Hunt</li> <li>▪ Online Activity: Reasons to join a gang</li> </ul>
Week 2: Aug 28 & 30	<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>Sunday, September 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li>▪ Assignment: Krohn, et al. reading</li> </ul>
Week 3: <i>Labor Day Sept 4th</i> Sept 6 <sup>th</sup>	<b>Theories, continued</b>	<b>Sunday, September 10<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Assignment: Gang Stereotypes</li> </ul>
Week 4: Sept 11 & 13	<b>Theories, continued</b>  <b>History of Gangs in the U.S.</b> Alonso. "Racialized Identities & the Formation of Black Gangs in Los Angeles."	<b>Sunday, September 17<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Assignment: Alonso reading</li> </ul>
Week 5: Sept 18 & 20	<b>History of Gangs in the U.S., continued</b>  <b>Structure &amp; Membership of Gangs</b> Klein & Maxson. "Gang Structures and Group Processes."	<b>Sunday, September 24<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Assignment: Klein &amp; Maxson reading</li> </ul>
Week 6: Sept 25 & 27	<b>Structure &amp; Membership, continued</b> Raby & Jones. "Identifying Risks for Male Street Gang Affiliation: A Systematic Review and Narrative Synthesis."	<b>Sunday, October 1<sup>st</sup></b> <ul style="list-style-type: none"> <li>▪ Assignment: Raby &amp; Jones reading</li> </ul>
Week 7: Oct 2 & 4	<b>Structure &amp; Membership, continued</b>  <b>Gang Life in Two Cities</b>	<b>Wednesday, October 4th</b> <ul style="list-style-type: none"> <li>▪ Book Quiz <b>in class</b> on <i>Gang Life in Two Cities</i></li> </ul> <b>Sunday, October 8<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Test 1</li> </ul>
Week 8: Oct 9-13	<b>Fall Break</b>	<i>Nothing due!</i>

<b>Week</b>	<b>Topics &amp; Readings</b>	<b>What's Due</b>
Week 9: Oct 16 & 18	<b>Measuring Gang Involvement</b> Klein. "The Value of Comparisons in Street Gang Research."	<b>Sunday, October 22<sup>nd</sup></b> ▪ Assignment: Klein reading
Week 10: Oct 23 & 25	<b>Gangs &amp; Institutions</b> Rios. "The Probation School."	<b>Sunday, October 29<sup>th</sup></b> ▪ Assignment: Rios reading
Week 11: Oct 30 & Nov 1	<b>Gangs &amp; the Criminal Justice System</b> Webb & Katz. "Policing Gangs in an Era of Community Policing."	<b>Sunday, November 5<sup>th</sup></b> ▪ Assignment: Webb & Katz reading
Week 12: Nov 6 & 8	<b>Gangs &amp; the Criminal Justice System, continued</b> Howell. "Prosecutorial Misconduct: Mass Gang Indictments and Inflammatory Statements."	<b>Sunday, November 12<sup>th</sup></b> ▪ Assignment: Howell reading
Week 13: Nov 13 & 15	<b><i>Gang Leader for a Day</i></b>  <b><i>Crips &amp; Bloods: Made in America</i></b>	<b>Monday, November 13<sup>th</sup></b> ▪ Book Quiz <b>in class</b> on <i>Gang Leader for a Day</i>  <b>Sunday November 19<sup>th</sup></b> ▪ Online Activity: Documentary Discussion
Week 14: Nov 20 & 22 <i>Thanksgiving</i>	<b>Name that Theory!</b>	
Week 15: Nov 27 & 29	<b>Resistance, Desistance, &amp; Leaving</b> Pyrooz & Decker. "Motives and Methods for Leaving the Gang: Understanding the Process of Gang Desistance."	<b>Sunday, December 3<sup>rd</sup></b> ▪ Assignment: Pyrooz & Decker reading
Week 16: Dec 4 & 6	<b>Suppression, Intervention, &amp; Prevention</b>  <b>Group Comparisons</b>	<b>Sunday, December 10<sup>th</sup></b> ▪ Test 2
Finals Week: Dec 11-15	<b>Test, Paper, Self-evaluation</b>	<b>Wednesday, December 13<sup>th</sup></b> ▪ Critical Analysis Paper  <b>Friday, December 15<sup>th</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.*

# CSBS EMERGENCY ACTION PLAN



## BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



## CAMPUS RESOURCES

**U Heads Up App:** There's an app for that. Download the app on your smartphone at [alert.utah.edu/headsup](http://alert.utah.edu/headsup) to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

**Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.