



**IN-PERSON COURSE SYLLABUS:**

**GANGS, GROUPS, AND JUSTICE**

COURSE# CCJ 4508 \* SECTION#002 \* CRN#15496

3 CREDIT HOURS

SPRING 2019

*“Madness is something rare in individuals —  
but in groups, parties, peoples, and ages, it is the rule.”*  
— Friedrich Nietzsche, Beyond Good and Evil

**FACULTY INFORMATION:**

**Gabriel T Cesar, PhD**

**Assistant Professor**

School of Criminology and Criminal Justice

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**COURSE MEETING TIMES AND LOCATION:**

Thursday: 11:00-1:50 pm

5 January, 2019 – 3 May, 2019

Boca Raton Campus

Room: PS 227

**OFFICE HOURS:** Thursdays 2:00 – 3:00 pm (Or by appointment)

In any class, communicating with professors is an important component of success. Please feel free to ask questions during class, meet with me after class, or schedule a date and time that works better. Please do not hesitate to email me with any questions, comments, or points of clarification that may arise as we proceed through the semester. I am always glad to help, however I can.

Please use only your FAU.edu email for the purposes of this course. This is important for both information security and student privacy. Emails from non-FAU email addresses may not be prioritized as a class-related message, or may end up in a SPAM folder. Most importantly, an FAU.edu email address is the only way to be sure I am communicating with a student.

The most organized, effective, and professional emails all start with clear and concise subject lines. When emailing me, please make sure you include our course number, and whether you are in an online or in-person class. That will help me prioritize and process your email. It is also a great habit to get into. As you move from well-organized student to highly-effective professional. If you have questions let me know!

**COURSE DESCRIPTION:**

This course is a critical examination of the history and development of gangs, including criminal justice system responses to gangs, gang-like groups, and gang-related behaviors. The course will examine the relationship between gangs, communities, kids, law enforcement communities, and other groups of people. In addition, the course will examine the role of gangs in criminal behavior as well as the use of traditional theories of crime in the explanation of gang behavior.

**COURSE PREREQUISITE(S):** Junior, Senior or Post-Baccalaureate standing;

**LEARNING GOALS:** Upon successful completion of the course, students should be able to:

1. Identify the characteristics of gangs and gang members.
2. Understand the role of gangs in crime, particularly violence.
3. Understand the differences between gangs and other groups involved in crime.
4. Articulate the differences and similarities among gang members in an international context.
5. Identify major gang intervention strategies.
6. Understand the role of women in gangs.

**REQUIRED BOOKS:**

- G. David Curry, Scott H. Decker and David C. Pyrooz. 2014. *Confronting Gangs: Crime and Community*. New York: Oxford University Press.

**OTHER REQUIRED RESOURCES:**

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following hardware and software packages:

- A functioning computer, up-to-date within the last 5 years. Please note, *mobile devices such as tablets or smartphones are not recommended for use with Canvas*. The Canvas mobile app can be used for occasionally checking on the course, but the mobile app will not display the course in its entirety. You must access the course regularly from a full-featured laptop or desktop computer.
- A web browser, updated to the most recent version. Chrome, Mozilla Firefox, or Safari are the preferred browsers for accessing Canvas. *Internet Explorer is not recommended for use with Canvas*.
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone and speaker attached to your computer

You are responsible for having a reliable computer and internet connection throughout the course. These are available to students at multiple locations at all campuses.

**STATEMENT OF WORKLOAD EXPECTATIONS:**

*“According to Florida State Statute 6A-10.033, students must spend a minimum 2,250 minutes of in class time during a 3-credit course. Additionally, students enrolled in a 3-credit course are expected to spend a minimum of 4,500 minutes of out-of-class-time specifically working on course-related activities (i.e., reading assigned pieces, completing homework, preparing for exams and other assessments, reviewing class notes, etc.) and fulfilling any other class activities or duties as required.” The course schedule for this course reflects this expectation of students.*

## LEARNING ACTIVITIES:

### 1. Class Discussions

In the area of gangs, groups, and justice, there are many open-ended questions, or questions that may have different answers based on interpretations of the constitution, the meaning of democracy, local context, personal experience, and many other perspectives. In addition to lectures, our class will involve discussions both in-person and online via Canvas. It is important that students not only read the material, but also have time to ponder and make sense of the material. Class discussions help students exchange ideas, and also to explore avenues of inquiry that may have been missed by the readings or the professor. Class discussions are an excellent opportunity for students to synthesize course material and contribute to the development of the course.

### 2. Reading Assignments

Unless otherwise specifically assigned, reading assignments are taken from the required resources specified above. All assigned readings may be covered on quizzes, exams, or other assessments. You are expected to complete assigned readings before class as indicated in the course schedule below (and as needed to have the class discussions discussed above). Other reading assignments will come from two web-based resources. The first is the National Gang Center <https://www.nationalgangcenter.gov/>. The second web-based resource is the Street Gangs.com website at <http://www.streetgangs.com/#sthash.OOMZH0ut.dpbs>. You will also be expected to access peer-reviewed research.

### 3. Exams

There will be three exams over the course of the semester. The exams will be comprised of a variety of objective question types (e.g., true/false, multiple choice, fill-in the blanks), and may contain some short-answer or full-length essay questions. Grades on the exams will correspond to the cut-offs listed in Table 2.

### 4. Writing Assignments

\*\*\*\*All writing assignments should be submitted to Canvas as a Microsoft Word document, and in accordance with APA formatting guidelines. Pro Tip: If Word puts any type of line under any parts of your paper, right click it and correct it!

At this level of your career, I expect that you are able to properly and consistently format academic papers (e.g., in APA format), and to submit grammatically sound writing assignments. If you struggle in your writing, I suggest trading papers with a colleague in class. Proofreading another student's work helps improve your own writing, and also helps out your colleague. At the same time, an outside eyeball on your work often helps identify small mistakes that you might have missed.

**Newspaper Reaction** - Students are to write a **one-page** response to a story about gangs in a daily newspaper. The paper should integrate the information in the news article with what we have learned from the readings and other content from class. You must include the link to the story (the link must be active) in their response paper.

**Gang Description** - Using at least three sources, one from a news source, one from a scholarly article (**PLEASE REVIEW FOOTNOTE BELOW**<sup>1</sup>) and one from either the National Gang Center or Street Gangs.com, students will provide a description of a gang that is **at least two pages, and not more than three pages**. The description should include the gang name, when the gang was formed, where the gang was formed, the size of the gang, notable members of the gang, notable gang activities and whether the gang has spread to other cities. Be sure to underline each of these required elements of your description.

**Comparison of Three Scholarly Articles** - select three scholarly articles. These are articles published in a peer-reviewed scholarly journal (**PLEASE REVIEW FOOTNOTE ABOVE**). The three articles should each address a gang-related topic of your choosing that all three articles address. Such topics may include gender, violence, neighborhoods, interventions, race/ethnicity, prevention, prison or another topic.

Your comparison should begin with a complete citation for each article following APA guidelines. You should provide a one paragraph description of what each article is about, what its method of study was, and three key findings. You should then provide two paragraphs identifying what the articles have in common and two paragraphs identifying differences between the articles. Your assignment should conclude with a one paragraph description of future areas where more knowledge is needed.

## SUBMITTING ASSIGNMENTS

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email. Your written assignments should be submitted in Microsoft Word documents, and should follow APA formatting guidelines.

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<sup>1</sup> I expect students to know, or learn, how to access and make sense of academic sources – not magazines, websites, opinions, newspapers, prior experience. For this assignment, I want you to base your work on peer-reviewed research that is published in top-tier social science journals. I will rank your sources as follows:

1. Academic Peer-Reviewed Journal Articles (for a list of Criminal Justice accepted titles go to <http://asc41.com/links/journals.html>).
  - a. Peer-reviewed titles in the fields of Sociology, Psychology, Public Health, Medicine/Biology, Environmental Sciences, and Political Science are also accepted.
  - b. Within criminology outlets there is a tier system. Tier 1 Sources (i.e., Criminology, Justice Quarterly, Journal of Quantitative Criminology, Journal of Research in Crime and Delinquency, and Criminal Justice and Behavior) are always preferred.
2. Government Reports
3. Research Reports
4. Books
5. Law Reviews
6. Other (datasets, videos etc. – contact professor if you intend to use any of these sources)
7. News Outlets (newspapers & magazines)
8. Websites (these are the least desirable and will thus get you the least amount of credit). Please note that advocacy or interest group websites will not be accepted as a proper reference.

When choosing a search tool, I suggest you use OneSearch via the FAU library. This is the engine I use in my research, and I highly recommend it. I particularly like GS because it allows you to filter the results (e.g. by year, author) so you can easily select peer-reviewed references. GS also generates citations in multiple formats (but make sure you proofread them!)

## ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Plagiarism is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

1. Academic Dishonesty – In addition to academic performance, students are expected to demonstrate the qualities of honesty and integrity. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving a failing grade in the course ('XE') and in appropriate disciplinary action being initiated. The possible sanctions include, but are not limited to, grade penalties, permanent record on your transcript of academic dishonesty, loss of registration privileges, disqualification, and dismissal. Please see the official Policy on Cheating and Plagiarism for more details about the consequences of academic dishonesty. It is accessible online at:
2. Electronic Review – To ensure compliance with academic integrity policies, written submissions will be submitted to SafeAssign, TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.
3. Citation Style – Because this is a criminology and criminal justice course, students are required to use the citation style and format of either the American Psychological Association (APA) or the American Sociological Association (ASA). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook*.
4. Avoiding Plagiarism – Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To combat such ignorance, here are rules and resources to help you avoid any problems with plagiarism. Of course, these rules apply regardless of the citation form or style you may be using.
  - a. Direct Quotations – As a general rule, direct quotes should be avoided. It is almost always better to explain something in your own words, and then cite your source so your source. Especially in writing for class, where your goal is to demonstrate mastery of the material and ideas under consideration. Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of

others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!

- b. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
- c. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
- d. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
- e. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
- f. Altering or Revising Your Own Prior Work – You should also be aware that altering or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking.

**RELATIVE WEIGHTS OF GRADED ASSESSMENTS:**

**Table 1: Graded Assessments and their Values**

Newspaper Reaction	10%
Gang Description	15%
Comparison of three scholarly articles	25%
Exam # 1	15%
Exam # 2	15%
Exam # 3	20%
TOTAL	100%

**FINAL COURSE GRADING SCALE (next page):**

**Table 2: Grading Scale**

<b>Average Between</b>	<b>Equals</b>
97.00% and 100.00%	A+
94.00% and 96.99%	A
90.00% and 93.99%	A-
87.00% and 89.99%	B+
84.00% and 86.99%	B
80.00% and 83.99%	B-
77.00% and 79.99%	C+
70.00% and 76.99%	C
60.00% and 69.99%	D
0.00% and 59.99%	E

**SPECIAL LEARNING NEEDS:**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111F (561-799-8585) — and follow all SAS procedures (see <http://www.fau.edu/sas/> for procedures and forms).

Please let me know if you have any questions regarding this process.

**DUE DATES:**

Planned Excused Absences – In an online course, there is more flexibility in when lectures and other learning materials are accessed, compared to a face-to-face course, but **the course due dates are not flexible**. If you know that a future event will interfere with your ability to complete course work, you are encouraged to contact the instructor to make arrangements for completing the assignments. Provided that student informs the instructor of the reason for the absence at least one week in advance of the absence, the instructor will attempt to make arrangements, only when absences are due to any of the following three reasons:

- a. religious reasons;
- b. jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and
- c. university-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.).

**LATE SUBMISSIONS:**

Written assignments are to be submitted by the due date. Late submissions will not be accepted unless: (1) an extension was granted by the professor in advance of the due date; or (2)

documentation of an unforeseeable excused absence (as assessed in the professor's sole discretion) is provided.

**MAKE-UP WORK:**

If you are seriously ill or you are injured in a manner that prevents you from completing your work, you should email me to let me know that you are sick or injured as soon as possible. The same is true for the death, injury, or serious illness of an immediate family member. Please be advised that for missed work based on an emergency situation to be excused, you may be required to submit corroboratory documentation, such as a note from a physician documenting the illness or injury (notes from family members will not suffice), a death certificate or other form of proof of a family member's death, etc.

**(CW/TW) CONTENT WARNING:**

At times, we will be discussing material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes and associated victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse); and depiction or discussion of discriminatory attitudes or actions. *If you have experienced criminal victimization or some other type of trauma in your past that you feel may impact your ability to fully participate in the class, please notify me as soon as possible if we are covering material that causes you to experience distress. Students are responsible for any material presented in the course. In the alternative, if after discussing the situation with me you are completely unable to engage with the material, we can explore the option of an alternate assignment.*

If you ever wish to discuss your personal reactions to this material with me, I welcome such discussion as an appropriate part of our coursework. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material in criminology and criminal justice courses, I encourage you to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material.

Keep in mind that some discomfort is inevitable in classrooms because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. Thus, you should expect to become exasperated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

**STUDENT CONDUCT:**

The University and I expect all students to comport themselves professionally. Toward that end, I expect everyone to abide by the following rules of etiquette:

- **Disruptive Behavior Policy Statement:**  
Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are



subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

For more information, please see the FAU Student Conduct Policy <http://www.fau.edu/studentconduct/>

- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs.
- Please use proper grammar, spelling, and punctuation in all course-related communications, whether that is in the discussion boards, emails to the instructor, or assignments. "Text lingo" and other invented spellings are not allowed.
- What to Call Me – Please refer to me as Professor Cesar.

#### **OTHER IMPORTANT POLICIES:**

1. Drop/Withdrawal Policies – For information on dropping/withdrawing from a class, check with your advisor and review the university calendar for deadlines.
2. Copyright – All class materials are designed by the instructor and all class lectures are the intellectual property of the instructor and are protected by federal copyright law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. Written permission must be secured from the instructor in order to sell the instructor's oral communication in the form of notes. Notes must have the note-taker's name as well as the instructor's name, the course number, and the date.

#### **SEXUAL VIOLENCE AND HARASSMENT:**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university.

**SUPPORT SERVICES AND ONLINE RESOURCES**

Office of Information Technology Online Help Desk:	<a href="#">Link to FAU Help Desk</a>
FAU Libraries:	<a href="#">Link to FAU Library</a>
Center for Learning and Student Success:	<a href="#">Link to FAU Center for Learning</a>
University Center for Excellence in Writing:	<a href="#">Link to FAU Excellence in Writing</a>
Office of Undergraduate Research and Inquiry:	<a href="#">Link to FAU Undergraduate Research</a>
Student Accessibility Services:	<a href="#">Link to FAU Student Accessibility Services</a>
<b>Counseling and Psychological Services (CAPS) Center</b>	<p>Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <a href="http://www.fau.edu/counseling/">http://www.fau.edu/counseling/</a></p>