

CCJ 4509: GANGS

**COURSE SYLLABUS: SPRING 2019**

**FACULTY INFORMATION:**

**Gabriel T Cesar, PhD**

**Assistant Professor**

School of Criminology and Criminal Justice

Email: [gtgcesar@gmail.com](mailto:gtgcesar@gmail.com)

**COURSE MEETING TIMES AND LOCATION:**

Tuesday and Thursday: 12:30-1:50 pm

August 2018-December 2018

Boca Raton Campus

**OFFICE HOURS:**

**COURSE DESCRIPTION:**

This course is a critical examination of the history and development of gangs, including criminal justice system responses to gangs and gang-related behaviors. The course will examine the relationship between gangs and other groups of offenders. 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):** N/A

**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.
* James Densley. 2013. *How Gangs Work: An Ethnography of Youth Violence*. New York: Palgrave MacMillan.

**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 Blackboard*.** The Blackboard 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 Blackboard. *Internet Explorer is not recommended for use with Blackboard*.
* 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. 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. 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.
2. 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.

1. Writing Assignments

\*\*\*\*All writing assignments should be submitted to Blackboard 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.

**Gang Description** - Using at least three sources, one from a news source, one from a scholarly article (PLEASE REVIEW FOOTNOTE BELOW**[[1]](#footnote-1)**) and one from either the National Gang Center or Street Gangs.com, students will provide a description of a gang that is at least one page, and not more than two 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.

**Critique of How Gangs Work** - Students are to write a two-page critique of the Densley book, *How Gangs Work*. This critique should select one aspect of the book and answer the question of why Densley included that topic in the book. Such topics may include ethnicity, violence, political processes, mass imprisonment, police-community relations, turf battles, Culture of Calm, turf and community groups.

**Newspaper Reaction** - Students are to write a one-page response paper to a story about gangs in a daily newspaper. You must include the link to the story (the link must be active) in their response paper.

***SUBMITTING ASSIGNMENTS***

All assignments, unless otherwise announced by the instructor, MUST be submitted via Blackboard. 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.

***RELATIVE WEIGHTS OF GRADED ASSESSMENTS:***

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

|  |  |
| --- | --- |
| Gang Description | 10% |
| Critique of How Gangs Work | 15% |
| Comparison of three scholarly articles | 20% |
| Exam # 1 | 15% |
| Exam # 2 | 15% |
| Exam # 3 | 20% |
| Newspaper Reaction | 5% |

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

**Table 2: Grading Scale**

|  |  |
| --- | --- |
| **Average Between** | **Equals** |
| 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 |

**ACADEMIC INTEGRITY:**

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.
5. Direct Quotations – 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!
6. 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.
7. 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.
8. 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 you professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
9. 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.
10. 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.

**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/](https://exchange.fau.edu/owa/redir.aspx?C=3z-5FNim3kW0qi75W4UpbLsUDi6dGtMIxf4Gfnmcf-BE1yuLfohCRr8m6Lx8V8FmXfyI2rbtTWM.&URL=http%3a%2f%2fwww.fau.edu%2fsas%2f) 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:

1. religious reasons;
2. jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and
3. 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:

* 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, see check with your advisor and review the university calendar for dealines.
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.

**TECHNICAL SUPPORT:**

**COURSE SCHEDULE:**

Here is an outline of the material we may cover. We may vary from this schedule depending upon the time the professor feels we need to spend on any topic. Therefore, use this schedule with the caveat that assignments may be changed by the professor any given class session. Unless otherwise indicated, all assignments are due by 11:59 pm FL TIME on the date indicated. It is highly advisable to complete your assignments well in advance of the due date, in case technical difficulties arise.

I view this course syllabus as an educational contract between myself and the students in the course. Accordingly, I will make every effort to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. I therefore reserve the right to make changes to the syllabus, other than to the attendance and grading policies.

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| --- | --- | --- | --- |
| Week/Topics | Readings | Assignments | Due Dates |
| **Week 1: 1/8-1/13** |  |  |  |
| The Definition of Gangs  The Definition of Gang *Members*  Measuring Gang Membership  Characteristics of Gang Members | **Monday, January 8** Confronting Gangs (CG) Chapter 1:  “What is a Gang and Why does it matter?"  ICP Loses on Appeal…”  <http://www.detroitnews.com/story/news/local/detroit-city/2017/12/18/insane-clown-posse-loses-court-fight-gang-designation/108721264/>  **Wednesday, Jan. 10**  Decker & Kempf-Leonard (1991). Constructing Gangs: The Social Definition of Youth Activities. *Criminal Justice Policy Review*, Volume 5, 271-291. | * Read Syllabus * Learn to use GOOGLE Scholar | 1/8/2018 |
| * As a student at FAU, you have access to scholarly articles free via the library available at….. | Your job is to complete all readings before class. |
| **Week 2: 1/14-1/20** |  |  |  |
| **Dr. Martin Luther King, Jr. Day**  Theories of Gangs  Neighborhood (macro) level explanations  Individual (micro) level explanations  The History of Gangs | **Monday, January 15**  **\*\*\*\*NO CLASS\*\*\*\*\***  **Wednesday, January 17**  CG Chapter 2:  “Explaining Gangs and Gang Membership”  Howell & Moore (2010). History of Street Gangs in the U.S. On the National Gang Center website at:  <https://www.nationalgangcenter.gov/content/documents/history-of-street-gangs.pdf> | **NO ASSIGNMENT** |  |
| * This reading is available publicly online |  |
| **Week 3: 1/21-1/27** |  |  |  |
| Structural Organization of Gangs  Typologies of Gangs  Gangs and other groups involved in crime (e.g. terrorists, organized crime, drug smugglers)  Transnational Crime Groups | **Monday, January 22**  CG Chapter 3:  “From Play Groups to Al-Qaeda: How Are Gangs Structured?”  **Wednesday, January 24**  Pyrooz WaPo OpEd:  “To Deal with Antifa, Designate It a Street Gang”  <https://www.wsj.com/articles/to-deal-with-antifa-designate-it-a-street-gang-1505672746> |  |  |
| * Gang Description Due | 1/27/2018 |
| **Week 4: 1/28-2/3** |  |  |  |
| Gangs and the Life Course  Stages in Membership:  Joining the Gang  Being Active in the Gang  Leaving the Gang  EXAM ONE | **Monday, January 29**  CG Chapter 4:  “Gang Membership in the Life Course”  **Wednesday, January 31**  EXAM ONE | Bonus Material:  Pyrooz, D. C., McGloin, J., & Decker, S. H. (2017). Parenthood as a turning point in the life course for male and female gang members: A study of within‐individual changes in gang membership and criminal behavior. *Criminology*. (Online First). Accessed 12 December 2017 at: <http://onlinelibrary.wiley.com/doi/10.1111/1745-9125.12162/full> |  |
| * Exam 1 | 1/31/2018 |
| **Week 5: 2/4-2/10** |  |  |  |
| Gangs and Crime &  Gang Crime (Drugs, Violence)  Victimization  Group Process | **Monday, February 5**  CG Chapter 5:  “The Link Between Gangs and Crime: Why is ‘Gang’ Synonymous with Crime?”  **Wednesday, February 7**  Crips and Bloods: Made in America | * Work on your Newspaper Assignment! |  |
| * Work on your Newspaper Assignment! |  |
| **Week 6: 2/11-2/17** |  |  |  |
| Girls and Gangs  Involvement  Crime  Theories of Girls and Gangs | **Monday, February 12**  CG Chapter 6:  “Girls, Women, and Gangs: Does Gang Membership Differ for Females?”  **Wednesday, February 14**  Miller, J., & Decker, S. H. (2001). Young women and gang violence: Gender, street offending, and violent victimization in gangs. *Justice Quarterly*, *18*(1), 115-140. | * Work on your Newspaper Assignment! |  |
| * Comment on newspaper article due | 2/17/2018 |
| **Week 7: 2/18-2/24** |  |  |  |
| Gangs and Social Institutions  Family, Schools, Jobs  Internet  Policing and  Prosecuting Gangs  Legislation and Sentencing  Gangs in Prison | **Monday, February 19**  CG Chapter 8:  “Gangs and Social Institutions: Causes and Consequences”  **Wednesday, February 21**  CG Chapter 9:  “Gangs and the Juvenile and Criminal Justice Systems” | * Study for the Midterm! |  |
| * Study for the Midterm! |  |
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| Week/Topics | Readings | Assignments | Due Dates |
| **Week 8: 2/25-3/3** |  |  |  |
| Comprehensive Gang Interventions  Categories of Response Strategies  EXAM 2 | **Monday, February 26**  CG Chapter 10:  “Responding to Gangs: Comprehensive Programs and a Look to the Future”  **Wednesday, February 28**  EXAM 2 | * Study for the Midterm! |  |
| * Exam 2 (Midterm) | 2/28/2018 |
| **Week 9: 3/4-3/10** |  |  |  |
| SPRING BREAK | **Monday, March 5**  NO CLASS  **Wednesday, March 7**  NO CLASS |  |  |
|  |  |
| **Week 10: 3/11-3/17** |  |  |  |
| International Perspective on Gangs  Differences by Continent  London: Local Context  The 2011 Riots  Gangs and British Society  **Week 11: 3/18-3/24** | **Monday, March 12**  CG Chapter 7:  “Gang Members, Gangs, and Gang Crime Around the World”  **Wednesday, March 14**  How Gangs Work (HGW):  “Introduction” | * Work on your comparison of three scholarly articles! |  |
| * Work on your comparison of three scholarly articles! |  |
|  | **Monday, March 19**  HGW Chapter 1:  “Gangs and Society”  **Wednesday, March 21**  Scott Decker and David Pyrooz. 2010. Gun Violence Worldwide: Context, Culture and Country. Small Arms Survey, pp. 128-155. Cambridge University Press  <http://www.smallarmssurvey.org/fileadmin/docs/A-Yearbook/2010/en/Small-Arms-Survey-2010-Chapter-05-EN.pdf> | * Work on your comparison of three scholarly articles! | 3/19/2018 |
| * Comparison of three scholarly articles due | 3/24/2018 |
|  |  |
| **Week 12: 3/25-3/31** |  |  |  |
|  | **Monday, March 26**  HGW Chapter 2:  “Gang Evolution”  **Wednesday, March 28**  \*\*\*TBD\*\*\* | * Work on your  BOOK CRITIQUE! |  |
| * Work on your  BOOK CRITIQUE! |  |
| **Week 13: 4/1-4/7** |  |  |  |
|  | **Monday, April 2**  HGW Chapter 3:  “Gang Organization”  **Wednesday, April 4**  HGW Chapter 4:  “Gangs, Media, and Technology” | * Work on your  BOOK CRITIQUE! |  |
| * Work on your  BOOK CRITIQUE! |  |
| **Week 14: 4/8-4/14** |  |  |  |
| Comprehensive Responses to Gangs  Suppression  Prevention  Intervention  The Future of Gangs and Gang Responses. | **Monday, April 9**  HGW Chapter 5:  “Gang Recruitment”  **Wednesday, April 11**  HGW Chapter 6:  “Gang Desistance” | * Work on your  BOOK CRITIQUE! | 4/9/2018 |
| * Critique of How Gangs Work Due | 4/14/2018 |
| **Week 15: 4/15-4/21** |  |  |  |
|  | **Monday, April 16**  HGW Chapter 7:  “Gang Prevention and Intervention”  **Wednesday, April 18**  James C. Howell, 2007, Menacing or mimicking? Realities of Youth gangs. *Juvenile and Family Court Journal*, Volume 5, Number 8, 39-50. <https://www.nationalgangcenter.gov/content/documents/menacing-or-mimicking.pdf> | * **Study for FINAL EXAM** * **Study for FINAL EXAM** |  |
| **Week 16: 4/22-4/27** |  |  |  |
|  | **Monday, April 23**  Final Exam Review  (Class-Led Review; bring your notes!)  **Wednesday, April 25**  Class Wrap-Up:  Final Notes and Some Thoughts on the Future | * **Study for FINAL EXAM** * **Study for FINAL EXAM** |  |
| **FINAL EXAM** | **Monday April 30, 2018** | **4:50 – 6:40 pm** | **4/30/2018** |
|  |  |

1. 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>).
      1. Peer-reviewed titles in the fields of Sociology, Psychology, Public Health, Medicine/Biology, Environmental Sciences, and Political Science are also accepted.
      2. 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 GOOGLE Scholar. 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!) [↑](#footnote-ref-1)