

11-37

R-10/4/11
W-1/31/12

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: Crim 281: Special Topics- Gangs, Crime, and Society

Instructor(s) of Record: Christian Bolden

Phone: 724-357-1367 **Email:** cbolden@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

 9/26/11
Signature of Department Designee Date

Endorsed:  9/26/11
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Received

SEP 26 2011

Liberal Studies

Undergraduate Distance Education Review Directions

Step One: Proposer

- A. Provide a brief narrative rationale for each of the items, A1- A5.
1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
 2. How will each objective in the course be met using distance education technologies?
 3. How will instructor-student and student-student, if applicable, interaction take place?
 4. How will student achievement be evaluated?
 5. How will academic honesty for tests and assignments be addressed?
- B. Place the Undergraduate Distance Education Review Form on top of the Proposal and then submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.
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Distance Education- Crim 281: Special Topics- Gangs, Crime, and Society

A1: The instructor has been teaching online for several years using systems such as blackboard, WebCT, Moodle, and Desire2Learn.

A2: All objectives can be met through online delivery systems. The students will have access to power points, outlines, and pre-recorded lectures from the professor for lessons each week.

- 1- The students will be given a detailed history and overview of gangs in the United States through a lecture outline and a power point.**
- 2- Students will receive similar instruction in definitions and then be given an opportunity to apply that knowledge through real-life scenarios which required judgment on defining gangs.**
- 3- Students will examine media depictions of gangs and relate these depictions back to the rest of the class through their own power point presentation or written paper.**
- 4- Information will be disseminated through power point and lecture outline.**
- 5- Students will have the opportunity to critique and assess existing programs in an online discussion of these programs.**

A3: Students can communicate with the professor through email, chat, Skype or during online office hours. The students will be given a schedule so they will have opportunities to ask questions pre and post lecture. Scheduled times and alternate options will be available for online group activities. There will also be weekly discussion boards.

A4: Students will be evaluated through online examinations, a 3-5 pg. paper or presentation option, and participation in weekly discussions or activities.

A5: Online examinations will use all the security options available through the delivery system, such as full screen usage (blocks attempts to browse other web pages). Examinations will have strict time limits and randomized questions. Papers will be submitted through Turnitin.com and checked for plagiarism.

NEW SYLLABUS OF RECORD

I. Catalog Description

CRIM 281: Special Topics- Gangs, Crime, and Society

Prerequisites: CRIM 101 and 102 and junior standing

Course Description: Explores the extent of gang proliferation in the U.S. as well as the dynamics of gang membership and the interactive relationship between gangs and the rest of society. Many variations of gangs will be discussed with particular focus on street gangs.

II. Course Objectives/Outcomes:

Students will be able to

1. Explain the history, creation, proliferation and activities of gangs in the United States.
2. Define gangs, gang members, and gang crime from differing perspectives
3. Analyze the interactive relationships between gangs and societal structures
4. Compare categorical variations of gangs and gang-like groups
5. Evaluate intervention and prevention responses at the individual, community, and law enforcement levels.

III. Course Outline

Note (Online Version Week 1- Topics 1-4, Week 2- Topics- 5-8, Week 3- Topics 9-13)

1. Introduction 3 hours
 - a. Introduction to Gangs
 - i. The study of gangs
 - ii. Statistical data on gangs as a crime problem in the United States
 - iii. Demographics
 - b. History of Gangs in the United States
 - i. Gangs in literature and journalism
 - ii. Early gangs on the East Coast
 - iii. Development of gangs in Chicago
 - iv. Development of gangs in Los Angeles
 - v. Gangs and politics
 - vi. Gangs and the 1980s drug market

2. **Defining Gangs** 3 hours
 - a. **Definitions**
 - i. Positive and negative definitions of gangs
 - ii. Analytic, denotative, Implicative, lexical and synthetic definitions
 - iii. Legal definitions
 - b. **Defining gang members**
 1. Activity- defining gang members in legal scenarios
 - c. **Social networks**
 - d. **Emic vs etic methodology**

3. **Typologies** 3 hours
 - a. **Major affiliations**
 - i. Bloods and Crips
 - ii. Folks and People
 - iii. Nortenos and Surenos
 - b. **General typologies**
 - c. **Klein's structural typology**
 - d. **Knox's threat level typology**
 - e. **Valdez's Mexican-American gang typology**

4. **Membership, Organization, and Behavior** 3 hours
 - a. **Membership**
 - i. Member types
 - ii. Recruitment
 - iii. Initiation
 - b. **Organization**
 - i. Leadership
 - ii. Late-onset/Hybrid gangs
 - iii. Rhetorical behavior vs real behavior
 - iv. Territorial spread
 - c. **Leaving the gang**
 - i. Hagedorn's post-gang typology
 1. Examination 1

5. **Girl Gangs** 3 hours
 - a. **Girls in Gangs**
 - i. Demographics
 - ii. Chivalry and convergence
 - iii. Female gang typology
 - iv. Suburban gangs
 - b. **Perspectives**
 - i. Liberation
 - ii. Social injury
 - iii. Enabling

- 6. **Gangs and Ethnicity I** **3 hours**
 - a. **African American gangs**
 - i. Changes from the 1960s
 - ii. Specific gangs
 - b. **Latino gangs**
 - i. Changes from the 1920s
 - ii. Specific gangs
 - iii. Cuban gangs
 - iv. Colombian drug cartels
 - v. Mexican drug trade organizations
 - c. **Native American gangs**
 - i. Pre-cursors
 - ii. BIA statistics
 - iii. Characteristics

- 7. **Gangs and Ethnicity II** **3 hours**
 - a. **Asian gangs**
 - i. Vietnamese gangs
 - ii. Chinese gangs
 - iii. Filipino gangs
 - b. **White gangs**
 - i. Skinheads
 - ii. Stoners

- 8. **Organized Crime** **3 hours**
 - a. **Definitions**
 - i. Attributes
 - b. **Antecedents- The Robber Barons**
 - c. **Historical development in the United States**
 - d. **Major crime families**
 - e. **Other organized crime groups**
 - 1. Examination 2

- 9. **Criminal Behavior** **3 hours**
 - a. **Behavior models**
 - b. **Substance use**
 - c. **Property crime**
 - d. **Drug crime**
 - e. **Violent crime**
 - i. **Homicide**
 - 1. **Activity- Crime data comparisons**

10. **Intermediate/Adult Gang Groups** **3 hours**
- a. **Prison gangs**
 - i. Definitions and characteristics
 - ii. Big six security threat groups
 - iii. Other notable groups
 - b. **Outlaw Motorcycle Clubs**
 - i. Historical development
 - ii. Identifiers
 - iii. Big five biker clubs
 - iv. Major independents
 - v. Female OMG associates
 - vi. Race and ethnicity in OMC
 - vii. Criminal behavior
11. **Graffiti, Tagging, and Media** **3 hours**
- a. **Graffiti**
 - b. **Tagging**
 - i. Development
 - ii. Lingo
 - iii. Controversy
 - c. **Media**
 - i. Gangster rappers
 - ii. Video games
 - 1. Activity- Translating gang slang
 - 2. Assignment- Gang movie analysis
12. **Theoretical Perspectives** **3 hours**
- a. **Strain Theory- Merton**
 - b. **Middle-Class Measuring Rod- Cohen**
 - c. **Lower Class Focal Concerns- Miller**
 - d. **Differential Opportunity- Cloward and Ohlin**
 - e. **Concentrated Disadvantage/Underclass Theory- Wilson**
 - f. **Multiple Marginality- Vigil**
13. **Addressing Gang Issues** **3 hours**
- a. **Public health care model**
 - b. **Prevention and Intervention**
 - i. Community mobilization
 - ii. Individual intervention
 - iii. Opportunities Provisions
 - c. **Suppression**
 - i. Policing
 - ii. Organizational change in courts
 - iii. Legislation
 - d. **Major Programs**

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|-----|--------------------------------------|-------------|
| 14. | Alternative Perspectives | 3 hours |
| | a. Spirituality and social movements | |
| | b. Kingism/Lordism | |
| | c. 5% Nation of Islam | |
| | d. White supremacist religions | |
| | i. Christian Identity | |
| | ii. World Church of the Creator | |
| | iii. Satanism | |
| | iv. German/Nordic Paganism | |
| 15. | (Alternate Topic- Global Gangs) | |
| 16. | Final Examination | Finals Week |

IV. Evaluation Materials

Examinations (0-300 pts): There will be three examinations (two during the term and one final) worth 100 points each. The examinations will be multiple choice and comprehension based. The material for the examinations will rely heavily on class lecture and discussion, but will also include textbook materials. It is the responsibility of the student to make arrangements with the professor regarding any missed exams. Failure to do so will result in the score of zero.

Paper (0-100 pts): Students will be required to write a paper for the class analyzing media representations of gangs. The critique will include the way gangs are portrayed, the message being presented to the audience, potential effects of the presented medium, and accuracy of the presentation. The assignment requirements are 3-5 pgs.

In-Class Activities/Participation (Discussion boards for online version) (0-100 pts): You are expected to contribute to class discussion and participate in class activities. Activity days are scheduled in the syllabus. There will also be weekly discussion boards for students to further examine specified topics.

V. Grading Scale

A- 90%-100% (450-500)

B- 80%-89% (400-449)

C- 70%-79% (350-399)

D- 60%-69% (300-349)

F- below 60% (299 or below)

VI. Attendance Policy

The attendance policy for this course follows the undergraduate course catalog.

VII. Required Textbook

Vigil, James Diego. 2010. **Gang Redux**. Long Grove, IL: Waveland Press. ISB N 978-1-57766-654-7

VIII. Special Resource Requirements

None

IX. Selected Bibliography

Barker, Thomas. 2007. **Biker Gangs and Organized Crime**. Newark, NJ: Lexis-Nexis Group.

Decker, Scott H. Ed. 2003. **Policing Gangs and Youth Violence**. Belmont, CA: Wadsworth.

Delaney, Tim. 2006. **American Street Gangs**. Upper Saddle River, NJ: Pearson.

Hagedorn, John. M. 2008. **A World of Gangs: Armed Young Men and Gangsta Culture**. Minneapolis, MN: University of Minnesota Press.

Klein, Malcolm. 1995. **The American Street Gang**. New York: Oxford University Press.

Miller, Jody. 2001. **One of the Guys: Girls, Gangs, and Gender**. New York: Oxford University Press.

Yablonsky, Lewis. 1997. **Gangsters: Fifty Years of Madness, Drugs, and Death on the Streets of America**. New York: New York University Press.

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Lecture Outline to follow power points-

(This lecture addressed Objective #2)

Definitions

There is no universal way to define gangs or gang members. Each researcher can and has created his/her own definition in these matters. Furthermore, there is no universal legal definition. Federal, state, and local definitions can all differ from one another. This makes defining gangs a very tricky endeavor. One thing that we can make sense of the chaos is by grouping definitions into types.

Positive or Neutral Definitions- These are definitions that emphasize the group process and explicitly ignore criminal behavior. The argument for this type of definition is that criminal behavior is a single trait and its conclusion leads to tautology- explaining behavior in self-reference (i.e. why do gangs engage in crime? A- because gangs are criminal)

Example of a positive/neutral definition

Interstitial group originally formed spontaneously, and then integrated through conflict. Characterized by meeting face to face, milling, movement through space as a unit, conflict, and planning. The result of which is development of tradition, unreflective internal structure, esprit de corps, solidarity, morale, group awareness and attachment to local territory (Thrasher 1927).

Negative Definitions- In a negative definition, crime is the necessary and primary component of the definition. The counter argument of those that use negative definitions is that excluding crime creates little to no distinction between gangs and non-gang groups.

Example of a negative definition

Denotable adolescent group of youngsters who (a) are generally perceived as a distinct aggregation by others in their neighborhood, (b) recognize themselves as a denotable group, and (c) have been involved in a sufficient number of delinquent incidents to call forth a consistent negative response from residents or authorities (Klein 1971).

Legal Definitions-

Although there is no universal definition, there is an agency called the National Gang Center, which is operated out of the Office of Juvenile Justice and Delinquency Prevention, which collects statistical data on gangs from law enforcement agencies. The instrument that is used for this purpose is the National Youth Gang Survey defines gangs as

A group of youths or young adults that responsible persons, agencies, or communities are willing to identify as a gang.

What issues do you think arise out of using this definition?

Forty-one states and the District of Columbia have definitions for gangs, all which use a definitional criterion. Usually if the group matches two or more criterion it can be defined as a gang. The most common criterion are:

- Engaging in criminal activity, specified criminal activity, or a pattern of criminal activity.
- Having a hierarchy
- Having some sort of conspiratorial alliance between group members
- Having a common name/symbol/color
- Having a specified number of participants
 - 33 states require at least 3 members
 - KY, SC, and OK require 5 members
 - D.C. requires 6 members
 - 5 states are unspecified.

Fifteen states have definitions for gang members. Five of these states have very vague general definitions. The remainder- AZ, FL, ID, KS, NH, NJ, SD, TN, TX, and VA have criterion definitions. All require a person to match 2 criterion except KS which requires 3. The most valid criterion is self-admission (which is the same in research). However beyond that, the criterion are inconsistent between states.

Example Florida Statute 874.03

A Criminal Street Gang

- A formal or informal group of 3 or more people
- Members share a common name or identifying colors or symbols
- Engaged in a pattern criminal activity

Gang Member

- Admits membership to a gang as defined by law
- Identified by parent or reliable informant
- Lives in an area of gang activity, adopts its style of dress, hand signs, tattoos, and associates with members

Arrest record for committing crimes with gang members

Stopped 4 or more times in the company of gang members

Appears in photographs and other documents that include gang members

The issue of self-identification is the most valid, but it is not without flaw. In my own research, I ran across the problem of associates. Gang associates may wear gang colors, represent the group, and engage in criminal activity with the group, but are not officially members of the group and therefore do not identify as such. What is your perspective? Should the associate be included as a gang member?

Defining Gang Crime

There are two primary ways to define gang crime

Member-based definitions only require a gang member to be involved. In this way, if a gang member is involved as an offender or victim it is considered a gang crime. The problem here is that any situation, be it domestic violence or robbery, is included even if it had nothing to do with gangs per se. This definition is likely to increase statistics on gang crime

Motive-based definitions require the crime to actually be related to the gang, oriented towards gang goals, or directly affected by involvement in the gang.

The way gang crime is defined becomes very pertinent for several reasons. What do you think those reasons are?

Politically it may be in a jurisdiction's best interest to present a case that there is a lot of gang crime as there are federal monies and programs that go to places that have gang "problems." On the other hand, there are other jurisdictions where tourism is popular, and it may be in their best interest to downplay the situation and avoid negative publicity.

Beyond this, many states have sentence enhancements on gang crime. Someone who is facing prison may have their sentence dramatically increased if it is judged as gang crime.

Social Networks

It is notable that gangs are not singular entities- they are made up of individuals. Gangs do not do things, gang members do. Current research has shown that this has broken down further to cliques or action-sets within gangs. There tends to be small clusters of 3 to 5 individuals who tend to act independently. Most of their criminal activity is not directed and takes place in the small cluster. The other members of the larger gang often have no idea what the smaller cliques are doing.

Other ways of defining gangs

Lexical definitions- are typically dictionary definitions. This method usually defines something by what it is not i.e. a collectivity that is not organized; does not have a clear purpose. Defining something by what it is not is hardly helpful to researchers and is usually not used in academia.

Denotative definitions- are meant to be very precise and leave no room for ambiguity. This method primarily consists of examples that capture the idea of the concept. Issues with this definition are the inability to deal with connotation (i.e. gang vs. squad, posse, and crew) and the impossibility of including all applicable examples of gangs because there is too much variation.

Analytic definitions- list properties of gangs. This is the definition that is favored by law enforcement agencies as the most salient property tends to be violent or criminal behavior. The issues with this type are the same as previously discussed. They ignore other properties beyond criminality, become tautological, ignore variations between gangs, and attribute behavior to the gang rather than the members.

Synthetic definitions- sometimes attempt to combine other definitional types together. Ultimately, this method places the group in a broader context. For example, Yablonsky called gangs a “near-group” (1969) because they were not organized enough to be a specified group, but also not disorganized enough to be a mob. Some issues that occur with synthetic definitions is that correlates and properties are often confused (i.e. definition may say male youth group, yet often there are females and adults involved). These definitions also use causal factors in the definition (i.e. derived in impoverished areas), and a group is being called a gang because others have defined it as such.

Implicative definitions- define gangs as a dynamic process. They are not considered singular groups, but a process over time. This method is likely to come from emic methodology where the respondents are defining their social world, rather than the observer’s viewpoint being placed upon the phenomenon. While preferred amongst qualitative researchers, this method is lambasted by other groups for its lack of precision.

Within the last decade a group of over 100 researchers from the United States and many other countries came together and decided to use a single definition for gangs. Although this definition, like all others, is imperfect, part of the agreement to use it was due to comparative research. If we are going to compare anything, we have to make sure that we are defining things the same way.

Eurogang Nominal definition

Any durable, street-oriented youth group whose own identity includes involvement in illegal activity (Klein 2001).

Activity

Using the Eurogang Nominal definition, decide if the following groups qualify as gangs. Using your own perspective, decide if the individuals are gang members.

Group A Street gang? _____

A group of seven Asian teenagers drove up to a small private dance club and confronted the club's unofficial bouncer. There was a small melee, during which a chair was thrown and several blows were struck. At the end, a gun was fired toward the club, but the bullet went through the window of a neighboring video store, killing the owner. The teenagers were described by the police as a clique that had recently broken off from a larger "tagger crew." The clique members had been cruising around looking for trouble----they may have been involved in a store burglary the hour before the shooting incident----but were quite unknown to the police for anything but minor offenses.

Group B Street gang? _____

A group of four boys was involved in a stabbing of a fifth at a local beach. Under special state anti-gang legislation, the four assailants were prosecuted as a criminal street gang, being labeled a "bully gang" by the prosecution. They comprised a suburban clique adopting 1950s-style haircuts and clothing to mark them as a special group. They manifested no meaningful street life and had little prior criminal involvement.

Group C Street gang? _____

An off-duty sheriff's deputy spotted several youths putting up their graffiti on a wall. When they failed to obey his command to cease and resisted arrest, he fired his gun in their direction. The deputy was charged with assault with a deadly weapon. The defense claimed that his action was a legitimate response to the criminal acts of a street gang

Is this definition sufficient_____? If not what is needed?

Gang member ? _____ If not, then what _____?

"G-dog" hangs out with gang members and has strong emotional bonds with them. "G-dog" is present when the "Dukes" let off shots at the "Clarence Street Locos." He drives into "Dukes" territory yelling, "Did you want to f-in kill me?" "G-dog" is aware of the criminal behavior of his friends but does not report the behavior to legal authorities because he does not want to break any trust

Group D Street gang? _____

A police patrol was dispatched to the "old town" section of a city on a report that a group of skinheads had gathered in this tourist area and was loitering and disturbing the peace by wandering the streets, shouting slogans, and upsetting tourists and businesses in the area. Upon their arrival, the police confronted the group, but received only polite responses- "Good evening, officers," "Isn't it a lovely evening for a walk? And so on. Were the police confronting a street gang?

Group E Street gang? _____

In reaction to an anonymous tip, the FBI raided a small club and detained the adult members of a group gathered there. A search of the facility yielded a cache of automatic weapons, materials for making explosives, and literature proclaiming war against the U.S. government, including the FBI and a number of prominent politicians. Evidence also indicated that the club's finances came from a series of burglaries and the sale of narcotics.

Group F Street gang? _____

Wire taps on telephone conversations from a maximum security prison captured conversations between members of Nuestra Familia, a large Latino group of convicts inside the prison, and other members of the group on the outside. The core of the conversation had to do with a contract "hit" on a rival who had to be "dealt with." The convicts were charged with solicitation and conspiracy to commit murder

Is this definition sufficient? _____ If not, what is needed?

Gang member? _____ If not, then what _____?

The defendant is a young woman in her senior year at a small church-related college in the East. While visiting her parents-----united, both civil servants in a city on the West Coast---- she was asked by her parents to drive out to a suburb to pick up and deliver her twin brother, a hardcore gang member wanted on a murder warrant. She herself had no prior indications of gang involvement. She picked up her brother, who was accompanied by two of his friends. On the way back to surrender, the brother asked her to stop near a bar. While she waited around the corner, they entered the bar, assaulted and shot several employees, and robbed the safe. They returned to the car and told the defendant to drive toward town. A pursuit followed with police cars and helicopters, but she was forced by the passengers in the car to continue driving until they finally told her to pull over. They ran off, unsuccessfully, while she remained in the driver's seat following the instructions of the

police. She was charged with fleeing the scene of a crime, with aiding and abetting the armed robbery, and with being a gang member by virtue of her association with her hardcore brother.

Group G Street gang? _____

A member of a group calling itself the Miranda Car Club attempts to steal a car from a parking area. He is interrupted by two Hispanic males who shoot him twice as he tries to escape. Then three additional Hispanic males attack him, he is shot again, resulting in permanent paralysis. The victim's car club is not classified by the city police department as a gang, but the victim claims that the attack was a targeted "hit" by the assailants, members of a rival gang. Was the rival group a street gang?

Group H Street gang? _____

The Del Vikings were an acknowledged and self-admitted younger street gang, a clique associated with a larger traditional gang known as the Gladiators. The Del Vikings were, on average, about thirteen years old. A small number of their girlfriends, sisters, and cousins often hung around on the street with the boys, calling themselves the Viqueens. They met as a group at the same time as did the boys, but their delinquent activity was considerably lower than that of the boys. Should the Viqueens be classified as a street gang?

Group I Street gang? _____

A cohesive group of adolescent males, named AQX have been accused of gang rape. This accusation comes as no surprise to the community as they are known for their public substance use and verbal harassment of passerby. New community members are warned about the group and told to stay away from their "turf"- a series of bunches along the street where they live.

Is this definition sufficient? _____ If not what is needed?

Gang member? _____ If not, then what? _____

The defendant is a fifteen-year old boy for whom no indications were presented by the prosecutor that he was a gang member---no tattoos, no gang admissions, no prior arrests, no listing in the police gang files, and so on. He was involved in a robbery with two others, one of whom was an older, hardened gang member who bullied and threatened the fifteen-year old. The young defendant had strong musical skills. He had caring, although separated, parents. He was bright, used no alcohol or drugs, and had a steady girlfriend. Because he was involved in a "gang-connected" crime, the prosecution charged him as a gang member