

Juvenile Gangs and Co-Offending

PLEASE READ CAREFULLY

**Please note that this syllabus and course sequence are subject to change contingent on class progress, unscheduled activities, or other unanticipated factors. Students will be notified when changes are made.*

I. Course Information

Course: CJ 47:202:411 Juvenile Gangs and Co-Offending

Term: Summer Intersession 1, 2024

Meeting Time: This course is offered remotely and asynchronously. As such, we will not have regular meeting times each week in which we are all in the same virtual space at the same time.

Contact Information:

Professor: Jordan DiTullio

Professor Email: jordan.ditullio@rutgers.edu

Office Location: Virtual

Office Hours: Thursdays, 9 – 10 am at:

<https://rutgers.zoom.us/j/91382666238?pwd=YkFCOFY2ODFiVktPd0NxeWwzYmNLQT09>

Email: Students can expect an email response from me within 24 hours of receipt, so long as it is not a weekend or holiday. If you have an urgent matter that requires my immediate attention (particularly over a weekend or holiday), please start your email header with “URGENT” and I will respond to you as quickly as possible.

Language Statement:

Students, faculty, and staff are encouraged to use *person-first* and *humanizing* language in their verbal and written communications. Being mindful of the ways in which we describe people impacted by our criminal legal systems is an important step in restoring their dignity and humanity. This evolution of language is an important piece of broader systemic shifts that are needed to make our justice systems more equitable. I encourage *replacing* labels that refer to people as “offender,” “inmate,” “parolee,” or related terms with more neutral descriptors such as “person convicted of a crime,” “incarcerated person,” and “person under parole supervision.” Additional details about why this is important can be found [here](#), [here](#), and [here](#).

Course Description

This course explores the origins, history, development, and activities of juvenile street gangs, focusing on how we know they exist, when they are illusory, and public reactions to them. In addition to attempting to define youth gangs, we also consider the relationship between gang involvement and offending, how the social networks of gang members influence their involvement in crime, and

co-offending by juveniles who are not necessarily gang members. The course considers what gang membership means, how cohesive gangs are, where youth gangs are likely to emerge, what types of youth gangs exist, and how police manage gang problems. Finally, we investigate the policies and programs that have been successful (or not) in preventing, intervening in, and suppressing gang problems. Readings and discussions will center on the tension between levels of analysis, definitions, implications for crime and violence, and theories for understanding the street gang problem in America.

“Every city in the world always has a gang, a street gang, or the so-called outcasts.”
~ *Jimi Hendrix*

Course Learning Outcomes

By the end of this course, students will be able to...

1. Articulate how youth gangs are defined and understand how these groups have been framed as a major social problem
2. Discuss the role that race, ethnicity, and gender play in the formation and activities of street gangs
3. Assess the role of street gangs in relation to crime, drugs, and violence
4. Recognize the theoretical explanations that scholars use to understand juvenile gang formation and gang membership
5. Examine and critique programs and policies that have attempted to address the problem of street gangs in the United States
6. Enhance critical thinking skills through participation in class discussions and completion of course assignments. Critical thinking entails identifying the logic of arguments and their assumptions, analyzing evidence to make logical conclusions, understanding how various concepts are logically related to each other, and learning to identify and understand multiple viewpoints
7. Develop analytical, research, and presentation skills through discussions

B.S., Criminal Justice Program Learning Goals:

Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

1. Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.
2. Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.
3. Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.
4. Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.
5. Obtain a comprehensive knowledge about the process of conducting criminal justice research, and develop the skills to conduct criminal justice research with appropriate methodologies.

II. Course Requirements

Required Textbook

Howell, James C. & Elizabeth Griffiths. 2019. *Gangs in America's Communities*. 3rd Edition. Los Angeles: Sage Publications. ISBN: 978-1-5443-0022-1

The required readings, podcasts, discussion boards, and other resources can be found on the Canvas course site. **You are expected to read, listen to, and watch all assigned material.** Failure to do so will make it difficult for you to participate in the course, engage with course content, and discuss material with your peers. Thus, it is critical you engage with all elements of the course material to ensure you are well-prepared for your assessments.

Course Structure

Juvenile Gangs & Co-Offending is offered as an **advanced course**. Students are therefore required to read assigned chapters/articles, review the audio-recorded lectures in the PowerPoint slides, and listen to/watch the media content. There are no mandatory discussion board posting for this course. However, the instructor has provided discussion board opportunities for you to engage with your peers and earn extra credit if you choose.

Each week you will have course 2-3 Modules to complete. Each Module consists of the following requirements:

1. **Watch:** One, weekly introduction video will be uploaded each week and should be viewed prior to consuming Module content. These short videos are intended to welcome you to the content for the week and orient you to any necessary material. The instructor will also use these videos to address any concerns or consistent questions she has received about material.
2. **Readings:** Readings for this course will primarily come from the required textbook (see above). Additional readings outside of the textbook will be provided on Canvas by the instructor. Questions in your quizzes and final exam will relate to all readings. It is recommended that you complete the weekly reading and take notes to help you in your assessments.
3. **Lecture:** Lectures are embedded into the Module PowerPoint slides. You must download the PowerPoint from Canvas and click on the speaker icon to hear the lecture. Lectures range in length depending on the content for that module so it is recommended that you review them early in the week. Questions in your quizzes and final exam will relate to the lectures. It is recommended that you review the lectures and take notes to help you in your assessments.
4. **Media:** Each week, there will be a form of media for you to consume. This would be a video, podcast, clip from a movie, etc. Media sources are included as a way to present related information in a different learning format. Questions in your quizzes and final exam will relate to the media sources. It is recommended that you listen/watch the media content and take notes to help you in your assessments.
5. **Quiz:** Each Module will have a quiz between 5-10 questions, depending on the content. This means that some weeks you will have 2 quizzes that need to be completed. Content for your Module quizzes will come only from the material in that Module. It is

recommended that you complete the lecture, readings, and media for a module, take the Module Quiz, and then move onto the next Module for that week. Late quizzes will not be accepted.

6. (OPTIONAL) Discussion Board Post: Students who are looking to interact with their classmates and the professor regarding the course material are encouraged to participate in the weekly discussion board post. Students who meet post requirements, as outlined in the rubric on Canvas, will receive 1 extra credit point per post. Students are then able to receive an additional 1 extra credit point if they respond to the post of another student, again meeting rubric requirements. Students cannot earn more than 2 extra credit points per week. Extra credit points will be added to students' final exam score at the end of the intersession. Students who complete all extra credit opportunities have the chance to earn up to 10 additional points on their final exam.

You will be consulting the course Canvas website multiple times a week to stay informed about any course announcements, to review assigned readings, to access online videos and podcasts, to participate in class discussions, and the like. Please anticipate spending an average of 10 hours per week on this class, including reading the required material, reviewing lecture material and podcasts, preparing for exams, and generally participating in our virtual experience together.

Important Notice: Please note that inherent to the nature of crime and the operational realities of the criminal justice system, there may be portions of some class materials (e.g., images, videos, hyperlinks, etc.) that may be graphic in nature and/or contain offensive language and commentaries. While these resources are not intended to be personally offensive or intrusive, it is important that students are aware of this possibility. I will always do my best to provide disclaimers to such content as the semester progresses.

III. Grading Policy

Letter Grade	Percentage
A	95 – 100%
A-	90 – 94%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D	60 – 69%
F	< 60
I	Incomplete

Your final grade for this course will be evaluated based on the following:

Course Assessment Plan		
Assignments	Points	Percent of Final Grade
Module Quizzes <i>There are 9 quizzes throughout this course ranging from 5-10 questions each. Each quiz will open on the Monday of the week and close by the Sunday at 5 pm. Students will have between 10-15 minutes to complete the quiz, depending on the number of questions. The quiz will tell you how many minutes you will have to complete the quiz prior to taking it. Students are only allowed 1 attempt at the quiz. Students who miss a quiz will not be allowed to retake unless there are extenuating circumstances in which you should speak with the instructor immediately.</i>		
Module 2 Quiz (5 points)	5pts each (x7) = 35 points	60%
Module 3 Quiz (5 points)	10pts each (x2) = 20 points	
Module 4 Quiz (10 points)	Total possible points = 55	
Module 5 Quiz (5 points)		
Module 6 Quiz (5 points)		
Module 7 Quiz (5 points)		
Module 8 Quiz (5 points)		
Module 9 Quiz (5 points)		
Module 10 Quiz (10 points)		
Final Exam <i>There is 1 final, cumulative exam for this course. Students are welcome, and encouraged to use their notes and course material to complete the exam. This exam will be timed, and students will have 90 minutes to answer 50 multiple choice and true/false questions. The Final Exam will open at 7 am on Sunday, June 30th and will close at 5 pm on Tuesday, July 2nd. Students are allowed 1 attempt at the exam. Students who miss the exam will not be allowed to retake the exam unless there are extenuating circumstances in which you should speak with the instructor immediately.</i>		
Final Exam	Total Possible Points = 50	40%
Extra Credit: Discussion Board Posts <i>Students will be given 5 opportunities to earn extra credit. Weekly discussion boards will be open on Canvas with a prompt for students to engage in. Those who meet the discussion board requirements (as outlined in the rubric provided) will be awarded up to 2 extra credit points per week. Students will have from the Sunday that the discussion board is posted until the following Sunday at 5 pm to answer the prompt. Students will not be allowed to add to their post following the close of the discussion board post. Extra credit points will be added to your final exam score at the end of the semester. Reminder, this is optional.</i>		
EC Discussion Board Posts	Total Possible Extra Credit Points = 10	
Cumulative Totals	105 (not including EC points)	100%

If you require further clarification regarding your performance on an exam or other assignment, you are responsible for setting up an individual virtual appointment with me. I will not discuss grades during the designated virtual office hours, as these are designed to be drop-in opportunities and thus are not private.

Requests to review or reconsider any grade received must be made directly to me within 7 days of the return of the graded coursework. Requests for grade reassessment on exams must be accompanied by a written explanation detailing why you believe your grade should be higher. Please note that a request to re-grade means that the exam will be reassessed in its entirety and, in the event of an error in grading, the final grade may increase or decrease accordingly.

IV. Course Policies

Expectations for Students

I expect that students who are seriously committed to learning in this course will:

- 1. Interact with peers in a professional and respectful manner.** In this class, we may have discussions that challenge our assumptions about crime and justice, as well as race, gender, sexuality, morality and culture. Students should be prepared to engage honestly and openly about this material and are encouraged to examine their own beliefs about the issues. While I hope that the course materials will spark interesting discussion, personal insults or other types of demeaning, disrespectful, or threatening comments toward other class members or the instructor about their experiences, backgrounds, or statements will NOT be tolerated. Such actions are considered disruptions, and will be handled accordingly.
- 2. Follow the guidelines and policies set forth in this syllabus and on all assignments.** This includes ensuring that you consume all course material and take quizzes and exams by the scheduled due dates.
- 3. Prepare for each week by carefully reviewing the assigned readings.** Read all of the required reading for each module. This will allow you to prepare for the quiz and actively participate in discussions.
- 4. Write notes on and generate questions from the readings.** Exams will be based on material that is covered in the lectures, readings, and media content. If you have questions about the material, be sure to raise them in the discussion forums or attend office hours.

Students who do not fulfill these expectations will find it hard to earn a “C” in this course and generally do not do as well as they want or expect.

Office hours

On Thursday each week, I will hold virtual office hours from 9 – 10 am EST at: <https://rutgers.zoom.us/j/91382666238?pwd=YkFCOFY2ODFiVktPd0NxeWwzYmNLQT09>. If you cannot meet with me during office hours, I am happy to set up an alternate time to meet!

Course Canvas Site

The use of the Canvas site for this course is integral to be kept informed of upcoming class announcements, to participate in discussions, to access lecture videos, and to connect to podcasts and required readings. The site will host all quizzes and exams; quizzes will close at 5:00 pm Sunday of each week. The site also has a collection of all of the required course readings,

copies of lecture slides, videos/podcasts, assignments, the syllabus, quizzes, exams, and other important reminders. Please consult Canvas regularly for relevant information. For tech help with Canvas, please visit <https://it.rutgers.edu/help-support>.

Missed Classes/Assignments/Exams

If you are not able to complete an assignment or exam due to a documented emergency situation or unavoidable conflict (i.e., illness, personal or family emergency, participation in intercollegiate athletics, religious observance, etc.), you should reach out to me immediately to make arrangements for missed work or to schedule a make-up exam. Students who must, for any reason, miss an assignment, quiz, or exam should consult with me.

In the case of missed exams, documentation/verification of the absence will be required. Please contact me in advance of the exam, if at all possible. Students for whom a religious holiday or observance conflicts with a course requirement should notify me by no later than the end of the Add-Drop period of potential scheduled conflicts to discuss whether mutually acceptable alternative methods exist for completing the missed assignment/exam.

Lecture Material

Course materials including email communications, lecture slides, and lecture content are the property of the instructor. Publishing this content on the internet or elsewhere is a violation of the intellectual property rights of the instructor.

Video/Audio

You may not video or audiotape material without the instructor's express consent.

Participation and Professional Decorum

Interaction among students and the instructor enhances the exchange of thoughts and ideas and provides for challenging dialogue. Diversity of opinion serves to enhance the learning process; as such, students are reminded to be respectful of one another's differences and opinions, and mindful of the adage that "one can agree to disagree." Students are encouraged to share their personal experiences, observations, and opinions, and should be able to do so without fear of a negative reaction. It is okay to express disagreement respectfully, but offensive language and personal insults will not be tolerated.

Academic Integrity Policy and Expectations

If a student is caught acting with scholastic dishonesty on an assignment, they will be required to meet with the instructor. If a student is found to repeatedly violate academic integrity or does so on a major assessment, that student will receive a grade of 0 on that assignment. According to the Rutgers University Academic Integrity Policy, available at <https://studentconduct.rutgers.edu/processes/academic-integrity>, "The principles of academic integrity require that a student:

- make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations.
- properly acknowledge and cite all use of the ideas, results, images, or words of others.

- properly acknowledge all contributors to a given piece of work.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions.
- treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Furthermore, as technology continues to develop it is imperative to acknowledge the use of A.I. and other generative software’s that are increasingly utilized in academia and beyond. For the purposes of this course, students are allowed to use A.I. as a means of studying, generating ideas, and/or clarifying material. However, any students who uses generative A.I. or any other form of A.I. to complete assignments and turn in work that is not of their own original creation will be considered cheating and given a 0. Remember, all outside sources should be properly cited, in APA format. A quick reference can be found [here](#).

V. Support Services

Learning Needs and Assistance

Any student with documented medical, psychological or learning disabilities, who feels he/she/they may need in-class academic adjustments, reasonable modifications, and/or auxiliary aids and services while taking this course, should first contact the Disability Support Services (DSS) to discuss his/her/their specific needs. For Metropolitan Campus, online and off-campus programs contact the Director of Disability Support Services at 201-692-2078.

Support and Resources

In this course, we work to assess and address social challenges that may include sensitive topics. Each student must be respectful and courteous of others’ identities. If any student cannot remain civil and polite during a class, they will be required to talk with the instructor.

It is the instructor’s goal that students from all backgrounds and identities be well-served by and welcomed in this course, that students’ leaning needs be addressed in an equitable manner, and that the diversity that we all bring to this class be viewed as a significant source of strength. In this course, the instructor seeks to present materials and activities that are respectful of diversity of gender, gender identity, sexual orientation, ethnicity, race, nationality, ancestry, socioeconomic status, disability or accessibility, religion, and age.

Please feel welcome to contact me:

- to provide your preferred name and/or pronouns;
- if any coursework or assignments conflict with a religious event or holiday; or
- to offer suggestions on how to improve the inclusiveness of the course for you personally or for other students or student groups.

Students in need of disability-related academic accommodations must register with the Office of Disability Services (ODS). Students with authorized disability-related accommodations must provide the instructor with a current Accommodation Authorization Letter from ODS to ensure that all necessary accommodations are provided. Accommodations cannot be provided retroactively, so please inform the instructor as early as possible.

Rutgers University-Newark offers a comprehensive support network for all students to help promote student success. Taking advantage of one or more of these resources during your academic career is a standard part of succeeding both within and outside of the classroom. Many of the support services offered by the institution are listed below:

- Rutgers Newark Office of Disability Services
 - [Website](#)
 - Office: Paul Robeson Campus Center- Suite 219
 - Email: ODSNewark@Newark.Rutgers.edu
 - Phone: (973) 353-5375
- Campus Awareness Response and Education (CARE) Team
 - [Website](#)
 - Office: Paul Robeson Campus Center- Room 302
 - Email: careteam@rutgers.edu
 - Phone: (973) 353-5063
- Office of International Student and Scholar Services (OISS)
 - [Website](#)
 - Office: Conklin Hall- Room 216
 - Email: oiiss@newark.rutgers.edu
 - Phone: (973) 353-1427
- LGBTQ and Intercultural Resource Center
 - [Website](#)
 - Office: Paul Robeson Campus Center- Room 328 and Conklin Hall- Room 232
 - Email: interculturalrutgers@gmail.com
 - Phone: (973) 353-3416
- Rutgers Newark Counseling Center
 - [Website](#)
 - Office: Blumenthal Hall- Room 101
 - Phone: (973) 353-5805
- pantryRUN Food Pantry
 - [Website](#)
 - Office: Paul Robeson Campus Center- Room 236
 - Email: pantry_run@newark.rutgers.edu
 - Phone: (973) 353-5231
- Health Services
 - [Website](#)
 - Office: Blumenthal Hall- Room 104
 - Phone: (973) 353-5231
- Veterans Affairs
 - [Website](#)

- Office: Paul Robeson Campus Center- Room 316A
- Email: lazaro.paul@rutgers.edu
- Phone: (973) 353-5515
- The Office of Title IX and ADA Compliance
 - [Website](#)
 - Office: Paul Robeson Campus Center- Room 316
 - Email: scott.strother@rutgers.edu
 - Phone: (973) 353-1906

VI. Additional Information

Course-Related Websites of Interest

Office of Juvenile Justice & Delinquency Prevention: <https://ojjdp.ojp.gov/programs/gang-violence-prevention>

National Gang Center: <https://www.nationalgangcenter.gov/>

National Institute of Justice: <https://nij.ojp.gov/topics/articles/overview-gangs-and-gang-crime>

G.R.E.A.T. (Gang Resistance Education and Training):
<https://www.great-online.org/GREAT-Home>

References for Readings

Batchelor, Susan. 2009. Girls, Gangs and Violence: Assessing the Evidence. *Probation Journal* 56 (4): 399-414.

Braga, Anthony A., David Weisburd and Brandon Turchan. 2018. Focused Deterrence Strategies and Crime Control: An Updated Systematic Review and Meta-Analysis of the Empirical Evidence. *Criminology & Public Policy* 17 (1): 205-250.

Kelly, Sarah, Debra Anderson, Lynne Hall, Ann Peden and Julie Cerel. 2011. Adolescent Males' Perceptions of Gangs and Gang Violence. *Journal of Gang Research* 19 (1): 1-9.

Kendi, Ibram X. March 20, 2018. What's the Difference Between a Frat and a Gang? *The Atlantic*. <https://www.theatlantic.com/politics/archive/2018/03/america-frats-and-gangs/555896/>
Office of Juvenile Justice and Delinquency Prevention (OJJDP). 2014. Gang Prevention. https://www.ojjdp.gov/mpg/litreviews/Gang_Prevention.pdf

Papachristos, Andrew V., Anthony Braga, Eric Piza and Leigh S. Grossman. 2015. The Company You Keep? The Spillover Effects of Gang Membership on Individual Gunshot Victimization in a Co-Offending Network. *Criminology* 53 (4): 624-649.

Pizarro, Jesenia M. and Jean Marie McGloin. 2006. Explaining Gang Homicides in Newark, New Jersey: Collective Behavior or Social Disorganization? *Journal of Criminal Justice* 34 (2): 195-207.

- 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): 417-425.
- Pyrooz, David C. and James A. Densley. 2018. On Public Protest, Violence, and Street Gangs. *Society* 55 (3): 229-236.
- Rojek, Jeff, Matthew Petrocelli and Trish Oberweis. 2010. Recent Patterns in Gang Prevalence: A Two State Comparison. *Journal of Gang Research* 18 (1): 1-23.
- Thompson, Carol Y., Robert L. Young and Ronald Burns. 2000. Representing Gangs in the News: Media Constructions of Criminal Gangs. *Sociological Spectrum* 20 (4): 409-432.
- Valasik, Matthew and George Tita. 2018. Gangs and Space. Pp. 1-38 in *The Oxford Handbook of Environmental Criminology*, Bruinsma & Johnson (Eds.). Oxford: Oxford University Press.
- Wijerante, Sanjaya, Derek Doran, Amit Sheth and Jack L. Dustin. 2015. Analyzing the Social Media Footprint of Street Gangs. IEEE International Conference on Intelligence and Security Informatics. https://s3.amazonaws.com/thinkific-import/2536/Wijeratne_ISI_2015-1454525317880.pdf
- Wood, Jane and Emma Alleyne. 2010. Street Gangs Theory and Research: Where are We Now and Where Do We Go from Here? *Aggression and Violent Behavior* 15 (2): 100-111.

Course Schedule
Week of: May 28th
Watch: Week 1 Introduction Video
MODULE 1: Course Introduction
Lecture: Download and listen to Module 1 PowerPoint
Read: Chapter 1 in textbook
Media: Podcast: TedX-Asheville – <i>The Big Gang Theory: Danya Perry</i> (17:09 min) https://www.youtube.com/watch?v=L314TtfBrvc
MODULE 2: Myths and Realities of Youth Gangs
Lecture: Download and listen to Module 2 PowerPoint
Read: Chapter 2 in textbook
Media: Podcast: End Gang Life – <i>Myths and Realities, Episode 6</i> (15:31 min) https://podcasts.apple.com/us/podcast/end-gang-life/id1084566832
Quiz: Complete Module 2 Quiz by Sunday at 5 pm
MODULE 3: Defining Gangs & Gang Members
Lecture: Download and listen to Module 3 PowerPoint
Read: Chapter 3 in textbook
Media: the National Institute of Justice’s Definition of Gangs https://nij.ojp.gov/topics/articles/what-gang-definitions
Quiz: Complete Module 3 Quiz by Sunday at 5 pm
OPTIONAL: Participate in Discussion Board 1 by Sunday at 5 pm
Week of: June 3rd
Watch: Week 2 Introduction Video
MODULE 4: Macro-Level Theories
Lecture: Download and Listen to Module 4 PowerPoint
Read: Chapter 4 in textbook
Media: Podcast: Justice Hope Freedom – <i>Interview with an Ex-Pimp, Ex-Gang Member, and Ex-Prostitute, Episode 003</i> (21:38 min) https://directory.libsyn.com/episode/index/id/4417568
Quiz: Complete Module 4 Quiz by Sunday at 5 pm
MODULE 5: Micro-Level Theories
Lecture: Download and Listen to Module 5 PowerPoint
Read: Chapter 5 in textbook

Media: Video: <i>Ruined Lives: Falling into the Gang Culture</i> (7:16 min) https://www.youtube.com/watch?v=kGneqeHYGd8
Quiz: Complete Module 5 Quiz by Sunday at 5 pm
OPTIONAL: Participate in Discussion Board 2 by Sunday at 5 pm
Week of: June 10th
Watch: Week 3 Introduction Video
MODULE 6: Gang Lifecycle
Lecture: Download and Listen to Module 6 PowerPoint
Read: Wijeratne et al. (6 pgs.) and Pyrooz & Decker (9 pgs.)
Media: Podcast: Social Work podcast – <i>Episode 116: Social media and gang violence: Interview with Desmond Patton, Ph.D.</i> (29:30 min) https://socialworkpodcast.blogspot.com/2018/01/patton.html
Quiz: Complete Module 6 Quiz by Sunday at 5 pm
MODULE 7: Girls and Gangs
Lecture: Download and Listen to Module 7 PowerPoint
Read: Chapter 6 in textbook
Media: Podcast: NPR – <i>Every Other Hour: Why Girls Join Gangs</i> (10:33 min) https://www.npr.org/podcasts/529507383/every-other-hour
Quiz: Complete Module 7 Quiz by Sunday at 5 pm
OPTIONAL: Participate in Discussion Board 3 by Sunday at 5 pm
Week of: June 17th
Watch: Week 4 Introduction Video
MODULE 8: National Gang Problem Trends
Lecture: Download and Listen to Module 8 PowerPoint
Read: Chapter 7 in textbook
Media: Video: WREG.com - <i>Police trying to stop gangs targeting children in suburban and rural areas</i> (3:07 min) https://wreg.com/news/police-trying-to-stop-gangs-targeting-children-in-sburban-and-rural-areas/amp/
Quiz: Complete Module 8 Quiz by Sunday at 5 pm
MODULE 9: Urban Gangs, Crime, and Violence
Lecture: Download and Listen to Module 9 PowerPoint
Read: Chapter 8 in textbook

Media: Video: <i>FIRSTHAND Talks: A Handshake Away – Gun Violence</i> (10:27 min) https://www.youtube.com/watch?v=Fs2PUeAzEUs
Quiz: Complete Module 9 Quiz by Sunday at 5 pm
OPTIONAL: Participate in Discussion Board 4 by Sunday at 5 pm
Week of June 24th
Watch: Week 5 Introduction Video
MODULE 10: Prevention and Intervention
Lecture: Download and Listen to Module 10 PowerPoint
Read: Chapter 9 & 10 in Textbook
Media: <ol style="list-style-type: none">1. Video: <i>Jeffrey Brown – How we cut youth violence in Boston by 79 percent</i> (18:03 min) https://www.youtube.com/watch?v=yeVz0rtXCmw2. Video: Vera Institute – <i>Anthony A. Braga: Focused Deterrence Strategies</i> (7:24 min) https://www.youtube.com/watch?v=Rb4LeG101sk
Quiz: Complete Module 10 Quiz by Sunday at 5 pm
OPTIONAL: Participate in Discussion Board 5 by Sunday at 5 pm
Week of: July 1st
Final Exam: Opens Sunday, June 30 th at 7 am and closes July 2 nd at 5 pm