



**CJ 47:202:411
JUVENILE GANGS & CO-OFFENDING
SYLLABUS**

This course is offered asynchronously during the Fall 2020 semester. 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. We will, however, have opportunities to connect virtually in real time as the semester progresses in one-on-one sessions with me, and in larger settings. I am excited to embark on this adventure with you and anticipate this to be an engaging and interesting class!

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

~ *Jimi Hendrix*

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.

PLEASE NOTE: I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AS THE COURSE PROCEEDS

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.

LEARNING OBJECTIVES OF THIS COURSE

- Articulate how gangs are defined and understand how these groups have been framed as a major social problem
- Discuss the role that race, ethnicity, and gender play in the formation and activities of street gangs
- Assess the role of gangs in relation to crime, drugs, and violence
- Recognize the theoretical explanations that scholars use to understand gang formation and gang membership
- Examine and critique programs and policies that have attempted to address the problem of gangs in the United States
- 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
- Develop analytical, research, and presentation skills through discussions

REQUIRED READINGS

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

The remainder of the required readings, podcasts, discussion boards, and other resources can be found on the Canvas course site.

COURSE STRUCTURE

Juvenile Gangs & Co-Offending is offered as an advanced course. The course readings are central for our group discussions, which will take place each week continuously throughout the semester. You will be expected to participate in discussions between one and three times per week. Students are therefore required to read assigned articles, review the recorded mini-lectures and PowerPoint slides, and participate in discussion boards in a manner that reflects familiarity with the readings and previous course content.

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 on-line materials, to participate in class discussions, and the like. Please anticipate spending approximately 10 hours per week on this class, including reading the required material, contributing to the discussion board, responding to your colleagues, preparing for exams, and generally participating in our virtual experience together.

COURSE REQUIREMENTS

			<i>Link to SLO</i>
Weekly quizzes on required readings:	20%	=	SLO # 1, 2, 3, and 5
Weekly participation on discussion boards:	30%	=	SLO # 1, 2, 3, and 4
Midterm exam:	25%	=	SLO # 1, 2, and 3
Final exam:	25%	=	SLO # 1, 2, and 3

Weekly quizzes on required readings (20%): A multiple choice or short answer quiz, focused on the required readings, will be posted on Canvas by 9:00 AM on Mondays. **The quizzes will close at 5:00 PM on Tuesday of each week in which readings are assigned.** You will have one opportunity to take each quiz and these quizzes will be timed. Complete the weekly quiz only after you have read and digested the required readings.

Weekly participation on discussion boards (30%): Because this course is offered on-line and asynchronously, it is very important to be an active participant in the class. As such, a large portion of your final grade is dedicated to your participation on the relevant discussion boards on Canvas. **It is your responsibility to post one to three times per week.** You can find a rubric for these postings and expectations about your participation below.

Midterm exam (25%): The first exam will be made available on Tuesday October 20 at 9:00 AM and will close on Wednesday October 21 at 9:00 PM. You will have one

hour to complete the exam from the moment you open it, and you may only open it once. You will be responsible for **all material in the course** from the beginning of the semester through the end of the week of October 12. This exam may include multiple choice, true/false, short answer, and/or essay questions. Further details will be provided.

Final exam (25%): The second exam will be available on **Tuesday December 8 at 9:00 AM and will close on Wednesday December 9 at 9:00 PM.** You will have one hour to complete the exam from the moment you open it, and you may only open it once. You will be responsible for **all material in the course** from the week of October 26 through the end of the semester. This exam may include multiple choice, true/false, short answer, and/or essay questions. Further details will be provided.

EXPECTATIONS FOR STUDENTS

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

- 1. Follow the guidelines and policies set forth in this syllabus and on all assignments.** This includes ensuring that you participate in the discussion board, and take quizzes and exams on the scheduled due dates.
- 2. Participate in discussions regularly.** The material covered in lecture videos and PowerPoint slides will not simply be a regurgitation of the readings, and discussion forums provide an opportunity to understand these materials.
- 3. Prepare for each week by carefully reviewing the assigned readings and watch the assigned podcasts or videos.** Read all of the required reading for each week and watch the assigned podcasts/videos before the week in question. This will allow you to actively participate in discussions and prepare for exams.
- 4. Write notes on and generate questions from the readings.** Exams will be based on material that is covered in mini-lectures, PowerPoint slides, podcasts, *and* the readings, only some of which may be raised in online discussions. If you have questions about the material, be sure to raise them in the discussion forums.
- 5. Attend office hours to discuss the lecture material, readings, and assignments.** You should attend as often as possible but, at minimum, you must check in during office hours **at least 3 times** during the semester.

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.

TOPICS, READINGS, AND DATES

Readings identified below as **H**owell & Griffiths or **C** (on the Canvas course site)

Date	Topic	Readings
Week of SEPT 1	MODULE 1: Introduction to Course <ul style="list-style-type: none"> History of gangs in the U.S. Gangs and space 	H Ch 1 (pg. 1 - 27) C Valasik & Tita (38 pgs.)
	Podcast: TedX-Asheville – <i>The Big Gang Theory: Danya Perry</i> (17:09 min)	https://www.youtube.com/watch?v=L314TtfBrvc
	Check-in with Dr. Griffiths	Set up a 10 min virtual meet and greet
Week of SEPT 7	MODULE 2: Myths and Realities of Youth Gangs <ul style="list-style-type: none"> 18 gang myths Perceptions of gangs Public reactions to gangs The social construction of gangs 	H Ch 2 (pg. 29 – 49) C Thompson et al. (25 pgs.) C Kelly et al. (9 pgs.)
	Podcast: End Gang Life – <i>Myths and Realities, Episode 6</i> (15:31 min)	https://podcasts.apple.com/us/podcast/end-gang-life/id1084566832
	Complete Quiz before Tuesday at 5 pm	
	Participate in Discussion Board	
Week of SEPT 14	MODULE 3: Defining Gangs & Gang Members <ul style="list-style-type: none"> Chicago definition Los Angeles definition Types of youth gangs 	H Ch 3 (pg. 51 – 80) C Kendi (5 pgs.) C Pyrooz & Densley (8 pgs.)
	Review the <i>National Institute of Justice's</i> Definition of Gangs	https://nij.ojp.gov/topics/articles/what-gang-definitions
	Complete Quiz before Tuesday at 5 pm	
	Participate in Discussion Board	
Week of SEPT 21	MODULE 4: Macro-Level Theories <ul style="list-style-type: none"> The Chicago School Social disorganization theory Neighborhood context 	H Ch 4 (pg. 81 – 99 only) C Pizarro & McGloin (13 pgs.)

Video: National Gang Center – *Why Youth Join Gangs* (59:00 min)

https://ngcwebsitefiles.blob.core.windows.net/html/Why-Youth-Join-Gangs/story_html5.html

Complete Quiz before Tuesday at 5 pm

Participate in Discussion Board

**Week of
SEPT 28**

MODULE 5: Macro-Level Theories
Continued

H Ch 4 con't. (pg. 99 – 109)
C Wood & Alleyne (12 pgs.)

- Subcultural theory
- Routine activities
- Conflict theory, etc.

Podcast: Justice Hope Freedom – *Interview with an Ex-Pimp, Ex-Gang Member, and Ex-Prostitute, Episode 003* (21:38 min)

<https://directory.libsyn.com/episode/index/id/4417568>

Video: Sky News – *Special Report: L.A.'s Gang Wars* (11:03 min)

https://www.youtube.com/watch?v=Vx1_6HkO6Kw

Complete Quiz before Tuesday at 5 pm

Participate in Discussion Board

**Week of
OCT 5**

MODULE 6: Micro-Level Theories

H Ch 5 (pg. 111 – 158)

- Developmental theories
- Social control, social learning, general strain, labeling theories
- Biosocial and psych theories

Video: *Ruined Lives: Falling into the Gang Culture* (7:16 min)

<https://www.youtube.com/watch?v=kGneqeHYGd8>

Complete Quiz before Tuesday at 5 pm

Participate in Discussion Board

**Week of
OCT 12**

MODULE 7: Gang Lifecycle

C Wijeratne et al. (6 pgs.)
C Pyrooz & Decker (9 pgs.)

- Gang joining
- Social media
- Desistence

	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
	Complete Quiz before Tuesday at 5 pm	
	Participate in Discussion Board	
Week of OCT 19	MIDTERM EXAM (60 min)	Opens Tuesday Oct 20 at 9 am and closes Wednesday Oct 21 at 9 pm
Week of OCT 26	MODULE 8: Girls and Gangs <ul style="list-style-type: none"> • Female gang involvement • Roles of girls in gangs • Female gangs and violence 	H Ch 6 (pg. 159 – 181) C Batchelor (16 pgs.)
	Podcast: NPR – <i>Every Other Hour: Why Girls Join Gangs</i> (10:33 min)	https://www.npr.org/podcasts/529507383/every-other-hour
	Complete Quiz before Tuesday at 5 pm	
	Participate in Discussion Board	
Week of NOV 2	MODULE 9: National Gang Problem Trends <ul style="list-style-type: none"> • City size • Region 	H Ch 7 (pg. 183 – 217) C Rojek et al. (23 pgs.)
	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-suburban-and-rural-areas/amp/
	Complete Quiz before Tuesday at 5 pm	
	Participate in Discussion Board	
Week of NOV 9	MODULE 10: Urban Gangs, Crime, and Violence <ul style="list-style-type: none"> • Intensity of gangs • Gang structures • Social networks • Co-offending and victimization 	H Ch 8 (pg. 219 – 252) C Papachristos et al. (26 pgs.)
	Review the webpage and video	https://news.northwestern.edu/stories/2019/03/using-maps-and-networks-to-reduce-gun-violence/

Complete Quiz before Tuesday at 5 pm

Participate in Discussion Board

**Week of
NOV 16**

**MODULE 11: What Works:
Prevention**

H Ch 9 (pg. 253 – 280)
C OJJDP (8 pgs.)

- Risk factors
- Early intervention

Review: National Institute of Justice -
*Functional Family Therapy–Gangs:
Adapting an Evidence-Based Program to
Reduce Gang Involvement*

<https://nij.ojp.gov/topics/articles/functional-family-therapy-gangs-adapting-evidence-based-program-reduce-gang>

Podcast: Future City – *Baltimore’s
Different: Gangs, Youth, and Stopping
Violence* (48:59 min)

<https://www.wypr.org/post/baltimore-s-different-gangs-youth-and-stopping-violence>

Complete Quiz before Tuesday at 5 pm

Participate in Discussion Board

**Week of
NOV 23**

Thanksgiving Recess

**Week of
NOV 30**

**MODULE 12: What Works:
Intervention and Suppression**

H Ch 10 (pg. 281 – 317)
C Braga et al. (46 pgs.)

- Gang programs
- Gang intelligence databases
- Focused deterrence

Video: *Jeffrey Brown – How we cut youth
violence in Boston by 79 percent* (18:03
min)

<https://www.youtube.com/watch?v=yVz0rtXCmw>

Video: Bureau of Justice Assistance –
*Focused Deterrence Strategies to Address
Violent Offenders in Madison, Wisconsin*
(62:21 min)

<https://bja.ojp.gov/media/video/4771>

Complete Quiz before Tuesday at 5 pm

Participate in Discussion Board

**Week of
DEC 7**

FINAL EXAM (60 min)

Opens Tuesday Dec 8 at 9 am and
closes Wednesday Dec 9 at 9 pm

COURSE POLICIES

Office hours: On Monday each week, I will hold virtual office hours from 2 pm – 3 pm EST. **You should be regularly attending these and, at minimum, check-in during office hours at least 3 times** during the semester.

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; quizzes will close at 5:00 pm Tuesday of each week. The site also has a collection of all of the required course readings that are not included in the text book, copies of lecture slides/videos, assignments, the syllabus, and other important reminders. Please consult Canvas regularly for relevant information.

Reading Assignments & Watching Assigned Podcasts: You are expected to read and watch all assigned material prior to each week in which the material is assigned. This is imperative to successful performance in this course.

Participation: In an online class, it is extremely important that you participate regularly to interact with me and your peers. The discussion forums provide a key venue for these interactions. You will be expected to participate multiple times per week in these discussions (one to three times or more times, depending on the week). Your participation in these discussions is vital to your success in the course. Below, I provide a rubric for evaluating the quality and content of your contributions to discussion.

Protocols for Discussion Forums: The discussion forums in an online class replace in-class discussions and thus represent the major form of communication between you, me, and your peers. These are not text messages. You should employ appropriate written English in your postings. Your contributions should be grammatically correct, use appropriate punctuation, and (generally) avoid emojis. You should be referencing course and related materials (readings, lecture material, material from previous weeks, and even new material that you have discovered – i.e. a recent newspaper article, for example, in which you provide a link) in your postings. Each posting should be at least a full paragraph, elaborating and describing your points. It is also ideal to build upon and respond to the points of your peers, and to raise questions for discussion for the rest of us. At all times, it is important to be supportive and thoughtful in your responses to your classmates. Often discussion questions do not have one ‘right’ answer but rather ask you to ponder, extend, or evaluate a statement or question. Your discussion postings must reflect engagement with the material and with the comments of your peers (note: simply writing something like “I agree with Jamie” is not an engaging post!). Offensive language or content will NOT be tolerated. Please be considerate and respectful in your exchanges with me and with your classmates. You can expect that others will do the same in return.

Rubric for Discussion Forum Postings: Your contributions will be assessed as follows:

CHARACTERISTICS	POOR: 1 POINT	GOOD: 2 POINTS	EXCELLENT: 3 POINTS
Timeliness and quantity of contributions	One posting per discussion; often posting later in the week	Two or three postings per discussion; postings distributed throughout the week, with first posting occurring early or midway through the week	Two or three postings per discussion; postings are well distributed throughout the week, with first posting early in the week
Responsiveness to discussion; demonstration of knowledge; understanding gained from assigned reading	Postings have questionable relation to the reading material or topic under discussion, with little or no evidence of understanding	It is clear from the postings that the readings were understood; concepts and insights are incorporated into responses	It is very clear from the postings that the readings were understood and ideas are incorporated well into responses; postings continue or build upon the comments and insights of your peers
Follows online protocols for clear communications; correct grammar, spelling, and clarity	Online protocols are not followed; organization is unclear	Most online protocols are followed; statements are mostly organized and clear	All online protocols are followed; statements are well organized and clear

Grading Rubric: Please note that you must complete both exams in order to be eligible for a *passing* grade in this course. The final grade will be assessed as follows:

A = 90.0-100%	Work is <i>excellent</i> in quality; it is correct, comprehensive, and markedly superior
B+ = 87.0-89.9%	Work is <i>very good</i> in quality; it is correct and provides a detailed explanation in responses; exceeds expectations in some areas
B = 80.0-86.9%	
C+ = 77.0-79.9%	Work is of <i>acceptable</i> quality; may be missing or incorrect in a minor area; meets but does not exceed expectations
C = 70.0-76.9%	
D = 60.0-69.9%	Work <i>does not meet</i> expectations for the course but passes; it is incorrect in one or more major areas
F = 0-59.9%	Work <i>fails</i> to meet minimum expectations for the course

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.

Missed Classes/Assignments/Exams: If you are not able to complete an assignment 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.

Contacting Me: Discussion forums are the preferred method for any questions you have regarding the course material. If you have a question, you can bet that you are not the only one! Using the discussion forums to raise these questions provide opportunities for your classmates to have their queries responded to as well. I will generally try to respond to discussion forum questions within 24-48 hours, but I do not guarantee a response within 24-48 hours. I will be looking for you to be both asking questions or raising points, and responding to the questions and points of others in these discussion forums. My response time may be extended for questions posted over the weekend. You may contact me by email, but these emails should be limited to private questions about your performance, missed assignments, or grades and not general questions that would benefit the entire group.

General Conduct: You have a right to learn in an environment that is free from disruptions or offensive comments. I have the right to set appropriate standards of conduct that foster respectful and dignified treatment of faculty, students, and staff. As such, please be mindful of the general code of conduct that would be appropriate in any classroom setting. It is important to engage in a professional and respectful manner with me and your peers at all times.

In learning about criminology and criminal justice, students may encounter language, depictions, or attitudes that they find disturbing or offensive. It is important, then, to be respectful of the thoughts, ideas, and contributions of others in order to foster participation

in a non-threatening and comfortable environment for learning. Please feel free to discuss with me any concerns you may have regarding sensitive issues in course materials.

Academic Integrity: As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students (<http://studentconduct.rutgers.edu/academic-integrity>). Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Plagiarism, academic dishonesty, and cheating are serious violations. Ensure that you cite references appropriately in your written work. When you paraphrase from others, cite their work in the text, and reference the citation in your bibliography. When you use direct quotes from others, insert quotation marks around the borrowed text and cite appropriately. Violations of the university's policy will result in disciplinary action.

Psychological and Counseling Services: If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university's psychological and counseling service center, which is located in Blumenthal Hall, room 101 (www.counseling.newark.rutgers.edu; 973-353-5805). The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.

RU-N Accommodation and Support Statement:

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at <https://ods.rutgers.edu/>. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for

information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

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: READINGS NOT IN H

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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/>

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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.

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