**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: CJ 370 – American Street Gangs**

**Home Department: Criminal Justice**

**Department Chair Name and Contact Information** (phone, email): Robert Hanson (227-1616, bhanson@nmu.edu)

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Winter or Fall every year

**Official Course Status**: Has this course been approved by CUP and Senate? YES X IN PROGRESS

The course has very recently been approved by CUP and will move onto Academic Senate in the next few weeks.

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

1. Overview of the course content
   1. This course introduces students to many important topics such as the history of gangs, gang and gang member characteristics, gang life, female gang members, reasons for joining and leaving gangs, gang violence, prison gangs, and strategies of gang control. This course also addresses definitional issues associated with correctly identifying and classifying gangs and gang members. The history of gangs is explained by first discussing the racial conflict that existed in places such as Los Angeles and Chicago during the 1920’s through the 1960’s. This class covers how conflicts emerged during large scale Mexican immigration to the United States as well as events of racial and ethnic conflict such as Mexican Repatriation (deporting Mexican U.S. citizens), the zoot suit riots, and Watts riots. African Americans also experienced a great deal of discrimination, harassment, and violence from residents. I will emphasize how in Los Angeles and other parts of the country, groups who called themselves the “spookhunters” and other white supremacist entities would target Black Americans. Originally, African Americans formed political groups known as the Black Panthers, but when they were targeted by J. Edgar Hoover and the FBI, they were ultimately dismantled. Next, we immediately saw the creation of the first CRIP gang. Better known at the time as Community Revolution in Progress (CRIP), these early gangs maintained strong political and social agendas. The founders of these groups will be discussed as well as the various “super gangs” (people and folk) that arose out of Chicago. This class also addresses the different types of gang members and the various ways that gangs may be organized (greater degrees of horizontal versus vertical structure and with different goals in mind). This class discusses the origins of gang violence and how the “cycle of violence” may continue for long periods of time through seemingly endless retaliation over issues such as respect and neighborhood rivalries. This class covers subcultural views on gang crime such as the “code of the street” which is a subcultural adaptation to a lack of faith in the U.S. justice system. The code condemns behaviors such as “snitching” or cooperating with law enforcement and places a premium on respect and reputation. This class also covers the reasons for joining gangs which addresses poverty, the need for protection, and other aspects of emotional security achieved through aspects of brotherhood. The reasons for leaving gangs portion of class covers issues such as becoming a parent, growing intolerant of the violence, disillusionment, and the role of jobs and conventional opportunities in pulling them away from the lifestyle. Female gang members are discussed and compared to males in terms of initiation rituals, use of violence, and the extent to which females reported sexual abuse in their homes (in some research as high as 29% reported sexual molestation on behalf of a family member). A portion of this course also addresses the controversies associated with correctly classifying and tracking gang members through the use of gang databases. Most databases rely on the use of extremely subjective criteria such as dressing like a gang member, frequenting a known gang spot, and associating with a known gang member. Furthermore, only a few indicators are required for inclusion on databases. The ethical aspects of gang databases are discussed and debated. In addition to law enforcement tools, the course also discusses the role of the courts and corrections in prosecuting and incarcerating gang members. Finally, the course covers various types of gang prevention and intervention efforts with a focus on what the evidence suggests is most effective.
2. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes
   1. This course covers an extremely important perspective of society that is rarely seen by the general public in its most genuine form. Most existing perceptions of this subset of society rely solely on stereotypes that are spread and further reinforced by the media. Most existing perceptions of these groups fail to peel back the complex layers that explain their group formation, their struggle for physical and emotional safety and security, and the numerous economic disadvantages and struggles they confront on a daily basis. Furthermore, this course addresses what seems to work well and not so well when confronting them with official law enforcement, court, and correctional tools as well as tools available in the community such as prevention and intervention efforts. This course provides a necessary glimpse into the realities of our nation’s past and the current struggles confronting disadvantaged communities that foster the creation and sustainment of gangs.
   2. With regard to learning outcomes, this course places a heavy emphasis on both critical thinking and perspectives of society. We debate similarities and differences between typical street gangs and college fraternities and sororities, the extent to which the public is concerned with the struggles of inner-city gang members, the use and ethical issues associated with gang databases and the criteria used for inclusion decisions, reasons for joining and leaving gangs and how each decision is connected to other structural and social variables, and the creation and evolution of the Crips and Bloods gangs. This class stresses both critical thinking and societal issues and perspectives at nearly every stage of the course.
3. Describe the target audience (level, student groups, etc.)
   1. This course has broad appeal to a variety of students at Northern Michigan. Students in criminal justice, history, sociology, social work, psychology, anthropology, and political science majors may find the course appealing as topics covered hit on all of these main areas of study. The target audience for this class would primarily be students interested in history, social problems, the use of specialized forms of language and symbols, poverty, violence, neighborhoods, and inner-city intervention programs. This course also covers the history of gangs and their evolution from political movements in Los Angeles such as the Black Panther Party. The course has no pre-requisites.
4. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)
   1. Students in the criminal justice major are required to complete 16 credits of criminal justice courses at the 300 level or higher with a grade of C or better. This class meets 4 credits of that requirement for criminal justice majors.
5. Provide any other information that may be relevant to the review of the course by GEC
   1. I will be the primary instructor for this course and I have many years of experience conducting ethnographic fieldwork with both current and former gang members. I published my doctoral dissertation using qualitative data based on life history interviews with 30 former gang members. I am an assistant professor at Northern Michigan and have published in many peer-reviewed academic journals on topics ranging from gang violence and degrees of commitment to the gang, disillusionment and gang exit, and identity residual in the time since leaving street gangs. I am passionate about this topic and believe this is an extremely important perspective of society that would benefit many students enrolled in a variety of majors at Northern Michigan. Please do not hesitate to contact me with any questions or concerns (Bryan Bubolz – bbubolz@nmu.edu).

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Type:** Students will be required to read and write response papers to the book Dead End Kids: Gang Girls and the Boys They Know. Students will be required to critique information from the book as well as the research methods used to collect the data in terms of potential bias that may have been introduced (primarily in DEK paper #3). They are required to make their own argument with regard to the information they are reviewing and whether they agree or disagree with the conclusions (see Dead End Kids paper directions for specific examples).  **Frequency:** will be four Dead End Kids response papers due at various points throughout the semester.  **Importance:** In terms of the actual percentage, grades from these papers account for approximately 22% of the final course grade. **Expected Success Rate:** I expect that at least 75% of students who participate in these assignments will have demonstrated proficiency in this area by the end of the semester.  **Rational for Expected Success Rate:** 75% is a reasonable threshold to expect and allows for some degree of student failure to complete the assignment and/or failure to address that specific aspect of the assignment(s). |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Type:** Similar to the above response, students will accomplish this goal through the use of Dead End Kids response papers. After reading specific sections of the book, students will be required to integrate their own insight and understanding of the specific phenomenon by taking their own position on each main area of focus in the paper. They are required to make their own argument with regard to the information they are reviewing (see Dead End Kids paper directions for specific examples).  **Frequency:** There will be four Dead End Kids response papers due at various points throughout the semester.  **Importance:** In terms of the actual percentage, grades from these papers account for approximately 22% of the final course grade. **Expected Success Rate:** I expect that at least 75% of students who participate in these assignments will have demonstrated proficiency in this area by the end of the semester.  **Rational for Expected Success Rate:** 75% is a reasonable threshold to expect and allows for some degree of student failure to complete the assignment and/or failure to address that specific aspect of the assignment(s). |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | This aspect of critical thinking is very similar to the first dimension list above; however instead of “assessing” information they are now asked to “evaluate information”. This will also be accomplished in the same manner as above.  **Type:** Students will be required to read and write response papers to the book Dead End Kids: Gang Girls and the Boys They Know. Students will be required to critique information from the book as well as the research methods used to collect the data in terms of potential bias that may have been introduced. They are required to make their own argument with regard to the information they are reviewing and whether they agree or disagree with the conclusions (see Dead End Kids paper directions for specific examples).  **Frequency:** will be four Dead End Kids response papers due at various points throughout the semester.  **Importance:** In terms of the actual percentage, grades from these papers account for approximately 22% of the final course grade. **Expected Success Rate:** I expect that at least 75% of students who participate in these assignments will have demonstrated proficiency in this area by the end of the semester.  **Rational for Expected Success Rate:** 75% is a reasonable threshold to expect and allows for some degree of student failure to complete the assignment and/or failure to address that specific aspect of the assignment(s). |

**PLAN FOR LEARNING OUTCOMES  
PERSPECTIVES ON SOCIETY**

*Attainment of the PERSPECTIVES ON SOCIETY Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Analysis of society** | Analysis of social issues, structures and processes or events | **Type:** This particular dimension will be assessed through the use of in class writing assignments where information is presented and then students are asked to respond to a controversial question or proposition. In particular, I ask students to compare and contrast street gangs from a typical sorority/fraternity. Classroom discussions inevitably covers the use of initiations, the use of symbols for group identification, group rivalries, and the extent to which deviance and crime exists across groups.  **Frequency:** Approximately 8 in class writing assignments are given during the course of a semester with only the highest 6 scores counting (though this number may likely increase in the future).  **Importance:** The total category of in class assignments account for approximately 13% of the final grade  **Expected Success Rate:** I expect that at least 60% of students who complete the in class assignment will have demonstrated proficiency in this area by the end of the semester (The expected success rate is lower because I drop the two lowest scores/assignments for in class writing assignments at the end of the term– if this assignment is conducted towards the end of the semester, a portion of students who saved their dropped scores until the end may not actually submit a written response.)  **Rational for Expected Success Rate:** 60% is a reasonable threshold to expect and allows for some degree of student failure to complete the assignment and/or failure to address that specific aspect of the assignment(s). |
| **Ethical Issues** | Addressing ethical issues in society | **Type:** This particular dimension will be assessed through the use of in class writing assignments where information is presented and then students are asked to respond to a controversial question or proposition. For one particular assignment, I ask students to take a position on the use of gang databases, whether they are ethical to be used as currently implemented in most cities, and whether the benefits outweigh the risk of wrongful inclusion and potential discrimination (given the extremely subjective nature of only a minimal number of criteria used for inclusion)  **Frequency:** Approximately 8 in class writing assignments are given during the course of a semester with only the highest 6 scores counting (though this number may likely increase in the future).  **Importance:** The total category of in class assignments account for approximately 13% of the final grade  **Expected Success Rate:** I expect that at least 60% of students who complete the in class assignment will have demonstrated proficiency in this area by the end of the semester (The expected success rate is lower because I drop the two lowest scores/assignments for in class writing assignments at the end of the term– if this assignment is conducted towards the end of the semester, a portion of students who saved their dropped scores until the end may not actually submit a written response.)  **Rational for Expected Success Rate:** 60% is a reasonable threshold to expect and allows for some degree of student failure to complete the assignment and/or failure to address that specific aspect of the assignment(s). |
| **Development and context of society** | Explore themes in the development of human society | **Type:** This particular dimension will be assessed through the use of in class writing assignments where information is presented and then students are asked to respond to a controversial question or proposition. For one particular assignment, I ask students to watch a video that explains the formation and evolution of the Crips and Bloods and the social and economic obstacles these groups have been trying to overcome (I also cover much of this information during class lectures). Students are asked to write a short paper explaining the top five events/reasons that explain the formation and evolution of the Crips and Bloods gangs. As mentioned earlier, students typically discuss things such as racial discrimination and violence directed towards African Americans, poverty, discrimination and deindustrialization, the Zoot Suit Riots, the Watts Riots, the fall of the Black Panther party, and restrictive housing covenants that forced residential segregation.  **Frequency:** Approximately 8 in class writing assignments are given during the course of a semester with only the highest 6 scores counting (though this number may likely increase in the future).  **Importance:** The total category of in class assignments account for approximately 13% of the final grade  **Expected Success Rate:** I expect that at least 60% of students who complete the in class assignment will have demonstrated proficiency in this area by the end of the semester (The expected success rate is lower because I drop the two lowest scores/assignments for in class writing assignments at the end of the term– if this assignment is conducted towards the end of the semester, a portion of students who saved their dropped scores until the end may not actually submit a written response.)  **Rational for Expected Success Rate:** 60% is a reasonable threshold to expect and allows for some degree of student failure to complete the assignment and/or failure to address that specific aspect of the assignment(s). |

Northern Michigan University American Street Gangs

CJ 370

Fall 2021

Instructor: Bryan Bubolz , Ph.D. Course Meeting Time: Mon. and Wed., 3:00 p.m. – 4:40 p.m. Email: [bbubolz@nmu.edu](mailto:bbubolz@nmu.edu) (preferred) Location: Synchronous Zoom meetings and other work on educat Office: Jamrich Hall Rm. 2503

Phone Number: 906-227-2645

Office Hours: Mon. and Wed. 12:45 – 2:45 p.m. (by phone)

*"The gang, in short, is life, often rough and untamed, yet rich in elemental social processes significant to the student of society and human nature."*

*-Frederic M. Thrasher*

# Course Description

This course is designed to introduce students to the history of gangs, gang and gang member characteristics, gang life, reasons for joining and leaving gangs, gang violence, prison gangs, and strategies of gang control. This course will also focus on the subjective nature of gangs including definitional issues and the “invention” of gangs. You will be challenged to think critically about gangs as well as the most appropriate societal responses to gangs. Throughout the semester there will be multiple reading assignments, writing assignments, exams, short videos, and guest speakers (if possible). These assignments and activities are meant to aid the learning process and allow you to improve on skills that will be essential in your academic and professional careers.

# Learning Objectives

The goal is that when you complete this course you will master the following objectives:

# Specific goals related to course content

1.) Identify the origins of gangs in the United States and who is responsible for the first CRIP gang 2.) Know the process and reasons for joining and leaving gangs.

3.) Know the characteristics of female gang members and how entry and exit from gangs is different from males. 4.) Identify the reasons why gangs have “turf” and why territory is important.

5.) Correctly identify the “gang industry” and how definitional issues associated with gangs creates the potential for larger problems.

6.) Identify the origins of biker and prison gangs as well as their relationship to traditional street gangs.

7.) Know the types of community and street-level gang intervention strategies that have shown to be effective

# Goals Related to Critical Thinking and an Appreciation for Perspectives on Society

1.) Assess the quality of information that is presented in the Book Dead End Kids that is then also integrated into an argument when writing response papers.

2.) Integrate insight and or reasoning with existing understanding to reach informed conclusions and/or understanding when reviewing information from the Dead End Kids book and writing response papers.

3.) Evaluate information, ideas, and activities according to established principles and guidelines when reviewing information from the Dead End Kids book and writing response papers.

4.) Complete an analysis of social issues, structures and processes or events when participating in the in class writing assignments.

5.) Assess ethical issues in society and take a position on them by engaging in course content and participating in the in class writing assignment exercises.

6.) Explain and explore themes in the development of human society by focusing on the creation and evolution of gangs in American society.

# Required Materials

#1 Required: Shelden, R.G., Tracy, S.K., & Brown, W.B. (2013). *Youth Gangs in American Society. (4th Ed.)* Belmont, CA: Wadsworth.

#2 Required: Fleisher, M.S. (2000). *Dead End Kids*: *Gang Girls and the Boys They Know.* Madison, WI: The University of Wisconsin Press.

\*\* The textbook is considered “required material” therefore if you are unable to obtain a copy of the textbook before the start of class you should not enroll in this course.

\*\* There will also be supplemental articles and documents posted on EDUCAT throughout the semester. The posting of these articles will be announced in class, email, or EDUCAT.

# Course Requirements

**1.) In-Class Writing Assignments (60 points) (Best 6 out of 8 assignments counted toward final grade @ 10 points/assignment)**

These exercises will be brief and conducted in class (occasionally take-home) with the purpose of encouraging class attendance, group discussion, and to help stimulate critical thinking. These exercises will not be announced beforehand and early or late submissions will not be accepted. The in-class assignments can occur any day that we meet as a class. At times these assignments may take the form of a quiz or other short assignment that covers course material to ensure students are reading prior to attending class. Although the assignments will usually be conducted during live virtual class meetings, there may also be occasions when these activities will be changed to take-home assignments. An announcement will be made on Educat in the event of a take home assignment. These assignments must be typed using Microsoft word and submitted to Educat when requested and before the deadline. If you have trouble uploading the assignments to Educat please send them to me via email. Folders will be available on Educat for submitting. Please be ready for these exercises by coming to class prepared and on time. Two of your lowest scores on these assignments will be dropped at the end of the semester; therefore, the best 6 out of 8 scores will count toward your final grade. Please reserve your two dropped scores for emergencies or unexpected situations that would prevent you from submitting this assignment on time (i.e. unexpected illnesses of all kinds, vacations, death in the family, flat tire, etc.). Make up assignments will not be accepted under any circumstances (including documented medical illnesses or emergencies).

The only possible exception to this rule will be for students serving the country (i.e. military training or service) and students serving the university (i.e. student athletes). If a make-up is allowed for these reasons it will be at the instructor’s decision and appropriate paperwork must be submitted.

# 2.) Sheldon et al. Textbook Quizzes (90 points possible) (Best 6 out of 8 highest quiz scores counted @ 15 points/quiz)

There will be 8 quizzes that cover the reading material taken from the Sheldon et al. textbook. Students can use course materials (books, class notes, etc.) but internet searches and collaboration with other students will **not** be permitted and will be considered cheating. Quizzes will be worth 15 points each and will be timed with a maximum of 15 minutes allowed per quiz. Since you have a limited amount of time available, you must read the associated chapter before you

begin taking the quiz. The quizzes will be relatively short and contain 15 true/false and multiple-choice questions (each question worth 1 pt possible) that assesses your knowledge of the readings. Quizzes covering the Sheldon et al. textbook must be completed by 9:00 p.m. on the due date indicated on the syllabus. Quizzes will be made available one week prior to the due date. The quizzes must be completed by the deadline and cannot be made-up for any reason; however, the two lowest quiz scores will be dropped at the end of the semester. Specifically, only the 6 highest quiz scores will be calculated into the final grade. Please reserve your two dropped scores for emergencies or unexpected situations that would prevent you from submitting this assignment on time (i.e. unexpected illnesses of all kinds, vacations, death in the family, flat tire, etc.). Make up assignments will not be accepted under any circumstances (including documented medical illnesses or emergencies). The only possible exception to this rule will be for students serving the country (i.e. military training or service) and students serving the university (i.e. student athletes). These quizzes will be important for stimulating conversations in class, supplementing course material in the Fleisher book, and providing useful knowledge on the topic of gangs.

# 3.) Dead End Kids Response Papers (100 points) (4 papers @ 25 points/paper – All papers will count towards final grade)

As part of this course you will be required to read the book *Dead End Kids* and write four typed response papers.

These papers will be due at different points throughout the semester and will require that you respond to a variety of questions or write a specific response based on the readings. The paper guidelines and response questions will be distributed beforehand so you should be thinking about your responses to these questions as you read the book. Your responses must be typed and printed using Microsoft word and uploaded to Educat before the due date. Papers will be due no later than 9:00 p.m. on each due date listed below. The exact paper guidelines will be specified and included as part of the *Dead End Kids* assignment sheets that are posted on Educat. These response papers will be used to assess your knowledge of the material, facilitate in-class discussion, and will compliment a variety of issues that are addressed in the Sheldon, Tracy, & Brown (2013) text.

# 4.) Exams (200 points) (2 @ 100 points/exam – Both exams will count toward final grade)

There will be two exams administered throughout the course of the semester. Exams may contain a combination of true/false, multiple choice, and short answer questions with a maximum of 100 points possible for each test. Students can use course materials (books, class notes, etc.) but internet searches and collaboration with other students will **not** be permitted and will be considered cheating. **Please find a location with a strong and stable internet connection when taking the exam**. The exams will be timed and you will only be provided 50 minutes to complete the exams - no exceptions. You will only be allowed **one attempt** to complete the exam and you will not be permitted to start, stop, and begin the exams again at a later time. Please do not attempt to complete the exams from a phone or mobile device as there have been problems reported with using this method in the past. Any student caught cheating will receive a zero for the exam and may also fail the course. Do not miss exams. If you absolutely must miss an exam you must contact the instructor as soon as possible and in advance. Alternative arrangements must be approved and made well in

advance of any exam. Alternative arrangements to take the exam at a different day/time will be at the instructor’s discretion. All exam scores will count toward the final grade. The date and time for each exam (including the final) are listed below in the course schedule. Make-up exams will only be **considered** in extreme cases but may include documented illness or family emergency ( e.g. doctor’s note). Given that you have 30 hours available to take these exams, make up opportunities will only be considered in extreme circumstances. I reserve the right to give make-up exams in a different format which may or may not consist of an essay format. Exams will primarily cover information taken from the Sheldon Tracy, and Brown textbook; however, any information covered in my lectures or assigned as readings may also be included (such as material from Dead End Kids Book and various journal articles/readings/videos). Since exams will be administered online, students may receive exams with different questions and/or in a different

order. **E**xams will be made available for only 30 hours preceding their due date. Anyone caught copying, reproducing in any form, collaborating or working together with other students, or distributing exam information will be in violation of university policy and will be referred to the dean of students for disciplinary action. In such situations, students may also fail the exam and/or course. Respondus lockdown browser will be required to take all quizzes and exams in this course.

# The point breakdown

In-Class Assignments (10 pts each) 60 points

Sheldon et al. Quizzes (15 pts each) 90 points *Dead End Kids* Response Papers (25 pts each) 100 points Exams (100 pts each) 200 points

450 points total

**Grading Scale**

|  |  |
| --- | --- |
| A | 100 - 93% |
| A- | 92.9% - 90% |
| B+ | 89.9% - 87% |
| B | 86.9% - 83% |
| B- | 82.9% - 80% |
| C+ | 79.9% - 77% |
| C | 76.9% - 73% |
| C- | 72.9% - 70% |
| D+ | 69.9% - 67% |
| D | 66.9% - 63% |
| D- | 62.9% - 60% |
| F | Below 60% |

**\* All numbers in the grading scale are absolute and will not be rounded up or down. Please do not ask that I round grades to help improve your score.**

**\*If you wish to challenge any grade that you receive in this course it must be done within 5 calendar days of the initial grade posting. Any challenges to grades made after this time will not be considered.**

**Course Withdrawal and Completion**

*Withdrawal:*

“Withdrawal by Instructor for Non-Attendance

At the discretion of individual departments and/or instructors, students who have not attended through the first four days of the semester (or its equivalent) of a class and who have failed to contact the instructor may be dropped from the class roster. This must be submitted to the Registrar's Office by Tuesday of the second week of the semester. Since this is an optional action on the part of departments, students who wish to drop a class should do so themselves.

# Drop/Withdrawal Procedure

Students wishing to drop a course should contact the Student Service Center, 2201 C.B. Hedgcock, 906-227-1221, for processing. No instructor signatures are required. [See Add/Drop Procedures.](https://www.nmu.edu/registrar/adddropprocedure)

# Procedure for Complete Withdrawal from University

Students who decide to leave Northern Michigan University without finishing the semester for which they are currently enrolled must complete a *Notice of Withdrawal Form* at the [Dean of Students Office,](http://www.nmu.edu/dso) 2001 C. B. Hedgcock. Students may also fax withdrawal requests to the Dean of Student's Office at 906-227-1714. Following the proper withdrawal procedures ensures (1) that the maximum allowable proportion of fees due to the student will be refunded, (2) that the appropriate grades will be recorded on the student's transcript, and (3) that the individual's records will be properly maintained in the event of future enrollment at Northern Michigan University or transfer to another university or college. Students who withdraw from the university should also contact the Financial Aid Office to determine the impact on financial aid for the semester. [Financial Aid Return to Title IV Policy](https://www.nmu.edu/financialaid/node/12)Students who withdraw from the university after 5 p.m. on Friday of the tenth week of classes will receive a final grade based on the requirements of the course and the quality and amount of work completed in the course. In extreme cases exceptions to this policy may be made with the written approval of the Dean of Students Office. For more information about withdrawing from the university, contact the Dean of Students Office, 2201 C.B. Hedgcock, 906-227-1700, e-mail [dso@nmu.edu](mailto:dso@nmu.edu).”

***Incompletes***

“A grade of “I” (Incomplete) applies to work of acceptable quality when the full amount is not completed because of reasons acceptable to the instructor, such as illness. It is never applied to poor work.” [https://www.nmu.edu/registrar/grading-system.](https://www.nmu.edu/registrar/grading-system) Additionally, “Students may receive an incomplete (“I”) grade for coursework in which they are currently enrolled if the following conditions have been met. Failure to complete the specified work within the designated time frame may result in an “F” grade for the course. https://[www.nmu.edu/acac/incompletegradepolicy](http://www.nmu.edu/acac/incompletegradepolicy)

Conditions:

1. The student must be currently enrolled in the course(s) in question (prior to grading).
2. The deadline for an automatic “W” grade for the course(s) must have passed. "W" grades are awarded through the 10th week of the semester for full-semester courses. The time period is prorated for courses that meet for less than a full semester.
3. The student must be passing the course(s) (student must have completed work of acceptable quality). An "I" grade may never be applied when the student has done poor work or has successfully completed less than 70% of the work for the course.
4. The student must have a legitimate extenuating circumstance(s), such as a severe illness, that prohibits completion of the course. The faculty member will consult her or his department head and/or the Dean of Students Office with any questions regarding legitimacy.
5. Students are not allowed to “re-take” the course as a condition of the incomplete. If the circumstances are such that the student is meeting the requirements of the course at the time of the “I” grade, then only the remainder of the course content is required to be completed.
6. The instructor, upon receiving and evaluating the completed work, will record the appropriate grade (“A”

through “F,” “S” or “U”) prior to stated deadlines for grading at the end of each respective semester (see item seven below).

1. “I” grades will revert to an alternate grade assigned by the instructor if the assigned work is not completed within a period designated by the faculty, not to exceed one year.
2. The instructor granting an “I” grade must provide the Registrar’s Office with an incomplete grade form listing:
   1. the “acceptable” reason for the “I” grade (such as illness), and
   2. details of the work that has to be performed by the student to complete the course. The form must be returned no later than the deadline identified for end of semester grading.
3. Students cannot graduate with an “I” grade on their record.”

# Notable Dates

For a list of notable dates please see https://[www.nmu.edu/registrar/yearly-calendars](http://www.nmu.edu/registrar/yearly-calendars)

# Accommodations

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1737 or [disserv@nmu.edu](mailto:disserv@nmu.edu)). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

Certain students may qualify for alternative face-covering accommodations due to a variety of health conditions. These students have gone through a qualifying process with the Office of Disability Services. Faculty have been notified of which students receive these accommodations in their class. If you have concerns regarding this topic please contact the faculty member outside of class. Please do not question or confront fellow students in the classroom who are using alternative or modified face coverings.

# Other Student Resources

Tutoring Center: <https://www.nmu.edu/tutoring/>, 906-227-2618

Veteran Student Services: Hedgcock, Rm. 2101D, 906-227-1402

Writing Center: Harden Hall Rm. 111G 236, 906-227-2683 <https://www.nmu.edu/writingcenter/>

Counseling Center: Hedgcock, Rm. 3405, 906-227-2980

IT Services/Help Desk: [https://it.nmu.edu/helpdesk,](https://it.nmu.edu/helpdesk) 906-227-2468

Financial Aid: Hedgcock, Rm. 2107, 906-227-2327’

Registrar Office: [https://www.nmu.edu/registrar/,](https://www.nmu.edu/registrar/) 906-227-2258

# Student Code

“The Student Code is intended to inform the Northern Michigan University community about the acceptable standards of student behavior. This section lists university regulations and administrative policies, created through the input of students, faculty, and staff, which govern student behavior. The Student Code section of the handbook describes the adjudication procedures for and due process rights of students who are charged with violations of the stated regulations and policies.

Please visit *(*[www.nmu.edu/studenthandbook](http://www.nmu.edu/studenthandbook)*)* for the Student Handbook*.*”

# Final Exam Schedule

This semester the final exam will fall on the last day of the scheduled class.

# Sensitive Content

This course will cover various issues that are particularly sensitive and controversial in nature. Some of these issues will be presented to the class by using video clips and music which contain explicit language and violent and/or graphic video footage. Please take this into account when deciding if this course is suitable for you.

# Classroom Conduct and Expectations

Students are expected *to arrive on time, to have read the assigned material PRIOR to the class in which they will be discussed,* to attend class regularly via Zoom, and to participate in class discussions. Course announcements and documents provided in class can be accessed through the NMU EDUCAT website. Students are expected to check their e-mail and EDUCAT regularly for changes in the course, clarifications on assignments, and course documents. Failure to

check email and EDUCAT on a regular basis is not an excuse for failing to meet course requirements or be made aware of important changes that may occur throughout the semester.

You should be respectful to others in this class. This means you should not use your cell phone, your laptop for surfing the web, talk to your neighbors when inappropriate, sleep, or be disruptive while in class. Classroom disruptions are defined as “behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a

class.” This includes coming in late, repeatedly leaving the classroom, making loud or disruptive noises and having side conversations. **Also, please do not take any pictures or use any recording devices during class. This means pictures taking pictures of class slides is not acceptable.** Re-occurring and/or problematic situations will be dealt with on an individual basis. Any student who is disrespectful or disruptive to the learning environment may be asked to leave the classroom and this decision will be at the instructor’s discretion. If possible, this class will incorporate multiple guest speakers into the curriculum therefore it is also vital that you show them a high degree of respect.

Most importantly, my classroom is a place where you will be treated with respect. In this course, each voice has something of value to contribute. Please take care to respect the different experiences, beliefs, and values expressed by students, faculty and staff. Each member of this class is expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

**Tentative Topic and Reading Schedule \*\* This schedule is subject to change at any time at the discretion of the instructor.** Check EDUCAT regularly for course updates and changes. Students are expected to come to class having read the assigned material.

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| --- | --- | --- | --- |
| **Dates** | | **Class Activities/Events/Assignments** | **Textbook Coverage/Reading**  **Assignment** |
| Week 1 | Wed. Aug. 19th | Syllabus, class overview, and introductions | Sheldon et al. Introduction and Ch. 1 – History of Gangs and What is a Gang  **Video:** Crips and Bloods: Made in America |
| Week 2 | Mon. Aug. 24th |  |
| Wed. Aug. 26th | | Sheldon et al. Quiz #1 covering Sheldon et al. Intro and Ch. 1 Due Aug. 26th at 9:00 p.m.  (covers two sections of the book). | **Article** -- Yablonsky (1959) Sheldon et al. Ch. 2 – Types of Gangs and Gang Members |
| Week 3 | Mon. Aug. 31st | **Dead End Kids –Paper #1 Due (pgs. 1-38) due by**  **9:00 p.m. on Educat** |
| Wed. Sept. 2nd | | Sheldon et al. Quiz #2, covering Sheldon et al.  Ch. 2 Due Sept. 2nd at 9:00 p.m. |
| Week 4 | Mon. Sept. 7th | NO CLASS | NO CLASS |
| Wed. Sept. 9th | |  | Sheldon et al. Ch. 3 – What Do Gang Members Look Like |
| Week 5 | Mon. Sept. 14th | Sheldon et al. Quiz #3, covering Sheldon et al.  Ch. 3 Due Sept. 14th at 9:00 p.m. |
| Wed. Sept. 16th | |  |
| Week 6 | Mon. Sept. 21st | **Dead End Kids –Paper #2 Due (pgs. 39-117) due**  **by 9:00 p.m. on Educat** | Sheldon et al. Ch. 4 – Criminal Activities of Gangs |
| Wed. Sept. 23rd | | Sheldon et al. Quiz #4, covering Sheldon et al. Ch. 4 and 5 Due Sept. 23rd at 9:00 p.m. (covers  two sections of the book). |

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| Week 7 Mon. Sept. 28th |  | Sheldon et al. Ch. 5 – Girls and Gangs |
| Weds. Sept. 30th | **NO CLASS MEETING - MIDTERM EXAM on**  **Educat Due Wednesday, September 30th by 9:00**  **p.m. Becomes available on Tuesday, September 29th at 3:00 pm.** | **EXAM #1 COVERS ALL COURSE MATERIALS ASSIGNED UP TO THIS DATE.** |
| Week 8 Mon. Oct. 5th |  | **Video**: Prison Gangs |
| Weds. Oct. 7th |  | Sheldon et al. Ch. 6 – Adult Gangs (Prison and Biker Gangs) |
| Week 9 Mon. Oct. 12th |  |
| Wed. Oct. 14th | Quiz #5, covering Sheldon et al. Ch. 6 Due Oct.  14th at 9:00 p.m. |
| Week 10 Mon. Oct. 19th | **Dead End Kids Paper #3 Due (pgs. 118-204) due**  **by 9:00 p.m. on Educat** | Sheldon et al. Ch. 7 – Why are There Gangs? |
| Weds. Oct. 21st |  |
| Week 11 Mon. Oct. 26th |  | Sheldon et al. Ch. 8 – Gangs in Context - Inequality |
| Weds. Oct. 28th | Sheldon et al. Quiz #6, covering Sheldon et al. Ch. 7 and 8 Due Oct. 28th at 9:00 p.m. (covers  two sections of the book). |
| Week 12 Mon. Nov. 2nd |  | Sheldon et al. Ch. 9 – Legal Responses |
| Weds. Nov. 4th | Sheldon et al. Quiz #7, covering Sheldon et al.  Ch. 9 Due Nov. 4th at 9:00 p.m. |
| Week 13 Mon. Nov. 9th | **Dead End Kids Paper #4 Due (pgs. 205-250) due**  **by 9:00 p.m. on Educat** | Sheldon et al. Ch. 10 – Intervention Strategies |
| Weds. Nov. 11th | Sheldon et al. Quiz #8, covering Sheldon et al.  Ch. 10 Due Nov. 11th at 9:00 p.m. |
| Week 14 Mon. Nov. 16th |  | **Video:** The Interrupters  **Article** – Leyton – The New Blacklists |
| Weds. Nov. 18th |  |
| Week 15 Mon. Nov. 23rd | **NO CLASS MEETING - FINAL EXAM on Educat**  **Due Monday, November 23rd by 9:00 p.m. Becomes available on Sunday, November 22nd at 3:00 pm.** | **FINAL EXAM COVERS ALL COURSE MATERIAL SINCE MIDTERM EXAM.** |

**Note: Consider this document to be my contract with you. In the event that changes must be made to this contract, they will be announced in class or via email and an updated syllabus will be posted on EDUCAT.**

***Dead End Kids* Response Paper #1 (covering pgs. 1-38)**

**Directions**

I will allow students to submit these papers early, but they will not be accepted if they are submitted late (for any reason including medical or unexpected emergencies). Papers must be submitted as an uploaded Microsoft Word file to the appropriate assignment folder on Educat. After the due date/time has passed, the folder will close, and submissions will no longer be accepted. If for any reason whatsoever you have difficulty uploading your assignment to Educat please email me your paper as soon as possible (it must be received before the due date/time). Please only resort to this method if you first have trouble submitting on Educat. These papers must be typed and include a heading that includes your name, description of the assignment, word count, and date when the paper will be submitted. **Papers must include an introduction and conclusion paragraph.** In addition to the introduction and conclusion, the main body of your paper should include as many headings as there are questions (the headings should summarize the questions) as well as a heading for the introduction and conclusion. Your headings should be written in bold and be underlined. Under each heading you should have your typed response. When your response for that section is complete you should begin the next heading until all of the questions have been answered and your paper is complete. I expect each paper to have one inch margins, be double spaced, use standard twelve-point font, and use Times New Roman as the font theme. **Each paper must contain a minimum of 800 words (excluding your heading, subheadings, and reference list)**. In order to sufficiently complete all requirements, most papers will greatly exceed this minimum. Although I do not award points for meeting the word count minimum, a total of 6 points maximum (or some amount up to 6 points) may be deducted from your final score for either failing to meet the minimum word count or failing to report the word count. Failure to report your word count accurately is considered the same as not meeting the word count (regardless of how many words you might have actually written). Please only submit your papers as a Microsoft Word document. Failure to do so may result in a loss of points or a zero on the assignment.

Each question listed below must be fully answered with at least one full paragraph of writing (i.e. a minimum of five sentences) and responses must be typed in complete sentences. Failure to do so will result in the loss of points. Please create a unique document that is separate from this one to create your paper. **A few sentences of quotations are ok if cited properly; however, do not depend heavily on quotations and do not plagiarize**. Once the answers to your questions are written you should then critique the information **and provide a detailed response that provides your perspective/position on the issue or topic. Each paper must have a reference page that, at a minimum, includes a reference list for the Dead End Kids text**. Any additional materials used in responses must also be included in the reference list and any direct quotations must be placed in quotes and cited appropriately in-text using a page number where the quotation was located. Please use the most recent guidelines from the American Psychological Association (APA) when creating the reference list and using in-text citations. In-text citations are also required in situations that incorporate specific information from texts such as Fleisher but do not utilize direct quotes.

**Reading Response Questions (pg. 1-38)**

1. How does Fleisher define a youth gang, or more specifically the label youth gang? Provide a critique of his definition and explain in detail whether you agree.

2. Have researchers and law enforcement agencies been able to create a national definition of gangs? According to Fleisher, how does this definitional issue affect our understanding and response to gangs (4 specific answers are needed)? Next, provide a detailed response that provides your perspective/position on the issue or topic.

3. What is the gang industry as described by Fleisher? Critique the author’s description of the gang industry. Next, provide a detailed response that provides your perspective/position on the issue or topic.

4. What is a “chill spot” and why are they significant? Whose house was the most popular chill spot? Next, provide a detailed response that provides your perspective/position on the issue or topic.

5. How is the Freemont Hustlers’ territory a sanctuary? What makes it unique? Next, provide a detailed response that provides your perspective/position on the issue or topic.

***Dead End Kids* Response Paper #2 (covering pgs. 39-117)**

**Directions**

I will allow students to submit these papers early, but they will not be accepted if they are submitted late (for any reason including medical or unexpected emergencies). Papers must be submitted as an uploaded Microsoft Word file to the appropriate assignment folder on Educat. After the due date/time has passed, the folder will close, and submissions will no longer be accepted. If for any reason whatsoever you have difficulty uploading your assignment to Educat please email me your paper as soon as possible (it must be received before the due date/time). Please only resort to this method if you first have trouble submitting on Educat. These papers must be typed and include a heading that includes your name, description of the assignment, word count, and date when the paper will be submitted. **Papers must include an introduction and conclusion paragraph.** In addition to the introduction and conclusion, the main body of your paper should include as many headings as there are questions (the headings should summarize the questions) as well as a heading for the introduction and conclusion. Your headings should be written in bold and be underlined. Under each heading you should have your typed response. When your response for that section is complete you should begin the next heading until all of the questions have been answered and your paper is complete. I expect each paper to have one inch margins, be double spaced, use standard twelve-point font, and use Times New Roman as the font theme. **Each paper must contain a minimum of 800 words (excluding your heading, subheadings, and reference list)**. In order to sufficiently complete all requirements, most papers will greatly exceed this minimum. Although I do not award points for meeting the word count minimum, a total of 6 points maximum (or some amount up to 6 points) may be deducted from your final score for either failing to meet the minimum word count or failing to report the word count. Failure to report your word count accurately is considered the same as not meeting the word count (regardless of how many words you might have actually written). Please only submit your papers as a Microsoft Word document. Failure to do so may result in a loss of points or a zero on the assignment.

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**Reading Response Questions (pg. 39-117)**

1. How is “membership” in the Freemont Street Hustlers organized? Next, provide a detailed response that provides your perspective/position on the issue or topic.

2. What types of early childhood influences and experiences did Cara, Wendy, Poodle, and Cheri encounter? Please describe each. Next, provide a detailed response that provides your perspective/position on the issue or topic.

3. Why do Freemont kids “play” with language so much and what are verbal duels? Critique the author’s description of verbal duels. Next, provide a detailed response that provides your perspective/position on the issue or topic.

4. What is the difference between gang and non-gang violence as described by Fleisher? Critique and assess the author’s description of the difference between the two. Next, provide a detailed response that provides your perspective/position on the issue or topic.

5. What does Fleisher say about the gang’s ability (or lack of ability) to function as a replacement or surrogate family? Are gangs able to serve as effective replacements? Why or why not? Please Explain. Next, provide a detailed response that provides your perspective/position on the issue or topic.

***Dead End Kids* Response Paper #3 (covering pgs. 118-204))**

**Directions**

I will allow students to submit these papers early, but they will not be accepted if they are submitted late (for any reason including medical or unexpected emergencies). Papers must be submitted as an uploaded Microsoft Word file to the appropriate assignment folder on Educat. After the due date/time has passed, the folder will close, and submissions will no longer be accepted. If for any reason whatsoever you have difficulty uploading your assignment to Educat please email me your paper as soon as possible (it must be received before the due date/time). Please only resort to this method if you first have trouble submitting on Educat. These papers must be typed and include a heading that includes your name, description of the assignment, word count, and date when the paper will be submitted. **Papers must include an introduction and conclusion paragraph.** In addition to the introduction and conclusion, the main body of your paper should include as many headings as there are questions (the headings should summarize the questions) as well as a heading for the introduction and conclusion. Your headings should be written in bold and be underlined. Under each heading you should have your typed response. When your response for that section is complete you should begin the next heading until all of the questions have been answered and your paper is complete. I expect each paper to have one inch margins, be double spaced, use standard twelve-point font, and use Times New Roman as the font theme. **Each paper must contain a minimum of 800 words (excluding your heading, subheadings, and reference list)**. In order to sufficiently complete all requirements, most papers will greatly exceed this minimum. Although I do not award points for meeting the word count minimum, a total of 6 points maximum (or some amount up to 6 points) may be deducted from your final score for either failing to meet the minimum word count or failing to report the word count. Failure to report your word count accurately is considered the same as not meeting the word count (regardless of how many words you might have actually written). Please only submit your papers as a Microsoft Word document. Failure to do so may result in a loss of points or a zero on the assignment.

Each question listed below must be fully answered with at least one full paragraph of writing (i.e. a minimum of five sentences) and responses must be typed in complete sentences. Failure to do so will result in the loss of points. Please create a unique document that is separate from this one to create your paper. **A few sentences of quotations are ok if cited properly; however, do not depend heavily on quotations and do not plagiarize**. Once the answers to your questions are written you should then critique the information **and provide a detailed response that provides your perspective/position on the issue or topic. Each paper must have a reference page that, at a minimum, includes a reference list for the Dead End Kids text**. Any additional materials used in responses must also be included in the reference list and any direct quotations must be placed in quotes and cited appropriately in-text using a page number where the quotation was located. Please use the most recent guidelines from the American Psychological Association (APA) when creating the reference list and using in-text citations. In-text citations are also required in situations that incorporate specific information from texts such as Fleisher but do not utilize direct quotes.

**Reading Response Questions (pg. 118-204)**

1. What are some of specific research techniques Fleisher used for gathering and analyzing data as well as some of the difficulties he encountered in the field? Please be specific and describe multiple incidents and experiences. Were the techniques he used ethical? Next, provide a detailed response that provides your perspective/position on the issue or topic.

2. What kind of relationship developed between the author and Cara? How does the author describe it and how might the relationship have impacted research findings? Specifically, did this relationship introduce bias into the data and results? Please describe and explain. Next, provide a detailed response that provides your perspective/position on the issue or topic.

3. How would you respond to the author’s comment at the bottom of p. 137 and top of p. 138 that compared the slave trade of the 1800’s to today’s rounding up of gang members by law enforcement and the criminal justice system? Is the author going too far in his comparison or not? Please describe whether you agree or disagree and provide a detailed explanation. Please be sure to demonstrate critical thinking in your response.

4. Are Cara’s daily living decisions reflective of rational thinking (e.g., her desire to purchase the car or the incident in the furniture store)? Next, provide a detailed response that provides your perspective/position on the issue or topic.

5. When was the moment that Fleisher knew his Fremont research was symbolically over? Explain what factors contributed to this conclusion. Next, provide a detailed response that provides your perspective/position on the issue or topic.

***Dead End Kids* Response Paper #4 (covering pgs. 205-250)**

**Directions**

I will allow students to submit these papers early, but they will not be accepted if they are submitted late (for any reason including medical or unexpected emergencies). Papers must be submitted as an uploaded Microsoft Word file to the appropriate assignment folder on Educat. After the due date/time has passed, the folder will close, and submissions will no longer be accepted. If for any reason whatsoever you have difficulty uploading your assignment to Educat please email me your paper as soon as possible (it must be received before the due date/time). Please only resort to this method if you first have trouble submitting on Educat. These papers must be typed and include a heading that includes your name, description of the assignment, word count, and date when the paper will be submitted. **Papers must include an introduction and conclusion paragraph.** In addition to the introduction and conclusion, the main body of your paper should include as many headings as there are questions (the headings should summarize the questions) as well as a heading for the introduction and conclusion. Your headings should be written in bold and be underlined. Under each heading you should have your typed response. When your response for that section is complete you should begin the next heading until all of the questions have been answered and your paper is complete. I expect each paper to have one inch margins, be double spaced, use standard twelve-point font, and use Times New Roman as the font theme. **Each paper must contain a minimum of 800 words (excluding your heading, subheadings, and reference list)**. In order to sufficiently complete all requirements, most papers will greatly exceed this minimum. Although I do not award points for meeting the word count minimum, a total of 6 points maximum (or some amount up to 6 points) may be deducted from your final score for either failing to meet the minimum word count or failing to report the word count. Failure to report your word count accurately is considered the same as not meeting the word count (regardless of how many words you might have actually written). Please only submit your papers as a Microsoft Word document. Failure to do so may result in a loss of points or a zero on the assignment.

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**Reading Response Questions (pg. 205-250)**

1. What is the goal of ethnography as described by Fleisher (this topic is discussed a few times in this section of the book)? Does ethnography do a better job of achieving this goal when compared to other potential research strategies? Did the author accomplish the stated goals? Explain in detail. Next, provide a detailed response that provides your perspective/position on the issue or topic.

2. What is a “hidden population”? What does Fleisher say about using standard social science practices to study such individuals and what does he recommend as the perfect technique for researching such people? Please explain in detail. Next, provide a detailed response that provides your perspective/position on the issue or topic.

3. According to Fleisher, what is “opportunity cost” as it relates to the creation and implementation of a program? Do you agree with the author on this issue? Provide a detailed response that provides your perspective/position on the issue or topic.

4. What are Fleisher’s recommendations for improving the quality of interviews (discuss/describe each of the six recommendations provided)? Next, provide a detailed response that provides your perspective/position on the topic.

5. According to Fleisher, what does he specifically say is the irony of gang intervention? Additionally, what does he say successful gang intervention depends on? Next, provide a detailed response that provides your perspective/position on the issue or topic.