



**University of Southern California School of Social Work**  
**SOWK 350**  
**SPECIAL TOPICS: ADOLESCENT GANG INTERVENTION**  
**(Undergraduate Course)**  
**Fall 2013 Semester**

**Instructor:** Robert Hernandez

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**Telephone:**

**I. COURSE DESCRIPTION**

The Children and Families in Urban America Minor Special Topics series will offer students and undergraduates in the minor an opportunity to engage in an area of interest. Special Topics will emphasize current issues that are pressing social problems affecting communities, families, and individuals. Further, these will be areas that are challenging human service workers to provide evidence based interventions and policies. Special Topic areas will focus on Los Angeles and other urban areas. Each Special Topic area will integrate community agencies and institutions within the curriculum to provide hands on experiences for students.

There are more than 400 active gangs in the Los Angeles area with an identified 39,000+ individuals. Gang violence in the past five years has resulted in thousands of violent crimes including homicides, felony assaults, rape, and robberies. During the last five years, there has been an increase in the number of youth gangs in Los Angeles. Because of this, the growing concern has been on what interventions have been successful as well as what prevention programs may work. This class will examine evidence-based examples of such interventions and prevention programs. This course will center on the incidence of gangs (particularly in the Los Angeles area), gang interventions, and policies developed to address the growing gang situation.

The course will be centered on providing foundational knowledge on gang life and culture, theories of gang involvement, historical context of gangs in Los Angeles, and current interventions and policies in areas addressing the gang "epidemic." Attention will be given to empirically based theories and frameworks. In particular, the course will be concerned with how research has been translated into actual practices (as well as the proof of success or weaknesses of such programs). Students will interact with human service providers in the area of gang intervention at a micro, mezzo, and macro level. Partnerships with Congress, the Mayor's office of Gang Reduction Youth Development, the Los Angeles Council's Public Safety Committee, Communities in Schools (CIS), Maximum Force Enterprises, Youth Justice Coalition (YJC), Los Angeles County's Public Defenders Office, Los Angeles County Probation Department, LAPD, ATF, and various other key community stakeholders will provide information and add to student's experiences. Students will participate in a community project with one of these partners. The course is organized according to a project based learning model to help students critically analyze gang interventions and policies. This method will also utilize real world problems.

Given the mission and purpose of social work, the course integrates content on the values and ethics of the profession as they pertain to gangs in Los Angeles. Special attention is given to the influence of diversity as characterized by (but not limited to) age, gender, class, race, ethnicity, culture, sexual orientation, disability and religion. The course makes important linkages between course content and social work practice, policy, research, and field instruction.

## **II. COURSE OBJECTIVES**

Upon completion of the course, students will be able:

1. To critically evaluate the history and incidence of gangs among youth in Los Angeles.
2. To formulate working definitions of the various theories of gang involvement and intervention.
3. To critically analyze the socio-historical-political contexts from which these theories and perspectives originated and their relation to the social work profession.
4. To develop the analytic tools necessary to integrate and apply multiple, interdisciplinary perspectives using the project based learning method and/or other learning formats.
5. To identify the special influence of diversity (e.g., age, gender, class, race, ethnicity, culture, sexual orientation, disability and religion) on gang culture and peer development.
6. To demonstrate understanding of the influence of interactions among individuals as well as the interactions between individuals and families, groups, organizations, communities, institutions, and larger systems to promote or protect from gang culture.
7. To demonstrate understanding of intervention approaches used by law enforcement, community programs, and schools.
8. To demonstrate understanding of current research and policies in dealing with gang activity in Los Angeles.
9. To develop the facility for oral and written expression and analytic thinking necessary for professional social work practice.

## **III. COURSE FORMAT**

The course will encompass a combination of diverse learning modalities and tools which may include, but are not limited to the following: didactic presentations by the instructor; small and large group discussions; case studies; videos; guest speakers; experiential exercises; and computer-based online activities. The course will primarily utilize a project based learning modality. Students will be challenged to work on real life issues around gangs, partnering with community based organizations. Since students will be using a project based learning modality, formal lectures will be held weekly along with workshop sessions facilitated by guest speakers (equaling two meeting times per week). The online teaching and learning environment provided by the University's Blackboard Academic Suite™ System (<https://blackboard.usc.edu/>) will support access to course-related materials and communication.

## IV. COURSE EVALUATION AND GRADING

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive a *no credit*. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a *no credit* grade in this seminar, they will be required to repeat this class.

Grades pertaining to the assignments and course grades will be based on the following rubric:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
69 - 60	D

The student's grade will be based on the following evaluations:

- 5% Class Participation
- 25% Written Reflections (3 written reflections will be assigned throughout the course).
- 25% In Class Midterm
- 20% Group Project and Presentation
- 25% Take Home Final

Complete details regarding the assignments and due dates will be handed out in class.

## V. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives that could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness. University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work, which will be missed, or to reschedule an examination, due to holy days observance.

## VI. COURSE EXPECTATIONS AND GUIDELINES

Students are expected to attend class sessions, complete all reading assignments, participate in class discussions and activities, submit work on the date and time specified by the instructor, and contribute to an atmosphere of mutual respect and civil discourse. Students will be expected to regularly access their email accounts and/or Blackboard accounts for posted messages, documents, etc., and any other avenue of communication requested by the class instructor.

## **VII. REQUIRED TEXTBOOKS**

Shelden, R.G. (2004). *Youth Gangs in American Society, 3rd Edition*. Belmont, CA: Wadsworth/Thompson Learning.

Alexander, M. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press.

### **a. Recommended Books**

Scott, M.K. (2004). *Monster: The Autobiography of an L.A. Gang Member*. New York, NY: Grove Press.

Gulley, K. (2010). *Just Like Compton*. Los Angeles, LA: Soleil Publishing

Articles will be available via the Blackboard system or delivered through e-mail.

## **VIII. ACADEMIC ACCOMMODATIONS**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible*. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

## **IX. EMERGENCY RESPONSE INFORMATION**

To receive information, call main number (213) 740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.” To leave a message, call (213) 740-8311. For additional university information, please call (213) 740-9233 university website; <http://emergency.usc.edu>. If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

University Park Campus City Center

MRF – Lot B Front of the building (12th & Olive)

SWC – Lot B Orange County Campus

WPH – McCarthy Quad Faculty Parking Lot

VKC – McCarthy Quad Skirball Campus

Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.

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## **COURSE OUTLINE AND ASSIGNMENTS**

**NOTE:** *Readings published before 2000 have been carefully scrutinized and are included in the syllabus because they provide key or seminal information for the overall course content.*

### **August 26: SESSION 1A: Introduction to Course**

Welcome and introductions  
Introduction to the course  
Overview of the learning contract/syllabus  
*In Class exercise*

### **August 28: SESSION 1B: Definition and History of Gangs**

Defining gangs  
History and function of gangs in the U.S.  
The rise of gangs in Los Angeles  
*In Class Video Discussion*

### **Required Readings:**

Sheldon, R., Tracy, S., & Brown, W. (2004). *Youth gangs in American society*. Belmont, CA: Wadsworth Press. Chapter 1: A Brief History of Youth Gangs, pp. 1-33.

Klein, M. W., & Maxson, C. L. (2006). *Street gangs, patterns and policies*. New York: NY: Oxford University Press. Introduction and Chapter 1: Gang Prevalence, Proliferation, and Migration, pp. 3-67.

Curry, G. D., & Decker, S. H. (1998). *Confronting gangs: Crime and community*. Los Angeles, CA: Roxbury Publishing Company. Chapter 1: Defining and Measuring the Prevalence of Gangs, pp. 1-28.

Spergel, I. A. (1995). *The youth gang problem: A community approach*. New York: NY: Oxford University Press. Chapter 1: Introduction: Comparative and Historical Perspectives, pp. 3-11.

Bjerregaard, B. (2002). Self-definitions of gang membership and involvement in delinquent activities. *Youth and Society*, 34(1), 31-55.

### **September 2: SESSION 2A: LABOR DAY, NO CLASS**

#### **Recommended Reading:**

Scott, M.K. (2004). *Monster: The autobiography of an L.A. gang member*. New York, NY: Grove Press.

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## **September 4: SESSION 2B: Social Movements and their impact on Los Angeles**

*\*Guest speaker*

## **September 9: SESSION 3A: Field Site Visit**

Details to be given in class.

## **September 11: SESSION 3B: Anatomy of a Gang**

What do gangs “look” like

Organizational structure

Language and symbolism

Gang stereotypes

*\*Guest speaker*

### **Required Readings:**

Sheldon, R., Tracy, S., & Brown, W. (2004). *Youth gangs in American society*. Belmont, CA: Wadsworth Press. Chapter 2: What do Gangs and Gang Members Look Like? pp. 34-59.

Decker, S., Katz, M., & Vincent, W. (2008). Understanding the black box of gang organization: Implications for involvement in violent crime, drug sales, and violent victimization. *Crime Delinquency*, 54.  
(<http://cad.sagepub.com/cgi/content/abstract/54/1/153>)

Klein, M. W., & Maxson, C. L. (2006). *Street gangs, patterns and policies*. New York: NY: Oxford University Press. Chapter 5: Gang Structures and Group Processes, pp. 162-208.

Curry, G. D., & Decker, S. H. (1998). *Confronting gangs: Crime and community*. Los Angeles, CA: Roxbury Publishing Company. Chapter 3: The Gang Experience, pp. 61-81.

Spergel, I. A. (1995). *The youth gang problem: A community approach*. New York: NY: Oxford University Press. Chapter 6: The Structure of the Gang, pp. 70-89.

McGloin, J. M. (2007). The organizational structure of street gangs in Newark, New Jersey: A network analysis methodology. *Journal of Gang Research*, 15(1), pp. 1-34.

## **September 16: SESSION 4A: Reflection Exercise 1**

Workshop: Media Depictions of Gangs

Students will view a film in class and will be asked to write a reflection paper

*\*Details handed out in class. (DUE OCTOBER 2)*

**September 18: SESSION 4B: Understanding Communities**

**Exploration of an Urban Community (Los Angeles)**

*\*Assignment II handed out in class (DUE OCTOBER 14)*

**Required Reading:**

Netting, F.E., Kettner, P., & McMurty, S. L. (2008). Understanding communities. In *Social work macro practice* (4<sup>th</sup> ed., chap. 5, pp. 128-166). Boston, New York, San Francisco: Pearson.

Netting, F. E., Kettner, & McMurty, S. L. (2008). Assessing communities. In *Social work macro practice* (4<sup>th</sup> ed., chap. 6, pp. 167-210). Boston, New York, San Francisco: Pearson.

Kretzmann, J. P. & McKnight, J. L. (1993). Introduction. In *Building Communities from the inside out* (chap. 1, pp. 1-11). Chicago: ACTA Publications.

**Exploration of an L.A. Gang Member**

**Recommended Reading:**

Scott, M.K. (2004). *Monster: The autobiography of an L.A. gang member*. New York, NY: Grove Press.

*In Class discussion on Monster*

**September 23: SESSION 5A: Culture and Contexts of Gangs**

Social institutions

Community contexts

Ecological perspective

Systems theory

*\*Guest speaker*

**Required Readings:**

Krist-Ashmen, K. K. (2004). Introduction to human behavior in the macro social environment. In *Human behavior, communities, organizations, and groups in the macro social environment: An empowerment approach* (2<sup>nd</sup> ed., chap. 1, pp. 1-42). United States: Thomson: Brooks/Cole Publishers.

Sheldon, R., Tracy, S., & Brown, W. (2004). *Youth gangs in American society*. Belmont, CA: Wadsworth Press. Chapter 3: The Gang Subculture, pp. 61-74.

Curry, G. D., & Decker, S. H. (1998). *Confronting gangs: Crime and community*. Los Angeles, CA: Roxbury Publishing Company. Chapter 6: Gangs and Social Institutions, pp. 123-140.



Spergel, I. A. (1995). *The youth gang problem: A community approach*. New York: NY: Oxford University Press. Chapter 8: The Ecological Context, pp. 110-128.

Klein, M. W., & Maxson, C. L. (2006). *Street gangs, patterns and policies*. New York: NY: Oxford University Press. Chapter 4: Individual-Level Context: Risk Factors for Joining Gangs, pp. 139-161 and Chapter 6: Community Contexts, pp. 209-227.

**September 25: SESSION 5B: Culture and Contexts of Gangs (Continued)**

Socialization

Peers

Joining and initiation

Risk Factors

Codes

\*Guest speaker “Just Like Compton.”

**Required Readings:**

Brailsford, P. D., (2007). *A Practical Approach to Trauma: Empowering Interventions*. Sage Publications, Inc. Chapter 1: Overview of Trauma.

Vigil, J.D. (1983). Chicano gangs: One response to Mexican urban adaptation in the Los Angeles area. *Urban Anthropology*, 12 (1) p. 45-75.

**Recommended Reading:**

\*Gulley, K. (2010). *Just Like Compton*. Los Angeles, LA: Soleil Publishing

Lane, J. & Meeker, J. (2000). Subcultural diversity and the fear of crime and gangs. *Crime and delinquency*. 46(4), 375-417.

Davis, M. (2006). *City of Quartz: Excavating the future in Los Angeles*. Paris: Verso. Chapter 5: Rise of Gang Culture.

Vigil, J. D. (2003). Urban violence and street gangs. *Annual Review of Anthropology*, 32, pp. 225-242.

Vigil, Diego (2002). *A Rainbow of gangs*. Austin: University of Texas Press. Chapter 10: Arturo’s Story, “Where is my father?”

Howell, J. C., & Egley Jr., A. (2005). Moving risk factors into developmental theories of gang membership. *Youth Violence and Juvenile Justice*, 3(4), pp. 334-354.



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## September 30: **SESSION 6A: Field Site Visits**

Details to be given in class

### **Reflection Exercise 2**

Students will be asked to visit a community based organization that works with vulnerable youth populations and complete a reflection exercise: Details handed out in September 18 class. (DUE OCTOBER 14)

### **Required Reading:**

Alexander, M. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press.

## October 2: **SESSION 6B: Illegal Activities and Gangs**

Criminal behaviors

Violence and theft

Economic considerations and factors

Drug trafficking

*\*In class guest speaker*

### **Assignment I Due**

### **Required Readings:**

Sheldon, R., Tracy, S., & Brown, W. (2004). *Youth gangs in American society*. Belmont, CA: Wadsworth Press. Chapter 4: Criminal Activities of Gangs, pp. 97-125.

Huff, R. (2001). *Gangs in America III*. Thousand Oaks, CA: Sage Publications. Part 1, Chapter 3: Initiation of Drug Use, Drug Sales, and Violent Offenders. Part 2, Chapter 7: Gangs and the informal economy

### **Recommended Readings:**

Decker, S. H. (2007). Youth gangs and violent behavior. In D. J. Flannery, A. T. Vazsonyi, & I. D. Waldman (Eds.), *The Cambridge handbook of violent behavior and aggression*, (pp. 388-402). New York, NY, US: Cambridge University Press.

Spergel, I. A. (1995). *The youth gang problem: A community approach*. New York: NY: Oxford University Press. Chapter 4: Gangs, Drugs, and Violence, pp. 43-54.

Curtis, R. (2003). The negligible role of gangs in drug distribution in New York City in the 1990s. In L. Kontos & D. Brotherton (Eds.), *Gangs and Society: Alternative Perspectives*. (pp. 41-61). New York, NY: Columbia University Press.

**October 7: SESSION 7A: Substance Use, Abuse, and Gangs**

Alcohol and drug use  
Shared risk factors of substance abuse, gang activity, and violence  
Cycle of Addiction  
Prevention and Intervention programs  
\*Guest Speaker

**Required Readings:**

Huff, R. (2001). *Gangs in America III*. Thousand Oaks, CA: Sage Publications. Part 1, Chapter 3: Initiation of Drug Use, Drug Sales, and Violent Offenders.  
De la Rosa, M. (2005). Substance abuse among Puerto Rican and Dominican gang members in a small city setting. *Journal of Social Work Practice in the Addictions*, 5(1/2), 21-43.  
De La Rosa, M., Rugh, D., & Rice, C. (2006). An analysis of risk domains associated with drug transitions of active Latino gang members. *Journal of Addictive Diseases*, 25(4), pp. 81-90.

Rainone, G. A., Schmeidler, J. W., Frank, B., & Smith, R. B. (2006). Violent behavior, substance use, and other delinquent behaviors among middle and high school students. *Youth Violence and Juvenile Justice*, 4(3), pp. 247-265.

Current handouts from NIDA (Drug related violence research)

**October 9: SESSION 7B: Gender and Gangs**

Girl gangs  
Gender roles within gangs  
Girls and violence  
\*In class exercise & guest speaker

**Required Readings:**

Sheldon, R., Tracy, S., & Brown, W. (2004). *Youth gangs in American society*. Belmont, CA: Wadsworth Press. Chapter 5: Girls and Gangs, pp. 128-157.  
  
Huff, R. (2001). *Gangs in America III*. Thousand Oaks, CA: Sage Publications. Part 3, Chapter 12: The girls in the gang: What we've learned from two decades of research.  
  
Eghigian, M. & Kirby, K. (2006). Girls in gangs: On the rise in America. *Corrections Today*, 68(2), 48-50.  
  
Valdez, A. (2007). *Mexican American Girls and Gang Violence: Beyond risk*. London: Palgrave Macmillan. Chapters 6-8.

**Recommended Readings:**

Excerpts from: Miranda, M. (2003). *Homegirls in the Public Sphere*. Austin: University of Texas Press.

Curry, G. D., & Decker, S. H. (1998). *Confronting gangs: Crime and community*. Los Angeles, CA: Roxbury Publishing Company. Chapter 5: Female Gang Involvement, pp. 95-121.

Nurge, D. (2003). Liberating yet limiting: The Paradox of female gang membership. In L. Kontos & D. Brotherton (Eds.), *Gangs and Society: Alternative Perspectives*. (pp. 161-182). New York, NY: Columbia University Press.

Brotherton, D., & Salazar-Atias, C. (2003). Amor de reina! The pushes and pulls of group membership among the Latin Queens. In L. Kontos & D. Brotherton (Eds.) *Gangs and Society: Alternative Perspectives*. (pp. 183-209). New York, NY: Columbia University Press.

**October 14: Session 8A: Gang Theory**  
Multiple Marginality Theory  
Strain Theory  
Cultural Deviance Theories  
Control Theory  
Social Learning Theory  
Rational Choice Theory  
Critical Theory  
**Assignment II Due**

**Required Readings:**

Sheldon, R., Tracy, S., & Brown, W. (2004). *Youth gangs in American society*. Belmont, CA: Wadsworth Press. Chapter 6: Why Are There Gangs? pp. 159-187.

Brotherton, D. (2008). Beyond social reproduction: Bringing resistance back in gang theory. *Theoretical Criminology*, 25(1), 71-85.

Freng, A. & Finn-Aage, E. (2007). Race and gang affiliation: An examination of multiple marginality. *Justice Quarterly*, 24(4), 600-629.

Spergel, I. A. (1995). *The youth gang problem: A community approach*. New York: NY: Oxford University Press. Chapter 10: Theoretical Perspectives, pp. 145-170.

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Curry, G. D., & Decker, S. H. (1998). *Confronting gangs: Crime and community*. Los Angeles, CA: Roxbury Publishing Company. Chapter 8: Gang Theory and Policy, pp. 165-179.

Klemp-North, M. (2007). Theoretical foundations for gang membership. *Journal of Gang Research*, 14(4), pp. 11-26.

**October 16: SESSION 8B: Youth Advocacy and its role in youth development.**

*\*Guest Speaker*

## **Reflection Exercise 3**

### **Examining the Impact of Incarceration on Communities of Color**

Details handed out in class (DUE NOVEMBER 6)

## **Required Reading:**

Alexander, M. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press.

**October 21: SESSION 9A: Midterm review**

**October 23: SESSION 9B: Midterm**

**October 28: SESSION 10A: Gangs in American Society**

Inequality

Poverty

School Systems

Social Supports

## **Required Readings:**

Alexander, M. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press. **(On-going reading)**

Sheldon, R., Tracy, S., & Brown, W. (2004). *Youth gangs in American society*. Belmont, CA: Wadsworth Press. Chapter 7: Gangs in Context: Inequality in American Society, pp. 190-208.

Vigil, Diego (2002). *A Rainbow of gangs*. Austin: University of Texas Press.

Brotherton, D. (2003). Education in the reform of street organizations in New York City. In L. Kontos & D. Brotherton (Eds.), *Gangs and Society: Alternative Perspectives*. (pp. 136-157). New York, NY: Columbia University Press.

Spergel, I. A. (1995). *The youth gang problem: A community approach*. New York, NY: Oxford University Press. Chapter 16: Social Opportunities: Education and Jobs, pp. 262-280.

*\*Class guest speaker*

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## October 30: **SESSION 10B: Podcast**

**Students will be asked to listen to a podcast on gang intervention policy.**

*\*In class guest speaker*

Students will be trained to examine and analyze demographics of a community in Los Angeles with an identified gang problem.

US Census Bureau

LAPD COMP STAT

*\*Students start to work on oral group projects*

### **Required Reading:**

AP Report, (2007). City Wide Gang Reduction Strategy.

## November 4: **SESSION 11A: Community-Based Gang Interventions**

**Non-traditional peace efforts in addressing community gang violence**

Students will be trained in researching Evidence Based Practice Interventions.

*\*Reports provided*

*\*Final project development*

*\*Strength Based Perspective*

### **Required Readings:**

Cardenas, T., (2009). A Guide for Understanding Effective Community Based Gang Intervention.

Skogan, W. G., Hartnett, S. M., Bump, N., and Dubois, J., (2008). Evaluation of Chicago Cease Fire.

Huff, R. (2001). *Gangs in America III*. Thousand Oaks, CA: Sage Publications. Part 4, Chapter 17: New Approaches to the Strategic Prevention of Gang and Group-Involved Violence, pp. 271-286.

Curry, G. D., & Decker, S. H. (1998). *Confronting gangs: Crime and community*. Los Angeles, CA: Roxbury Publishing Company. Chapter 7: Responding to Gang-Related Crime and Delinquency, pp. 141-163.

Klein, M. W., & Maxson, C. L. (2006). *Street gangs, patterns and policies*. New York: NY: Oxford University Press. Chapter 3: Six Major Gang Control Programs, pp. 88-136. Page 13 of 14

Klein, M. W., & Maxson, C. L. (2006). *Street gangs, patterns and policies*. New York: NY: Oxford University Press. Chapter 7: Multiple Goals for Gang Control Programs and Policies, pp. 231-245.

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## **November 6: SESSION 11B: Community Gang Interventions**

### **Field Trip**

Details to be given in class

*(Homeboy Industries)*

Assignment III Due

## **November 11: SESSION 12A: Community Gang Interventions**

Risk focused

Social development strategies

School based strategies

Community based strategies

*In Class Exercise*

*\*Begin working on presentations & final paper*

*\*Guest speaker*

### **Required Readings:**

Venkatesh, S.A. (1999). Community-based interventions into street gang activity. *Journal of Community Psychology*, 27(5), 551-567.

Meacham, M., & Stokes, T. (2008). The life development of gang members: Intervention at various stages. *The Forensic Examiner*, 17(1), pp. 34-39.

Elizalde, T. M., & Ramírez, G. A. (2008). Effective *intervention* with gangs and gang members. In C. Franklin, M. B. Harris, & P. Allen-Meares (Eds). *The school practitioner's concise companion to preventing violence and conflict. The school practitioner's concise companions.* (pp. 141-156). New York, NY, US: Oxford University Press.

Goldstein, A.P. & Kodluboy, D.W. (1998). *Gangs in schools: Signs, symbols, and solutions.* Champaign, IL: Research Press. Part 2 Effective Interventions: Chapters 6-8, pp. 103-216.

## **November 13: SESSION 12B: Gang Policies**

Legal interventions

Role of gang task forces

### **Required Readings:**

Cardenas, T., (2013). H.R. 2669: Community-Based Gang Intervention Act, 113<sup>th</sup> Congress.

Huff, R. (2001). *Gangs in America III.* Thousand Oaks, CA: Sage Publications. Part 4, Chapter 16 and 18: Gang Research and Public Policy

Barajas, F. (2007). An invading army: A civil gang injunction in a Southern California Chicana/o Community. *Latino Studies*. 5(4), 393-408.

Katz, C. (2007). The establishment of a police gang unit: An examination of organizational and environmental factors. *Criminology*, 39(1), 37-74.

Klein, M. W., & Maxson, C. L. (2006). *Street gangs, patterns and policies*. New York: NY: Oxford University Press. Chapter 8: A Model for Policy Changes, pp. 246-266.

Siegel, L. (2003). Gangs and the law. In L. Kontos & D. Brotherton (Eds.), *Gangs and Society: Alternative Perspectives*. (pp. 213-227). New York, NY: Columbia University Press.

**November 18: SESSION 13A: City of Los Angeles Gang Reduction Strategy**

**Required Reading:**

City of Los Angeles Gang Reduction Strategy:

[http://www.ci.la.ca.us/mayor/myrpress/mayormyrpress27452222\\_04182007.pdf](http://www.ci.la.ca.us/mayor/myrpress/mayormyrpress27452222_04182007.pdf)

Gang Intervention Model (hand-out)

**November 20: SESSION 13B: Global Perspectives**

International gang issues

Impact of migration and immigration on gangs

Impact of immigration policies on gangs

Gangs and terrorism

\**Guest speaker*

**Required Readings:**

Carlsson, Y., & Decker, S. H. (2005). Gang and youth prevention and intervention: Contrasting the experience of the Scandinavian Welfare State with the United States. In S. H. Decker & F. M. Weerman (Eds.), *European street gangs and troublesome youth groups*, (pp. 259-286). Landam, MD: Altamira Press.

Hand-outs from Los Angeles Summit on International Gangs

**November 25-27: SESSION (14A-14B): Workshop**

Students will use this week to refine multi-media presentations (to be presented at the end of the course).



**December 2: SESSION 15A: Forward Looking Trends**

Next steps  
School involvement  
Possible partnerships for interventions  
Youth empowerment

**Required Readings:**

Huff, R. (2001). *Gangs in America III*. Thousand Oaks, CA: Sage Publications.  
Part 3, Chapter 14: Chinese gangs: Familial and cultural dynamics. Part 4,  
Chapter 17: New Approaches to the Strategic Prevention of Gang and Group  
involved violence.

Gardner, T., Dishion, T., & Connell, A. (2008). Adolescent self-regulation as  
resilience: Resistance to anti-social behavior with the deviant peer context.  
*Journal of Abnormal Child Psychology*, 36(2), 273-285.

**December 4: SESSION 15B: Student presentations and Wrap UP!**

**December 9: SESSION 16A: Study Day**

**December 11: SESSION 16B: Final Exam**