

San José State University
Spring 2017: Justice Studies 156 – 1
Gangs, Criminal Syndicates, and Justice
Dr. Hebert

Tuesdays and Thursdays 4:30 – 5:45 in MAQ 523

Instructor: Dr. Hebert
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Office Hours

General Statement on Office Hours: My practice of meeting with students is best described as an “open door or knock or spotted walking around” policy. Outside of office hours, I’m happy to talk with you 19 out of 20 times. All I ask is that if I tell you that I can’t talk right then, please respect my wishes.

Monday	10:00 – 3:00 (less an hour for lunch)
Tuesday and Thursday	10:00 – 11:00 1:15 – 1:45 3:45 – 4:15 (priority to JS 156 students)

If the question is class related (but not personally related as in missing a scheduled quiz or assignment) please bring it up class. If you don’t understand something, chances are other students, students shyer than you, don’t understand it either and they will (quietly, as they are shy) appreciate your asking what they could not vocalize.

Pre/Co-requisite: JS 100W and JS Major or Minor or Instructor Consent.

Catalog Description: A socio/historical examination of the emergence, evolution, persistence, activities and social structure of gangs and mobs, the effects of social factors, e.g., politics, law, technology and the economy, and consequences for communities and social institutions.

Note: To be accepted for credit towards a degree in Justice Studies, a grade of “C” or better in this course is required.

Section Specific Description and Student Learning Objectives: Students will develop the ability, through directed and self-initiated learning experiences, to recognize, describe, and lucidly illustrate historical, contemporary and emergent types of recognized gain-oriented non-legitimized organizations. In addition, students will develop the ability to describe the socio-economic environments in which various forms of organizations are likely to develop and the types of crimes characteristic of these organizations.

Required Readings: There are two required textbooks for the course. Other readings may or may not be assigned on an ad hoc basis.

- 1) Organized Crime 6th Edition 2015; Lyman, Michael D. and Gary W. Potter Prentice Hall.
- 2) The Modern Gang Reader 4th Edition 2014 Maxson, Cheryl L., Arlen Egley, Jr., Jody Miller, and Malcolm W. Klein (editors) Oxford University Press
- 2) Other readings, all with the characteristic of being free.

Statement on Academic Integrity: Six out of ten of Americans your age do not have the opportunity to attend college. Don't blow yours. In the long run, academic dishonesty hurts you, your friends, your children (current or future) and siblings. Academic dishonesty can also hurt in the short run, see Academic Senate Policy S07-2: <http://www.sjsu.edu/senate/S07-2.htm>. Other publications concerning student rights and responsibilities can be found at: http://sa.sjsu.edu/judicial_affairs/index.html.

Statement on Accessibility:

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the Accessible Education Center (AEC) to establish a record of their disability (from Academic Senate Policy F06-2).”

Federally Coerced Mandatory Statement on Study Expectations:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Mandatory Statement on Religious Accommodation: [Included under protest as appears to be a violation of the 14th (Equal Protection) Clause.]

“San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.”

Note: I will continue to use my long-standing and far more liberal notification requirement found below.

Course Requirements: My expectations are those befitting of an upper-level college course. Material worked on outside of class should be appropriately formatted, identified, prepared, and presented with the care and respect expected of educated persons. Course grades are based on quizzes, exams, written assignments, and class participation. The “chapters” in reference to quizzes and exams are the textbook chapters and any material presented in class or assigned during the class period to which the textbook

chapter was assigned. You are expected to have completed all assigned material prior to its scheduled date. The quantity and quality of participation is assessed using a variety of methods, both required and voluntary. Unless explicitly allowed by written instructions, all materials submitted for grading are assumed to be the unique intellectual product of the submitter.

It is a good idea to pay attention to what I say, even if it is seemingly unrelated to the course. Perhaps I'm just flapping my gums, but more often, a little contemplation on your part will show a connection to the course material. Usually, but not always, the connection to organized crime involves a change in the opportunity field for lucrative criminal opportunities.

Quiz and Exam Overview

All quizzes and exams are open book, open note. An advance warning – do not think for a moment that this relieves you of having read the chapter prior to the exam. If you try to take a quiz without having read the chapter, your brain will explode. You've been warned!

Quizzes typically consist of between 10 and 15 multiple-choice questions and one short answer / essay question. The Mid-Terms follow the same format but consist of 45 – 55 multiple choice questions and a handful of short answer / essay questions. The Final Exam consists of 85 – 100 multiple choice questions and a handful of short answer / essay questions. Bring a Scantron 882-ES, one or two sharp #2 pencils and a blue or black pen for quizzes and exams. A Scantron is not complete unless it has your name, course name or number and section number (or meeting time), exam title and date. I follow a 3-strikes policy for ruffled, curved, dirty or otherwise abused Scantrons. If a Scantron cannot be machine read and graded after three attempts, I record a score of zero for the multiple-choice portion. It is the student's responsibility to request copying the answers from the spoiled Scantron to a fresh one for grading. Late penalties may be applied. You do not need a bluebook as space is provided on the exam for the short question answers. Any unauthorized use of an electronic device is prohibited. Unless prior arrangements are made with the instructor, all devices shall be powered down and stored out of sight for the duration of the exam. Violations of this rule are presumptively regarded as evidence of academic dishonesty.

Quizzes: (1 X 2.5% and 4 X 4.0% for a total of 18.5%): There are total of five quizzes, the first being a mini-quiz worth 2.5%. The other four are 4.0% of the course grade each. I reserve the right to throw in a short answer or a multiple-choice question or two based on a previously presented material.

Mid-Term Exam: (2 X 12% = 24%): All material assigned or presented in class subsequent to the previous Mid-Term. Format is identical to that of quizzes, though the span of content coverage is, of course, larger.

Final Exam: (22.5%): Material from all parts of the course, though more recent material is emphasized.

Paper: (2 X 17.5% 35%): Draft = 25%, Final Paper = 75%. Each paper will have the theme of _____ of Today's America where the underlined is Organized Crime for the first paper and Juvenile Gangs for the second paper. You will be expected to do research, that is, find material other than that has been assigned, for the papers. Somewhat more detailed instructions to follow. But go ahead and start on the first paper now.

Participation: (10%): You are expected too to demonstrate that you have done the readings on time by asking questions, answering questions, and participating in discussions.

Uhhh, Dr. Hebert? Why, yes, I am aware that the graded material sums to 110%. Consider it built-in extra credit.

Letter Grades:

All assessment materials are graded on a percentage basis, and correspond to the following letter grades. I usually apply a curve to exams and posted scores reflect any curving (I only curve up, never down). If a curve is applied, approximately 20 to 25 percent of the class will receive an A- or better on that assignment / exam.

Percent to Letter Grade Correspondence											
A+	96%	A	93%	A-	90%	B+	86%	B	83%	B-	80%
C+	76%	C	73%	C-	70%	D+	66%	D	63%	D-	60%
F	Less Than 60%										

Posting ID: Quiz and Exam scores are posted outside my office in MQH. Grades will be posted using a synthetic number called a "Posting ID." To create your posting ID number, multiply the first five digits of your SJSU student ID number by the last four digits of your SJSU student ID number. The last four digits of the product is the posting ID number.

EXAMPLE: SJSU ID number is 004199408

First five digits are: 00419

Last four digits are: 9408

Multiply = 3941952

The last four digits, 1952, is the Posting ID number.

Late Test and Assignment Policy: No to full credit depending on circumstance. It is your responsibility to notify me of your need to take a make-up exam or quiz and to arrange a time that accommodates my schedule. Except under extraordinary circumstances, if an exam has not been taken within two weeks of its administration to the class, you will forfeit that quiz/exam and receive a zero. Because two quizzes are effective forgiven, the timeline for making up a quiz is tighter – it must be taken no later than the day of the next quiz.

The possible combinations of circumstance are damn near infinite and thus an attempt to assign specific penalty weights a truly Herculean task. Instead, the following are the factors I consider, along with examples of good, OK, and bad excuses.

Dimension	Good	OK	Bad
Notification:	Notification delivered in class at least one class meeting prior to absence	Note in mailbox / e-mail day of exam.	Five weeks after assignment due date.
Reason:	Work-related travel. Getting married, personal illness, serious illness of a close relative, death of a close relative.	Too much coursework/job stress. Relationship troubles, ceremonial participation.	Hung over, forgot, getting married more than once.
What Missed:		Quizzes and Mid-Term Exam.	Papers, Final Exam.
Documentation:	Newspaper, Dr./Clinic appointment, receipt for automotive repair, court summons	Note from Mom.	Insultingly bad forgery.

Made up by:	Next Class Meeting or Prior to Due Date.	Two Class Meetings	Final Exam Week.
Attendance:	I can match name to face.	Pretty sure that you are, or were, in one of my classes.	Couldn't pick you out of a lineup for \$100,000.

It is your responsibility to notify me of your need to take a make-up exam or quiz and to arrange a time that accommodates my schedule. Except under extraordinary circumstances, if an exam has not been taken within two weeks or a quiz within one week, of its administration to the class, you will forfeit that quiz/exam and receive a zero.

Communication / Interaction: I'm very available outside of my office hours. If you need to talk and see me in the hallway or outside the buildings, or in my office, just walk up and say hi. If my office door is closed, go ahead and knock. 95%+ of the time I'll be more than happy to talk to you about just about anything. Once in a great while, I'll be too tired, cranky, distracted, or busy to chat, and I'll just tell you that straight-out.

If the conversation is institution-related (course advising, graduation requirements, etc.) I'll be able to help you much more efficiently if you take the time to do a little prep work. If you need course advising, I need to know what courses you have taken, where taken, if you are a transfer student, and the grades you received. If you get an incomprehensible bureaucratese letter, bring it and any documents that relate to the letter.

My general rule on servicing students is first-come, first-served. Having notified me of intent to stop by and being a current rather than a former student are used as tie breakers. That said, I will sometimes engage in a form of triage, serving students who arrive later before others who have been waiting in line. A common example is a student coming by to pick up a paper who arrived after a student seeking an academic advising session.

e-mail: If you have a course-procedural or course-content question, it should be brought up in the class as it's a good bet that other students have the same or similar questions. If further clarification is needed, then see me outside of class. Matters that are to remain confidential should be communicated in-person.¹ As students are expected to, though are not required to, attend scheduled class meetings (University Policy S15-12: <http://www.sjsu.edu/senate/docs/S15-12.pdf>)² I will not, except in the most unusual of circumstances accept e-mailed assignments for grading. An e-mailed assignment, in conjunction with appropriate documentation / explanation, will be used as proof of timely completion of the material, but only printed material will be accepted for grading.

Now, if you find something that you think I'd find interesting or amusing, by all means, send me an-email. Or if you would like my judgment on whether a particular website has solid information or not, feel free to e-mail me.

Phone: Good for contacting me on Tuesday or Thursday. I'm much more likely to answer if I'm not teaching a course at the time. If you leave a message, it's best to follow it with an e-mail.

Recording and Distribution of Course Material: The following is reproduced from SJSU Policy S12-7.

¹ In case you are wondering, the recent revelations about the NSA and the general unprivacy of private electronic communications had nothing to do with this statement. In fact, it predates Scott McNeal's infamous 1999 declaration of "You have zero privacy anyway. Get over it."

² The previous policy was F69-24. My fellow Senate committee members apparently felt nothing from 1969 could be worth keeping, so they replaced it. I amended it so well, that despite occurring right in front of their faces, that it has the exact same effect as the older policy, just worded differently. You are welcome.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

So, talk to me if you need to make a recording in class. Just as a reminder "Audio recording without consent in private settings is prohibited by California Penal code 630-635 (SJSU Policy S12-7).

Miscellaneous Items and Some Repeating:

Be sure that MySJSU has your current e-mail address.

In brief, you are responsible for yourself. If you miss an exam or quiz, you must contact me in order to arrange a time to make it up. If you are absent or arrive late on a day when I am returning assignments, you will have to come by my office to pick it up. If you didn't receive an assignment that means you were either absent or late when I distributed the assignment. Check with your classmates or ask me at the beginning of class if an assignment had been distributed the previous class meeting.

For multiple-choice exams, bring a Scantron 882 form and a #2 pencil. For written exams, I will notify the class if a blue, er, greenbook is required.

Attendance is strongly encouraged, as some of the material on the exams will be presented only in class. Turn off your cellphones, smartphones, dumbphones, PDAs, PMDs, beepers, and heart monitors. Just kidding about the last one.

As a courtesy to your classmates, do not munch during class. Liquids are OK, as long as you dispose of the container properly. In fact, treat the classroom as if it were a wilderness area: Pack in, pack out.

Assignments are returned in class when I have finished grading and recording them. I only bring each set of papers to class once, so if you are late or miss the day that I hand them back, its your responsibility to come to my office and pick them up. Quizzes and exams are not returned, though you are welcome to review yours in my office.

If a substantial change in due dates or assignments is required, I will distribute an updated greensheet via e-mail and announce the new version number in the following class. A quiz may be postponed for one meeting without creating a new schedule.

This syllabus, like all other syllabuses, may be changed at any time during the semester.

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Spring 2017

Date	Readings, Notices	Quiz, Exams, Assignments
January 26		
January 31	Introduction to Course Movie/Video: Scarface (1932)	
February 2	Movie/Video: Scarface (1932) & The Killing (1957)	
February 7	Movie/Video: The Killing (1957)	
February 9	O.C. Chapter 1: Understanding Organized Crime	<i>Quiz 1 (The Movies)</i>
February 14	O.C. Chapter 1: Understanding Organized Crime (cont.) <i>O.C. Chapter 2: Theories of Organized Criminal Behavior</i>	
February 16	O.C. Chapter 3: The Evolution of Organized Crime: Urban Beginnings & <i>O.C. Chapter 4: The Evolution of Organized Crime: Southern Beginnings</i>	
February 21	O.C. Chapter 5: The Businesses of Organized Crime	
February 23	O.C. Chapter 5: The Businesses of Organized Crime (cont.) & <i>O.C. Chapter 6: The Illicit Drug Trade</i>	<i>Quiz 2 (Chps. 1 – 4)</i>
February 28	O.C. Chapter 7: Domestic Organized Crime Groups	
March 2	O.C. Chapter 8: A Comparative Perspective	<i>Quiz 3 (Chps 5 – 7)</i>
March 7	O.C. Chapter 8: A Comparative Perspective (cont.)	<i>Paper 1 Draft Due</i>
March 9	O.C. Chapter 10: Organized Crime's Political and Corporate Alliances	
March 14	O.C. Chapter 11: Controlling Organized Crime	
March 16		<i>1st Mid-Term Exam</i>
March 21	TMGR: Section I; Introduction 1) A Brief Review of the Definitional Problem 2) Street Gang Theory and Research: Where Are We Now and Where Do We Go from Here? 4) The Value of Comparisons in Street Gang Research	
March 23	TMGR: Section II; Introduction 6) Gang Members on the Move, 7) Who Are The Gangsters? ...” 8) Getting Into Gangs	<i>Paper 1 Due</i>
March 27	<i>Spring Break!</i>	
March 31		
April 4	TMGR: Section II; 9) Longitudinal Perceptives on Adolescent Street Gangs. 10) Motives and Methods for Leaving the Gang: Understanding ...”	
April 6	TMGR: Section III;	<i>Quiz 4 (TMGR)</i>

Date	Readings, Notices	Quiz, Exams, Assignments
	Introduction 11) Gang Structures 12) Hate Groups or Street Gangs? The Emergence of Racist Skinheads 15) Gang Transformation, Changes or Demise: Evidence from an English City	<i>Sections I and II)</i>
April 11	TMGR: Section IV; Introduction 17) Racialized Identities and the Formation of Black Gangs in Los Angeles 18) Typically Moroccan? A Group Dynamic Explanation of Nuisance and Criminal Behavior 19) Legitimated Oppression: Inner-City Mexican American Experiences with Police Gang Enforcement	
April 13	Review	<i>Paper 2 Draft Due</i>
April 18		<i>2nd Mid Term Exam</i>
April 20	TMGR: Section V; Introduction 20) Girlfriendsd, Gun-Holders and Ghetto Rats? Moving Beyond Narrow Views of Girls in Gangs 21) Gender and Victimization Risk among Young Women in Gangs?	
April 25	TMGR: Section V; 22) The Path and Promise of Fatherhood for Gang Members 23) Girl Members of Deviant Youth Groups, Offending Behaviour and Victimisation: ...	
April 27	TMGR: Section VI; TBD	
May 2		
May 4	TMGR: Section VII; TBD	<i>Quiz 5 (TMGR Sections V and VI)</i>
May 9	TMGR: Section VII; TBD	
May 11		
May 16	TMGR: Section VIII; TBD	<i>Paper 2 Due</i>
May 24 (Wednesday)	Final Exam @ 2:45 – 5:00	<i>Final Exam</i>
May 25	FINAL EXAM CONFLICT DAY	

Key

O.C. = Organized Crime

TMGR = The Modern Gang Reader