

Domestic & International Security Threat Groups (CJSA 1372)



Credit: 3 semester credit hours (3 hours lecture)

Prerequisite/Co-requisite: none

Course Description

An overview of the growth of gangs in the prison systems in the United States. Includes the reasons for the gangs and their activities, methods of identifying gang members, and methods of reducing gang membership and violence. A study of current philosophies, weapons, tactics, funding sources, computer uses, Communications, Internet use, and other technologies used to operate covertly by domestic security threat groups. Analysis of international security threat groups as well as its origins, problems defining gangs, and the challenges gangs pose to United States policy makers and law enforcement agencies.

Required Textbook and Materials

1. Street Gangs Throughout the World, 2nd ed., Herbert C. Covey, ISBN 978-0-398-07906-2, Charles C Thomas Publishing
2. TX-Homeland-Security-Strategic-Plan-2010-2015
<http://www.governor.state.tx.us/files/press-office/TX-Homeland-Security-Strategic-Plan-2010-2015.pdf>
3. National Gang Threat Assessment 2009,
<http://www.fbi.gov/publications/ngta2009.pdf>
4. Combating Gangs, <http://www.gao.gov/new.items/d09708.pdf>
5. Could Mexico Fail? <http://www.rand.org/commentary/2009/02/13/HST.html>
6. Film Piracy, Organized Crime, and Terrorism,
http://www.rand.org/pubs/monographs/2009/RAND_MG742.pdf
7. ICE Fiscal Year 2008 Annual Report,
http://www.ice.gov/doclib/pi/reports/ice_annual_report/pdf/ice08ar_final.pdf
8. Gang-Related Activity in the US Armed Forces
Increasing,http://militarytimes.com/static/projects/pages/ngic_gangs.pdf
9. Notebook
10. 2GB Flash Drive

Course Objectives

Upon completion of this course, the student will be able to:

1. Classify the different gangs in the prison systems in the United States and Texas
2. Identify the characteristics of prison gangs
3. List methods of reducing gang membership and violence
4. Name domestic security threat groups
5. Present a report profiling one or more security threat groups

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6. List three courses of action domestic security threat groups may take to achieve their goals
7. Document different international groups and evaluate their impact on United States policy makers and law enforcement agencies
8. Identify objectives and tactics of key international gangs
9. Discuss countermeasures available to U.S. agencies fighting security threat groups.

Course Outline

- A. Law Enforcements Role in Combating Gangs
- B. Comparative Perspectives on Street Gangs
 1. Reason that street gangs should be of worldwide interest
 2. Racism and Ethnic Violence
 3. Problems of Comparative Studies on Street Gangs
 4. Cultures, Subcultures, and Street Gangs in Other Countries
 5. Urbanization and Modernization
 6. Gangs and Globalization
 7. Terrorism and Gangs
 8. The Role of Immigration and Migration and the Formation of Gangs
 9. The Media and World Gangster Culture
- C. Street Gangs in the United States
 1. Ethnicity and American Street Gangs
 2. Socioeconomic Background and American Street Gangs
 3. Female Participation in American Street Gangs
 4. The Structure of American Street Gangs
 5. American Street Gangs, Drug Sales, Use, and Violence
 6. Drug Use
 7. African-American Street Gangs
 8. Hispanic and Latino American Street Gangs
 9. American White Ethic Street Gangs
 10. American Skinhead Street Gangs
 11. Asian American Street Gangs
- D. Street Gangs in Europe
 1. Historical References to European Gangs
 2. Street Gangs in Great Britain
 3. British skinheads
 4. British Community Response to Street Gangs
 5. Street Gangs in Ireland
 6. Street Gangs in Scandinavia
 7. Street Gangs in Sweden
 8. Street Gangs in Denmark
 9. Street Gangs in Norway
 10. Belgian Street Gangs
 11. Street Gangs in the Netherlands
 12. German Street Gangs
 13. French Street Gangs
 14. Italian and Sicilian Street Gangs
- E. Street Gangs in the Western Hemisphere: Canada and Central and South America
 1. Canadian Street Gangs
 2. Canadian Skinheads
 3. Community Reactions to Street Gangs
 4. South and Central American Gangs
 5. Street Gangs in Mexico
 6. Females in Mexican Street Gangs
 7. Street Gangs in El Salvador
 8. Jamaican Posses and Drug Gangs
 9. Brazilian Street Gangs

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10. Trinidad and Tobago Street Gangs
11. Colombian Street Gangs
- F. Street Gangs in Russia and Eastern Europe
 1. Street Gangs in Russia
 2. The Russian Revolution
 3. After Perestroika
 4. The Russian Liubertsy
 5. Responses to Russian Gangs
 6. Street Gangs in Eastern Europe
 7. Street Gangs in Hungary
 8. Street gangs in Czech Republic and Slovakia
- G. Street Gangs in Asia
 1. Street Gangs in India
 2. after the 1950s
 3. Street Gangs in Pakistan
 4. Chinese Street Gangs
 5. Street Gangs in Hong Kong
 6. Taiwanese Street Gangs
 7. Korean Street Gangs
 8. Japanese Street Gangs
- H. Street Gangs in Africa, the Middle East, Australia, and the Pacific Islands
 1. South African Street Gangs
 2. Cultural and Apartheid Factors and South African Street Gangs
 3. Egyptian Street Gangs
 4. Nigerian Street Gangs
 5. Kenyan Street Gangs
 6. Palestinian Street Gangs
 7. Israeli Street Gangs
 8. Australian Street Gangs
 9. Street Gangs in New Zealand
 10. Street Gangs in Papua New Guinea
 11. Street Gangs in Guam
- I. Closing Observations on Street Gangs throughout the World
 1. Worldwide Trends and Street Gangs
 2. World Immigration Patterns and Street Gangs
 3. Urbanization, Industrialization, and Street Gangs
 4. Modernization and Street Gangs
 5. Worldwide Street Gang Culture

Grade Scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

Course Evaluation

Final grades will be calculated according to the following criteria:

1. Unit Tests 20%
2. Course Assignments 30%
3. Course Project 40%
4. Discussions 10%

Course Policies

1. No food, drinks, or use of tobacco products in class.
2. Computers, telephones, headphones, and any other electronic devices must be turned off while in class or used only with permission of the instructor.
3. Do not bring children to class.
4. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
5. Additional class policies as defined by the individual course instructor.

Technical Requirements (for courses using Blackboard)

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at:

[https://help.blackboard.com/en-](https://help.blackboard.com/en-us/Learn/9.1)

[us/Learn/9.1](https://help.blackboard.com/en-us/Learn/9.1) 2014 04/Student/015 Browser Support/015 Browser Support Policy

A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building. You may also visit the online resource at <http://www.lit.edu/depts/stuserv/special/defaults.aspx>

Student Code of Conduct Statement

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document