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Office: 525 MacQuarrie Hall; Hours: MON: 2:45-3:30 WED: 3:00-5:30; Friday after class or by appointment
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Fax: (408) 924-2953
SPRING 2008

JS 120
JUVENILE JUSTICE

COURSE DESCRIPTION

The course will provide an orientation to the issues, policies and procedures which make up our system of justice for children. The function and legal responsibilities of the Police, probation, Juvenile Court and corrections system will be studied. Emphasis will be on societal forces that bring children into the Justice System including child abuse, and gang participation as well as the legal response of mandated agencies.

OBJECTIVE

Students will gain an understanding of the history of both child victims of crime and child perpetrators of crime. Analysis of the overlap between children in the dependency System with children who are law violators. Groundwork will be laid for further study in juvenile justice and students considering a career in the justice system will understand the role of law enforcement, social workers, probation officers and attorneys. Analysis of theories of delinquency including psychological, biological and sociological will provide students with a framework for understanding law violation. Through institution tours and Court observation students will gain a greater understanding of the strengths and weaknesses of the system. Students will also gain appreciation and empathy for all child victims and offenders who find themselves within the Juvenile Justice System.

REQUIRED TEXTS


Mark Salzman, (2003), True Notebooks, Alfred Knopf.

CLASS REQUIREMENTS

Three exams will be required; two midterms and a final administered during finals week. The exams will be multiple choice/short answer/short essay. **Students who miss an exam may make it up on the last day of class providing they have documentation for why the exam was missed.**

Lecture material is comprehensive, **thorough note taking suggested.** There will be guest lecturers and tours scheduled. Students will not be penalized for not attending but should **get materials from classmates to ensure they are properly prepared for the exams.**

One-half of the final exam will consist of a group project which examines an issue in the Juvenile justice system and articulates a proposed solution. The project will be presented to the class, with a written outline and sources supplied to the instructor. A handout on this assignment is forthcoming. All exams and assignments must be completed in order to Receive a grade in the class.

ATTENDANCE AND PARTICIPATION

Regular class attendance and participation is expected. Regular absences for work/illnesses should be reported to the instructor. Students are expected to do the class reading before the lecture. Students are encouraged to share with the class relevant newspaper articles on juvenile justice topics. Outstanding class participation may result in the final grade in the class improved by 1/2 grade point- B to B+ etc. Instructor will distribute handouts on field trips a few weeks before they are scheduled. Please turn off cell phone before class and **DON’T ANSWER THEM IF THEY RING!** Excessive whispering and eating is disruptive to everyone!

EVALUATION

Exams are based on class lectures, text readings, handouts and videos. Students will be given a review sheet before the exam and the grades will be distributed to the class the period after the exam. Students will receive a point score and a grade for each exam and the scale will be illustrated so students are aware of class standing. There are multiple ways of gaining extra credit in this course. Students may pursue topics on a deeper level than class time allows, write short papers on their work with the Juvenile Justice System etc. However, the work must be generated for this class; not recycled work from other classes which may or may not be relevant.

**Please see the attached sheet on Extra Credit.**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
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<tbody>
<tr>
<td>Midterm #1</td>
<td>25%</td>
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<tr>
<td>Midterm #2</td>
<td>25%</td>
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<tr>
<td>Paper</td>
<td>25% based on True Notebooks</td>
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<tr>
<td>Final</td>
<td>25%</td>
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<tr>
<td>Extra Credit</td>
<td>limited subject to instructor approval</td>
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COURSE SCHEDULE

Week 1  Introduction
History of Philosophy of Juvenile Justice; antiquity-19th century. Selected legal issues; waiver, privacy, alternatives to incarceration; Video handout Juvenile Justice.
Text: cp. 12
Begin True Notebooks-read at own pace, but it must be Completed by April 9th.

Week 2  Childhood and delinquency; adolescence, status offending.
Text: cp. 1; Video Last Chance

Week 3  Nature and Extent of delinquency; trends, chronic offending, victimization
Text: cp. 2

Week 4  Focus on the Individual: Choice/traits theories; developmental, Psychological, cognitive theory
Text: cp. 3

Week 5  Continuation of theory; First Midterm Exam
WEDNESDAY FEBRUARY 29TH

Week 6  Social Structure/Social Process theories; disorganization, deviance, Labeling explanations
Text: cp. 4/5

Week 7  Environmental Influences/Gender; male v females; differential Offending and victimization rates; explanations; theory
Text: cp.6
Recommended reading: Girls, Delinquency and Juvenile Offending cp. 2-4, Chesney-Lind.

Week 8  Family and Delinquency; abuse/neglect/victimization/divorce
Text: cp. 7
Week 9  
Peers and Delinquency; gangs, school issues.  
Text: cp. 8&9  
Guest speakers  

Week 10  
Second Midterm Exam; essay on True Notebooks due APRIL 4  

Week 11  
Drug use/Juvenile Drug Court  
Text: cp. 10 & 11  

Week 12  
Juveniles & Police, legal rights/responsibilities/CASE LAW  
Text: cp13& 14; guest speaker from San Jose Police Department  

Week 13  
Detention, incarceration: Tour/Detention center, Juvenile Court  
Text: cp. 15  

Week 14  
Corrections/ Presentation of Projects/Extra Credit/Make-up Exams  
Text: cp. 15  

Week 15  
Corrections Cont. Review for Final/Last day of our class meeting December 4. Missed exams must be made up on last day of class!  

Last day of INSTRUCTION MAY 9  

FINAL EXAM WEDNESDAY MAY 21 0715-0930
JS 120 Juvenile Justice Extra Credit  
Instructor Dreyfuss

ALL EXTRA CREDIT IS DUE THE LAST DAY OF CLASS!

1. Newspaper articles; collect newspaper articles throughout the semester from a variety of papers on issues concerning juveniles—abuse/neglect/abandonment/juvenile crime,  
   present in a binder with analysis and relation to curriculum. (new laws, curfew, corrections etc. 15-20 pts. ARTICLES MUST BE PRINTED FROM YOUR  
   COMPUTER VIA THE NEWS ORGANIZATION’S WEBSITE. INCLUDE STATES OTHER THAN CALIFORNIA AND INTERNATIONAL PAPERS. DO NOT GO BACK FURTHER THAN 6 MONTHS.

2. If you work in a juvenile justice agency such as probation, detention, group home etc.  
   You may write a 3-5 page typed paper of your experiences and make a presentation in Class. (5-10 points)

3. If you can tape a program off T.V. which is relevant to our studies such as 60 minutes, Dateline, 48 Hours, Nightline, Frontline(PBS), No reality TV! (5-10 points)

3. Community service is of enormous value in this course—either mentoring through  
   An established program or offering your time at a facility/school that meets the  
   Needs of at-risk or out-of-home placements kids. Please see me if your interested  
   In this work.

4. Augment your reading with interesting books on gangs, female delinquency, etc. I  
   Have a large selection including No Matter How Loud I Shout, Eight Ball Chicks,  
   Girls in the Back of the Room, Soloman's Sword, Just three Words, Fast Girls, etc. 3- 
   5 page typed reflective paper. (5-10 points)

5. Students are also encouraged to participate in mentoring, tutoring programs through  
   The Santa Clara Public Defenders Office. Please see me for details.(5-10 points)
Aj 120
ALWAYS RUNNING ESSAY ASSIGNMENT
DUE WITH SECOND MIDTERM

ALL ANSWERS MUST BE TYPED!

1. (5 POINTS) FIND THREE EXAMPLES IN THE TEXT OF POLICE HARASSMENT OF THE AUTHOR. DESCRIBE THE AUTHORS RESPONSE AND THE LEGAL OUTCOME.

2. (5 POINTS) FIND THREE EXAMPLES IN THE TEXT OF POLICE ACTION AGAINST THE AUTHOR WHEN HE WAS THE PERPETRATOR OF A CRIME. WHAT WAS THE LEGAL OUTCOME?

3. (5 POINTS) HOW WOULD YOU DESCRIBE THE AUTHOR'S PARENTS? DID THEY CONTRIBUTE OR PROTECT HIM FROM GANG INVOLVEMENT? USE THEORIES AND CONCEPTS DISCUSSED IN CLASS TO COMPLETE YOUR ANSWER.

4. (5 POINTS) HOW DID HIS SCHOOL EXPERIENCE HELP OR HINDER HIM? HOW DID HE RESOLVE THIS CONFLICT?

5. (5 POINTS) DESCRIBE THE AUTHOR'S GANG EXPERIENCE, INITIATION, DRUG USE, VIOLENCE AND JUMPING OUT.

6. (5 POINTS) WHAT SOLUTIONS DOES HE OFFER FOR THE CRAZY LIFE (LA VIDA LOCA?) WHAT SOLUTIONS WOULD YOU ADD?
1. WHAT DOES THE CHILD PROTECTION WORKER SEE AS HER RESPONSIBILITY? WHAT IS HER RESPONSIBILITY?

2. WHICH PROFESSIONALS THAT SAW THE CHILDREN BELIEVED THEY WERE ABUSED? WHY OR WHY NOT? (CPS, POLICE, COURT)

3. WHAT FACTORS PUT THE BABY LANCE AT RISK FOR ABUSE? WHY WASN’T HE REMOVED FROM THE CUSTODY OF HIS FATHER?

4. WHAT IS THE RESPONSIBILITY OF A CHILD REUNIFICATION WORKER? WHAT STRESSES DID THIS WORKER HAVE TO DEAL WITH? WAS SHE SUCCESSFUL AT HER JOB?

5. WHAT IS THE DEATH REVIEW COMMITTEE? WHY IS INECESSARY?
1. EARLY CHILDHOOD EXPERIENCES

2. FOSTER HOME PLACEMENTS

3. BOOT CAMP EXPERIENCE

4. FOSTER PLACEMENT WITH SOCIOLOGIST-SUCCESS OR FAILURE? WHY?

5. SCHOOL EXPERIENCE

6. MENTOR EXPERIENCE?
7. WHY DO ALL THE EFFORTS FOR JUAN FAIL?