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Spring 2001

AJ 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

Larry Siegel and Joseph Senna,(1999), Juvenile Delinquency, Theory, Practice and Law; Wadsworth Thompson Publishing, 7th edition.

Rodriquez, Luis (1993) Always Running, Simon & Schuster.

Recommended: Chesney-Lind, Meda and Sheldon, Randal, (1997) Girls, Delinquency and Juvenile Justice, Brooks Cole Publishing.

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 during finals week if there is proper documentation for their absence. 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.

ATTENDANCE AND PARTICIPATION

Regular class attendance and participation is expected. Regular absences for work/illnesses should be reported to the instructor. 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.

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

Midterm #1	30%
Midterm #2	30%
Midterm #3	30%
Class	
Participation	10%
Extra Credit	unlimited subject to instructor approval

COURSE SCHEDULE

Week 1	Introduction History of Philosophy of Juvenile Justice; antiquity-19 th century. Selected legal issues; waiver, privacy, alternatives to incarceration; Video handout <u>Juvenile Justice</u> . Text: cp. 12 <u>Always Running pg. 1-50</u>
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- Week 2 Childhood and delinquency; adolescence, status offending.
Text: cp. 1
Always Running pg.50-100
- Week 3 Nature and Extent of delinquency; trends, chronic offending, victimization
Text: cp. 2
Always Running pg. 100-150
- Week 4 Focus on the Individual: Choice/traits theories; developmental, Psychological, cognitive theory
Text: cp. 3
Always Running pg.150-200
- Week 5 **First Midterm Exam**
Mon.-Wed. class: MONDAY FEB. 26
Wed. evening class: WED. FEB. 28
- Week 6 Social Structure/Social Process theories; disorganization, deviance, Labeling explanations
Text: cp. 4
Always Running pg. 200-end
- Week 7 Environmental Influences/Gender; male v females; differential Offending and victimization rates; explanations; theory
Text: cp. 7
Recommended reading: Girls, Delinquency and Juvenile Offending cp. 2-4
- Week 8 Family and Delinquency; abuse/neglect/victimization/divorce
Text: cp. 8
- Week 9 Peers and Delinquency; gangs, discussion of Always Running
Text: cp. 9,10
- Week 10 **Second Midterm Exam**
Mon.-Wed. class: MONDAY APRIL 9
Wed. evening class: WEDNESDAY APRIL 11
- Week 11 Drug use/Juvenile Drug Court-Court Observations
Text: cp. 11
- Week 12 Juveniles & Police, legal rights/responsibilities
Text: cp. 13
- Week 13 Detention, incarceration: **Tour/Court Observations**

Trial procedures
Text: cp. 14-15

Week 14 Corrections: community treatment; **local programs in Santa Clara County**; guest speakers.
Text: cp. 16

Week 15 Institutional corrections
California Youth Authority Guest Speakers
Text : cp. 17

LAST DAY OF CLASS MAY 15

FINAL EXAMS:

M/W CLASS: THURSDAY MAY 17, 1215-1430

WED. EVENING CLASS: WEDNESDAY MAY 23 1730-2015

AJ 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, new laws, curfew, corrections etc. Bring them to me and we will select those to present in a binder with analysis and relation to curriculum.(5-10 points)
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 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! Check the T.V. guide. (5-10 points)
3. VIEW the film Boys N' Hood and relate the theories in Cp. 4 to the film. They are all There; social disorganization, anomie, social bonding, gang formation etc. See me For details. Typed paper-3-5 pages. (5-10 points)
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 etc. 3-5 page typed reflective Paper. (5-10 points)
5. Students may write a 3-5 page typed paper on a topic on their choice. Suggestions: Curfew laws, consensual sex among teenagers, zero tolerance policies on school violence, random drug testing of student athletes, mandatory birth control for drug abusing teenagers. Etc. etc. (5-10 points)
6. 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 DREYFUSS
EXTRA CREDIT ASSIGNMENT

WATCH THE VIDEO BOYS 'N THE HOOD AND APPLY THE FOLLOWING CONCEPTS, CONCERNS OR THEORIES. ANALYSIS SHOULD BE 3-4 TYPED PAGES IN LENGTH AND WILL BE WORTH 10 POINTS. IT IS DUE WITH THE SECOND MIDTERM.

SOCIAL DISORGANIZATION THEORY

ANOMIE

RELATIVE DEPRIVATION

CULTURAL DEVIANCE

FOCAL CONCERNS

MIDDLE CLASS MEASURING RODS

MERTONS ADAPTATIONS

LABELING THEORY

SOCIAL BONDING

NEUTRALIZATION AND DRIFT

DREYFUSS
AJ120
ESSAY QUESTION

NO EXCUSES

Always Running Due with Second MIDTERM

THE ESSAY MUST BE TYPED

1.(5 POINTS)

FIND THREE EXAMPLES IN THE TEXT OF POLICE HARASSMENT OF THE AUTHER.
DESCRIBE THE AUTHORS RESPONSE AND THE LEGAL OUTCOME.

2.(5 POINTS)

FIND THREE EXAMPLES IN THE TEXT OF POLICE ACTION AGAINST THE AUTHER
WHEN HE WAS THE PERPETRATOR OF A CRIME. DESCRIBE THE LEGAL OUTCOME.

3.(5 POINTS)

HOW WOULD YOU DESCRIBE THE AUTHER'S PARENTS? HOW DID THEY CONTRIBUTE OR
PROTECT HIM FROM GANG INVOLVEMENT?

4.(5POINTS)

HOW DID THE AUTHER'S SCHOOL EXPERIENCE HELP OR HENDER HIM?
HOW DID HE RESOLVE IT?

5.(5 POINTS)

DESCRIBE THE AUTHER'S GANG EXPERIENCE, INITIATION, DRUGS USE, VIOLENCE,
JUMPING OUT.

6.(5 POINTS)

WHAT SOLUTIONS DOES THE AUTHER OFFER FOR THE CRAZY LIFE (LA VIDA LOCA)?
WHAT SOLUTIONS WOULD YOU ADD?

AJ 120 JUVENILE JUSTICE
DREYFUSS
VIDEO LAST CHANCE

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?

AJ 120 DREYFUSS
VIDEO ASSIGNMENT
CHILD PROTECTIVE SERVICES-BEHIND CLOSED DOORS

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?