

Instructor: Dorian Dreyfuss, M.A., J.D.  
Office: 512 MacQuarrie Hall; Hours: Thursday 3:00-5:30, on campus M&W 10:00-3:00  
Phone: (408)924-2947; email: Dreyfussda@aol.com  
Fax: (408) 924-2953  
Class times: MW 9-10:15; F 9-11:45  
Spring 2004

## **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,(2003), Juvenile Delinquency, Theory, Practice and Law; Wadsworth Thomson Publishing, 8<sup>th</sup> 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. There is a writing assignment on the Rodriguez text which is due with the second midterm and for which there is a separate handout. Students who miss an exam may make it up during finals week if there is proper documentation for their absence. Vacations do not qualify; only unavoidable emergency situations! No exceptions.

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 be may not be relevant.

Please see the attached sheet on Extra Credit.

Midterm #1	25%
Midterm #2	25%
Paper	25%
Final	25%
Extra Credit	limited subject to instructor approval

## COURSE SCHEDULE

Week 1 1/30;1/2	Introduction History of Philosophy of Juvenile Justice; antiquity-19 <sup>th</sup> century. Selected legal issues; waiver, privacy, alternatives to incarceration; Video handout <u>Juvenile Justice</u> . <b>Text: cp. 12</b> <b><u>Always Running pg. 1-50</u></b>
Week 2 2/9	Childhood and delinquency; adolescence, status offending. <b>Text: cp. 1 ; Video <u>Last Chance</u></b> <b><u>Always Running pg.50-100</u></b>
Week 3 2/16	Nature and Extent of delinquency; trends, chronic offending, victimization  <b>Text: cp. 2</b> <b><u>Always Running pg. 100-150</u></b>
Week 4 1/23	Focus on the Individual: Choice/traits theories; developmental, Psychological, cognitive theory <b>Text: cp. 3</b> <b><u>Always Running pg.150-200</u></b>
Week 5 3/1	Continuation of theory; <b>First Midterm Exam</b> <b>3/3;3/12</b>
Week 6 3/8	Social Structure/Social Process theories; disorganization, deviance, Labeling explanations <b>Text: cp. 4/5</b> <b><u>Always Running pg. 200-end</u></b>
Week 7 3/15	Environmental Influences/Gender; male v females; differential Offending and victimization rates; explanations; theory <b>Text: cp.6</b> <b>Recommended reading: <u>Girls, Delinquency and Juvenile Offending cp. 2-4</u></b>
Week 8 3/22	Family and Delinquency; abuse/neglect/victimization/divorce <b>Text: cp. 7</b>
	<b>SPRING BREAK 3/29-4/1</b>

- Week 9  
4/5 Peers and Delinquency; gangs, school issues.  
Text: cp. 8&9
- Week 10  
4/12 **Second Midterm Exam ; essay on Always Running due.**  
**3/14 & 3/16**  
**Friday class Oct. 31**
- Week 11  
4/19 Drug use/Juvenile Drug Court; PROJECTS ON PREVENTION  
Text: cp. 10 & 11
- Week 12  
4/26 Juveniles & Police, legal rights/responsibilities/CASE LAW  
Text: cp13& 14; guest speaker from San Jose Police  
Department
- Week 13  
5/3 Detention, incarceration: Tour/Detention center, Juvenile Court  
Text: cp.
- Week 14  
5/10 Corrections/ Presentation of Projects  
Text: cp. 15
- Week 15  
5/17 Corrections Cont. Review for Final

**MAKE UP EXAMS ON MAY 19<sup>TH</sup>**

***LAST DAY OF INSTRUCTION MAY 18***

**FINAL EXAMS:**

**MW CLASS: MAY 21 7:15-9:30**

**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, **present in a binder with analysis and relation to curriculum.**(new laws, curfew, corrections etc. Bring them to me and we will select those to 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. Community service is of enormous value in this course—either mentoring through An established program or offering your time at a facility/school and 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* 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)

PROF. DREYFUSS

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 AUTHOR'S 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?
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?

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?

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