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Spring 2006

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,(2006), Juvenile Delinquency, Theory, Practice and Law;
Wadsworth Thomson Publishing, 9th 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%	100 pts
Midterm #2	25%	100 pts
Paper	25%	100 pts
Final	25%	100 pts
Extra Credit	limited subject to instructor approval	

Only one exam may be missed and it must be made up with the final exam.

STUDENTS WITH DISABILITIES

Students who need accommodation due to a disability must register with SJSU's Disability Resource Center. The Center will work with the student to determine the disability, document it, and determine the services and accommodations necessary for student success. The DRC will contact the instructor to determine the types of consideration necessary. Students must register with the Center during the first three weeks of the semester. The DRC Web site is:
<http://www.drc.sjsu.edu>.

CHEATING AND PLAGIARISM:

In accordance with University Policy, students caught cheating or plagiarizing will both fail the entire course and be reported to the University Judicial Affairs Officer. If you are considering a career in the Criminal Justice Field, be aware that reports of cheating will go on your academic record and thus may be discovered by employer's background investigations of job candidates. For more information, take the SJSU Library Tutorial at <http://tutorials.sjlibrary.org/plagiarism/index.htm>.

COURSE SCHEDULE

Week 1	Introduction History of Philosophy of Juvenile Justice; antiquity-19 th century.
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- Selected legal issues; waiver, privacy, alternatives to incarceration;
Video handout Juvenile Justice.
Text: cp. 12
Always Running pg. 1-50
- Week 2 Childhood and delinquency; adolescence, status offending.
Text: cp. 1 ; Video Last Chance
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 Individual Views of Delinquency: Choice/traits theories; developmental, psychology
Text: cp. 3
Always Running pg.150-200
- Week 5 Continuation of theory; **First Midterm Exam MARCH 6**
- SOCIOLOGICAL VIEWS OF DELINQUENCY**
- Week 6 Social Structure/Social Process theories; disorganization, Labeling explanations
Text: cp. 4/5
Always Running pg. 200-end
- Week 7 differential Environmental Influences/Gender; male v females;
Offending and victimization rates; explanations; theory
Text: cp.6; IN CLASS VIDEO
Recommended reading: Girls, Delinquency and Juvenile Offending cp. 2-4
- Week 8 Family and Delinquency; abuse/neglect/victimization/divorce
Text: cp. 7
- SPRING BREAK 3/27-3/31**
- Week 9 Peers and Delinquency; gangs, school issues.
Text: cp. 8&9

Week 10
Running

Second Midterm Exam APRIL 11; essay on Always DUE

Week 11
policy

Drug use/Juvenile Drug Court; Delinquency prevention

Text: cp. 10 & 11

Week 12

Juveniles & Police, legal rights/responsibilities/CASE LAW

Text: cp13& 14; guest speaker from San Jose Police Department; Court processing

JUVENILE CORRECTIONS

Week 13
center,

Detention, probation, incarceration: **Tour/Detention**

Text: cp. 15

Week 14

Juvenile Corrections Continued.. In class video.

Week 15

Corrections Cont. Review for Final

LAST DAY OF INSTRUCTION MAY 16

FINAL EXAM; THURSDAY MAY 18TH 12:15-2:30

EXTRA CREDIT

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. See examples, and check with instructor) Depending on presentation up to 20 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. 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 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*, *True Notebooks*, *Last Time I wore a Dress*. 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)

PROF. DREYFUSS

JS120

ALWAYS RUNNING WRITING ASSIGNMENT

DUE WITH SECOND MIDTERM

ALL ANSWERS MUST BE TYPED! ANSWER EACH QUESTION SEPARATELY, DO NOT RUN THE RESPONSES TOGETHER AS AN ESSAY. REFER TO THE AUTHORS WEBSITE FOR UPDATES ON HIS LIFE AND MORE RECENT PUBLICATIONS.

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?

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?

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?