

JS 120, Section 1: Juvenile Justice
MH 523, Mon./Wed. 12:00-1:15
Class #: 56790
SJSU, Fall 2007

Instructor:

William Armaline, Ph.D.

Office: MH 513

Office Hours: Mon./Wed. 9:00-11:00

(or by appointment via email)

Email: warmali@yahoo.com

DO NOT USE MY UNIVERSITY ADDRESS!

(It is, so far, prone to failure.)

INTRODUCTORY NOTES FROM INSTRUCTOR:

- (1) All out-of-class correspondence (scheduling changes, room changes, and so forth) from instructor to students will be done through university email and/or peoplesoft announcements. Be sure to have this mail forwarded to whatever address you tend to check, and/or make sure to check this address regularly. Thank you.
- (2) For all students with special and/or personal needs of any kind: please do not hesitate to meet with me such that I can help put you in contact with available campus resources and facilitate an enjoyable experience for everyone. This is also an open invitation to all students—my door and email are always open to students with questions, concerns, suggestions, etc. I encourage you to take advantage of this invitation...

The Subjective Stance of the Instructor on Pedagogy (teaching) and Social Science:

- (1) THIS COURSE REQUIRES THE DISCUSSION OF MATURE AND CONTROVERCIAL TOPICS AND MAY INCLUDE THE USE OF MATURE LANGUAGE AND SUBJECT MATTER. Issues covered in this course include (but are not limited to): adult and child sexual and physical abuse, provocative political content, police/correctional brutality and torture, and so forth. We will also be reading materials and watching films that include mature content. IF ANY OF THIS MAKES YOU UNCOMFORTABLE, PLEASE ARRANGE TO SPEAK WITH THE PROFESSOR (all concerns will be respected and taken seriously).
- (2) We can think of this course as an intellectual space, where we will grapple together with understanding, interpreting, and interacting with our world in theory and practice. Within this space, there are no stupid questions, nothing is safe from critical examination (including this syllabus), and everything is subject to change (by instructor or students). I hope that we will push the limits of our shared intellectual space through taking risks and discussing

material and experiences in ways that are creative, provocative, and (most importantly) fun.

- (3) Teaching and learning involve reciprocal relationships between all those involved. In other words, we are all students—we all have legitimate perspectives to offer, and this course should be seen as a collective endeavor. That said, we ALL will share the responsibilities of making the course provocative and enjoyable.
- (4) In agreement with scholars such as Dewey and Freire, I believe that learning is maximized (especially when the educational goals include creating democratic, ‘free,’ egalitarian communities) in a cooperative environment where the lines blur between teacher and student, and where grades and other coercive tools of hierarchical domination are not the focus of the course or educational project. Instead, learning will hopefully be driven by our own curiosities, interests, experiences, and feelings of social and personal responsibility.
- (5) I believe that the point of social science is to understand societies and our relationship to them in order to CHANGE them “for the better.” Of course, what a “better society” looks like is a subjective question that we will continually have to consider, debate, and discuss.

Course Description:

As illustrated in the SJSU course catalogue, this course is designed for us to critically examine “the legal processes for delinquent minors, status offenders and dependent children, including intake, detention, adjudication... disposition, [and] current legal issues and debate.” In short, we will do our best to *critically* examine the juvenile ‘justice’ system in the US, including its various social and ideological effects.

We will use a central text (below) as a guide to dominant institutions, policies, concepts (e.g. “juvenile delinquent”), philosophies, and practices that define the juvenile justice system in the US. However, we will read this text *critically*. That is, you will be pushed to constantly question and (re)consider such dominant approaches to juvenile ‘justice’ on empirical, practical, ethical, and philosophical bases.

Where the central text represents juvenile ‘justice’ from an institutional standpoint, the second course text will examine juvenile ‘justice’ from “the ground up”—through reading William Ayers’s ethnographic study of the Chicago Juvenile Court in the late 1990’s.

Course Expectations:

- 1) Foster an environment that encourages participation, rather than silencing other students (be respectful, considerate, etc.)
- 2) Complete readings and assignments by dates indicated on syllabus
- 3) Show up for and participate in class
- 4) Take some risks, make this a class of your own, and enjoy yourself!

Attendance/Participation:

- 1) Attendance will be taken throughout the course. This is a discussion/student driven class, so attendance is key for the course to be productive for all involved. Students are given 3 “free” absences before losing points for each additional absence. Exceptional situations such as prolonged sickness will be considered as necessary, and should be brought to the attention of the instructor.
- 2) STUDENTS are responsible for any and all notes and materials missed in their absence. You may want to make a friend or two in class...☺.
- 3) Students are expected to make an honest effort to stay informed on current events so that our class discussions can relate to the world beyond SJSU. In the words of C.W. Mills, we will be helping each other to develop a “sociological imagination.”
- 4) Students are expected to contribute to and participate in class discussions and activities to the best of their abilities and comfort levels. For those students with special needs, several other avenues and measures of participation can be pursued to ensure an equitable environment. (For instance, alternative avenues can be used in lieu of verbal participation.)

Attendance and Participation will count for **20%** of the final course grade.

Exams:

You will be given two (midterm and final), *open-note*, in-class, short essay exams. The exams will require you to illustrate your relative mastery of the concepts and materials presented throughout the course. More importantly, they will require you to *apply* such concepts and information to understandings of current events, policy debates, and YOUR LIFE/EDUCATION/CAREER. Because the exams are open-note, *and because readings will not be covered during “lectures”*, you are encouraged to take notes on assigned readings. We will discuss exams and review sessions further in class.

The Midterm and Final Exams will *each* count for **40%** (80% total) of the final course grade.

Extra Credit:

You have unlimited extra credit opportunities in this course. Students may bring in art, film, poetry, music, readings, newspaper/magazine articles, food (as it applies to culture for example), etc. with a 2-3 page explanation of how it applies to course material or discussion. More credit will be given to those who present their extra credit materials to the class. EC points will be given subjectively based on effort and creativity. We will discuss the topic of extra credit in more detail in class.

Required Texts*:

Bartollas, Clemens and Stuart Miller. (2007). *Juvenile Justice in America (5th edition)*.
Prentice Hall.

ISBN-10: 0132256940

Ayers, William. (1998). *A Kind and Just Parent*. Beacon Press.

ISBN-10: 0807044032

*Note: Several other course materials will be passed out by the instructor, made available online (WebCT), or made available via library reserve services.

Course Schedule:

Note: Readings and assignments are in *italics* listed on the date they are DUE.

Mon. 8/27	Introductions Pass out/go over syllabus
Wed. 8/29	In-class reading and discussion: <i>Life as Spectacle</i> Discussion of current events and their importance
Mon. 9/3	LABOR DAY HOLIDAY *Extra credit given to those who research the history of Labor/May Day...
Wed. 9/5	The Sociological Imagination Fundamental questions of 'justice'
Mon. 9/10	Overview of the Juvenile Justice System What is the role of the State? <i>Read Chap. 1 in Text</i>
Wed. 9/12	Deconstructing Measurement and Causation CRITICALLY <i>Read Chaps. 2-3 in Text</i> Discussion of Foucault and Becker Parcel out 4 sections of <u><i>Kind and Just Parent</i></u>
Mon. 9/17	Current events discussion Continue from Wednesday
Wed. 9/19	The Police and Police States <i>Read Chap. 4 in Text</i>
Mon. 9/24	Film: <i>Police in the Favela (Rio, Brazil)</i> Note: This film includes mature content

- Wed. 9/26 History and Description of Juvenile Court
Discussion of Feld's concept of "other people's kids"
Read Chap. 5 in Text
- Mon. 10/1 Current events discussion
Discuss readings from Ayers
Read Section One of Ayers Book
- Wed. 10/3 Getting to know the author...
Film: The Weather Underground
- Mon. 10/8 The Juvenile Court Continued...
Read Chap. 6 in Text
- Wed. 10/10 Defining the "Juvenile"
Class discussion
In class materials: Connecticut's 'Raise the Age' Campaign
- Mon. 10/15 Extra-Curricular Surveillance: Probation
Read Chap. 8 in Text
- Wed. 10/17 Institutionalizing Youth: Cages come in all shapes and sizes...
Discuss Goffman's concept of the "total institution"
Read Chap. 10 in Text
- Mon. 10/22 Current Events Discussion
Discuss Readings From Ayers
Read Section Two of Ayers Book
- Wed. 10/24 Midterm Exam Review
- Mon. 10/29 MIDTERM EXAM
- Wed. 10/31 A critical look at "treatment"
In-class reading and discussion of chap. 11 in text
Assign discussion questions for guest speaker on Monday
Look at National Gang Crime Research Center
www.ngcrc.com
- Mon. 11/5 Guest Speaker: Juvenile Gangs and Youth Intervention
Nathalie Goldrain, Doctoral Student, University of San Francisco
Read Chap. 12 in Text
- Wed. 11/7 Youth and the 'War on Drugs'
In class discussion

Read Chap. 13 in Text

- Mon. 11/12 VETERAN'S DAY HOLIDAY—NO CLASS
- Wed. 11/14 Two short films
Continue Discussion from last week
- Mon. 11/19 Current Events Discussion
Discuss Readings from Ayers
Read Section Three of Ayers Book
- Wed. 11/21 Structured Inequalities and Juvenile Justice
Intersectional approaches to Race/Class/Gender and the systems of
Racism, Capitalism, and Patriarchy
Read Chap. 14 in Text
- Mon. 11/26 Continued discussions from Monday
- Wed. 11/28 Intersection of Juvenile Justice and Child Welfare Systems
Read Chap. 9 in Text
Read "Institutional Racism in Child Welfare" (WebCT)
- Mon. 12/3 Juvenile Justice and International Human Rights
In-class look at relevant IHR documents
Read Chap. 15 in Text
- Wed. 12/5 Discuss Readings from Ayers
In-class discussion: Alternatives to Incarceration and Dominant
Ideologies of Juvenile 'Justice'
Read Fourth (final) Section of Ayers Book
- Mon. 12/10 Final Exam Review

**Final Exam Date to be Announced (also see academic calendar/exam schedule
online [WebCT])**