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Class times Friday 9:00-11:45

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

Larry Siegel and Joseph Senna,(2006), Juvenile Delinquency, Theory, Practice and Law; Wadsworth Thomson Publishing, 9th edition.

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

Study Guide for 9th edition Juvenile Delinquency, Theory, Practice, Law.

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 lecture, but should get materials from classmates to ensure they are properly prepared for the exams. All exams and assignments must be completed in order to receive a grade in the class. Extra Credit opportunities are listed at the end of the greensheet.

ATTENDANCE AND PARTICIPATION

Regular class attendance and participation is expected. 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.

EVALUATION

Exams are based on class lectures, text readings, handouts and videos. Students will be given a review sheet before the exam and the graded exams 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.

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

PET PEEVES

1. Students who do not turn their cell phones off, and worse yet, answer them!

2. Students who ask me if we are doing something important in class because the surf's up, or they need to catch up on sleep, or whatever.
3. Students who show up the last week of class and want me to fill them in on everything.
4. Students who ask me for my powerpoint notes
5. Students who miss exams, take make-ups and demand immediate grades.
6. Students who challenge grades without grounds.
7. Students who ignore the greensheet and email me late work.

STUDENTS WITH DISABILITIES

Students with disabilities who need accommodation must register with the Disability Resource Center, document it, and determine the services and accommodation needed for Student success. The DRC will contact the instructor with the types of consideration needed. Students must register during the first three weeks of the semester. Their website is <Http://www.drc.sjsu.edu/>.

CHEATING AND PLAGIARISM

In accordance with the University Policy, students caught cheating or plagiarizing will both fail the class and be reported to the University Judicial Affairs Officer. If you are Considering a career in the Justice System, be aware that reports of cheating will go on your permanent academic record and thus may be discovered by employer's background Investigations. For more information, take the SJSU Library Tutorial at <http://tutorials.Sjlibrary.org/plagerism/index.htm>.

COURSE SCHEDULE

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| | Introduction |
| (Sept 24) | History of Philosophy of Juvenile Justice ; antiquity-19 th century.
Selected legal issues; waiver, privacy, alternatives to incarceration;
Video on Waiver
Text: cp. 12
<u>Always Running pg. 1-50</u> |
| (Aug 31) | Childhood and delinquency; adolescence, status offending,
Text: cp. 1 ; Video <u>Last Chance; child abuse & neglect;</u>
<u>Always Running pg.50-100</u> |
| (Sept 7) | Nature and Extent of delinquency; trends, chronic offending, victimization; begin Individual views of delinquency. Child fatality, demographics, justice system response.(class notes only) |

- Text: cp. 2**
Always Running pg. 100-150
- (Sept 14) Focus on the Individual: Choice/traits theories; developmental, Psychological, cognitive theory
Text: cp. 3 Video
Always Running pg.150-200
- (Sept 21) Continuation of theory; **First Midterm Exam (Oct. 5)**
Psychology/child development
Text: cp. 3 cont.
- (Sept. 28) Begin Sociological Theories; Review **new case law** (notes only)
Review for first midterm
Text: cp. 4
- (Oct. 5) First Midterm-multiple choice/true false; 100 questions
Bring 882 Scantron **first 75 minutes of class**
Continue sociological theory & Developmental theory
Text: cp. 5
Finish Always Running
- (Oct. 12) **Gender Issues; Do we need a Girls Court?**
Family Contributions to Delinquency;
Dependency Court Procedures/ law & Policy
Text; cp. 6-7
- (Oct. 19) **Gangs, history, ongoing challenge**
Law Enforcement response
Guest Speaker
Text: Cp. 8
- (Oct. 26) **Schools/education/laws & policy**
New Solutions
Text: cp. 9
Drugs & High Risk Behaviors/ Law Enforcement Response
Treatment Court
Text: cp. 10 & 13
Review for Midterm 2 Nov. 16
- (Nov.2) **Second Midterm, first 75 minutes of class!**
Same format as first midterm
Video of Western Youth Authority
ALWAYS RUNNING PAPERS DUE IN CLASS
NO EMAILS/LATE WILL BE ACCEPTED!

- (Nov.9) **JUVENILE COURT PROCESSING**
Text: cp. 14
Waiver procedures
Video
New Law
- (Nov. 16) **JUVENILE CORRECTIONS**
Text: Cp. 15
PROBATION IN SANTA CLARA COUNTY
GUEST SPEAKERS
TOUR OF JUVENILE HALL
- (NOV. 23)** **HAPPY THANKSGIVING**
- (Nov. 30) **INSTITUTIONAL CORRECTIONS**
Text: cp. 15 cont.
Video: Life without Possibility of Parole
- (Dec. 7) **INSTITUTIONAL CORRECTIONS CONT.**
Video: Arizona Corrections
LAST DAY OF CLASS

Final Exam: Monday December 17 0715-0930 **SUBJECT TO CHANGE**

JS 120 Juvenile Justice Extra Credit
Instructor Dreyfuss

ALL EXTRA CREDIT IS DUE THE LAST DAY OF CLASS!

1. (Mandatory in Summer Session)Newspaper articles; collect newspaper articles throughout the semester from a variety of ON LINE NEWS SOURCES on issues concerning juveniles--abuse/neglect/abandonment/juvenile crime/new laws, policy etc., Download, print them out and **present in a binder with analysis and relation to curriculum and personal reflection. If analysis is missing, no credit! Articles must have been published in last 6 months.** 15 -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. 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 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 *Freedom Writers' Diary*, *True Notebooks*, *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 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 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) USING THEORIES AND CONCEPTS FROM CLASS, HOW WOULD YOU DESCRIBE HIS PARENTS? HOW DID THEY PROTECT HIM FROM THE *GANGS*?
4. (5 POINTS) USING THEORIES AND CONCEPTS FROM CLASS, 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?

JS 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 BELIEVED THE CHILDREN WERE ABUSED? WHY OR WHY NOT?(CPS, POLICE, COURT)
3. WHAT FACTORS PUT 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 IT NECESSARY?

JS 120 JUVENILE JUSTICE
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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?

6. W

7. '

'HY DO ALL THE EFFORTS FOR JUAN FAIL?