

**San José State University**  
**Justice Studies**  
**JS 120 Juvenile Justice, Section 1, Fall 2010**

**Instructor:** Veronica Herrera, Ph.D.  
**Office Location:** MacQuarrie Hall 524A  
**Telephone:** (408) 924-2940  
**Email:** [herrera.veronica4@gmail.com](mailto:herrera.veronica4@gmail.com)  
**Office Hours:** M: 3pm-4pm / W: 12pm-1pm  
**Class Days/Time:** M/W: 1:30-2:45  
**Classroom:** MacQuarrie Hall 523

**MYSJSU Messaging and Desire2Learn**

Copies of the course materials such as the syllabus, assignment handouts, readings, etc. will be either emailed directly to you or accessible through Desire2 Learn. You are responsible for regularly checking with the messaging system through MySJSU and Desire2 Learn.

**Course Description**

Juveniles are accorded special status under the American legal system. Children and adolescents also account for a disproportionate amount of crime committed. Preventing such behavior and responding to its occurrence are matters of concern to society at large and to the criminal justice system in particular. This seminar is designed to examine individual, sociological, and developmental theories that tackle the question: "What causes juveniles to break the law?" We will examine the nature and extent of juvenile delinquency in the United States. We will critically analyze the impact of significant individual, social, and institutional influences on delinquency: including the family, delinquent peer groups and gangs, schools, and the community. This seminar will also focus on the structure and impact of the traditional juvenile justice system as well as alternative approaches to intervention and treatment.

## **Course Goals and Student Learning Objectives**

There are four major course goals.

1. Introduce you to the major research on juvenile delinquency, as outlined above. This goal will be achieved primarily through the readings and class lectures and discussions.
2. Introduce you to the methods that researchers use to study delinquency. How do researchers determine how much delinquency there is, whether some factor like "child abuse" causes delinquency, or whether some policy like imposing a curfew reduces delinquency? We will examine some of the methods that researchers use to answer questions about delinquency. In particular, we will examine how researchers estimate the extent of delinquency and trends in delinquency, how they determine whether various factors cause delinquency, and how they determine whether certain policies or programs reduce delinquency. A basic knowledge of these methods will prove invaluable to you, since they will help you evaluate the accuracy of many of the claims you hear about delinquency and other topics (claims from friends and family, politicians, the media, etc.).
3. Get you to apply course materials. It is not enough to simply memorize certain facts and theories about delinquency. Such facts and theories are useless unless you can apply them to your own lives and the larger community. In particular, the materials in this course can help you better understand your own behavior and that of the people around you; better raise your children if you decide to have children; better evaluate the claims you hear about delinquency from others; and better work toward the control of delinquency in your community. We will achieve this goal through a number of class exercises and it will be emphasized on the exams.
4. Increase your commitment to work toward the reduction of delinquency. Almost everyone in the field of juvenile justice feels that we can do much more to control delinquency. This course will help you better formulate your own views on controlling delinquency by discussing and debating current policy and alternative options.

### **Required Texts/Readings**

Agnew, R. (2009). Juvenile Delinquency: Causes and Control, 3<sup>rd</sup> Edition

Humes, Edward (1996). No Matter How Loud I Shout: A Year in the Life of Juvenile Court.

Additional course materials will be posted on MySJSU and indicated with an "\*" or provided a web link in the syllabus.

## **Classroom Protocol**

I expect everyone to attend class regularly and be prepared for class lectures and discussions. In order to create a constructive and supportive learning environment, it is expected that class members will participate in class discussions, listen well to others, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. In short, the culture of this classroom is expected to be civil and respectful of others' contributions and life experiences and encouraging/valuing of participation by all. Class discussions should take place within a context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Respect and professionalism are the guiding principles of this class.

**Electronic Devices:** Please turn off all cell phones, pagers, PDA's or any other electronic device that "makes noise". The use of these devices during class is disruptive and will not be tolerated, so please ***do not text or surf the web in class!*** The use of computers in the classroom will be allowed with my permission only.

## **Assignments and Grading Policy**

**Exams:** The exams are scheduled to take place on Sept 20<sup>th</sup>, Oct 25<sup>th</sup> and Dec 17<sup>th</sup>. Students should assume that all material covered in the lectures, readings, videos, and hand-outs will be covered on the exams unless otherwise indicated. Exams will encompass multiple choice, short answer, and essay questions. Exams must be completed on the dates for which they are listed in the syllabus. Make-up exams will only be given in cases of documented medical emergencies or deaths in the family. Be prepared to show written documentation of a legitimate excuse. Make-up exams will be different from the ones taken by the rest of the class and will likely be in essay format. If in the unfortunate event you need to miss an exam, contact the professor immediately. The make-up exam must be taken within one week of the original exam date, with the exception of the final exam which must be taken on the date scheduled. If it is not taken during this time period, you will not be given another opportunity to retake the exam.

**Book Analyses:** As you read No Matter How Loud I Shout, you will be asked to keep a journal. You will be provided guided questions to think and write about as you read book. The purpose of the entries is not to summarize what you read, but rather a critical exploration and analysis of the underlying themes relating to issues covered in the course (for example, how do the lives and experiences of the people in these books tie back to lectures and/or other assigned readings). This will also give you the opportunity to reflect on your personal responses to the book. Points are based upon number of entries, as well as the student's ability to integrate the themes raised in the course as well as the thought put into your personal responses. Journal entries should be typewritten and will be collected throughout the semester.

**Quizzes and Class Assignments:** Quizzes and in-class assignments are designed to make sure you keep up with the readings and come to class. The purpose of the quizzes and in-class assignments is to get you to respond to, analyze, and/or critique specific issues raised in class, by using course material (i.e. readings, lectures, and discussion material) to illustrate your ideas. Students who miss any quiz or assignment will not be given the option to make them up. I will drop the lowest score at the end of the semester to allow for emergencies, team trips/events, religious holidays etc.

**Course Grading**

Exam 1	20%
Exam 2	20%
Exam 3	35%
Book Analyses	15%
Quizzes & In-Class Assignments	10%

This course will be using the +/- system on final grades based on the following percentages:

A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	0-59

**University Policies**

**Academic Integrity**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment that practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action that could result in suspension or expulsion from San José State University. The policy on academic integrity can be found at: [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)

### **Academic Dishonesty**

Students are expected to conduct themselves ethically during all activities associated with this class. Academic dishonesty in any form will not be tolerated. Any attempt to represent the work of someone else as one's own, cheating on exams, or any other form of academic dishonesty will very likely be punished with a failing grade for the course. So please don't cheat, plagiarize, fabricate, or help anyone else do these things. If you are unsure what constitutes plagiarism, please contact the professor—while many students are ignorant of this offense, ignorance is not an excuse. To better understand plagiarism and to aid you in making sure that you are not plagiarizing, please see me and/or visit: <http://tutorials.sjlibrary.org/plagiarism/index.htm>

### **Dropping and Adding**

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. **Students** are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/).

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](#) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information (<http://www.sjsu.edu/larc/>).

## JS 120 Juvenile Justice, Section 1, Fall 2010

Tentative reading assignments are listed below. However due to the length of discussions and other factors beyond my control, this schedule may be subject to change. You are expected to complete all readings on time and be prepared to discuss them in class. There is a lot of reading for this course, none of which is optional. It is imperative that you complete these readings PRIOR TO the class session in which they will be discussed and bring the readings to class for discussion.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
<b>Part I. Nature and Extent of Delinquency</b>		
1	Aug 25	<b>Seminar Introduction and Overview of the Course</b>
2	Aug 30  Sept 1	<p><b>Defining Adolescence</b></p> <p><i>Required Readings:</i> *Peterson &amp; Leffert. (1995). Ch1. What is special about adolescence? In <u>Psychosocial Disturbances in Young People</u>. *CNN.com (2007). "Teen brain critical to understanding criminal behavior."</p> <p><b>What is Delinquency?</b></p> <p><i>Required Readings:</i> Agnew "Ch 1. What it delinquency and how does it differ from adult crime?" Agnew "Ch 2. How is delinquency measured?"</p>
3	Sept 6  Sept 8	<p><b>Labor Day</b></p> <p><b>In Youth Crime Increasing?</b></p> <p><i>Required Readings:</i> Agnew "Ch 3. How much delinquency is there and is delinquency increasing?" *Howell "Ch 2. Myths about juvenile delinquency and the Juvenile Justice system."</p>
4	Sept 13	<p><b>Youth Alcohol and Substance Use</b></p> <p><i>Required Readings:</i> OJJDP the co-occurrence of substance use behaviors in youth. <a href="http://www.ncjrs.gov/pdffiles1/ojjdp/219239.pdf">http://www.ncjrs.gov/pdffiles1/ojjdp/219239.pdf</a> NYT (2006). "Grim neurology of teenage drinking." <a href="http://www.nytimes.com/2006/07/04/health/04teen.html?_r=1">http://www.nytimes.com/2006/07/04/health/04teen.html?_r=1</a></p>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
4	Sept 15	<p><b>Characteristics of Delinquents: Social Class, Race, &amp; Gender</b></p> <p><i>Required Readings:</i>            Agnew “Ch 4. Who is more likely to engage in delinquency?”            * Scelfo (2006). “Bad girls go wild”. <u>Newsweek</u></p>
5	Sept 20	<b>Exam 1</b>
<b>Part II. Explaining Delinquency</b>		
5	Sept 22	<p><b>Strain Theory</b></p> <p><i>Required Readings:</i>            Agnew “Ch 6. Strain Theory: Does strain or stress cause delinquency.”</p>
6	Sept 27	<p><b>Social Learning Theory</b></p> <p><i>Required Readings:</i>            Agnew “Ch 7. Do delinquents learn to be delinquent from others?”</p>
	Sept 29	<p><b>Control Theory</b></p> <p><i>Required Readings:</i>            Agnew “Ch 8. Control theory: Do weak controls result in delinquency?”</p>
7	Oct 4	<p><b>Trait Theories</b></p> <p><i>Required Readings:</i>            *Agnew “Ch 13. Individual traits”</p>
	Oct 6	<p><b>General Theory of Crime</b></p> <p><i>Required Readings:</i>            *Gottfredson, M. &amp; Hirshi, T. (1999). A general theory of crime. In <u>Criminological Theory. Past to Present.</u></p>
8	Oct 11	<p><b>Understanding Delinquency Over the Life Course</b></p> <p><i>Required Readings:</i>            Agnew “Ch 10. The Life Course”            *Howell “Ch 4. Serious, violent, and chronic juvenile offender careers.”            pgs 43-48.</p>
	Oct 13	<p><i>Required Readings:</i>            *Howell “Ch 4. Serious, violent, and chronic juvenile offender careers.”            pgs 48-57.            OJJDP (2003) “Child Delinquency: Early intervention and prevention.”  <a href="http://www.ncjrs.gov/pdffiles1/ojjdp/186162.pdf">http://www.ncjrs.gov/pdffiles1/ojjdp/186162.pdf</a></p>



Week	Date	Topics, Readings, Assignments, Deadlines
<b>IV. Prevention and Control of Delinquency</b>		
13	Nov 15          Nov 17	<p><b>Processing Juveniles in Juvenile Court</b></p> <p><i>Required Readings:</i>            Agnew “Ch 21. Juvenile Court and corrections.”            Agnew “Ch 22. The Juvenile Justice System: Does the JJS Discriminate?”            Humes, Intake &amp; Part 1: Prologue, Chapters 1-2</p> <p><b>Juvenile Sanctions and Corrections</b></p> <p><i>Required Readings:</i>            Agnew “Ch 23. The strategies of deterrence and incapacitation.”            OJJDP (2010) “Conditions of Confinement”:  <a href="http://www.ncjrs.gov/pdffiles1/ojjdp/227729.pdf">http://www.ncjrs.gov/pdffiles1/ojjdp/227729.pdf</a>            Humes, Part 1 Chapters 3-5</p> <p><i><u>No Matter How Loud I Shout Journal Due</u></i></p>
14	Nov 22          Nov 24	<p><b>Transferring Youth to Adult Court</b></p> <p><i>Required Readings:</i>            OJJDP. “Juvenile Offenders and Victims: 2006 National Report Ch 4.”            Read pages 110-118.  <a href="http://ojjdp.ncjrs.org/ojstatbb/nr2006/downloads/chapter4.pdf">http://ojjdp.ncjrs.org/ojstatbb/nr2006/downloads/chapter4.pdf</a>            Adolescence, brain development and legal culpability:  <a href="http://www.abanet.org/crimjust/juvjus/Adolescence.pdf#search='juvenile%20justice%20center%20adolescence,%20brain%20development'">http://www.abanet.org/crimjust/juvjus/Adolescence.pdf#search='juvenile%20justice%20center%20adolescence,%20brain%20development'</a>            Humes, Finish Part 1 Chapters 6-8</p> <p><b>In class video</b></p> <p><i>Required Readings:</i>            Humes, Part 2 Chapters 9-12            *Seymour, (2004) Victims of Juvenile Offenders</p> <p><i><u>No Matter How Loud I Shout Journal Due</u></i></p>
15	Nov 29	<p><b>Youth in Adult Institutions</b></p> <p><i>Required Readings:</i>            Humes, Finish Part 3 Chapters 13-17            The risks juveniles face when incarcerated with adults:  <a href="http://www.justicepolicy.org/images/upload/97-02_REP_RiskJuvenilesFace_JJ.pdf">http://www.justicepolicy.org/images/upload/97-02_REP_RiskJuvenilesFace_JJ.pdf</a></p>

