

San José State University
Justice Studies
JS 210 Girls, Violence & Antisocial Behavior,
Section 227, Fall 2010

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Office Hours: M: 3pm-4pm / W: 12pm-1pm
Class Days/Time: W: 4-6:45pm
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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

Girls' involvement in delinquency and in particular violent offending has often been historically overlooked in theory, research, and programming. However, the recent attention to girl's aggression and the reported increases in girls' violent arrests has again provoked media interest about the newest type of bad girl. In this course we will begin to explore the extent and nature of girls' violence and antisocial behavior in context. This will be accomplished by taking a comprehensive and integrated approach towards understanding the lives of girls. Salient issues including girls' perpetration of violence/aggression as well as their victimization, sexual behavior, and mental health will be addressed. We will examine how criminological theory has explained and/or ignored girls' offending. We will also investigate both the causes and consequences of girls' involvement in these behaviors. How do family, poverty, school, relationships with peers and intimate partners, sexism, racism, and the media impact girls' lives? Lastly we will discuss potential intervention and treatment strategies and the role and need of gender specific services.

Course Goals and Student Learning Objectives

There are four major course goals.

1. Introduce you to the current scholarly thinking and social science research regarding girls' aggression and violence, female delinquency and risky behavior, girls' experiences of violence (in their homes, communities, and intimate relationships), and official and alternative responses to girls' risky behavior and delinquency. This goal will be achieved primarily through the readings and class discussions.

2. Introduce you to various methods that researchers use to study female delinquency and antisocial behavior. In particular, we will examine how researchers estimate the extent of female delinquency and trends in delinquency, how they determine whether various factors cause female delinquency and misbehavior, and how they determine whether certain policies or programs reduce these behaviors. 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 female delinquency and antisocial behavior 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 evaluate the claims you hear about female delinquency and antisocial behavior from others; and better work toward the control of delinquency in your community. We will achieve this goal through class discussion and the final project proposal.

4. Increase your commitment to work toward the increasing girls' strengths and resiliency, and the reduction of girls' violence and antisocial behavior. Almost everyone in the field of juvenile justice feels that we can do much more to help girls. This course will help you better formulate your own views on working with girls and addressing their needs by discussing and debating current policy and alternative options.

Required Texts/Readings

Schaffner, L. (2006). Girls in Trouble with the Law

Jones, Nikki (2010) Between Good and Ghetto: African American Girls and Inner City Violence

LeBlanc, A.N (2003) Random Family

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

Recommended:

Miller, J. (2008) *Getting Played*. African American girls, urban inequality, and gendered violence.

Miller, J. (2001). *One of the guy*. Girls, gangs, and violence.

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

Class Participation: I expect everyone to prepare for and participate actively in class discussions. Participation points are based on the student's contribution to the discussion. Prior to each class, students are expected to read the assigned material and be prepared with questions and reflections to ardently and coherently participate in the seminar discussions. The culture of the class room is expected to be civil, respectful of others' contributions and encouraging/valuing of participation by all. Students are asked to self-monitor that they don't dominate discussions disproportionately. The atmosphere of the classroom will be egalitarian – students are encouraged to address comments and ideas to me as they would any other class member. There will be no party line in the class. I will attempt to explain my reasoning for positions taken. Constructive, intellectual exchange of ideas is invited and desired. Students are expected to attend every class. Plainly stated, *if you do not attend, you cannot participate.*

Analysis of the Readings: Students are responsible for all material listed in the *Course Schedule* (see below). This seminar requires a substantial amount of reading, so plan your time wisely. Based on the course readings, each student must write and submit 10 analysis papers throughout the semester. There are 13 opportunities to submit an analysis paper. If a student submits more than 10 papers, the lowest grade(s) will be dropped. In each paper the student is to (1) *briefly* summarize the reading or part of the reading, highlighting the main points and (2) provide a *critical* reaction and discussion to the reading. A critical assessment of the strengths and weaknesses of the readings is expected. Think about how the articles fit in together, any points of interest, issues, &/or questions that were raised as you read. Students are encouraged to consider and discuss comparisons and disparities among the readings. Papers are to be submitted at the start of each class. They are to be typed and no more than 3 pages. Each submitted paper must correspond to the readings scheduled on the day the paper is submitted. ***Late papers will not be accepted*** without a valid excuse. With my approval, a student can submit the late paper via e-mail attachment, as long as it is submitted by 8pm on the missed day.

General structure of grading for written assignments:

- ✓ + Good – Ties in the readings and thoughtfully analyzes the issue/problem
- ✓ Fair – Either ties in the readings OR analyses the problem OR does both, but not well
- ✓ – Bad – Turned it in and tried, but ...
- 0 Did not turn it in or turned in really late.

Discussion Leadership: During the first meeting, students will select a class session and topic area for which they will assume primary responsibility for leading class discussion. This will require some prep work on your part in order to enhance and stimulate the flow of the discussion. Discussion leaders are expected to summarize key themes and issues from the readings in a manner that stimulates in-depth discussion. Think about how the selected topic relates to the theories we have discussed. As you prepare, do not limit yourself to the readings. Take this opportunity to delve into the topic and present the class with new information. Feel free to use handouts, overheads, power point, video clips etc. in facilitating the discussion process. If you use power point, please submit or email me a copy of your presentation.

Group Project Proposal and Presentation: As we discuss theories and risk factors associated with female delinquency and misbehavior, and examine and critique current research on the topic, it is imperative that we consider how the theories and knowledge gained from research can make sense in practice. Each student in this course will participate in a collaborative group project, developing a project proposal for a gender-sensitive prevention, intervention, or treatment/rehabilitation program designed to educate/treat a particular youth population spanning the developmental age range, from birth to 19 years. Throughout the course, groups will examine and utilize the themes, questions, and research from the course to create a program that is built on a solid and specific theoretical foundation. The project proposal will be presented to Dr. Herrera and the class on the day of our scheduled final exam: **Thursday Dec 16th**.

Course Grading

Class Participation	15%
Readings Analyses	30%
Discussion Leadership	15%
Group Project Proposal & Presentation	40%

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

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](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at 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](http://www.drc.sjsu.edu/) (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 1st floor of Clark Hall and on the 2nd 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.

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Tentative reading assignments are listed below. However due to the length of discussions and other factors beyond my control, this schedule is subject to change. I'm comfortable with that, as you should be – the point in a course like this one should be the quality of the learning experience, not the quantity of material consumed. 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
1	Aug 25	<p>Course Introduction: Why Should We Care About Girls?</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> – *Wood (2008). Ch 2. Theoretical approaches to gender development. – *Chesney-Lind & Eliason (2006). From invisible to incorrigible: The demonization of marginalized women and girls. <u>Crime, Media, Culture</u>, 2(1), 29-47. – SI (2009). Serena's outburst common among athletes, but not women. http://sportsillustrated.cnn.com/2009/writers/ann_killion/09/15/serena/index.html
2	Sept 1	<p>Girls' Aggression: Sugar and Spice and Everything Nice?</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> – *Simmons Ch 1. The Hidden Culture of Aggression. In <u>Odd Girl Out</u> – *Chesney-Lind, Morash, & Irwin (2007). Policing girlhood? Relational aggression and violence prevention. <u>Youth Violence and Juvenile Justice</u>, 5, 328-345. – *Yoon, Barton, & Taiariol (2004). Relational aggression in middle school: Educational implications of developmental research. <u>Journal of Early Adolescence</u>, 24, 303-318. – *Brown & Chesney-Lind (2006). Ch 14. Bad girls, bad girls, whatcha gonna do? Pgs 1-6.
3	Sept 8	<p>Extent and Nature of Female Delinquency</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> – *Belknap & Holsinger (2008). Ch 1. An overview of delinquent girls: How theory and practice have failed and the need for innovative changes. [Read pages 3-19, stop at "The processing of delinquents"]. – Schaffner: Intro & Ch 1 [Read pages 9-20 stop at 'How to get locked up' & 33-56 start at 'Language matters'] – OJJDP (2009) Juvenile Arrests 2008: http://www.ncjrs.gov/pdffiles1/ojjdp/228479.pdf – Girls Study Group (2008) Violence by teenage girls http://www.ncjrs.gov/pdffiles1/ojjdp/218905.pdf [Read pages 1-10]

Week	Date	Topics, Readings, Assignments, Deadlines
4	Sept 15	<p>Understanding Girl's Violence</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> - Schaffner: Ch 4 - Jones: Introduction, Ch 1-3 - Girls Study Group (2008) Violence by teenage girls http://www.ncjrs.gov/pdffiles1/ojdp/218905.pdf [Read pages 10-16]
5	Sept 22	<p>Pathways to Female Offending / In-Class Video & Discussion: Girl Trouble</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> - *Giordano, Deines, & Cernkovich (2006). Ch 1. In and out of crime. A life course perspective on girls' delinquency. - *Sampson & Laub – A life-course theory of cumulative disadvantage and the stability of delinquency. Pages 150-159. - *Schaffer et al (2007). From urban girls to resilient women. Studying adaptation across development in the context of adversity. - *Belle & Dodson, Ch. 13. Poor women and girls in a wealthy nation. <u>Handbook on girls' and women's psychological health</u> - LeBlanc Ch 1-5
6	Sept 29	<p>Girls' Experiences of Victimization</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> - Schaffner: Ch 2. - * Dougherty. (2008). Ch 12. Female offenders and child maltreatment: Understanding the connections. - *Cobbina, Miller, and Brunson (2008). Gender, neighborhood danger, and risk avoidance strategies among urban African American youth. <u>Criminology</u>, 46, 673-709. - Random Family: Ch 6-14
7	Oct 6	<p>Psychopathology & Substance Use</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> - *Beatty, Wetherington, Jones, & Roman. (2005). Ch 12. Substance use and abuse by girls and women. - NYT (2006). "Grim neurology of teenage drinking." http://www.nytimes.com/2006/07/04/health/04teen.html?_r=1 - *Nolen-Hoeksema S & Girgus JS (1994). The emergence of gender differences in depression during adolescence. <u>Psych Bulletin</u>, 115, 424-443. - NIJ (1999). "Adolescent girls: The role of depression in the development of delinquency." http://ncjrs.org/pdffiles1/fs000244.pdf - Random Family: Ch 15-22

Week	Date	Topics, Readings, Assignments, Deadlines
8	Oct 13	<p>Teen Dating Violence</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> - *Wolfe & Wekerle Ch XI Pathways to violence in teen dating relationships. <u>Developmental Perspectives on Trauma</u> - *Capaldi, Kim & Shortt (2004). Ch 11. Women's involvement in aggression in young adult romantic relationships. - Jones: Ch 4 - Random Family: Ch 23-28
9	Oct 20	<p>Sexual Risk Taking</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> - Schaffner: Ch 3 - *Kotchick et al (2001). Adolescent sexual risk behavior: a multi-system perspective. <u>Clinical Psychology Review, 21</u>, 493-519. - *Tolman (2005) Ch 1 Getting beyond 'it just happened'. In <u>Dilemmas of Desire: Teenage Girls Talk about Sexuality</u>. - Girls Inc (2001) Girls and sexual health. http://www.girlsinc.org/downloads/GirlsandSexualHealth.pdf - Random Family: Ch 29-34
10	Oct 27	<p>Teen Pregnancy and Motherhood</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> - *Smith Battle (2007) "I wanna have a good future" Teen mothers' rise in educational aspirations, competing demands, and limited school support. <u>Youth & Society, 38</u>, 348-371 - *Serbin et al. (2004). Ch 13. When aggressive girls become mothers. Problems in parenting, health, and development across two generations. - Stock et al (1997). Adolescent pregnancy and sexual risk-taking among sexually abused girls. <u>Family Planning Perspectives, 29</u>. http://alanguttmacherinstitute.com/pubs/journals/2920097.pdf - Random Family: Ch 35-44
11	Nov 3	<p>Meet with Your Group</p> <p>I'm cancelling class today to give you time to meet with your group to work on your final project. Remember to set up a time to meet with me as a group sometime during the following week to discuss your proposal ideas.</p> <p>Below are some website that will be useful:</p> <ul style="list-style-type: none"> - Guiding principles for promising female programming. http://ojjdp.ncjrs.org/pubs/principles/chart.html - OJJDP: "Blueprints for violence prevention" for a description of programs that have been found to work and critical components of successful program implementation: http://www.ncjrs.gov/pdffiles1/ojjdp/204274.pdf

Week	Date	Topics, Readings, Assignments, Deadlines
12	Nov 10	<p>Teen Prostitution</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> – *Kaufman (NYT 2004) Determining the future of a girl with a past. – *Urbina (NYT 2008) Running in the shadows. – OJJDP(2004) Prostitution of juveniles: Patterns from NIBRS http://www.ncjrs.org/pdffiles1/ojjdp/203946.pdf – Tsenin (2000) “One judicial perspective on the sex trade”. http://www.ncjrs.org/pdffiles1/nij/180973.pdf
13	Nov 17	<p>Girls in Gangs</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> – OJJDP (2001) Female gangs. A focus on the research. http://www.ncjrs.gov/pdffiles1/ojjdp/186159.pdf – *Miller (2001). Ch 1 Perspective on gangs and gender. – *Miller (1998). Gender and victimization risk among young women in gangs. <u>Journal of Research on Crime and Delinquency</u>, 35, 429-453.
14	Nov 24	<p>In Class video – Girlhood</p>
15	Dec 1	<p>Processing Girls in the Juvenile Justice System</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> – Schaffner: Ch 1. Read pages 20-33 – *Belknap & Holsinger. (2008). Ch 1. An overview of delinquent girls: How theory and practice have failed and the need for innovative changes. Read pages 19-33. – *Sherman (2006). Ch 9. Promoting justice for girls in an unjust system. Pages 2-20. In <u>Women and Girls in the Criminal Justice System. Policy Issues and Practice Strategies.</u> – *Gaarder, Rodriguez, Zatz (2004). Criers, Liars, and manipulators: Probation officers’ views or girls. <u>Justice Quarterly</u>, 21, 547-578.

Week	Date	Topics, Readings, Assignments, Deadlines
16	Dec 8	<p>Gender Sensitive Programming: Implications for Future Policy and Intervention</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> - Schaffner: Ch 5 & 6 - Jones: Conclusion & Appendix - *Molnar et al (2005). What girls need: Recommendations for preventing violence among urban girls in the US. <u>Social Science and Medicine</u>, 60, 2191-2204. - OJJDP (2009). Resilient girls. Factors that protect against delinquency. http://www.ncjrs.gov/pdffiles1/ojjdp/220124.pdf - *Lynch (2006). Girls and their babies: Time together at Florida's YMCA Character House. Pgs 1-5.
Final Exam	Dec 16	Proposal presentations: Thursday 2:45-5pm

JS 210 Group Project: Program Proposal & Presentation

As we discuss theories and risk factors associated with female delinquency, and examine and critique current research on the topic, it is imperative that we consider how the theories and findings from research can make sense in practice. Each student in this course will participate in a collaborative group project, developing a grant proposal for funding to create a gender-sensitive prevention, intervention, or treatment/rehabilitation program designed to educate/treat a particular youth population. Throughout the course, groups will examine and utilize the themes, questions, and research from the course to create a program that is built on a solid theoretical foundation. Feel free to research existing programs to get spark ideas. The grant proposal will be presented to Dr. Herrera and the class on the day scheduled for our final exam, **Thursday, Dec 16th**.

To get started:

Imagine that you are a team of researchers who are presented with an opportunity to create an intervention/prevention/treatment/rehabilitation program or environment. Drawing upon your own experience working in your field and your expertise in a defined area of knowledge, your team will develop a program for a population of girls to be served by a school, community, social service, or juvenile justice agency.

Existing delinquency programs target populations spanning the developmental age range, from birth to 19 years. Some programs are universal in that they are intended for an entire population of children (e.g., in a classroom, school, or neighborhood) who have not exhibited problems. Other programs treat youth already displaying problem behaviors, specifically targeting high-risk children who may already show some level of antisocial behavior. Still other programs are indicated and treat children who show clear signs of delinquent or antisocial behavior.

Your program proposal will address the following:

1. Identify your target population and state a clear program purpose and context.
 - Summary of the program, mission statement, why is this program important. (Is it a youth development program, primary prevention, early intervention, treatment/aftercare?)
 - Identify targeted age group, sex, race/ethnicity... (e.g. at-risk - 9-12 yr olds; homeless/throwaway youth; teen prostitutes; court involved youth; youth exiting detention; pregnant/parenting teens; drug/alc abusing youth).
 - Where will the program be implemented?
2. Utilize a review of relevant research literature and theory that informs the group's intervention approaches and design.
 - Environmental focus (e.g. changes in the family, school, or community environment) and/or individual focus (e.g. social skills, behavioral, cognitive-behavioral, mentoring, community supervision and aftercare)
 - Targeted risk and protective factors
 - Specific gender/race/culture related programming
 - Identify key features of the program, e.g. goals, objectives, benefits, where and how program is administered, length of program
 - Identify specific components of the program and how you envision them being implemented
 - Strengths and potential weaknesses of the program

3. Articulate action steps for addressing development of the program (e.g. collaborations with other agencies, resources needed) and youth participation (e.g. selection criteria, referrals, monitoring of progress through the program and criteria for program completion).
4. Articulate the roles of researchers and program staff in the implementation, documentation, and monitoring of program implementation.
5. Conclusion of the presentation will include reflection on the ways in which this program takes the theories and research that drive your group's work and puts them into practice to serve the needs of your population.
6. The final presentation must reflect the consistent contributions of all members of your group.

Final Product:

Groups will submit a collaboratively written proposal (10-15 pages) describing the program proposal as outlined above. Proposal presentations will be evaluated the class. I will take into consideration the class comments when assigning your final grade. Individual members of each group will also rate each other's contribution to the final product. Groups will receive the same score for their presentation; however points will be deducted from individual members that do not put in their fair share of work. If for some reason a member of a group is not participating, please inform me of the situation.