

**San José State University
Justice Studies Department
JS 206: Graduate Seminar in Juvenile Justice, Spring 2010**

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Office Hours: Mon.: 9-10:00 a.m., 3:00-4:00 p.m.; Wed. 3-4:00 p.m.
Class Days/Time: Mondays 5:30-8:15
Classroom: MH 510 (JS Conference Room)

Course Description

*This seminar is **not** designed to provide specific “job training” for juvenile justice professionals in the state of California. Those seeking specific instruction for practice should attend the appropriate in-service trainings and workshops offered by the institution of interest.*

As illustrated in the SJSU course catalogue, this seminar is designed for us to critically examine the “philosoph(ies), theories, relevant law, research, [and] constitutional issues related to juvenile justice.” In other words, we will look at what happens in institutions of juvenile justice and critically examine the philosophical and ideological roots of such institutions, their policies, and their practices. Further, we will explore alternative philosophies, ideologies, and practices to consider how juvenile justice is, and could be “done” in the US.

We will draw from course readings, course materials, current events (media), personal experience(s), film, artwork, and online resources to explore the concept of justice as it relates to youth. As a central topic of the course, we will analyze structured inequalities in relation to the juvenile justice system from a social problems perspective. That is, in the paraphrased words of Marx: we will study the world not simply to study it, but to try and change it.

Course Goals and Student Learning Objectives

Students should gain a thorough understanding (ability to discuss and apply relevant concepts and empirical data) of the following:

- The social construction of youth, crime, and deviance
- Historical development of the US juvenile justice system
- Theoretical and historical underpinnings of juvenile incarceration/detention
- Reactionary vs. preventative approaches to social problems related to youth
- Critiques of common connections between youth and “crime” or “risk behaviors”
- Narratives of youth and staff in a variety of “placements” in the justice and child welfare system
- The somewhat complex connections between the juvenile justice and child welfare systems
- Existing and potential alternatives to dominant, reactionary approaches to juvenile justice

As a graduate course, these goals should be met through the completion of class discussions and reflection papers. Students are expected to engage with course materials on a deeper theoretical level than would be expected in undergraduate courses. As with most graduate programs, this course will give us the opportunity to explore a great deal of material through reflection, discussion, and debate.

Required Texts/Readings

Textbooks

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

ISBN-10: 0807044032

Additional readings will be provided by the instructor and fellow classmates (see assignments below).

Classroom Protocol

- 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) 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...☺.
- 5) 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.”
- 6) Students are expected to contribute to and participate in class discussions and activities to the best of their abilities and comfort levels.
- 7) Take some risks, make this a class of your own, and enjoy yourself!

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html>. Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Group Projects:

Throughout the semester, students will work in (approximately) groups of three to research what they perceive as innovative, sustainable, and potentially effective (must be defined) alternative approaches to solving any particular social problem or category of social problems (also must be defined) that (1) primarily involve youth in the US, (2) are so far unaddressed or addressed inappropriately/unsuccessfully by the traditional, reactionary, criminal justice and/or child welfare system. Each group should prepare a 20-minute presentation on their research findings and suggestions for the reform of policy and practice in the US (or more locally, if the group so chooses). One week before group presentations (see course schedule below for all dates), each group should distribute central materials, or a summary of central materials, such that students might prepare for class discussion. Each group is expected to conduct research for their presentation that must include at least three academic journal articles not already assigned in the course. Further details on these group projects will be discussed in class.

Group presentations will count for **40%** of the final course grade.

Final Papers:

As a final, cumulative assignment, students should prepare a 15-page substantive “white paper” (research based stance on policy or practice) that addresses a particular policy or dominant practice in the broad area of “juvenile justice in the US” (though international comparisons are acceptable and encouraged). Papers should analyze, critique, and (however appropriate) provide alternatives to or support for the expansion or strengthening of the particular policy or practice at hand. Specific topics are up to the student depending on interest, and must be cleared by the instructor by 3/22 as indicated on the course schedule. As should already be obvious for graduate study, papers should be based on thorough research, primarily from peer-reviewed scholarly sources. Further details on final papers will be discussed in class.

Final Papers will count for **60%** of the final course grade.

Note: Extra credit will be given to those who use the “writing center,” or other similar resources, to prepare the final drafts of their papers.

Extra Credit:

Students may submit up to 3 extra credit assignments in this course. To fulfill EC assignments, 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 relevant current events and policy debates. 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.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf) is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf.

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

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 DRC (Disability Resource Center) 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.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

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 motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. Website of Peer Mentor Center is located at <http://www.sjsu.edu/muse/peermentor/>.

JS 206: Graduate Seminar in Juvenile Justice, Spring 2010 Course Schedule

This schedule is subject to change with fair notice by the instructor via email. Please make sure that your university account is accurate and active.

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/1	Course introduction; review syllabus; fundamental questions moving forward
2	2/8	History of Juvenile Justice in the US; <i>read Ayers Intro-Chap 2</i> [email Anyon, etc. for 2/22]
3	2/15	UNIVERSITY MANDATED FURLOUGH DAY (NO CLASS)
4	2/22	Education, inequality, and the juvenile justice system; <i>read Anyon article and Schoolhouse to Jailhouse report</i>
5	3/1	Youth, crime, and media; <i>read Ayers Chap 3-5</i> [supplement with www.youthfacts.org]
6	3/8	The effects of institutionalization and the needs of young people; <i>read Ayers Chaps 6-10</i>
7	3/15	Watch and discuss CYA film [email Foucault excerpts]
8	3/22	Theoretical spotlight: Foucault and the prison; <i>read excerpts from Foucault's <u>Discipline and Punish</u>; FINAL PAPER TOPICS DUE</i>
9	3/29	SPRING RECESS (NO CLASSES)
10	4/5	FACULTY FURLOUGH DAY (NO CLASS)
11	4/12	About the author and other activities, TBA <i>Finish reading Ayers</i> [pass out readings for 4/19]
12	4/19	Race, class, and juvenile justice (discuss readings); <i>read article(s) as assigned</i>
13	4/26	Final paper workshop; <i>bring outlines and all related materials to class</i> Also: Groups should distribute materials for 5/3 for all to read
14	5/3	Group Presentations: Alternative solutions to youth related social problems; <i>read materials from other groups</i>
15	5/10	Final Paper Workshop; <i>bring paper drafts in progress and all related materials</i>

Week	Date	Topics, Readings, Assignments, Deadlines
16	5/17	TBA (film likely)
Final Papers	Due: 5/19 by 5:00 p.m.	Please turn in your final papers (hard copy) to the instructor's department mailbox.