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Spring 2011

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. Recent case law will also be examined.

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; 300 vs 600 jurisdiction. 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 Juvenile Justice system. Students will also gain appreciation and empathy for all child victims and offenders who find themselves within System.

REQUIRED TESTS

Juvenile Delinquency, the Core; Larry Siegel and Brandon Welsh, Wadsworth: 4th edition, 2011

Tattoos on the Heart; the Power of Boundless Compassion; Gregory Boyle, Simon & Schuster, 2010

The Other Wes Moore; Wes Moore, Spiegel & Grau, 2010.

Note: Juvenile Delinquency, The Core will be ordered into the Bookstore and on reserve in the Library. Tattoos on the Heart and the Other Wes Moore may be bought used from Amazon or other online sources for \$5-\$8.

CLASS REQUIREMENTS

Three exams will be required: two midterms and a final exam. Additionally, a short research paper, 5 pages in length is required. The exams will cover lectures, videos, guest speakers and text readings. The exams will have objective and fill-in components. A review for each exam will be posted one week before the exam. The best way to study is to annotate the review sheet and study in groups. I will facilitate the groups in class. **MISSED EXAMS MAY ONLY BE MADE UP ON THE LAST DAY OF CLASS. THERE ARE ABSOLUTELY NO EXCEPTIONS TO THIS RULE!** Students are encouraged to read online news articles (NYTIMES.com) is an excellent source and bring the articles in to share with the class. This will improve your participation and may lead to a higher overall grade in the class. If you miss a class, find a buddy to share notes with 😊. An incomplete will only be given if the student has completed two thirds of the work and presents a valid, documented explanation for the request. Oversleeping exams does not constitute a valid excuse. **Class assignments, announcements, lectures, grades and supplementary readings will be located on Desire2 learn.** I will email the Syllabus a few weeks before class. Attendance the first day is mandatory.

EVALUATION

Each exam will be assigned a point value based on a class generated curve.

Midterm # 1	100 PTS.
Midterm# 2	100 PTS.
Final exam	100 PTS.
Paper & outline	50 PTS.
Participation/EC	25 PTS MAXIMUM
Total	375 PTS + PARTICIPATION

ATTENDANCE AND PARTICIPATION

Class attendance and participation is expected. Regular absences for work/illnesses should be reported to the instructor. **Please post your photo on Desire2Learn. Its important that I learn your names as soon as possible.** Students are expected to read and download the lecture before class. Students are encouraged to share with the class relevant newspaper articles on juvenile justice topics. As participation enhances the classroom learning experience for all, attendance will be taken and credit accrued. I will distribute handouts on field trips a few weeks before they are scheduled and **reviews for exams a week before the exam. Texting and emailing during class is noted by the Instructor and diminishes that students participation points.** Those students wishing to attend graduate or Law School should advice the Instructor so that they may be given special attention and opportunities to demonstrate scholarship. If students must leave early on a regular basis, please inform the Instructor and leave by the back entrance.

STUDENTS WITH DISABILITIES

Students with disabilities who need accommodation must register with the Disability Resource Center, document their registration, 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 with the Center during the first three weeks of the semester. Their website is: <http://www.drc.sjsu.edu/>.

CHEATING AND PLAGIARISM

In accordance with 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>.

TUTORING & WRITING 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/>). Students are also encouraged to make use of the Writing Center located on the first floor of Clark Hall. Once you are tutored, contact will made with me, and we can work together to produce your best writing.

SPECIAL NOTE TO STUDENTS:

THIS CLASS WILL COVER MATERIAL WHICH MAY BE DISTURBING TO SOME STUDENTS, INCLUDING INCEST AND SEXUAL ASSAULT, MURDER AND CHILD ABUSE. FOR THAT REASON, PLEASE DO NOT BRING CHILDREN TO CLASS AND PLEASE LET ME KNOW IF YOU FEEL THE CONTENT MAY MAKE YOU UNCOMFORTABLE AND WE CAN WORK OUT AN ACCOMMODATION.

SPECIAL DATES:

JAN 25	ADVISING, ORIENTATION, INTERNSHIP SIGN-UPS
JAN 27	FIRST DAY OF INSTRUCTION
FEB.7	LAST DAY TO DROP CLASSES
FEB.14	LAST DAY TO ADD CLASSES; REGISTER LATE
MARCH 3	FIRST MIDTERM EXAM
MARCH 28-1	SPRING BREAK
APRIL 12	SECOND MIDTERM EXAM
MAY 3	PAPERS DUE
MAY 17	LAST DAY OF INSTRUCTION/MAKE EXAM DAY
MAY 20	FINAL EXAM 1215-1430

COURSE SCHEDULE

CONCEPTS OF DELINQUENCY

Week 1 Jan. 27	Introduction History of Philosophy of Juvenile Justice; antiquity-19 th century. Selected legal issues; waiver, privacy, alternatives to incarceration; Text: Cp. 11& 1 Begin <u>The Other Wes Moore</u>-read at own pace, but it must be Completed by Second Midterm.
Week 2 Feb. 1&3	Nature & Extent of Delinquency; adolescence, status offending. Text: cp.2 ; Video <u>Last Chance</u> Recent trends in case law (class notes only)
Week 3 Feb. 8&10	Cont. Nature and Extent of delinquency; trends, chronic offending, Cp. 2 cont.

THEORETICAL PERSPECTIVES

Week 4 Feb. 15&17	Individual Views of Delinquency; choice, trait, DSM, biosocial, Psychological. Use of Psychological evaluations in Juvenile Court. Text: Cp. 3; Begin <u>Tattoos on the Heart</u>, read at your own pace, but it must be completed by the second Midterm. FORM STUDY GROUPS!!!!!!!!!!!!!!!
Week 5 Feb. 22&24	Cont.Individual Views-Choice, Biological, Psychological theories. Begin Sociological Views of Delinquency; social structure, process.

Text Cp. 4.
Begin Review for Midterm

Week 6
March 1&3
Cont. Sociological Views;
FIRST MIDTERM MARCH 3RD, BRING SCANTRON, BLUEBOOK.

Week 7
March 8&10
Developmental Views of Delinquency: Life Course & Latent Trait
Text Cp. 5

Week 8
March 15&17
Gender & Delinquency, recent trends. Girls & Gangs, violent crime,
Victims of trafficking.
Text Cp.6
Video

ENVIRONMENTAL INFLUENCES

Week 9
March 22& 24
The Family & Child Abuse/Neglect
Text Cp. 7
Gangs/Guest Speaker
Text cp. 8

SPRING BREAK MARCH 28-31

Week 10
April 5 & 7
The School Experience---possible solutions/implications for retention
Text Cp.9
The Drug Experience---possible solutions/drug court/therapeutic options.
Text. Cp.10

Week 11
April 12 & 13
Review for Midterm
SECOND MIDERM EXAM

LAW AND THE JUSTICE SYSTEM

Week 12
April 19 & 21
Police interaction with Minors/TABS/Community policing
Text Cp. 12
Recent Case law (lecture only)
Court Process-Tour of Santa Clara Juvenile Facility
Text Cp. 13; Video

Week 13
26 & 28
Court Processing & Corrections/sentencing issues
Cp. 14
Video
Recent Case law (lecture only) Discussion of **Tattoos on the Heart**

Week 14
May 3 & 5

Continuing Examination of Juvenile Corrections
What works, what doesn't in Juvenile Corrections
Cp. 14
Video

Week 15
May 10 & 12

Continuing Examination of Juvenile Corrections,
Facilities, sentencing, rehabilitation, guest speakers
Cp. 14
Video
Recent case law (lecture only)

Week
May 16

Wrap up & Review

Final Exam May 20th 1215-1430

ALL EXTRA CREDIT IS DUE THE LAST DAY OF CLASS!

1. 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.(5-10 points)
3. Record a program which is relevant to our studies such as 60 minutes, Dateline, 48 Hours, Nightline, Frontline(PBS), No reality TV! (5-10 points)
Commercials must be edited out.
2. **Community service is of enormous value in this course**—either mentoring through An established program such as Fly (Fresh Lifelines for Youth), or offering your time at a facility/school that meets the needs of at-risk or out-of-home placements. Write a 2-3 page paper on your experiences. (5-10 pts). This cannot be a paid job.

JS 120 JUVENILE JUSTICE
DREYFUSS
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?

7. WHY DO ALL THE EFFORTS FOR JUAN FAIL?