

**San José State University
CASA/Justice Studies
JS120, Juvenile Justice, 01, Spring, 2012**

Instructor:	Veronica Herrera
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Office Hours:	Monday 10:30-11:30am and 4:30-5:30pm
Class Days/Time:	Monday & Wednesday / 12:00-1:15pm
Classroom:	MacQuarrie Hall 523
Prerequisites:	Completion of 100W
JS Competency Area:	Critical Inquiries into Law, Justice & Society

Course Description

History, theory and functions of the juvenile justice system. The legal processes for delinquent minors, status offenders and dependent children, including intake, detention, adjudication and disposition. Current legal issues and debate.

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.

Please note, a "C" or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major.

Course Goals and Student Learning Objectives

Upon successful completion of this course:

SLO1 Students will learn prevailing trends in offenses and psycho-social and demographic characteristics of juvenile offenders.

SLO2 Students will have an understanding of the contemporary issues and problems facing the juvenile justice system.

SLO3 Students will have learned the major concepts of the juvenile dependency and juvenile justice system and how these differ from the adult criminal justice system.

SLO4 Students will develop a critical understanding of the central, and somewhat problematic concept of "juvenile delinquency."

SLO5 Students should read, write, and contribute to discussion at a skilled and capable level.

Required Texts/Readings

Textbook

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

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

Other Readings

Additional readings listed in the Course Schedule will be posted on D2L or provided a web link in the syllabus.

Desire2Learn (D2L)

Syllabus and course content can be found on Desire2Learn (D2L). Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking D2L between classes for announcements and course content postings. Please be advised that course materials provided online are intended to support your learning and are not considered sufficient for successful completion of this course without attending class.

Library Liaison

Below is the link to the Justice Studies library resource web page web page: <http://library.calstate.edu/sanjose/databases/subject/justice-studies>. This resource page has links to core databases that will be useful as you work on your policy paper. Mr. Nyle Monday is the SJSU Justice Studies Subject Specialist Librarian. He is more than happy to answer questions and meet with students one on one. He can be reached by email at Nyle.Monday@sjsu.edu and by phone at (408) 808-2041.

Classroom Protocol

I expect everyone to attend class regularly, be on time, 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. 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. Students are responsible for all missed notes, materials, and announcements due to absence (i.e. do not email the instructor asking about what you missed). You are encouraged to exchange contact information with someone in class just in case.

Electronic Devices: Laptops are not required. If students choose to use laptops, they must be used responsibly. Students using laptops to purposes not consistent with the learning requirements of that day will be asked to shut down the computer. *Use of cell phones and other electronics is prohibited during class.* Texting or surfing the web in class will not be tolerated – that includes catching up on Facebook and other social networking sites. Your status should be: *In Class from 12-1:15pm*. I realize that internet use for some has an addictive quality and that the temptation is great if a phone or computer is on in front of you. If this is the case, reduce your temptation by turning off your phone and taking notes the old fashioned way – paper and pencil/pen. Or, it may be that you feel that you are able to multi-task and perusing the internet, taking notes, and paying attention in class is not a problem and does not interfere with your learning. While that may be true for you, it is interfering with the learning of those around you. Your behavior is distracting (yes, everyone can hear you typing away when you should be listening, participating, and/or taking notes.) Other people are here to learn and it is my job to make the environment as conducive to learning as I see fit. Please be respectful.

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-dbggen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbggen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](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

Exams (70% of final grade)

The exams are scheduled to take place on Feb 20th, March 19th, April 16th, and May 22nd (final exam is cumulative). 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. (SLO1, SLO2, SLO3)

Book Analyses (20% of final grade)

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 the 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. (SLO4, SLO5)

Quizzes and Class Assignments (10% of final grade)

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. (SLO5)

University Policies

Academic integrity

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

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/](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/](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/](http://www.sjsu.edu/muse/peermentor/).

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools.

All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It’s also a great place to study, and you can check out laptops.

Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>.

	April 4	<p>Role of Schools and Education</p> <p><i>Required Readings:</i> Agnew: Ch. 15. The school: What impact does it have on delinquency? D2L: Lawrence. Ch 5. Dropout and delinquency. D2L: Out of sight: The journey through the school-to-prison pipeline. In <u>Invisible Children in the Society and Its Schools</u> (3rd ed.)</p>
12	April 9	<p>Community Context and Crime</p> <p><i>Required Readings:</i> Agnew: “Ch. 12 Group differences in delinquency.” D2L: Tully (2007). “Life on the edge. A special report on the Phoenix apartments”.</p> <p><i>Homework Assignment Due</i></p>
	April 11	<p>Influence of Peer Groups and Gangs</p> <p><i>Required Readings:</i> Agnew: “Ch. 16. Delinquent peers and gangs: What impact do delinquent peers groups and gangs have on delinquency?” D2L: Vigil Ch 8. Why children either avoid or affiliate with gangs</p>
13	April 16	<p>Exam 3</p>
	April 18	<p>Processing Juveniles in Juvenile Court</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 & Part 1: Prologue, Chapters 1-2</p>

	May 9	<p>Prevention & Early Intervention</p> <p><i>Required Readings:</i> Agnew: “Ch 24. The Strategies of Prevention and Rehabilitation Web: OJJDP: “Blueprints for violence prevention” Read Ch 1. http://www.ncjrs.gov/pdffiles1/ojjdp/204274.pdf</p>
17	May 15	<p>Rehabilitation: Does anything work?</p> <p><i>Required Readings:</i> Agnew: “Ch 25. What should we do to reduce delinquency?”</p>
Final Exam		Tuesday, May 22 9:45am-12:00pm