

San José State University
Spring 2014
Justice Studies 152-1 (Course Code 20860)
Juvenile Delinquency & Justice
Dr. Chris Hebert
Tuesdays from 6:00 to 8:45 in WSQ 207¹

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"Now, neighbor confines, purge you of your scum! Have you a ruffian that will swear, drink, dance, revel the night, rob, murder, and commit the oldest sins the newest kind of ways?" – William Shakespeare

“(Children are born) defiled, depraved, horribly polluted, with original sin, and fearfully perishing under the wrath and curse of God (and thus are) better whipt, than damn’d” – Cotton Mather

“As a newspaper reporter, I covered and was around a fair number of crime scenes involving juvenile delinquents, and few things bothered me more than listening to their parents. Crying, ranting, proclaiming how great their children were despite being kicked out of school or previous run-ins with the law.”
LZ Granderson

Office Hours

General Statement on Office Hours: My practice of meeting with students is best described as an “open door or knock or spotted walking around” policy. Outside of office hours, I’m happy to talk with you 19 out of 20 times. All I ask is that if I tell you that I can’t talk right then, please respect my wishes.

Tuesday and Thursday: 10:00 – 10:20; priority to JS 156 students.
11:45 – 12:00; priority to JS 156 students.
2:45 – 3:45

Tuesday:..... 5:30 – 5:45; priority to JS 152 students.
8:45 -- ??; to the last student standing.

Tuesday and Thursday: Appointments are probable, but not always possible. Be sure to check my course schedule (on door) before attempting.

Monday: Selected Mondays by appointment.

Pre/Co-requisite: JS 100W

¹ The official meeting time is from 5:30 – 8:15. That is a dumb time to start a class and we will simply shift the meeting time back thirty minutes.

Catalog 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 (sp). Current legal issues and debate.

Note: To be accepted for credit towards a degree in Justice Studies, a grade of “C” or better in this course is required.

Section Specific Description and Student Learning Objectives: First, we certainly need to update the catalog description. This course will define delinquency, common measures of delinquency, and provide an overview of the extent of delinquency in the United States.² Theories of criminal and delinquent behavior will be surveyed. Differences in delinquency rates across the major demographic groups will be surveyed. A critical perspective on the defining of delinquency and the juvenile justice system is the last major focus of the course.

Required Readings: There is one required textbook for the course and also some outside readings as they come to my attention.

1) Bates, Kristin and Richelle S. Swan (2014) “**Juvenile Delinquency in a Diverse Society.**” Sage Publications

2) Other readings, all with the shared characteristic of being provided at no additional cost to students.

Supplemental Resources: The following link is provided for users of **Juvenile Delinquency in a Diverse Society**. This is the homepage, to find the resources described on the homepage, click left-column links. I suspect that many of the other required readings will be from the journal articles section.

[SAGE - Student Study Si#1D0BB25](http://www.sagepub.com/bates/study/default.htm)

(<http://www.sagepub.com/bates/study/default.htm>)

A Mandatory Statement on Academic Integrity: In the long run academic dishonesty hurts only you. Academic dishonesty can also cause pain in the short run, see Academic Senate Policy S07-2: <http://www.sjsu.edu/senate/S07-2.htm>. Other publications concerning student rights and responsibilities can be found at: http://sa.sjsu.edu/judicial_affairs/index.html.

The Mandatory Statement on Accessibility: “If you need course adaptations or accommodations because of a disability, or if you need 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 register with the Accessible Education Center (AEC) to establish a record of their disability (from Academic Senate Policy F06-2).”

The Mandatory Statement on, ummh, Common-Sense: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

² “Jazz” is often called the only truly American cultural invention. Au contraire, we also invented juvenile delinquency!

Course Requirements: Course grades are based on quizzes, exams, a miscellaneous assignment or two and participation. All assessment materials are graded on a percentage basis.

Quizzes and Exams: The “chapters” in reference to quizzes and exams are the textbook chapters and any material presented in class or assigned during the class period to which the textbook chapter was assigned. Quizzes and exams are largely multiple-choice with a couple of short-answer questions. Bring a Scantron 882-ES, one or two sharp #2 pencils and a blue or black pen to quizzes and exams. A Scantron is not complete unless it has your name, course name or number and section number (or meeting time), exam title and date. If an excessively rumped, curved, dirty or otherwise abused Scantron jams the reader and must be manually graded, 20% will be deducted from the exam grade. You do not need a bluebook as space is provided on the exam for the short question answers. Any unauthorized use of an electronic device is prohibited. Unless prior arrangements are made with the instructor, all devices shall be powered down and stored out of sight for the duration of the exam. Violations of this rule are presumptively regarded as evidence of academic dishonesty.

Participation: While it is against university policy to grade on attendance many instructors get around this by arguing that if you are not in attendance you cannot participate and thus take attendance as a proxy for participation. I do not engage in such B.S. In JS 152 participation points are earned by first; asking and answering three (3) questions from the assigned chapter, due at the beginning of the class period. These must be typed, and include your name and the chapter number / title. Include the page reference for the question and answer. I do not grade on grammar *per se* but if I cannot understand the question or answer, well it can't possibly be correct no can it? Secondly, unless you enjoy public humiliation and ridicule, you will want to write coherent and complete sentences because the participation points are also earned for successfully answering chapter questions submitted by other students. Each week a handful of students will be selected, at random, to answer a question that I read verbatim to the class. If the answering student cannot figure out what you mean by your question, well, I'll have to ask you what you meant. Then the other students laugh merrily at you.³ But it is your choice. Finally, participation points are earned informally by contributing to class discussions, answering questions I throw out to the class, sharing interesting material you came across with the class, etc.

Course Weighting of Material:

1) Quizzes (12 X 4% = 48%): There are 14 quizzes corresponding to the assigned chapters in the textbook. The lowest score of the first six and the lowest score of the last eight will be excluded from the calculation of course scores, leaving 12 to be used in grade calculations. A quiz not taken is assigned a score of zero and thus becomes the low score for the purpose of exclusion. Between 15 and 30 minutes will be allocated for quizzes.

2) Mid-Term Exams (2 X 10% = 20%): The Mid-Terms have the same format as a quiz, though, hardly surprisingly, are longer. A Mid-Term consists of any material going back to the previous Mid-Term examination. An hour and a quarter is allocated for Mid-Terms.

3) Final Exam (15%): Like the Mid-Terms, but, yes, longer. Any material presented in the class. Between one and three quarters and two and a quarter hours will be allocated for the Final Exam. Please note that the official start time of our Final Exam is 5:15, which is even dumber than starting a class at 5:30 and the Final Exam will start at 6:00, the regular class time.

³ Actually, laughter has never occurred, except for every time an incoherent question or answer is read.

4) Participation (12%): Participation will consist largely, but not entirely of timely submission of chapter questions and being able to answer student chapter questions. Being selected for answering a student chapter question is at random. Really. Real random, not “random” as in something “unexpected.”

5) Misc. Assignments (5%): We’ll see what comes up.

Grading Policy and Correspondence:

I usually apply a curve to exams and the posted scores reflect any curving that I have done (I only curve up, never down). If a curve is applied, approximately 20 to 25 percent of the class will receive an A- or better on that exam. All assessment materials are graded on a percentage basis, and correspond to the following letter grades.

Percent to Letter Grade Correspondence											
A+	96%	A	93%	A-	90%	B+	86%	B	83%	B-	80%
C+	76%	C	73%	C-	70%	D+	66%	D	63%	D-	60%
F	Less Than 60%										

Posting ID: Quiz and Exam scores are posted outside my office in MQH. Grades will be posted using a synthetic number called a “Posting ID.” To create your posting ID number, multiply the first five digits of your SJSU student ID number by the last four digits of your SJSU student ID number. The last four digits of the product is the posting ID number.

EXAMPLE: SJSU ID number is 003780793

First five digits are: 00378

Last four digits are: 0793

Multiply = 299,754

The last four digits, 9754, is the Posting ID number.

Late Test and Assignment Policy: No to full credit depending on circumstance. The possible combinations of circumstance are damn near infinite and thus an attempt to assign specific penalty weights a truly Herculean task. Instead, the following are the factors I consider, along with examples of good, OK, and bad excuses.

Dimension	Good	OK	Bad
Notification:	Notification delivered in class at least one class meeting prior to absence	Note in mailbox / e-mail day of exam.	Five weeks after assignment due date.
Reason:	Work-related travel. Getting married, personal illness, serious illness of a close relative, death of a close relative.	Too much coursework/job stress. Relationship troubles, ceremonial participation.	Hung over, forgot, getting married more than once, weekly participation in ceremonies of death or other.
What Missed:		Quizzes and Mid-Term Exam.	Assignment, Crime Portfolio, Final Exam.
Documentation:	Newspaper, Dr./Clinic appointment, receipt for automotive repair, court summons	Note from Mom.	Insultingly bad forgery.

Made up by:	Next Class Meeting or Prior to Due Date.	Two Class Meetings	Final Exam Week.
Attendance:	I can match name to face.	Pretty sure that you are, or were, in one of my classes.	Couldn't pick you out of a lineup for \$100,000.

It is your responsibility to notify me of your need to take a make-up exam or quiz and to arrange a time that accommodates my schedule. Except under extraordinary circumstances, if an exam has not been taken within two weeks or a quiz within one week, of its administration to the class, you will forfeit that quiz/exam and receive a zero.

Communication / Interaction: I'm very available outside of my office hours. If you need to talk and see me in the hallway or outside the buildings, or in my office, just walk up and say hi. If my office door is closed, go ahead and knock. 95%+ of the time I'll be more than happy to talk to you about just about anything. Once in a great while, I'll be too tired, cranky, distracted, or busy to chat, and I'll just tell you that straight-out.

If the conversation is institution-related (course advising, graduation requirements, etc.) I'll be able to help you much more efficiently if you take the time to do a little prep work. If you need course advising, I need to know what courses you have taken, where taken, if you are a transfer student, and the grades you received. If you get an incomprehensible bureaucratese letter, bring it and any documents that relate to the letter.

My general rule on servicing students is first-come, first-served. Having notified me of intent to stop by and being a current rather than a former student are used as tie breakers. That said, I will sometimes engage in a form of triage, serving students who arrive later before others who have been waiting in line. A common example is a student coming by to pick up a paper who arrived after a student seeking an academic advising session.

e-mail: If you have a course-procedural or course-content question, it should be brought up in the class as it's a good bet that other students have the same or similar questions. If further clarification is needed, then see me outside of class. Matters that are to remain confidential should be communicated in-person.⁴ As students are expected to, though are not required to, attend scheduled class meetings (University Policy F69-24: <http://www.sjsu.edu/senate/f69-24.htm>) I will not, except in the most unusual of circumstances accept e-mailed assignments for grading. An e-mailed assignment, in conjunction with appropriate documentation / explanation, will be used as proof of timely completion of the material, but only printed material will be accepted for grading.

Now, if you find something that you think I'd find interesting or amusing, by all means, send me an-email. Or if you would like my judgment on whether a particular website has solid information or not, feel free to e-mail me.

Phone: Good for contacting me on Tuesday or Thursday. I'm much more likely to answer if I'm not teaching a course at the time. If you leave a message, it's best to follow it with an e-mail.

⁴ In case you are wondering, the recent revelations about the NSA and the general unprivacy of private electronic communications had nothing to do with this statement. In fact, it predates Scott McNeal's infamous 1999 declaration of "You have zero privacy anyway. Get over it."

Recording and Distribution of Course Material: The following is reproduced from SJSU Policy S12-7.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

So, talk to me if you need to make a recording in class. Just as a reminder "Audio recording without consent in private settings is prohibited by California Penal code 630-635 (SJSU Policy S12-7).

Miscellaneous Items and Some Repeating:

Assignments, greensheets, and course updates are distributed by e-mail. Make sure that MySJSU has your current e-mail address.

In brief, you are responsible for yourself. If you miss an exam or quiz, you must contact me in order to arrange a time to make it up. If you are absent or arrive late on a day when I am returning assignments, you will have to come by my office to pick it up. If you didn't receive an assignment that means you were either absent or late when I distributed the assignment. Check with your classmates or ask me at the beginning of class if an assignment had been distributed the previous class meeting. For multiple-choice exams, bring a Scantron 882-E form and a #2 pencil.





Attendance and being on-time is strongly encouraged, as some of the material on the exams will be presented only in class. If you are arriving late, please enter quietly as a courtesy to your classmates. Turn off your cellphones, smartphones, dumbphones, PDAs, PMDs, iAnythings, and heart monitors. Just kidding about the last one.

As a courtesy to your classmates, do not munch during class. Liquids are OK, as long as you dispose of the container properly. In fact, treat the classroom as if it were a wilderness area: Pack in, pack out.

Assignments are returned in class when I have finished grading and recording them. I only bring each set of papers to class once, so if you are late or miss the day that I hand them back, its your responsibility to come to my office and pick them up. Quizzes and exams are not returned, though you are welcome to review yours in my office.

If a substantial change in due dates or assignments is required, I will distribute an updated greensheet via e-mail and announce the new version number in the following class. A quiz may be postponed for one meeting without creating a new schedule.

Justice Studies 152 Spring 2014 Course Schedule

Date	Readings / Other Assignments	Exam / Material Due
January 28	Good Evening!	1 st Day of Class
February 4	Chapter 1 "Thinking About Juvenile Delinquency in a Diverse Society."	Quiz Chapter 1
February 11	Chapter 2 "The Creation of Delinquency."	Quiz Chapter 2
February 18	Chapter 3 "Understanding Delinquency: Data, Correlates, and Trends."	Quiz Chapter 3
February 25	Chapter 4 "Micro-Level Theories."	Quiz Chapter 4
March 4	Chapter 5 "Macro-Level Theories."	Quiz Chapter 5
March 11	Chapter 6 "Critical Theories."	Quiz Chapter 6
March 18		Mid-Term #1
March 25	IT'S 	SPRING 
March 27	BREAK 	TIME! 
April 1	Chapter 7 "Families in Context." Chapter 8 "Schools in Context."	Quiz Chapter 7 and Quiz Chapter 8
April 8	Chapter 9 "Peers and Gangs in Context." Chapter 10 "Drugs in Context."	Quiz Chapter 9 and Quiz Chapter 10
April 15	Chapter 11 "Why A Separate Juvenile Justice System?"	Quiz Chapter 11
April 22	Chapter 12 "The Process of the Juvenile Court."	Quiz Chapter 12
April 29	Chapter 13 "Juvenile Corrections."	Quiz Chapter 13
May 6	Chapter 14 "Preventative, Rehabilitative, and Restorative Approaches to Delinquency."	Quiz Chapter 14
May 13		Mid-Term #2
May 20	Final Exam 6:00 - 8:15	Final Exam
May 22	Final Exam Overload / Conflict Day	