

**San José State University
CASA/Justice Studies
JS 206, Juvenile Justice, 01, Spring, 2015**

Instructor:	Dr. Veronica Herrera
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Office Hours:	Tuesday 12:30-2:30pm and by appointment
Class Days/Time/Location:	Thursday 5:00-7:45pm / MQH 526

Course Description

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 matter of concern to society at large and to the criminal justice system in particular. This seminar is designed to analyze the philosophy, theories, relevant law, research, constitutional issues related to juvenile justice. This course will also examine the structure and purpose of juvenile court proceedings including minors in criminal and civil court, transfers to adult court, juvenile corrections, disproportionate minority contact, death penalty and life without parole for juveniles. Attention will be focused on special populations including female delinquents, juvenile sex offenders, and LGBT youth.

Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Course Goals and Student Learning Objectives

The course objective is to develop or enhance critical thinking skills about the student's social location vis-à-vis the class material on social inequality within a process of critical self-reflection. The student will demonstrate these skills through a keen analysis, shown through her/his written and verbal projects.

Upon successful completion of this course, students will be able to:

SLO1: Describe how the concepts of adolescence and delinquency were socially constructed.

SLO2: Identify important historical developments in the US juvenile justice system.

SLO3: Analyze the philosophy, theories, relevant law, research, constitutional issues related to juvenile justice.

SLO4: Analyze the theoretical and historical underpinnings of juvenile incarceration/detention.

SLO5: Explain how special populations experience and are impacted by the juvenile justice system.

SLO6: Assess existing and potential alternatives to dominant, reactionary approaches to juvenile justice.

SLO7: Demonstrate their ability to present scholarly work to an audience of their peers

SLO8: Students should read, write, and contribute to discussion at a skilled and capable level.

Required Texts/Readings/Multimedia

Textbooks

- Bernard, T.J. & Kurlychek, M.C. (2010). The Cycle of Juvenile Justice, 2nd Edition. Oxford University Press (ISBN: 9780195370362) Available as E-Book through King Library Website.
- Chesney-Lind, M. & Shelden, R.G. (2014) Girls, Delinquency, and Juvenile Justice, 4th Edition. Wiley Blackwell. (ISBN: 9781118454060)
- Additional readings listed in the Course Schedule will be posted on Canvas or provided a web link in the syllabus.

Canvas

Syllabus and course content can be found on Canvas: URL: <https://sjsu.instructure.com>. (For student info: <http://www.sjsu.edu/at/ec/docs/Canvas-Student%20Login%20Information.pdf> and http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf). 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 Canvas 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. Silke Higgins is the SJSU Justice Studies Subject Specialist Librarian. She is more than happy to answer questions and meet with students one on one. She can be reached by email at silke.higgins@sjsu.edu.

Instructor's note on communication

As you know, a university degree is a significant undertaking and requires a high level of commitment, time management, organization, and initiative. Thus, it is in your best interest to stay on top of the readings and keep in touch with the instructor. *The best way to keep in touch is in-person during office hours, or at another time by appointment.* If you cannot meet with me in person, I prefer that you email me. Emails will be responded to within 24-48 hours. **Please contact me via Canvas email.** Please note: all communication regarding assignment and grades must be conducted in person and *not* via email.

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 or if you missed anything important!).

Electronic Devices: 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.* Reduce your temptation by turning off your phone. Texting or surfing the web in class will not be tolerated – that includes catching up on Facebook and other social networking sites. 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. 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. Lastly, the use of ear buds to listen to music or checking/using your cell phones during exams is also prohibited. These behaviors may be misinterpreted as cheating.

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://www.sjsu.edu/advising/faq/index.htm#add>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Students are responsible for *all* material listed in the *Course Schedule* (see below). In order to receive a grade for this course, *all* course requirements must be met and *every* assignment must be completed. ***Late assignments will not be accepted.*** Plagiarism will not be tolerated on **any** piece of assessment, under any circumstances. Students found to be guilty of plagiarism will receive an F for that assignment and may be referred to the University's Honor Council. Plagiarism includes, but is not limited to misquoting (such as omitting page numbers or quotation marks) and handing in work that is not your own and that is not correctly cited.

Assignments and Grading Policy

Class Participation (10% of final grade) (SLO #7 & #8)

Class attendance is expected. I expect everyone to attend class regularly and to prepare for and participate actively in class discussions. If you do not attend class, if you come late, or leave early, you cannot participate meaningfully in class 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. Constructive, intellectual exchange of ideas is invited and desired.

Analysis of the Readings (30% of final grade) (SLO #1 – #6 & #8)

Each student will submit a weekly analysis of the readings. Each analysis should be at least 1-2 pages (typed, single spaced) and submitted via Canvas. These assignments are not meant to be summaries of the readings; rather they are designed to get you to reflect on and critically analyze what you have read. Think about how the articles/chapters fit in together (or conflict w/ each other), any points of interest, issues, &/or questions that were raised as you read. You will be graded not only on content (how well you thought about what you read) but also on your use of proper English (e.g. punctuation, grammar, spelling, and tense.) Feel free to write in first person (e.g. "I think...") when appropriate. *Late papers will not be accepted.*

General structure of grading for written assignments:

Excellent – 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 something in but didn't make much of an effort to do the assignment

0 - Did not turn it

Discussion Leadership (10% of final grade) (SLO #7 & #8)

During the first meeting, students will be assigned one or two class sessions and topic areas 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. Do not just summarize 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, case studies, current events etc. in facilitating the discussion process. I do not expect a formal presentation. Your role is to engage your fellow students in discussion and debate.

Exams (50% of final grade) (SLO #1 – #6)

Exams will consist of a take home mid-term and final. Exams will be timed and may consist of multiple choice, short answer, and essay questions. The mid-term will due on March 5. The Final exam on the scheduled final date May 15. Late exams will not be accepted.

This course will be using the +/- system on final grades based on the following percentages:

A	94-100	A-	90-93
B+	87-89	B	84-86
B-	80-83	C+	77-79
C	74-76	C-	70-73
D+	67-69	D	64-66
D-	60-63	F	0-59

University Policies

Academic integrity

Students should know that the University's Code of Student Conduct which can be found at <http://www.sjsu.edu/studentconduct/docs/Student%20Conduct%20Code%202013.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.sjsu.edu/studentconduct/>.

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.

Peer Connections

The Peer Connections is located in Room 600 in the Student Services Center and Clark Hall, first floor, Academic Success 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. Website: <http://peerconnections.sjsu.edu/>

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. Website: <http://www.sjsu.edu/writingcenter/>

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. 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/>.

JS132, Race, Gender, Inequality & the Law, Fall 2015

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.

Week	Date	Topic, Readings, Assignments, Deadlines
1	Thurs 1/22	Introduction & Course Overview
WHAT IS THE JUVENILE JUSTICE SYSTEM?		
2	Thurs 1/29	<p>Understanding Juvenile Delinquency</p> <p><i>Readings:</i> Text: Bernard & Kurlychek Ch 1 - 3 Canvas: Scott & Steinberg (2008) The science of adolescent development and teenagers involvement in crime. Text: Chesney -Lind & Sheldon Ch 1 & 2</p> <p><i>Supplemental:</i> Web: OJJDP (2013) Juvenile Arrest 2011: http://www.ojjdp.gov/pubs/244476.pdf</p> <p><i>Assignments:</i> Reading Reflection</p>
3	Thurs 2/5	<p>Introduction to Juvenile Court</p> <p><i>Readings:</i> Text: Bernard & Kurlychek Ch 4 & 5 Text: Chesney-Lind & Sheldon Ch 5 & 7 Web: OJJDP Case flow diagram: http://www.ojjdp.gov/ojstatbb/structure_process/case.html</p> <p><i>Assignments:</i> Reading Reflection</p>
4	Thurs 2/12	<p>The Rights of Youth in the Juvenile Justice System / Guest Speaker: Dt. Jessica Nanez Mountain View PD</p> <p><i>Readings:</i> Text: Bernard & Kurlychek Ch 6 & 7 Canvas: Scott-Hayward, C. (2006) Explaining juvenile false confessions: Adolescent development and police interrogation. <i>Law and Psychology Review</i>, 53, Canvas: Feld (2003) The politics of race and juvenile justice: The “due process revolution” and the conservative reaction. <i>Justice Quarterly</i>, 20, read pages 765-777 (Stop at the section “Conservative Backlash”)</p> <p><i>Assignments:</i> Reading Reflection</p>

Week	Date	Topic, Readings, Assignments, Deadlines
5	Thurs 2/19	<p>Transfer to Adult Court and the Adulthood of Youth</p> <p><i>Readings:</i> Text: Bernard & Kurlychek Ch 8 – 10 Canvas: Feld (2003) The politics of race and juvenile justice: The “due process revolution” and the conservative reaction. <i>Justice Quarterly</i>, 20, read pages 777-797 (Start at the section “Conservative Backlash”) Canvas: Campaign for Youth Justice (2007) The Consequences Aren’t Minor: The Impact of Trying Youth as Adults and Strategies for Reform (pages 3-33)</p> <p><i>Supplemental:</i> Canvas: Laurence Steinberg (2012) Should the Science of Adolescent Brain Development Inform Public Policy? <i>Issues in Science and Technology</i> Web: OJJDP (2008) Juvenile Transfer Laws: An Effective Deterrent to Delinquency? https://www.ncjrs.gov/pdffiles1/ojjdp/220595.pdf</p> <p><i>Assignments:</i> Reading Reflection</p>
6	Thurs 2/26	<p>Documentary & Discussion: Kids for Cash</p> <p><i>Readings:</i> Text: Bernard & Kurlychek Ch 11 & 12 Canvas: Feld (1999) Abolish Juvenile Court.</p> <p><i>Assignments:</i> Reading Reflection</p>
7	Thurs 3/5	<p>No formal class meeting this week: ACJS/ Alpha Phi Sigma Conference</p> <p>Take Home Midterm Due by midnight</p>
WHO ARE THE YOUTH INVOLVED IN THE JUVENILE JUSTICE SYSTEM?		
8	Thurs 3/12	<p>Guest Speaker: Judge Katherine Lucero</p>
9	Thurs 3/19	<p>School to Prison Pipeline & Disproportionate Minority Contact in the JJS</p> <p><i>Readings:</i> TBA</p> <p><i>Assignments:</i> Reading Reflection</p>
10	Thurs 3/26	<p>Spring Break</p>
11	Thurs 4/2	<p>Girls / Documentary “Girl Trouble”</p>

Week	Date	Topic, Readings, Assignments, Deadlines
		<p>Readings: Text: Chesney-Lind & Sheldon Ch 3, 6 & 8</p> <p>Assignments: Reading Reflection</p>
12	Thurs 4/9	<p>LGBT Youth</p> <p>Readings: Canvas: The Equity Project (2009) Hidden Injustice: Lesbian, Gay, Bisexual, and Transgender Youth in Juvenile Courts Additional Readings TBA</p> <p>Assignments: Reading Reflection</p>
13	Thurs 4/16	<p>Juvenile Sex Offenders / Guest Speaker Amelie Pedneault</p> <p>Readings: Canvas: Human Rights Watch (2013) Raised on the registry Additional Readings TBA</p> <p>Assignments: Reading Reflection</p>
EXPERIENCES OF YOUTH IN THE JUVENILE JUSTICE SYSTEM		
14	Thurs 4/23	<p>Conditions of Confinement / Right to Treatment Guest Speaker: Oscar Lamas</p> <p>Readings: Text: Chesney-Lind & Sheldon Ch 9 Additional Readings TBA</p> <p>Assignments: Reading Reflection</p>
15	Thurs 4/30	<p>Guest Speaker: Mario Maciel - Mayor's Gang Prevention Task Force, Division Manager</p> <p>Readings: Text: Chesney-Lind & Sheldon Ch 4 Additional Readings TBA</p> <p>Assignments: Reading Reflection</p>
16	Thurs 5/7	<p>Juvenile Justice Reform</p>

Week	Date	Topic, Readings, Assignments, Deadlines
		<p>Readings: Text: Chesney-Lind & Sheldon Ch 10, 11 & 12 Additional Readings TBA</p> <p>Assignments: Reading Reflection</p>
17	Friday 5/15 2:45-5pm	Final Exam