

**San José State University**  
**Spring 2018**  
**(Justice Studies 152-2) Juvenile Delinquency**  
**Dr. Chris Hebert**  
**Tuesdays and Thursdays from 9:00 to 10:15 in MAQ 523**

### Contact Information

Instructor: Dr. Hebert  
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Office Hours Tuesdays and Thursdays 11:45 – 12:15 and 4:15 – 4:45  
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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

### Course Information

**Pre/Corequisite:**

Upper Division Standing

**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. Current legal issues and debate.

**Section Specific Description and Student Learning Objectives:**

This course will define delinquency, common measures of delinquency, and provide an overview of the extent of delinquency in the United States.<sup>1</sup> 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.

**Department Credit Policy:**

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

**Course Requirements****Required Readings:**

- 1) Bates, Kristin A. and Richelle S. Swan “*Juvenile Delinquency In A Diverse Society 2<sup>nd</sup> ed.*” Sage Publications, Thousand Oaks, California, USA. Available at Spartan Bookstore and other locations scattered around the world brought to you by the internet.
- 2) Other readings such as news and journal articles. All other readings will share the characteristic of being free of charge.

**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. I follow a “three strike” rule for ruffled, curved, dirty, or otherwise abused Scantrons. If after three attempts the machine won’t read the Scantron, I put it aside and record the grade as a zero. I will not notify you of a failure to scan, but you may copy your answers onto a new Scantron for regarding. 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:**

Class participation will be graded on: 1) quality of questions from text; 2) answering of student questions and; 3) general participation.

**Assignments:**

Between two and five short assignments with instructions delivered in class. Dates are not announced in advance.

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<sup>1</sup> “Jazz” is often called the only truly American cultural invention. Au contraire, we also invented juvenile delinquency!

**Distribution:**

This is a live class and most of the information pertaining to the course will be distributed only in classroom. Syllabi and out-of-classroom assignments will be posted to CANVAS. I am upfront about changes to the class schedule and assignments and document the changes through a version numbering system based on that used in the software industry. As a general rule, moving a quiz to the next class meeting will not result in a new version number.

**Course Grade Determination**

Course grades are based on quizzes, exams, written assignments, and class participation. All assessment materials are graded on a percentage basis. No extra-credit is offered in this course.

**Course Weighting of Material:**

- 1) Quizzes (10 \* 6.0% = 60%): There are twelve multiple choice quizzes, each covering 1 chapter. I may throw in a short answer or a multiple-choice question or two based on a previous material. Ten of these quizzes will be used to calculate the course grade and are chosen as follows: The lowest score of the first six and the lowest score of the last six quizzes will be excluded from the course grade calculation. A quiz not taken is assigned a score of zero and thus becomes the low score. Between 15 and 30 minutes will be allocated for quizzes.
- 2) Mid-Terms (10%): All material assigned or presented in class from the first day to the day prior to the first Mid-Term and all material assigned or presented from the day following the first Mid-Term until the day prior to the second Mid-Term.
- 3) Final Exam (15%): Predominately material covered since the mid-term, though course material from any part of the course will be included.
- 4) Assignments (5%): Dates to be determined and instructions delivered in class.
- 5) Participation (10%): You are expected to, indeed, are required to demonstrate that you have done the readings on time by asking questions, answering questions, sharing crime articles, and participating in discussions. Roughly 1/2 of the class will be assigned to create a question and answer from the assigned textbook chapter. For ease of reference, students have been assigned to one of two groups, note however, this is not a group assignment. Questions will be graded, with expectations rising through the semester. These questions in turn will be asked of students randomly selected from the course list. Incorrectly answered questions will receive a score of 0 (zero), correctly answered a score of 1 (one). You are, of course, encouraged to ask questions, raise discussion points, or answer questions at other times. Group assignments, made by last name, and the corresponding textbook chapter are found on the schedule.

**Curves and Percent to Letter Grade 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.

The percentages listed are threshold scores and no rounding is done. That means, for example, a score of 89.9% is a B+. This cuts the other way as well, a score of 93.1% is an "A," not an "A-."

Percentage 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 0%											

**Quiz and Exam Score Postings:**

Quiz and Exam scores are posted outside my office in MacQuarrie Hall. Scores will be posted using a synthetic number called a "Posting ID." To create your posting ID number, multiply the first five digits (including the leading zeros) of your SJSU student ID number by the last four digits of the ID number. The last four digits of the product is the posting ID number.

EXAMPLE: SJSU ID number is 004199408

First five digits are: 00419

Last four digits are: 9408

Multiply = 3941952

The last four digits, 1952, 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 article, Medical appointment note, receipt for automotive repair, court summons	Note from Mom.	Insultingly bad forgery.
Made up by:	Next Class Meeting	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.

## Recording and Distribution of Class Material:

The following is reproduced from SJSU Policy S12-7.

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.

So, if you want to record my or any instructor's lecture, receive permission first. Just as a reminder (also reproduced from S12-7): "Audio recording without consent in private settings is prohibited by California Penal Code 630-635."

## Mandatory Statements:

These things have reproduced more rapidly than bacteria in a petri dish. But in a spate of sanity, we can now link rather than reproduce the statements which are found here:

<http://www.sjsu.edu/gup/syllabusinfo/>

(Verified August 17, 2017)

My remarks on selected statements follow.

## 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 F15-7](#)

## Course Requirements and Assignments:

This statement is required by Federal regulation. And, unsurprisingly, is close to incomprehensible unless schooled in educratspeak. It translates as this: This is a three credit course so you should spend  $3 \times 3 = 9$  hours / week on the course. Three of those hours are spent in the classroom ( $1 \frac{1}{4} \times 2 = 2 \frac{1}{2}$ , which we fictionalize to 3 hours, so you should spend 6 hours / week outside of class reading, studying, etc. for this course.

## Religious Accommodation:

[Included under protest as appears to be a violation of the 14<sup>th</sup> (Equal Protection) Clause.]

Note: I will continue to use my long-standing and far more liberal notification requirement specified above.

## Miscellaneous Items and Some Repeating:

Course material will usually be distributed via Canvas. Be sure that MySJSU has your current e-mail address.

If I don't respond to an e-mail the most likely reason is that the answer is in the syllabus / greensheet. The second most common reason for not responding is that it is a dumb question. The third is that

between the time it was sent and I first saw it, we had a class meeting. A fourth is my imperfectability. If something I said or wrote is unclear is unclear to you, chances are that you are not the only one. Many students are hesitant to ask for clarification, use your boldness in admitting confusion to aid the entire class in comprehending the material or instructions by speaking up in class.

You are adults and I treat you as such. I don't require attendance because I assume that you are the best judge of the use of your time. A corollary to this is don't expect a lot of sympathy from me if you fail an exam because you knew nothing about material that was only presented in class. Instructors are prohibited from [grading on attendance](#) (see [F15-12](#)). I don't follow you around to see if you are doing your homework or working on assignments. If you are going to miss a class for any reason and there isn't an assignment due or a quiz or exam scheduled, I don't need to be notified. As I said, I assume you are the best judge of the best use of your time. OTOH: If you miss an exam or quiz, you must contact me to arrange a time to make it up and the sooner the better (see Late Test and Assignment Policy above).

Have I mentioned that it is probably in the syllabus / greensheet?

For multiple-choice exams, bring a Scantron 882-E form and a #2 pencil.

Turn off your cellphones, smartphones, dumbphones, PDAs, PMDs, beepers, and heart monitors. Just kidding about the last one.

Hey, I forgot to mention that if it isn't in the syllabus, have you read the assignment? I receive many inquiries about assignments. 80% of these inquiries I answer by responding: "It's in the assignment."

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

I highly recommend checking out the greensheet / syllabus. While you are at it, read any assignments that have been distributed.

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, it's 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 Canvas or 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.

To get started on the semester: It's probably in the greensheet / syllabus.

**This syllabus, like any [syllabus is subject to revision](#).**

## Justice Studies 152 Spring 2018 Class Schedule

Date	Readings	Graded Items	A & A Group
January 25	GREETINGS!		
January 30	Chapter 1: Thinking About Juvenile Delinquency in a Diverse Society		1
February 1		Quiz 1	
February 6	Chapter 2: The Creation of Delinquency		2
February 8		Quiz 2	
February 13	Chapter 3: Understanding Delinquency: Data, Correlates, and Trends		1
February 15		Quiz 3	
February 20	Chapter 4: Micro-Level Theories		2
February 22		Quiz 4	
February 27	Chapter 5: Macro-Level Theories		1
March 1			
March 6		Quiz 5	
March 8	Chapter 6: Critical Theories		2
March 13			
March 15		Quiz 6	
March 20	Review Day		
March 22		Mid-Term! Mid-Term!	
March 27	SPRING BREAK!	STILL SPRING BREAK!	
March 29			
April 3	Chapter 7: Families in Context		1
April 5		Quiz 7	
April 10	Chapter 8: Schools in Context		2
April 12		Quiz 8	
April 17	Chapter 9: Peers and Gangs in Context		1
April 19		Quiz 9	
April 24	Chapter 10: Drugs in Context		2
April 26		Quiz 10	
May 1	Chapter 11: Why a Separate Juvenile Justice System?		1
May 3		Quiz 11	
May 8	Chapter 12: Policing and the Process of the Juvenile Courts		2
May 10	Review Day	Quiz 12	
May 16 (Wednesday)	FINAL EXAM @ 7:15– 9:30		
May 23	Final Exam Conflict Day*		

\* See Senate Policy S17-1 for applicability.

A & A Group	Last Name Begins With
1	Aa -- Lz
2	Ma- Zz