

San José State University
Department of Justice Studies
JS 273-01, International Criminology and Juvenile Delinquency,
January 24 to March 15

Instructor: Dr. Adams
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Office Hours: Mondays and Wednesdays 1:00 pm to 2:00 pm
Phone meetings are available by appointments

MYSJSU Messaging

This is an online class. Course materials such as syllabus, handouts, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. Canvas will be used to facilitate this class including discussion boards and submitting assignments. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> and Canvas to learn of any updates.

Course Description

This online course will examine: (1) issues fundamental to criminological and juvenile delinquency research and practical applications; (2) the current and emerging national/international crime and delinquency issues; and (3) criminal and juvenile justice policies adopted by different countries.

Course Learning Outcomes (CLO)

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

- CLO 1. Examine theoretical developments in criminology
- CLO 2. Analyze the social, political, economic, and legal issues affecting juvenile delinquency in nations around the world
- CLO 3. Evaluate responses to juvenile delinquency in nations around the world
- CLO 4. Apply criminological theories to explain the occurrence of juvenile delinquency
- CLO 5. Conduct research to thoroughly understand juvenile delinquency
- CLO 6. Develop research-informed strategies to prevent juvenile delinquency

Required Texts/Readings/Videos

Textbook

Jacoby, J. E., Severance, T. A., & Bruce, A. S. (2011). *Classics of Criminology* (4 ed.). Long Grove: Waveland Press, Inc.

Articles

Articles required for this class are listed in the course schedule and can be obtained through Canvas.

Videos

“[Sin Nombre](#)” or “[Maria Full of Grace](#).” These videos may be purchased or rented from a variety of places.

Week 4: <https://www.youtube.com/watch?v=hHOX3dlhhZ0>

Recommended Readings

Publication Manual of the American Psychological Association.

Articles recommended for this class are listed in the course schedule and can be obtained through Canvas.

Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118.

Course Requirements and Assignments

Note: Please note that a core competency of this course **is critical thinking**. Critical thinking requires students to think through situations, facts, and issues in an open-minded and objective way in an effort to analyze and evaluate information in an informed manner. Qualities of a critical thinker (and of arguments that embody critical thinking) include:

- Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration—in other words, just because the book tells you it is true, doesn't mean that there may not be another solution or possibility to consider. The way that facts relate to one another—and not just fact alone—should be used to determine truth.
- Critical thinkers are fair-minded in that they are willing to consider all points of view, and they are careful to take every aspect of an argument into consideration—your way of thinking may not necessarily be the only way or the right way of thinking. Consider other perspectives
- Consider evidence (facts), source (from what source did your evidence come from), and motivations (what might be the underlying motivation behind these facts)—in other words, gather information from credible sources and evaluate these sources in the context of what you have been asked to discuss/evaluate.

When preparing discussions/comments/assignments/papers/presentations, use the following to help you critically think through the task.

- Determine the problem/issue you are trying to address or solve. Make sure you remain open-minded and objective and be aware of your own biases on the subject and put them aside;
- Develop a hypothesis and/or possible solution to the problem/issue. Brainstorm other possible solutions. Think about the pros and cons of the problem/issue. Gather information on the problem/issue that may support or contradict your position;
- Analyze your facts. Don't assume anything. Evaluate the facts objectively;
- Determine a reasonable conclusion based on all of the facts; and
- Make sure your facts (and the reporting of the facts) are accurate. You may assume a causal relationship

but there might be other possible conclusions to be drawn based on other factors. Be sure to evaluate what those might be.

Introductory Post

In order to better create/build an online community, the introductory post requires each student to introduce themselves and provide the following information: (1) your name, (2) future career aspirations, (3) an enjoyable part of your holiday season, (4) something you would like to accomplish in 2018.

Critical Response to Readings (discussion board)

Four critical responses to the readings will be completed during the session (10 points each). Once you have read the assigned reading for the critical response to the reading, think about the information presented and topics that sparked your interest. **You must demonstrate a thorough understanding of the material.** It is abundantly clear when a student has not adequately read and studied the material. Next, obtain and read peer-reviewed journal articles from the **SJSU library** (<http://library.sjsu.edu>) or **Google Scholar**, government reports, books, etc. **but NOT any online sources like Wikipedia** pertaining to the prompt for each individual critical response. Each critical response has an individual prompt. In addition to the individual prompts, please ensure that your initial post be at least one page in length, single-spaced, in Times New Roman, 12 point font, with one inch margins. Full APA citation is required for sources within text and in a references section at the end of the assignment.

Each student must respond to at least two of their classmates' posts in order to receive full credit for critical responses to readings/discussion board. Responses to classmates' critical responses to the readings should be discussion based. Students may respond to aspects of the post that intrigued them, highlight aspects they would like more clarification on, continue the development of a thought/argument, etc. Comments may be based on opinion and do not need to, but may contain, empirical support.

Initial posts are due on Fridays and the 2 responses to classmate's posts are due on Sundays. Discussion boards close at 11:59 pm on Sundays. **After the discussion board closes, no additional posts will be accepted.**

Students should explore different nations for each critical response to the readings.

Prompt for Critical Response to Reading 1: **Address the following prompts in your post:** (1) How do this week's readings from Jacoby et al., explain crime commission? (2) What are your thoughts on these theories? Which components of these theories do you agree with? Which components of these theories do you disagree with? Why? (3) What are two main points from this week's required articles? (4) Select a nation (excluding the United States of America) for this week's critical response. Information should be available about drug use among youth for this nation. What are trends pertaining to drug use among youth? How does your selected country address drug use among youth? Use reliable sources for example, books, articles, government websites and reports, information from NGOs, etc. (5) Close by providing your critical perspective. What are some benefits and limitations to these strategies for addressing drug use among youth? How should we address drug use among youth?

Prompt for Critical Response to Reading 2: **Address the following prompts in your post:** (1) How do this week's readings from Jacoby et al., explain crime commission? (2) What are your thoughts on these theories?

Which components of these theories do you agree with? Which components of these theories do you disagree with? Why? (3) What are two main points from this week's required articles? (4) Select a nation (excluding the United States of America) for this week's critical response. Information should be available about how this nation addresses delinquency/misbehavior within schools. How does your selected country address delinquency within schools? Use reliable sources for example, books, articles, government websites and reports, information from NGOs, etc. (5) Close by providing your critical perspective. What are some benefits and limitations to these strategies for addressing delinquency? How should we address delinquency/misbehavior within schools?

Prompt for Critical Response to Reading 3: Address the following prompts in your post: (1) How do this week's readings from Jacoby et al., explain crime commission? (2) What are your thoughts on these theories? Which components of these theories do you agree with? Which components of these theories do you disagree with? Why? (3) What are two main points from this week's required articles? (4) Select a nation (excluding the United States of America) for this week's critical response. Information should be available about the social environment/social structure of the country **or** bullying within this nation. Describe the social environment/social structure within this nation. This would include poverty rates, a description of life in poverty stricken communities, etc. **OR** Provide information on bullying in this nation. How does your selected country address social structure issues **or** bullying? Use reliable sources for example, books, articles, government websites and reports, information from NGOs, etc. (5) Close by providing your critical perspective. What are some benefits and limitations to these strategies for addressing social structure issues **or** bullying? How should we address poverty **or** bullying?

Prompt for Critical Response to Reading 4: Address the following prompts in your post: (1) How do this week's readings from Jacoby et al., explain crime commission? (2) What are your thoughts on these theories? Which components of these theories do you agree with? Which components of these theories do you disagree with? Why? (3) What are two main points from this week's required articles? (4) Select a nation (excluding the United States of America) for this week's critical response. Information should be available about how this nation addresses delinquency among female youth. What are trends for female juvenile delinquency within this nation? How does your selected country address female delinquency? Use reliable sources for example, books, articles, government websites and reports, information from NGOs, etc. (5) Close by providing your critical perspective. What are some benefits and limitations to these strategies for addressing female delinquency? How should we address female juvenile delinquency?

Film Critique

For this assignment, students should select and watch either "[Sin Nombre](#)" or "[Maria Full of Grace](#)." Once students have watched the film, students should compose a critique based on the guidelines outlined below. The film critique should **NOT** be written as a summary of the film, but rather offer your critical perspectives. This paper should be structured, with boldface subheadings, as follows:

Student's Name

Class Information (JS 273-01)

Date

Title of Film Critique

Introduction

Briefly describe the purpose of the paper and the main story depicted in the film.

Strengths and Weaknesses

In this section students must provide at least three strengths and three weaknesses of the select film.

Article Analysis

In this section students must first identify three ways in which the film helps us understand the experiences of similarly situated juveniles. Second, students are required to incorporate **six** peer-reviewed journal articles that either support or disprove the points made in the film. Articles could be a combination of material in support of and challenging the stories presented in the film.

Conclusion

In this section students should state whether **and** why they agree with/believe in the stories presented in the film **or** the points made in the peer-reviewed journal articles. Students could also include final thoughts about the film.

Papers should be 6—8 pages in length, typed, double-spaced, paginated, in 12-point font, and have one-inch margins. Quotations are **NOT** acceptable from any other source. You may, however, paraphrase commentary from the assigned book and other works. A reference page is required.

Your grade is based on the following criteria:

1. Completing all aspects of the assignment
2. Grammar and spelling
3. Following the aforementioned structure

This assignment is due on Canvas on the date listed on the syllabus. Late assignments are NOT accepted.

Research Paper

An **original research paper** that examines an issue related to juvenile delinquency, in a nation other than the United States of America, is required for this class. Students may choose their topic based on their research interests. Each student must incorporate **at least 30** scholarly sources into his/her paper. Papers should be at least 17 pages in length, typed, double-spaced, paginated, in Times New Roman 12-point font, and have one-inch margins. **Quotations are not allowed.** Students may paraphrase authors' words; when this is done, remember to cite your sources. APA format is required for the entire paper.

Paper Format: Your research paper should include:

Cover Page

Abstract

Introduction

Papers should commence with a statement pertaining to why the research topic is important. Students could cite statistics, incorporate a short narrative, discuss the history of the topic, etc., to convey the importance of the topic.

A clear objective or thesis statement should be found in this section. For instance, you might state, "The objective of this paper is to investigate economic and structural factors that propel youth to delinquency in Somalia."

Theoretical Framework

Select and describe one or more **theory/theories** that will be incorporated into the paper to help us explore the subject under investigation. Detail the components of the theory/theories selected and discuss why this/these theory/theories do the best job of explaining the subject under investigation. For instance, what do these theories take into consideration that other theories do not.

Review of Relevant Literature

In this section students should present details to help the reader thoroughly understand the dynamics of the subject under investigation. For example, if the paper is on juvenile gangs, the student should discuss the rate of gang violence, the age and gender of gang members, the types of activities gang members engage in, the process for becoming a member, etc. Theorize about the reasons young people join gangs and connect the research you obtain on the topic to components of the theory selected; think about the role of friends, family, socio-economic factors, structural factors, psychological factors, etc. Discuss how the justice system responds to juvenile gang members, etc.

The bulk of this section should summarize past research. This paper should NOT be written as an annotated bibliography. Make certain that you synthesize studies that complement each other in one paragraph. Do NOT simply describe one study after another via a series of paragraphs or blocks of text.

Students should guide the reader through this section using subheadings in APA format. The “Review of Relevant Literature” section should be divided into 3 to 4 subsections.

Conclusion

Present a creative summary/conclusion grounded on past research. Based on the information gathered for this paper, what are your thoughts on the topic selected and how society/the justice system address should address it in the future. Close with suggestions for future research.

Deviations from these requirements are not suggested and will result in a failing grade.

Note I: APA format must be used throughout the paper. A References/Bibliography section, containing all the sources used in the paper, must appear at the end of the paper. The paper must be organized according to the Paper Format section.

Note II: Four common paper errors include (PAY ATTENTION to these):

1. APA format not followed (in paper and/or references section)
2. Mechanics
3. Underdeveloped “Review of Relevant Literature” section
4. Weak conclusion

Grading

Grading will be based on the following criteria:

1. Following the aforementioned paper guidelines.
2. Strong theoretical framework.
3. Critical thinking. The “Review of Relevant Literature” section must show evidence of sophisticated, novel, and insightful interpretations of past research. Do not simply end a section by stating the conclusion of a study. What do these sources tell us about the overarching topic? What meaning could we extract from them?
4. Developing astute conclusions.

5. Mechanics. Please **PROOFREAD** your work. Incorrect sentence structure, misspellings, grammatical errors, incorrect citation, and other writing mistakes will adversely affect your grade.
6. Implementing APA format. APA format is required throughout the paper and in the references/bibliography.
7. Incorporating at least 30 scholarly sources.

This assignment is due to the respective dropbox on Canvas by the date listed on the syllabus. Late assignments will NOT be accepted.

Detailed Outline of Research Paper

A detailed outline of the final research paper is required for this class. The outline provides an important opportunity for students to get feedback on their papers before final submission. Research papers will not be accepted if a detailed outline of the research paper was not submitted.

In this assignment students are expected to thoroughly detail the sections of their research paper. This outline should provide the reader with a blueprint of students' final research paper; it should present the sections into which the paper will be divided and the type of content that will be included in each section. Two to three sentences are required for each prompt. The outline should be structured, with headings and subheadings, as follows:

Introduction

- I. State the countries that will be discussed and the aspect of the criminal justice system that will focused on (e.g., policing, adjudication, corrections, re-entry, etc.).
- II. Thesis statement

Theoretical Framework

- I. State the theory/theories that will be incorporated into this paper.
- II. State the reason this/these theory/theories were selected.

Review of Relevant Literature

- I. Subsection I: Focus of this section. Describe the main point that will be made in this section.
- II. Subsection II: Focus of this section. Describe the main point that will be made in this section.
- III. Subsection III: Focus of this section. Describe the main point that will be made in this section.

Conclusion

- I. What are your thoughts on the current state and future of this topic?
- II. What are your suggestions for future research.

Outlines should be 1 to 2 pages in length, typed, single-spaced, paginated, in Times New Roman 12-point font, and have one-inch margins. This assignment is due to the respective **drop box on Canvas** by the due date listed on the syllabus. Late assignments are NOT accepted.

Delinquency Prevention Presentation

Project description: This project provides the opportunity to be creative and to develop an alternative for delinquency prevention. You are required to present this concept/program/proposal/policy to the class, in a PowerPoint presentation. PowerPoint presentations should be recorded, last between 8 to 10 minutes, and be posted on Canvas. The alternative you choose to develop to prevent delinquency could involve the arts (e.g., music, dance, theatre), educational programs, cooking, mentoring, farming, etc. The goal of the alternative you select is to prevent juveniles from engaging in delinquent behavior and crimes. Students should present a detailed rationale for the alternative developed.

Your alternative, while creative, should abide by the following criteria:

1. Attention getting device. Any successful public speaker must demonstrate the ability to capture the attention of the audience. A quotation, statement of the problem (e.g., a statistic), photograph, question, story, etc., should accomplish this goal.
2. Identify the specific problem your alternative will address. That is, what will your alternative attempt to prevent. Will you focus on a specific offense (e.g. gang activity, theft, bullying, running away); a specific population (e.g., girls, boys, a racial/ethnic group, persons from a disadvantaged community, etc.); a combination of both.
3. Identify what you believe is the cause of delinquency. Your alternative must be grounded on one or several theories covered in class. Introduce one or two theories you believe can help us understand delinquency among the population selected. For example, do not suggest after school programs that provide all students laptops and more qualified teachers without first addressing the underlying mechanisms that structure those conditions in the first place. In order to give every student laptops and more qualified teachers, you would at least need to consider how to change zoning laws (and nationwide segregation) and how to provide these materials without raising taxes (in an era of neoliberalism). Your task is to provide strategies that address the underlying roots of the problem, instead of those that focus on the symptoms, simultaneously using theoretical frameworks as a guide.
4. Detail your alternative. Students must primarily focus on developing a creative alternative for delinquency prevention. Your approach must be convincing. Pretend that you are attempting to persuade Congress, a group of liberal or conservative politicians, to adopt your idea. Your strategy must be well developed, carefully considering groups that may have an economic stake in the current correctional system. For example, how would you convince a juvenile detention official that we should employ your strategy instead of detaining youth? **Be sure to address:** Specifics about what your alternative entails? How it would be implemented? Why would young people be attracted to this alternative or how will they be recruited? How long would it last? How will you measure success?

Students are required to comment on at least 3 presentations. In responding to the presentations, students should comment on (1) practicality, (2) economic feasibility, (3) innovativeness and creativity of the idea.

Grading: Your grade will be based on three criteria:

- (1) Time: Not going under 8 minutes or exceeding 12 minutes (5)
- (2) Structure/format: Following the aforementioned structure/format (5)
- (3) Alternative Development: Ensuring the rationale for your alternative is clear and that your alternative is thoroughly detailed.

PowerPoint slides are due on Canvas by the date listed on the syllabus. Late assignments will not be accepted.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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.”

Grading Information

The grading scale implemented for this class is as follows:

98.0 – 100%	= A+	78.0 – 79.9%	= C+
93.0 – 97.9.9%	= A	73.0 – 77.9%	= C
90.0 – 92.9%	= A-	70.0 – 72.9%	= C-
88.0 – 89.9%	= B+	68.0 – 69.9%	= D+
83.0 – 87.9%	= B	63.0 – 67.9%	= D
80.0 – 82.9%	= B-	00.0 – 62.9%	= F

Determination of Grades

Your grade is composed of:

4 Critical Responses to Readings	40 points
Film Critique	15 points
Research Paper	30 points
Delinquency Prevention Presentation	15 points
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Total	100 points

Classroom Protocol

All written assignments must be submitted by the due date to the respective dropbox on Canvas. If you are unable to complete course requirements because of extenuating circumstances, please email Dr. Adams before the due date for the assignment. Late assignments are not accepted.

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 (i.e., reading and writing) 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.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course. If student requests and receives instructor's permission to record the course, the recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Requests to record the course should be made in writing via email and student should specify if they are requesting permission for the entire semester or class-by-class. As class participation of students and guests may be on the recording, permission of those students or guests should also be obtained.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities

requesting accommodations must register with the [Accessible Education Center \(AEC\)](#) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) at <http://www.sjsu.edu/writingcenter>. For additional resources and

updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU, Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

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Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24	Introductions, Syllabus and Assignments Distributed
	1/26	<p>Assignment Due: Introductory Post Due by 11:59 pm on Canvas</p> <p>The purpose of this assignment is to welcome all students to the class and to help everyone (especially new students) get to know each other. Please state (1) your name, (2) future career aspirations, (3) an enjoyable part of your holiday season, (4) something you would like to accomplish in 2018.</p>
2	1/30	<p><i>Drug Use among Juveniles</i></p> <p>Jacoby et al. Chapters (Required): Beccaria (48). "Of Crimes and Punishments." Bentham (16). "An Introduction to the Principles of Morals and Legislation." Durkheim (18). "The Normal and the Pathological." Lombroso-Ferrero (21). "Criminal Man."</p> <p>Articles (Required): Isralowitz, R., Reznik, A. & Straussner, S. L. A. (2011). "Prescription drug use trends among Israeli school dropout: An analysis of gender and country of origin." <i>Journal of Social Work Practice in the Addictions, 11</i>, 75-86. Meghdadpour, S. Curtis, S., Pettifor, A., & MacPhail, C. (2012). "Factors associated with substance use among orphaned and non-orphaned youth in South Africa" <i>Journal of Adolescence, 35</i>, 1329-1340. Miller, K. A., Stanley, L. R., & Beauvais, F. (2012). "Regional differences in drug use rates among American Indian youth." <i>Drug and Alcohol Dependence, 126</i>, 35-41.</p> <p>Articles (Recommended): Pechorro, P., Ray, J. V., Gonçalves, R. A., & Jesus, S. N. (2017) "The inventory of callous-unemotional traits: Psychometric properties among referred and non-referred Portuguese female juveniles." <i>International Journal of Law and Psychiatry, 54</i>, 67-75. Zapolski, T. C. B., Fisher, S., Banks, D. E., and Hensel, D. J. (2017). "Examining the protective effect of ethnic identity on drug attitudes and use among a diverse youth population." <i>Journal of Youth Adolescence, 46</i>(8), 1702-1715.</p>
	2/02	<p>Assignment Due: Critical Response to Reading 1 Due by 11:59 pm on Canvas</p> <p>Prompt for Critical Response to Reading 1. Address the following prompts in your post: (1) How do this week's readings from Jacoby et al., explain crime commission? (2) What are your thoughts on these theories? Which components of these theories do you agree with? Which components of these</p>

		<p>theories do you disagree with? Why? (3) What are two main points from this week's required articles? (4) Select a nation (excluding the United States of America) for this week's critical response. Information should be available about drug use among youth for this nation. What are trends pertaining to drug use among youth? How does your selected country address drug use among youth? Use reliable sources for example, books, articles, government websites and reports, information from NGOs, etc. (5) Close by providing your critical perspective. What are some benefits and limitations to these strategies for addressing drug use among youth? How should we address drug use among youth?</p>
3	2/04	<p>Assignment Due: 2 Responses to Critical Response to Reading 1 Due by 11:59 pm on Canvas</p>
	2/06	<p><i>School to Prison Pipeline</i> Jacoby et al. Chapters (Required): Lemert (42). "Primary and Secondary Deviation." Marx (19). "Class Conflict and Law." Quinney (20). "Class, State, and Crime." Sutherland (3). "White-Collar Criminality."</p> <p>Articles (Required): Fasching-Varner, K. J., Mitchell, R. W., Martin, L. L., & Bennett-Haron, K. P. (2014) "Beyond school-to-prison pipeline and toward an educational and penal realism." <i>Equity & Excellence in Education</i>, 47(4), 410-429. Krueger-Henney, P. (2013). "Co-researching school spaces of dispossession: A story of survival." <i>Association of Mexican-American Educators (AMAE) Special Theme Issue</i>, 7(3), 42-53. Pantoja, A. (2013). "Reframing the school-to-prison pipeline: The experience of Latin@ youth and families." <i>Association of Mexican-American Educators (AMAE) Special Theme Issue</i>, 7(3), 17-3. Vera Sanchez & Adams (2011). "Sacrificed on the altar of public safety: The policing of Latino and African American youth." <i>Journal of Contemporary Criminal Justice</i>, 27(3), 322-341.</p> <p>Required Video: https://www.youtube.com/watch?v=hHOX3dlhhZ0</p> <p>Articles (Recommended): Rios, V. & Galicia, M. (2013). "Smoking guns or smoke & mirrors?: Schools and the policing of Latino boys." <i>Association of Mexican-American Educators (AMAE) Special Theme Issue</i>, 7(3), 54-66. Dancy, II, T. E. (2014). "(Un) Doing hegemony in education: Disrupting school-to-prison pipelines for Black males." <i>Equity & Excellence in Education</i>, 47(4), 476-493.</p>

	2/09	<p>Assignment Due: Critical Response to Reading 2 Due by 11:59 pm on Canvas</p> <p><u>Prompt for Critical Response to Reading 2. Address the following prompts in your post:</u> (1) How do this week's readings from Jacoby et al., explain crime commission? (2) What are your thoughts on these theories? Which components of these theories do you agree with? Which components of these theories do you disagree with? Why? (3) What are two main points from this week's required articles? (4) Select a nation (excluding the United States of America) for this week's critical response. Information should be available about how this nation addresses delinquency/misbehavior within schools. How does your selected country address delinquency within schools? Use reliable sources for example, books, articles, government websites and reports, information from NGOs, etc. (5) Close by providing your critical perspective. What are some benefits and limitations to these strategies for addressing delinquency? How should we address delinquency/misbehavior within schools?</p>
Week 4	2/11	<p>Assignment Due: 2 Responses to your classmates Critical Response to Reading 2 Due by 11:59 pm on Canvas</p>
	2/13	<p><i>Gangs and Youth Involvement in Organized Crime</i> Jacoby et al. Chapters (Required): Cohen (31). "The Content of the Delinquent Subculture" Hirschi (38) "A Control Theory of Delinquency." Sampson and Laub (11) "Crime and Deviance Over the Life Course: The Salience of Adult Social Bonds" Thrasher (1) "What is a Gang?"</p> <p>Articles (Required): Hagedorn, J. M. (2005). "The global impact of gangs." <i>Journal of Contemporary Criminal Justice</i>, 21(2), 153-169. Katz, C. M. & Fox, A. M. (2010). "Risk and protective factors associated with gang-involved youth in Trinidad and Tobago." <i>Rev Panam Salud Publica</i>. 27(3), 187-202. Kee, C., Sim, K. Teoh, J., Tian, C. S., & Ng, K. H. (2003). "Individual and familial characteristics of youth involved in street corner gangs in Singapore." <i>Journal of Adolescence</i>, 26, 401-412. Lo, T. W. (2012). "Triadization of youth gangs in Hong Kong." <i>British Journal of Criminology</i>, 52, 556-576.</p> <p>Articles (Recommended): Chan, W. (2010). "Juvenile offenders in Singapore." <i>British Journal of Community Justice</i>, 8(3), 63-77. Stephenson, S. (2012). "The violent practices of youth in territorial groups in Moscow." <i>Europe-Asia Studies</i>, 64(1), 69-90.</p>
Week 5	2/18	<p>Assignment Due: Film Critique due on Canvas by 11:59 pm.</p>

	2/19	Assignment Due: Detailed Outline of Research Paper due on Canvas by 11:59 pm.
	2/20	<p><i>Social Environment and Bullying</i> Jacoby et al. Chapters (Required): Agnew (28). “Foundation for a General Strain Theory of Crime and Delinquency.” Cohen and Felson (8). “Social Change and Crime: A Routine Activity Approach.” Merton (27). “Social Structure and Anomie.” Shaw and McKay (4). “Juvenile Delinquency and Urban Areas.” Wilson and Kelling (61) “Broken Windows: The Police and Neighborhood Safety.”</p> <p>Articles (Required): Farmer, P. (1996). “On suffering and structural violence: A view from below.” <i>Daedalus</i>, 125(1), 261-283. Fritz, (2012). “Child pirates from Somalia: A call for the international community to support the further development of juvenile justice systems in Puntland and Somaliland.” <i>Case Western Reserve Journal of International Law</i>, 44(3), 891-919. Wiklund, G., Ruchlin, V. V., Kuposov, R. A., & af Klinteberg, B. (2014). “Pro-bullying attitudes among incarcerated juvenile delinquents: Antisocial behavior, psychopathic tendencies, and violent crime.” <i>International Journal of Law and Psychiatry</i>, 37, 281-288.</p> <p>Articles (Recommended): Cho, S & Wooldredge, J. (2016). “The link between juvenile offending and victimization: Sources of change over time in bullying victimization risk among South Korean adolescents.” <i>Children and Youth Services Review</i>, 71, 119-129. Cole, B. (2013). “Juvenile delinquency in Angola.” <i>Criminology & Criminal Justice</i>, 14(1), 61-76.</p>
	2/23	<p>Assignment Due: Critical Response to Reading 3 Due by 11:59 pm on Canvas</p> <p>Prompt for Critical Response to Reading 3. Address the following prompts in your post: (1) How do this week’s readings from Jacoby et al., explain crime commission? (2) What are your thoughts on these theories? Which components of these theories do you agree with? Which components of these theories do you disagree with? Why? (3) What are two main points from this week’s required articles? (4) Select a nation (excluding the United States of America) for this week’s critical response. Information should be available about the social environment/social structure of the country or bullying within this nation. Describe the social environment/social structure within this nation. This would include poverty rates, a description of life in poverty stricken communities, etc. OR Provide information on bullying in this nation. How does your selected country address social structure issues or bullying? Use reliable sources for example, books, articles, government websites and</p>

		reports, information from NGOs, etc. (5) Close by providing your critical perspective. What are some benefits and limitations to these strategies for addressing social structure issues or bullying? How should we address poverty or bullying?
Week 6	2/25	Assignment Due: 2 Responses to Critical Response to the Reading 3 Due by 11:59 pm on Canvas
	2/27	<p><i>Gender and Juvenile Delinquency</i> Jacoby et al. Chapters (Required): Chesney-Lind (46). "Girls' Crime and Women's Place: Toward a Feminist Model of Female Delinquency." Cloward and Ohlin (36). "Delinquency and Opportunity." Shaw and McKay (30). "Differential Systems of Values." Sutherland (34). "Differential Association."</p> <p>Articles (Required): Carrington, K. (2013). Girls, crime and violence: Toward a feminist theory of female violence." <i>International Journal for Crime, Justice and Social Democracy</i>, 2(2), 63-79. Gaarder, E., Rodriguez, N., & Zatz, M. S. (2004). Criers, liars, and manipulators: Probation officers' views of girls. <i>Justice Quarterly</i>, 21(3), 547-578. Schaffner, L. (2014). "Out of sight, out of compliance: US detained girls' health justice." <i>Contemporary Justice Review</i>, 17(1), 63-86. Stansfield, R. (2017). "Teen involvement in sports and risky behavior: A cross-national and gendered analysis." <i>British Journal of Criminology</i>, 57(1), 172-193.</p> <p>Articles (Recommended): Zhang, H., Zhao, R., Zhao, J. S., & Ren, L. (2016). "The impact of child sexual and psychological distress on delinquency among incarcerated juveniles in China." <i>Crime, Law and Social Change</i>, 66(5), 447-464.</p>
	3/02	<p>Assignment Due: Critical Response to Reading 4 Due by 11:59 pm on Canvas</p> <p><u>Prompt for Critical Response to Reading 4. Address the following prompts in your post:</u> (1) How do this week's readings from Jacoby et al., explain crime commission? (2) What are your thoughts on these theories? Which components of these theories do you agree with? Which components of these theories do you disagree with? Why? (3) What are two main points from this week's required articles? (4) Select a nation (excluding the United States of America) for this week's critical response. Information should be available about how this nation addresses delinquency among female youth. What are trends for female juvenile delinquency within this nation? How does your selected country address female delinquency? Use reliable sources for example, books, articles, government websites and reports, information from NGOs, etc. (5) Close by providing your critical perspective. What are some</p>

		benefits and limitations to these strategies for addressing female delinquency? How should we address female juvenile delinquency?
Week 7	3/04	Assignment Due: 2 Responses to Critical Response to Reading 4 Due by 11:59 pm on Canvas
	3/07	Assignment Due: Research Paper Due by 11:59 pm on Canvas
	3/08	<p><i>Corrections and Delinquency Prevention</i> Jacoby et al. Chapters (Required): Chambliss (54). "The Law of Vagrancy." Foucault (66). "Discipline and Punish." Kelling, Pate, Dieckman and Brown (59). "The Kansas City Preventive Patrol Experiment." Packer (55). "Two Models of the Criminal Process."</p> <p>Articles (Required): Clark, J. N. (2012). "Youth violence in South Africa: The case for a restorative justice response." <i>Contemporary Justice Review</i>, 15(1), 77-95. Zhang, L. & Liu, J. (2007). "China's juvenile delinquency prevention law: The law and the philosophy." <i>International Journal of Offender Therapy and Comparative Criminology</i>, 51(5), 541-554. Lyons, C. L. (2016). "Restorative Justice: Can it help victims and rehabilitate criminals?" <i>CQ Press</i>, 26(6), 121-144. www.cqresearcher.com</p> <p>Articles (Recommended): Cox, P. (2012). "History and global criminology: (Re)Inventing delinquency in Vietnam." <i>British Journal of Criminology</i>, 52(1), 17-31. Kovner, B. & Shalhoub-Kevorkian, N. (2017). "Child arrest, settler colonialism, and the Israeli juvenile system: A case study of Occupied East Jerusalem." <i>British Journal of Criminology</i>, https://doi.org/10.1093/bjc/azx059. Wallace, W. C. (2013). "Addressing the unmet needs of children and youth in detention in Trinidad and Tobago." <i>Journal of Eastern Caribbean Studies</i>, 38(4), 70-106. Weenink, D. (2009). "Explaining ethnic inequality in the juvenile justice system: An analysis of the outcomes of Dutch prosecutorial decision making." <i>British Journal of Criminology</i>, 49(2), 220-242.</p>
Week 8	3/12	Assignment Due: Delinquency Prevention Presentation due on Canvas at 11:59 pm
	3/15	Assignment Due: 3 Responses to your classmates Delinquency Prevention Presentations due on Canvas by 11:59 pm