**San José State University**

# Department of Justice Studies JS 152, Juvenile Delinquency & Juvenile Justice, Section 03, Spring 2019

## Course and Contact Information

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| Instructor: | Judith Randle |
| Office Location: | MH 508 |
| Telephone: | (408) 924-8126 |
| Email: | judith.randle@sjsu.edu |
| Office Hours: | R 11:45am – 1pm |
| Class Days/Time: | T/R 10:30 – 11:45am |
| Classroom: | MH 523 |
| Prerequisites: | Upper Division Standing; JS10, 11, 12, or 25; 100W |

## Course Description

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

### Course Learning Outcomes (CLO) (Required)

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

CLO1: Demonstrate substantive knowledge of, and be able to evaluate and apply, a variety of theories to explain why juvenile crime and delinquency occur.

CLO2: Demonstrate substantive knowledge about the juvenile justice system, including its history, current functions, and jurisprudential foundations.

### Textbooks

### Cox, et al. (2018). *Juvenile Justice: A Guide to Theory, Policy, and Practice (9th ed)*. Sage Publications. ISBN 9781506349008

Zimring (2005). *American Juvenile Justice*. Oxford. ISBN 9780195181166

### Other Readings

### CANVAS Readings are located on the CANVAS course website.

### Other technology requirements / equipment / material

## You must have access to a computer with video playback to watch a required video for Apr 11.

## Course CANVAS Page

Course materials such as syllabus, handouts, lecture slides, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for checking daily with the messaging system through MySJSU to learn of any updates.

**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. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

**Library Liaison**

Silke Higgins, [408-808-2118](tel:408-808-2118), [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu)

**Department’s 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.

## Course Requirements and Assignments

“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Your grade is derived from work in four (4) categories:

*Homework Assignments* (10-12) *–*Homework assignments are designed to review and enhance your learning of the week’s topic by: reviewing key information, learning new details about a topic, practicing the application of a rule, and/or making connections among concepts and readings. They include activities such as answering short essay questions, listing facts or concepts, and completing charts and tables. Homework assignments are completed at home and are worth approximately 15 points each. (CLOs 1 & 2)

*On-call Q&A* (2) – On two (2) dates in the semester you will be called upon in class to answer questions about the material covered that day. Your on-call dates have been assigned in advance. I will accommodate reschedule requests received by **Feb 5**. If you do not attend lecture on the date shown, you cannot receive points for the Q&A, even in the event of illness or emergency. Each On-call Q&A day is worth 10 points. (CLOs 1 & 2)

*Midterms* (2) *–*There are two midterms in this course. Each is approximately 50 multiple choice questions.

* Midterm #1 covers Unit 2, theories of juvenile delinquency (CLO 1)
* Midterm #2 covers Unit 3, the juvenile court (CLO 2)

*Final Exam* (1) – “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

The final exam is a comprehensive written examination with multiple essay questions. You will receive the questions in advance. The final exam is worth approximately 75 points. (CLOs 1 & 2)

Other Course Work:

*Class Exercises –* Class Exercises are designed to help enhance your learning of the week’s topic by reviewing key information, learning new details about a topic, practicing the application of a rule, and/or making connections among concepts and readings. They include activities such as listing facts or concepts and completing charts and tables. Class Exercises are distributed and completed in class on the scheduled lecture period. They are not graded but may be referenced during all quizzes and the final exam. (CLOs 1 & 2)

*Extra Credit:* Extra credit assignments may be offered during the semester. I will take into consideration students’ proposals for extra credit assignments.

## Grading Information (Approximate and Subject to Change with Reasonable Notice)

Homework 150 (43%)

On Call Dates 20 (6%)

Midterms 100 (29%)

Final Exam 75 (22%)

**Total 345 (100%)**

| *Grade* | *Points* | *Percentage* |
| --- | --- | --- |
| *A plus* | TBD | *98 to 100%* |
| *A* |  | *93 to 97%* |
| *A minus* |  | *90 to 92%* |
| *B plus* |  | *87 to 89 %* |
| *B* |  | *83 to 86%* |
| *B minus* |  | *80 to 82%* |
| *C plus* |  | *77 to 79%* |
| *C* |  | *73 to 76%* |
| *C minus* |  | *70 to 72%* |
| *D plus* |  | *67 to 69%* |
| *D* |  | *63 to 66%* |
| *D minus* |  | *60 to 62%* |

## Classroom Protocol

*Attendance* -- If you are late, enter quietly in the back of the classroom. Please do not exit the classroom during a guest speaker’s lecture.

*Materials* – Bring a pencil or pen and a notebook with which to complete in-class assignments and to take notes.

*Cell phones* -- Cell phones must be in silent mode and not accessed during the lecture period.

*Communication outside of class --* Check your university email account at least once daily for messages related to the course. I encourage regular communication with me over email and in office hours to clarify and enrich your understanding of the course material. **To ensure confidentiality, I am required to communicate with you using only your university account.**

## University Policies

Per University Policy S16-9 *(http://www.sjsu.edu/senate/docs/S16-9.pdf)*, relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at http://www.sjsu.edu/gup/syllabusinfo/” Make sure to review these university policies and resources with students.

**Important University Dates**: <http://www.sjsu.edu/registrar/calendar/2182/index.html>

# JS152 / Juvenile Delinquency & Juvenile Justice, Spring 2019

## Course Schedule

Notes:

*\*Subject to change with fair notice*

*\*Homework schedule to follow*

| **Week** | **Date** | **Topics, Readings, Assignments, Deadlines** |
| --- | --- | --- |
| 1 | Jan 22 | **UNIT 1: INTRODUCTION TO JUVENILE DELIQUENCY & JUSTICE**  **Welcome**  CANVAS Reading: Syllabus |
| 1 | Jan 24 | **Why Juvenile Justice?**  Textbook: “What would you do?” @ pp. 1-2  CANVAS Reading: “A Passenger was Killed by a Falling Rock” (Siegel) |
| 2 | Jan 29 | **Juvenile Justice in Historical Perspective**  Textbook: Ch. 1 |
| 2 | Jan 31 | **UNIT 2: JUVENILE DELINQUENCY**  **Measuring Juvenile Offenses**  Textbook: Ch. 2 |
| 3 | Feb 5 | **Characteristics of Juvenile Offenders**  Textbook: Ch. 3 |
| 3 | Feb 7 | **Characteristics of Juvenile Offenders** |
| 4 | Feb 12 | **Traditional Theories of Causation**  Textbook: Ch. 4 |
| 4 | Feb 14 | **Traditional Theories of Causation** |
| 5 | Feb 19 | **Adolescence & Crime**  AJJ: Chs. 1, 2, & 3 |
| 5 | Feb 21 | **Adolescence & Crime** |
| 6 | Feb 26 | **Key Characteristics of Juvenile Offending**  AJJ: Ch. 6 & 7 |
| 6 | Feb 28 | **Key Characteristics of Juvenile Offending** |
| 7 | Mar 5 | **CATCH-UP/REVIEW** |
| 7 | Mar 7 | **MIDTERM #1** |
| 8 | Mar 12 | **UNIT 3: JUVENILE COURTS**  **Juvenile Justice Themes: Prevention, Diversion, and Intervention**  AJJ: Ch. 4 |
| 8 | Mar 14 | **Juvenile Justice Themes: Prevention, Diversion, and Intervention**  Textbook: Ch. 10 |
| 9 | Mar 19 | **Juvenile Courts: Purpose and Scope**  Textbook: Ch. 6 |
| 9 | Mar 21 | **Juvenile Court Procedures: Overview**  *Movie: Juvenile Court* |
| 10 | Mar 26 | **Juvenile Court Procedures: Adversarial or Cooperative?**  Textbook: Chs. 7 & 9 |
| 10 | Mar 28 | **Juvenile Court Procedures**  *Guest Speaker* |
| **Week 11: Spring Recess – No Assigned Material** | | |
| 12 | Apr 9 | **Juvenile Court Procedures: Transfer**  AJJ: Ch. 10 |
| 12 | Apr 11 | **Policing Juveniles**  Textbook: Ch. 8 |
| 13 | Apr 16 | **Policing Juveniles**  CANVAS Video: “The Interrogation” |
| 13 | Apr 18 | **MIDTERM #2** |
| 14 | Apr 23 | **UNIT 4: PUNISHING JUVENILES**  **Penal Proportionality**  AJJ: Ch. 5 |
| 14 | Apr 25 | **Juvenile Dispositions**  Textbook: Ch. 11 |
| 15 | Apr 30 | **Responding to Serious and Violent Juvenile Offenders**  Textbook: Ch. 12 |
| 15 | May 2 | **Responding to Serious and Violent Juvenile Offenders**  AJJ: Chs. 12 & 13 |
| 16 | May 7 | **Minority Overrepresentation in Juvenile Justice**  AJJ: Ch. 11 |
| 16 | May 9 | **Minority Overrepresentation in Juvenile Justice** |
| **Final Exam** | **May 16** | **9:45am – 12pm** |