

San José State University
Department of Justice Studies
JS 152-01, Juvenile Delinquency & Juvenile Justice, Spring 2021

Course and Contact Information

Instructor:	Judith Randle
Office Location:	https://sjsu.zoom.us/j/6570524029
Email:	judith.randle@sjsu.edu
Office Hours:	Monday/Wednesday 11 am – 12pm
Class Days/Time:	Tuesday/Thursday (TR) 9 – 10:15am
Classroom:	https://sjsu.zoom.us/j/6570524029
CANVAS Website:	https://sjsu.instructure.com/courses/1414709
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)

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: Objectively analyze the various types of juvenile delinquent behavior through the blended study of theory and method.

CLO3: 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 (paper) (ebook available)

Zimring (2019). *American Juvenile Justice* (2e). Oxford. ISBN 9780190914264 (paper) (ebook available)

Schaffer (2006). *Girls in Trouble with the Law*. Rutgers. ISBN 9780813538341(paper)

*Available free online from the King Library

Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students (<https://www.sjsu.edu/learnanywhere/equipment/index.php>). Students are responsible for ensuring that they have access to reliable Wi-Fi during class. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

All written assignments will be submitted via Canvas, and must be in Microsoft Word (*.doc or *.docx). If you do not currently own Microsoft Word, the software (both PC and Mac) is available for free to students: <http://www.sjsu.edu/it/services/collaboration/software/instructions.php>

Use of Camera in Class

You are encouraged (not required) to turn on your camera during class discussion/lecture. However if you choose not to, I completely understand that privacy of your home life and access to a room for privacy should not be a barrier to your success in this class. Nevertheless, you are required to participate in class discussions. Feel free to contact me if you have questions or concerns regarding this matter.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly (if using):** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity

through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Canvas Course Page and E-mail

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help using Canvas Resource page at http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources.

Some course materials will be posted in Adobe PDF format; if you choose to download them, you will need Adobe Reader to view the documents. There is no cost to download Adobe Reader (<http://www.sjsu.edu/ecampus/teaching-tools/adobe/students/index.html>).

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

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: Nyle Craig Monday, MLK Librarian (408) 808-2041 or Nyle.Monday@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 (14) – 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. Homework assignments are worth approximately 15 points each. They are due on CANVAS on Tuesday at 9am of the week assigned, unless otherwise noted in class or on the CANVAS website. Late submissions endure a 10 percent penalty per hour late. *During the semester, I will forgive the late penalty on one assignment so long as it is turned in by Apr 6 (HW1-8) or May 13 (HW9-14) at 9am.* (CLOs 1 – 3)

On-call Q&A (6) – On six (6) days in the semester you will be called upon in class to answer questions about the material covered that day. If you do not attend lecture on the date shown, you will not receive points for the Q&A. You may reschedule your on-call days so long as there are time slots available. Each on-call Q&A day is worth 5 points. (CLOs 1 – 3)

Lecture Image (2) – On two (2) days in the semester you will present to the class an image that you believe captures the essence of one or more topics of discussion in the previous two lecture periods. If you do not attend lecture on the date shown, you will not receive points for this assignment. You may reschedule your lecture image days so long as there are time slots available. Each lecture image day is worth 10 points. (CLOs 1 – 3)

Final Exam (1) – The final exam is a comprehensive written examination with multiple choice and short essay questions. You will receive the questions in advance. The final exam is worth approximately 100 points. (CLOs 1 – 3)

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

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

Homework	200 (57%)
On Call Dates	30 (9%)
Lecture Image	20 (6%)
Final Exam	100 (29%)
Total	350 (100%)

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	342 – 350	98 to 100%
<i>A</i>	324 – 341	93 to 97%
<i>A minus</i>	314 – 323	90 to 92%
<i>B plus</i>	303 – 313	87 to 89 %
<i>B</i>	289 – 302	83 to 86%
<i>B minus</i>	279 – 288	80 to 82%
<i>C plus</i>	268 – 278	77 to 79%
<i>C</i>	254 – 267	73 to 76%
<i>C minus</i>	244 – 253	70 to 72%
<i>D plus</i>	233 – 243	67 to 69%
<i>D</i>	219 – 232	63 to 66%
<i>D minus</i>	209 – 218	60 to 62%
<i>F</i>	0 – 217	up to 59%

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.

JS152-01 / Spring 2021 / Course Schedule

*Subject to change with fair notice

**Your On-Call and Lecture Image dates are not shown here. Sign up for those dates on the CANVAS Calendar.

(Week) 1	Jan 28	<u>INTRODUCTION TO THE COURSE</u> Welcome Readings: <ul style="list-style-type: none"> • Syllabus • “A Passenger was Hit by a Falling Rock”
2	Feb 2 & Feb 4	<u>UNIT 1: JUVENILE DELINQUENCY: TRENDS & THEORIES</u> Juvenile Offending and Juvenile Offenders Textbook: Ch. 3 AJJ: Ch. 8 HW1
3	Feb 9 & Feb 11	Traditional Theories of Delinquency Textbook: Ch. 4 HW2
4	Feb 16 & Feb 18	Insights from Psychology & Anthropology Reading: “Making Sense” (Lancy) Videos: <ul style="list-style-type: none"> • <i>The Marshmallow Test</i> (3 mins) • <i>The Marshmallow Test and Executive Function</i> (7 mins) • <i>Resisting the Marshmallow and the Success of Self-Control</i> (9 mins) HW3
5	Feb 23 & Feb 25	Adolescence & Crime AJJ: Intro + Chs. 1, 2, 3 Reading: “Living in Limbo” (Lancy) Video: <i>Dr. James Garbarino on Socially Toxic Environments on Children</i> (5 mins) HW4
6	Mar 2 & Mar 4	Boys, Groups, & Crime Textbook: Ch. 12 (pp. 317-337) AJJ: Ch. 7 (beginning - <i>So What?</i> + <i>Modeling Patterns of Criminal Behavior</i>) Reading: “Learning on the Streets” (Wolseth) Video: <i>James Garbarino on Gun Violence</i> (20 mins) HW5
7	Mar 9 & Mar 11	Empty Families & Girls’ Sexuality GTL: Ch. 3 Video: <i>Girls in Trouble</i> (56 mins) HW6
8	Mar 16 & Mar 18	Violent Girls GTL: Chs. 2 & 4 Video: <i>Dr. James Garbarino on Gender Stereotyping, Aggression, and Cyberbullying</i> (5 mins) HW7

9	Mar 23 & Mar 25	<p style="text-align: center;"><u>UNIT 2: JUVENILE JUSTICE PROCEDURES</u></p> <p style="text-align: center;">**Prerecorded Lecture Videos – NO Lecture – Complete HW8**</p> <p>Juveniles & Police Textbook: Ch. 8 Videos: <ul style="list-style-type: none"> • <i>The Interrogation</i> (40 mins) • <i>Juveniles & the 4th and 5th Amendments</i> HW8</p>
10	Mar 30 & Apr 1	**Spring Recess – NO Lecture or Assignments**
11	Apr 6 & Apr 8	<p>Juvenile Courts: Purpose and Scope Textbook: Ch. 6 (stop at p. 171) AJJ: Chs. 4 & 5 Video: <i>Juvenile Court – The Complex Cases at the Memphis Juvenile Court</i> (142 mins) HW9</p>
12	Apr 13 & Apr 15	<p>Juvenile Court Procedures Textbook: Chs. 7 & 9 Video: <i>San Diego Juvenile Court</i> (14 mins) HW10</p>
13	Apr 20 & Apr 22	<p>Juvenile Court Procedures: Transfer Textbook: Ch. 6 (p. 172 – end) AJJ: Chs. 11 & 14 HW11</p>
14	Apr 27 & Apr 29	<p>Juvenile Punishments Textbook: Chs. 10 & 11 HW12</p>
15	May 4 & May 6	<p>Juvenile Confinement AJJ: Ch. 9 CANVAS Videos: <ul style="list-style-type: none"> • <i>The Superpredator Scare</i> (11 mins) • <i>Stickup Kid</i> (28 mins) • <i>Second Chance Kids</i> (55mins) HW13</p>
16	May 11 & May 13	<p>Race, Gender, & Reform in Juvenile Justice AJJ: Chs. 12 & 15 GTL: Ch. 5 HW14</p>
FINAL	May 20	7:15 – 9:30am