

**San José State University**  
**Department of Justice Studies**  
**JS152-80, Juvenile Delinquency and Justice Spring 2023**

**Course and Contact Information**

<b>Instructor:</b>	Susie M. Rivera, J.D., M.S., CPCC, CFRM
<b>Office Location:</b>	<a href="https://sjsu.zoom.us/j/4772571194">https://sjsu.zoom.us/j/4772571194</a> (MQH508 in person)
<b>Telephone:</b>	408-206-3556 (cell phone only for emergencies and urgent matters)
<b>Email:</b>	<a href="mailto:Susie.Rivera@sjsu.edu">Susie.Rivera@sjsu.edu</a> (canvas messaging is preferred method of communications)
<b>Office Hours:</b>	Mondays and Wednesdays 6-7PM; and by appointment
<b>Class Days/Time:</b>	No class meeting pattern, but I might have some optional sessions
<b>Classroom:</b>	Online—Zoom classes held
<b>Prerequisites:</b>	<b>Upper division standing, JS 10, 11, 12 or 25; 100W.</b>

**Course Format**

**Faculty Web Page and MYSJSU Messaging**

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/Susie.Rivera> and/or 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](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. All course materials are posted in Microsoft Office or Adobe PDF format; you will need Adobe Acrobat Reader to view PDF documents.*

**E-mail Policy**

Feel free to e-mail the instructor at any time (I check often); however, please adhere to the e-mail guidelines below:

1. Please include in the “subject line” the course number, your name, and a specific description of your inquiry or comment (e.g., JS152, Your Name, and subject). The instructor **will not** respond to “**no subject**” e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail. You can email me through the canvas function which will send me an alert in my email box.
2. Any e-mailed assignments must be sent in one of the following formats as a separate attachment: Microsoft Word (\*.doc or \*.docx), Microsoft Works (\*.wps), or in rich text format (\*.rtf). Please **do not** copy and paste any assignments into an e-mail, they will not be accepted. Always retain a copy of any e-mail with an assignment attached as proof of submission. All assignments will be submitted on canvas unless instructor gives other instructions,

## Justice Studies Department 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 Description

Students will gain an understanding of history, theory and functions of the Juvenile Justice System including the legal processes for delinquent minors, status offenders and dependent children, including intake, detention, adjudication and disposition. The course will also cover current legal issues and debate.

Students will gain an understanding of the history of both juvenile victims of crime and juvenile perpetrators of crime. Analysis of the overlap between children in the dependency and delinquency system. An analysis of theories of delinquency will be covered to further understand juvenile law violation and current legal issues. Through institution tours, interviews and/or court observation students will gain a greater understanding of the strengths and weaknesses of the system. Students will also gain an understanding of all system partners involved that serve the juvenile population while gaining an understanding of the professional duties of each position.

Prerequisites: Upper Division Standing; JS 10, 11, 12, or 25; 100w

Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

*For core courses (JS 101, 102, 114, 151, and 189 or FS 169): Justice Studies majors have only two opportunities to pass this course with a C or better. Any student with a final grade that is C- or lower on the first attempt will be placed on administrative probation with a registration hold. Any repeating student with a final grade that is C- or lower will be disqualified from the Justice Studies degree program.*

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### Course Goals

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

1. SLO 1 Students will learn prevailing trends in offenses and psycho-social and demographic characteristics of juvenile offenders.
2. SLO 2 Student should gain a new understanding of what juvenile delinquency involves, as well as the ways juvenile delinquency is created and responded to.
3. SLO 3 Students will have an understanding of criminological theories that explain delinquent behaviors.
4. SLO 4 Students will have learned the contemporary institutional approaches to delinquency, including police, courts, and corrections.
5. SLO 5 Students will develop a critical understanding of prevailing approaches to juvenile delinquency.
6. SLO 6 Students will be able to formulate ways to address delinquency that promotes the common good.
7. SLO 7 Students should read, write, and contribute to discussion at a skilled and capable level.

## ***Class Learning Objectives***

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

- CLO1** Demonstrate substantive knowledge about the Juvenile Justice System, the history, the current system and what services are out there for youth. Satisfaction of this learning objective will be measured through the evaluation of small group exercises yielding short-answer essay responses or in-class presentations, individual essays, and an objective final examination.
- CLO2** Demonstrate substantive knowledge of, and be able to evaluate and apply a variety of theories to explain why juvenile crime and delinquency take place. Satisfaction of this objective will be measured through the evaluation of small group exercises yielding short-answer essay responses or in-class presentations, individual essays, and an objective final examination.
- CLO3** Objectively analyze the various types of juvenile delinquent behavior through the blended study of theory and method. Satisfaction of this objective will be measured through the evaluation of small group exercises yielding short-answer essay responses or in-class presentations, individual essays, and an objective final examination.

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## **Required Texts/Readings**

### **Textbooks**

**Required Textbook** (Available at the Spartan Bookstore; ISBN: 9781544375434)

Bates, K.A., Swan, R.S. (2021). *Juvenile Delinquency in a Diverse Society: Third Edition*. Thousand Oaks, CA: Sage Publications

**Required Textbook** (Available at the Spartan Bookstore; ISBN: 9780375759987)

Hubner, J. (2005). *Last Chance in Texas*. New York: Random House Publishing Group

### **Other Readings**

*Additional readings will be assigned throughout the semester and will be posted on canvas; emailed; in class or students will locate materials per instructor's instructions.*

### **Other technology requirements / equipment / material**

*Access to internet and computer is required for this course*

### **Library Liaison (Optional)**

Nyle Monday, nyle.monday@sjsu.edu, (408) 808-2041

<http://libguides.sjsu.edu/justicestudies>

### **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## Assignments and Grading Policy

### Summary of Assignments

Assignment	Due Date	Percentage of Final Grade
Quizzes	See schedule	25pts (5% of final grade)
Essay #1 (2-3 page)	April 19 <sup>th</sup>	50 pts (10% of final grade)
Essay #2 (5-8 page)	April 30 <sup>th</sup>	100 pts (20% of final grade)
Film Review #1(4-5 pages)	March 12 <sup>th</sup>	25 pts (5% of final grade)
Film Review #2 (4-5 pages)	April 16 <sup>th</sup>	25 pts (5% of final grade)
Discussion Boards	See Schedule	25 pts (5 discussions; 5%)
Final Paper #3 (8-12 page)	May 10 <sup>th</sup>	100 pts (20% of final grade)
Midterm	March 26 <sup>th</sup>	50 pts (10% of final grade)
Final Exam	May 19 <sup>th</sup>	100 pts (20% of final grade)
		500 pts total

### Assignments/Exam

General formatting requirements for written assignments include a cover page, page numbering, 1” margins, double-spacing, and Times New Roman font. All assignments must be written in formal English, with college-level writing mechanics and APA-style formatting, inclusive of in-text citations and references. All assignments must be submitted on canvas by deadlines. If assignments are submitted via e-mail as an attachment, it must be in one of the following formats: MS Works (\*.wps), MS Word (\*.doc or \*.docx), or Rich Text Format (\*.rtf). Copied and pasted assignments, into the body of an e-mail, will not be accepted.

#### Essay #1:

This essay (observational/interview essay) will be 2-3-pages in length, on the experience that the student has during an observation of some part of the juvenile justice system or an interview with someone in the juvenile justice system either one who works in system or experienced the system. A list of possible opportunities will be discussed in class. The essay will have a point value of 50 (i.e., 10% of the final course grade). Focus questions will be provided for this assignment. See the course schedule for the due date.

#### Essay #2:

This essay will be 5 to 8 pages in length, and will require the reflection of the text read in class. The essay will have a point value of 100 (i.e., 20% of the final course grade). The focus of this essay will be on book, Last Chance in Texas. Further details will be forthcoming at the appropriate time. See the course schedule for the due date.

#### Essay #3(Group FINAL PAPER):

This essay will be a research paper 8 to 12 pages in length and will require the student to select a topic in the juvenile justice field. Topic must be approved by the instructor early in the semester—see course schedule for due date. You will create a group no more than 5 students per group and a presentation will be completed at the end of the semester. The presentation grade will be a part of your paper grade and there will be a peer evaluation that you will fill out to include the performance of your teammates. The essay will have a point value of 200 (i.e., 20% of the final course grade). The focus of this essay will be investigative in nature, and encompass theory, data, and policy. Six scholarly references will be required for this assignment and paper must be in APA format. You will incorporate one of the theories learned in class to your paper. Instructor will provide one of the references. Further details will be forthcoming at the appropriate time. See the course schedule for the due date.

**Midterms and Final Exam:** The midterm will be a combination of True/False and multiple-choice items – 25 items. The midterm will have a point value of 50 (i.e., 10% of the final course grade) The final exam will be a combination of True/False and multiple-choice items and will have a point value of 100 (i.e., 20% of the final course grade). There also may be short essay responses required in the exam.

### **Discussion Boards on Canvas**

Students will be required to post original comments and/or replies to other students' comments in response to topics posted by the instructor. Chosen topics will vary throughout the term. A set time frame will be in place for posting of comments/replies, students will only be able to post during said time frames. Full credit (i.e., points) for each posted topic will require at least **(1)** original posting and **(3)** substantive comments/replies, this is a total of **(4)** postings per DB. See course schedule for **Discussion Board** topic posting dates. (value of 25 points, 5% of final grade).

### **Film Review**

This assignment (s) will help you develop your critical thinking and writing skills. You must apply readings concepts and themes to the film (s) assigned in class. This essay will be 4-5 pages in length. More instructions will be provided for this assignment. This assignment has a point value of 50 pts (25 points each) (i.e., 10% of final grade).

### **Grading Policy and Late Submissions**

Written assignments will primarily be graded on content; however, poor writing mechanics and APA formatting will result in a moderate point deduction. Assistance with APA can be found at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

In order to demonstrate your comprehension of the course material, and knowledgeable application of theory, one must be able to write in a clear and effective manner. Always carefully proofread your assignments before submitting them. Late assignment submissions will not be accepted without a valid excuse which can be documented and substantiated in a timely manner.

A grade of “C” is required to pass this course.

### **Course Grade Determination**

<b>Percentage</b>	<b>Grade</b>
98.0 to 100	A plus
93.0 to 97.99	A
90.0 to 92.99	A minus
88.0 to 89.99	B plus
83 to 87.99	B
80.0 to 82.99	B minus
78 to 79.99	C plus
73.0 to 77.99	C
70.0 to 72.99	C minus
68 to 69.99	D plus
63 to 67.99	D
00.0 to 62.99	F
365/500 pts minimum to pass the class	C 73%

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

*“This course must be passed with a C or better as a CSU graduation requirement.”*

*“Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co--registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.” See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf) at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.*

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## **Grading Information**

### **Content Grading Rubric**

**High Score:** *Excellent presentation with insightful, well-reasoned analysis and discussion that demonstrates a clear understanding of the reading(s), the issue(s) and the purpose of the assignment.*

**Above Average Score:** *Good presentation, with somewhat less consistency but clearly demonstrates an understanding of the assignment, the issue(s) and the reading(s).*

**Average Score:** *Adequate demonstration of basic understanding of the assignment, issue(s), and reading(s), but needs improvement. Ideas may be underdeveloped or writing may have serious grammar or APA-related issues.*

**Failing Score:** *The submission of incomplete work, or the inability to demonstrate an understanding of the assignment, reading(s) or issue(s). The inability of effectively, articulating an appropriate response to the assignment.*

### **Late Assignment Policy and Extra Credit**

*All assignments are due at the beginning of class on the specified due date, unless instructed otherwise. Submission of a late assignment will not be accepted for credit. As all assignments must be submitted to pass the course, late assignments without a legitimate reason will still be accepted; however, no credit (i.e., points) will be assigned. **Generally, I do not offer Extra credit options, however, if an opportunity comes up as a good extra credit option (e.g., Ann Lucas Lecture Series), I will provide the instructions and opportunity to all students.***

*More guidelines on grading information and class attendance can be found from the following two university policies:*

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

## Classroom Protocol

1. Students are expected to: attend all class meetings, arrive on time, stay for the duration of the class period, complete all readings and assignments in accordance with the dates on the course schedule. Frequently showing up late to class and/or leaving early is a disruption, and a violation of the student code of conduct.
2. Students are responsible for all missed notes, materials and announcements due to absence (i.e., do not e-mail the instructor asking about what you missed). You are encouraged to exchange contact information with someone in class just in case.
3. Students are responsible to bring all course materials relevant to the course.
4. Be prepared to participate in discussions and take careful notes. Note: participation does not include simply occupying a seat, nodding, shaking one's head, or simply repeating what someone else has already contributed. Substantive contributions that foster an atmosphere of open discussion conducive to learning constitutes participation.
5. Students may not record lectures without permission from the instructor.
6. Students caught sleeping during class (which is a distraction for other students) will be woken up, and promptly asked to leave class.
7. There will be no emailing, web-browsing, text messaging or sending of pictures/videos on cell phones, netbooks, laptops or other electronic devices during class—please do this on your own time. Students caught doing so will be asked to leave class, and will not be allowed to have their respective electronic devices present during class for the remainder of the semester.
8. Cell phone calls must be taken outside of the classroom, and only under emergency or special circumstances.
9. As a matter of courtesy, please turn off or silence the sound on all electronic devices that may make noise during class.
10. Just use common sense, be courteous and ready to learn. 😊

## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be 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/>"

## 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](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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/](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 and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. 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.”
  - Students must request permission by email and shall not record until permission is granted.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **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](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](http://www.sjsu.edu/aec) (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](http://www.sjsu.edu/senate/docs/S14-7.pdf) 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](http://www.sjsu.edu/at/asc/) 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 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) 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](http://www.sjsu.edu/writingcenter) 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 7<sup>th</sup> 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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## **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. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It's also a great place to study, and you can check out laptops.

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/>.

# JS152-80/ Juvenile Delinquency and Justice, Spring 2023, Course Schedule

The following course schedule is subject to change; advance notice of any changes will be provided via email as early as possible.

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27	Course introduction. Review of syllabus, discussion of assignments and expectations of class, introduction lecture, and getting to know one another. <b>Readings: get your books and begin reading!</b>
2	2/1 & 2/3	Topic: Thinking about Juvenile Delinquency in a Diverse Society (myths and realities) Reading: Ch 1 <b>Film: Juvenile Court—not for the film review, but for knowledge.</b> <b>Assignment: Discussion Board #1 Due 2/5</b>
3	2/8 & 2/10	Topic: The Creation of Delinquency (history and landmark cases) Reading: Ch 2 and read Repairing the Breach article Assignment: <b>Films: Showing short film in class to think about the system differently</b> <b>Collaboration sheet will be posted to select groups for your final paper.</b>
4	2/15 & 2/17	Topic: The Creation of Delinquency (history, landmark cases and recent legislation) Reading: Ch 2 and begin reading Hubner text-intro and Ch.1 <b>Class Activity: Repairing the Breach</b>
5	2/22 & 2/24	Topic: Understanding Delinquency: Data, Correlates, and Trends Reading: Ch 3 <b>Locate the film for film review #1</b>
6	3/1 & 3/3	Topic: Micro-Level theories Reading: Ch 4 <b>Assignment: Discussion Board #2 Due 3/5</b> <b>Quiz #1 (open 3/3-3/5 and Due 3/5 11:59pm)</b>
7	3/8 & 3/10	Topic: Potential guest speaker or special topic & Macro Level Theories Reading: Ch 5 and Hubner Text 5, 6 & 7 <b>Assignment: Film Review #1 Due 3/12</b>
8	3/15	Topic: Macro Theories continued Reading: Ch. 5
8	3/17	Topic: Critical Theories Reading: Ch 6 <b>Assignment: Discussion Board #3 Due 3/19</b>
9	3/22 & 3/24	Topic: Critical Theories <b>Assignment: Quiz#2 open 3/22-3/24 and due 3/24 11:59PM)</b> <b>Midterm (open 3/24-3/26 and due 3/26 11:59pm)</b>

Week	Date	Topics, Readings, Assignments, Deadlines
10	3/27 – 3/31	<b>SPRING BREAK 3/27-3/31—Enjoy your time off!!</b>
11	4/5 & 4/7	Topic: Families in Context Reading: Ch 7 and Hubner text Ch. 8,9, 10 Possible Virtual Field trips to Juvenile Hall and Juvenile Ranch in Santa Clara County—we will see what we can set up during shelter in place restrictions. <b>Films in class: show short film immigration</b>
12	4/12	Topic: Schools in Context Reading: Ch 8 Assignment: <b>Film Review #2 Due 4/16</b> <b>Film in class: show short film: redlining &amp; Prezi</b>
12	4/14	Topic: Peers and Gangs in Context Reading: Ch 9 and Hubner Text 11 & 12 <b>Film in class: Tedtalk film</b>
13	4/19	Topic: Drugs in Context Reading: Ch 10 Assignment: <b>Turn in your group information and JJ topic for FINAL paper</b> Assignment: <b>Essay#1 Due 4/19</b>
13	4/21	Topic: Why a separate Juvenile Justice System Reading: Ch 11 <b>Assignment: Quiz #3(open 4/21-4/23 and due 4/23 11:59pm)</b>
14	4/26	Topic: Policing and Juveniles Reading: Ch 12
14	4/28	Topic: The Process of Juvenile Court Reading: Ch 13 Potential Guest Speaker Assignment: <b>Essay#2 Due 4/30</b> <b>Assignment: Discussion Board #4 (Due 4/30 11:59pm)</b>
15	5/3	Topic: Juvenile Corrections Reading: Chapter 14
15	5/5	Topic: Preventative, Rehabilitative, and Restorative Approaches to Delinquency Reading: Ch 15 Assignment: Work on your final paper! Possible Field Trip-San Quentin in the month of MAY if they open up, but we will not go if we are still shelter in place <b>Group Presentations Start today—we will have a collaboration sheet on canvas and you will select a date and time on zoom that works for you 😊</b> <b>Assignment: Quiz#4 (Due 5/5 11:59pm)</b> <b>Assignment: Discussion Board #5 (Due 5/7 11:59pm)</b> <b>Film in Class: Show San Quentin talk and FLY video/showcase</b>

Week	Date	Topics, Readings, Assignments, Deadlines
16	5/10 & 5/12	Group Presentations this week Review Youth Testimonials online <b>Final Papers DUE 5/10 11:59PM</b> <b>Quiz #5 Due 5/14 11:59pm</b>
17	5/15	Group Presentations and last day of class!
Final Exam	5/19	Final exam is scheduled 515pm-730pm on a Friday on canvas—If there is a conflict of exams for another class please notify me immediately and make up finals are scheduled all day on 5/24.