

San José State University
Department of Justice Studies
JS 206, Seminar in Juvenile Justice, 01, Spring 2019

Course and Contact Information

Instructor:	(Dr. Claudio G. Vera Sanchez)
Office Location:	(MH 509)
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Office Hours:	(All day, every day, I am your humble servant. No seriously, my office hours are on Monday and Wednesday (1:00PM-2:30PM), Thursday (10am-11am) (7pm-8pm online) , or by appointment.
Class Days/Time:	(Wednesday, 3:00PM-5:45PM)
Classroom:	(MacQuarrie Hall 526)

Course Format: In Person

Course Description:

Analysis of philosophy, theories, relevant law, research, constitutional issues related to juvenile justice. Structure and purpose of juvenile court proceedings. Minors in criminal and civil court, juvenile corrections, death penalty for juveniles, transfers to adult court, child victims, fetal abuse.

Course Goals:

This course is a graduate seminar in juvenile justice. In a graduate seminar, students meet regularly to report and discuss an area of research under the guidance of a professor. The professor's role in this course is to guide your conversations, steer your thinking in intellectually sound directions, and to evaluate your work. The professor will not carry the conversation. Instead, the role of a seminar is to make students expert in an area of study. As a scholar, you should approach this course with the mentality that the group has the burden of educating itself.

Students will be assigned to lead the discussion for the week (discussion leader). These students are to conduct additional research on any issue related to the topic of the week (e.g., school to prison pipeline, youth and the law, etc.) and present it to the class in a short and organized manner. For example, a student may read an article, book chapter, or official report, and discuss its relevance to the topic that week. In addition, students are expected to create a set of discussion questions that underscore critical themes or issues associated with the reading (5 questions will suffice) and are intended to facilitate the class discussion.

Students assigned to lead the discussion for the week must facilitate the class discussion and offer the following: (1) the thesis of the assigned reading, (2) the additional peer-reviewed articles/research that centers on those topics, and (3) the 5 discussion questions. The additional research that you present to the class must in some way advance our understanding of the topic for the week. It is not enough to read an article about youth and policing, and present an article about youth and policing. You must clearly describe how the research furthers our understanding of the issue at hand (teach us something new).

The Goals of the Course are as follows:

- You will learn various theoretical frameworks that center on juvenile justice.
- You will learn the limitations of juvenile justice oriented approaches.
- You will learn critical (unorthodox) approaches to juvenile justice.
- You will learn about legal issues surrounding juvenile justice.

Required Texts/Readings (Required):

Goffman, A. (2015). *On the run: Fugitive life in an American city*. The University of Chicago Press: Chicago. ISBN-10: 1250065666

Kozol, J. (2012). *Savage inequalities: Children in America’s schools*. Random House: New York. ISBN-10: 9780770435684

Miller, J. (2008). *Getting played: African American girls, urban inequality, and gendered violence*. New York University: New York. ISBN-10: 0814756980.

Platt, A. (2009). *Child savers: The invention of delinquency*. Rutgers University Press: NJ. ISBN-10: 0813545366

Rios, V. (2011). *Punished: Policing the lives of Black and Latino boys*. New York University Press: New York. ISBN-10: 0814776388

Recommended:

Contreras, R. (2012). *Stickup kids: Race, drugs, violence, and the American dream*. University of California Press: CA. ISBN-10: 0520273389

Kotlowitz, A. (1992). *There are no children here: The story of two boys growing up in the other America*. First Anchor Books: NY. ISBN-10: 9780385265560

Online Readings

Supplemental required readings will be posted on CANVAS or sent via email.

Grading Information:

The course requirements consist of being a discussion leader/participation, weekly analyses of the readings, a research paper, and a final creative project. The grades will be calculated as follows:

My grading scale is:

98 to 100 A plus	91 to 97 A	90 A minus
88 to 89 B plus	81 to 87 B	80 B minus
78 to 79 C plus	71 to 77 C	70 C minus
68 to 69 D plus	61 to 67 D	60 D minus
59 and below F		

Your grade is composed of:

Discussion lead/participation	15 points
Weekly analysis of readings	52 points
Research paper	30 points
Creative project	15 points

Total Points 112

Participation. Participation includes but is not limited to: (1) contributing to group discussions, (2) participating in in-class activities, (3) working together in groups, (4) providing feedback for each other’s

research projects/research papers, and (5) being a discussion leader. **Note: each meeting day, all students must bring five discussion questions to aide in facilitating class discussion.**

Class Exercises/Activities. As part of your participation grade, you will also complete various class exercises and activities during the course. The objective of the exercises is to apply the various concepts. Some of these class activities/exercises will be submitted, others will be shared in online discussions, and yet others will be used for your personal enrichment. Please note that participation consists of 15% of your grade, and that a final grade may be lowered by an entire letter grade (at least from a B to C, C to D, etc.) due to lack of participation.

Weekly analysis of readings: 1 page, single-spaced, 12-point Times New Roman font, incorporating all the assigned readings for the week. You may not exceed the page limit. You may not incorporate quotations, under any circumstance, anywhere in the weekly critiques. These weekly critiques are not intended to summarize the articles or books, but instead should reflect critical responses/critiques of the readings. The following provides a structure that should be followed where applicable: (1) the thesis of the assigned reading, (2) the methodology used in the works, (3) the main findings, a (4) critique of the works, and (5) two policy implications.

Research paper: This paper may cover any area of policing of interest to you. You must cite at least 30 peer-reviewed articles. There is no page limit. No late papers will be accepted.

Final policing project: This project provides an opportunity to be creative. This project will require you to develop an alternative form of justice as a replacement to our current juvenile justice system. You are required to present this alternative form of justice to the class, in an innovative way, for 15 to 20 minutes. Some students have written poems, directed short films, visited correctional facilities and written ethnographies of what was observed, assembled collages, employed photography (or other art) and explained their relevance to juvenile justice. If you are uncertain as to what direction to take, please do not hesitate to meet with me.

All research papers and weekly critiques must be submitted by the due date in-class AND Canvas.

Department of 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.

Classroom Protocol

You are responsible for university policies regarding, but not limited to, drop deadlines, plagiarism, and academic integrity.

Missed classes: If you miss a class the PowerPoint presentations will **not** be available on Canvas. I recommend that you get to know at least one or two of your classmates so that you may get notes on what you missed. This should not be difficult, as you will be working in groups during class. However, your attendance is critical for the success of the class. Excessive absences, or tardiness, which impact participation, will adversely affect your grade.

Classroom etiquette: Please turn off cell phones and other electronic devices while in class. Please do not do other things during class that you would not want others to do in your classroom. This includes but is not limited to doing homework for other classes, having side conversations, text messaging, etc. In addition, please be sure to arrive to class in a timely manner. It is distracting to the professor and to fellow students when you are late. In addition, if you need to leave early please notify me before class starts. **Continuously arriving to class late, “forgetting” to turn off cell phones, and/or text messaging in class will result in deductions from your grade. Lastly, please note that tablets, laptops, or electronic devices are only permitted for class purposes.**

E-mail etiquette: One of the best ways to contact me (besides coming to office hours) is by e-mail. However, I have general expectations about contacting me by e-mail:

1. Always place your name and the class you are taking with me in the e-mail.
2. Be sure to always include a subject heading.
3. E-mails should be professional.
4. If a question or concern cannot be answered by two email exchanges, then it will be addressed over the phone (or in person) during office hours.

Papers: All hardcopy papers should be:

- Stapled
- Typed and double-spaced
- 12 point font (Times New Roman) with one-inch margins
- Black ink
- Proofread and edited

Academic Integrity: Plagiarism is unacceptable under any circumstance. If you have any questions as to what constitutes plagiarism, please visit me during office hours.

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/>”

JS 206, Seminar in Juvenile Justice, Spring 2019, Course Schedule

This is a tentative schedule of topics and required readings that will be discussed in class. You will be responsible for all readings listed in the syllabus. The schedule is subject to change at the discretion of the professor. If this occurs, you will be notified either on Canvas or in class. It is the student’s responsibility to keep up with any announced changes in class.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/21	
1	1/23	No meeting

Week	Date	Topics, Readings, Assignments, Deadlines
2	1/28	
2	1/30	<p>Introductions, Expectations of Excellence, and Syllabus</p> <p>Readings due: Why do some groups of young people succeed and not others? Conservative theories.</p> <p>Wax and Alexander (2017). Paying the price for breakdown of the country's bourgeois culture. http://www.philly.com/philly/opinion/commentary/paying-the-price-for-breakdown-of-the-countrys-bourgeois-culture-20170809.html</p> <p>Chua (2011). Why Chinese mothers are superior http://www.psychology.sunysb.edu/hwaters-psy327/articles/Chinese%20mothers.pdf</p> <p>Lukianoff, G., & Haidt, J. (2015). The coddling of the American mind. https://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/</p>
3	2/4	
3	2/6	<p>Why do some groups of youth succeed and not others? Conservative Theories.</p> <p>D'Souza and Edley (1996). Weekly Critique Due</p>
4	2/11	
4	2/13	<p>Crime Decline Theories. Conservative Theories.</p> <p>Weekly Critique Due (Levitt (2004) AND Donohue and Levitt (2001))</p>
5	2/18	
5	2/20	<p>The Social Construction of Juvenile Delinquency</p> <p>Weekly Critique Due (Platt, A. (2009). Child savers: The invention of delinquency.)</p>
6	2/25	
6	2/27	<p>Immigration and Youth</p> <p>Weekly Critique Due (Rabin (2018) AND Gallo (2016))</p>
7	3/4	
7	3/6	<p>Youth and the Educational System</p> <p>Weekly Critique Due (Kozol, J. (2012). Savage inequalities: Children in America's schools)</p>
8	3/11	

Week	Date	Topics, Readings, Assignments, Deadlines
8	3/13	Youth and Social Class Weekly Critique Due (Chambliss (1973) AND Mohamed and Fritsvold (2006))
9	3/18	
9	3/20	Girls, Crime, and Justice Weekly Critique Due (Miller, J. (2008). Getting played: African American girls, urban inequality, and gendered violence. New York University: New York.)
10	3/25	
10	3/27	Race Studies Weekly Critique Due (Bertrand and Mullainathan (2004) AND Anderson (2015)) Research Paper Topic and 30 sources due
11	4/1	SPRING BREAK
11	4/3	SPRING BREAK
12	4/8	
12	4/10	Police, Youth, and the School to Prison Pipeline Weekly Critique Due (Rios, V. (2011). Punished: Policing the lives of Black and Latino boys. New York University Press: New York.
13	4/15	
13	4/17	Do youth have legal rights in public schools? Critique Due (Torres (2012b) AND Lynch (2006)). Research Paper due.
14	4/22	
14	4/24	Young Adults and the Inner City Critique Due (Goffman, A. (2015). On the run: Fugitive life in an American city. The University of Chicago Press: Chicago).
15	4/29	
15	5/1	Youth and Detention Critique Due (Gaarder, Rodriguez, & Zatz (2004) AND Koski, Bowers, and Costanza (2018))
16	5/6	Youth and Crime Prevention
16	5/8	Critique Due (Wilson (2003) AND Spruit et al (2018))
17	5/13	Final Day Instruction

Week	Date	Topics, Readings, Assignments, Deadlines
Final Exam	5/20	Final Presentations (Creative Projects): Monday (12:15PM-2:30PM)