CRJU 3600: Juvenile Justice
Fall 2015

CLASS TIME: Online

PROFESSOR: DR. ABIGAIL KOLB
OFFICE: T-113

EMAIL: abigailkolb@clayton.edu
OFFICE PHONE: (678)466-4866

WEBPAGE:

OFFICE HOURS: Monday & Wednesday 10a-12p and 2.30-3.30p (or by appointment)

COURSE INFORMATION

NUMBER & TITLE:

CRJU 3600
Juvenile Justice

CREDIT HOURS:

3.0 semester credit hours (3-0-3)

CATALOG DESCRIPTION:

This course provides students with an in-depth view of the juvenile justice system in the United States focusing on crime patterns, police-juvenile relations, juvenile courts, and corrections practices.

COURSE PREREQUISITES AND CO-REQUISITES:

Prerequisites: PARA 1101 and PARA 2207

Juvenile Justice (Fall 2015)
STUDENT LEARNING OUTCOMES

PROGRAM OUTCOMES:

This course supports learning outcomes 1, 2, 3, and 6 of the criminal justice major.

Outcome 1: Describe the varying responsibilities and administrative competencies of each component of the criminal justice system.

Outcome 2: Demonstrate the major theoretical perspectives in the criminology and criminal justice fields, as well as identify the social policy implications of these perspectives.

Outcome 3: Illustrate how gender, race, ethnicity, age and social class contribute to varying experiences in the criminal justice system.

Outcome 6: Critically evaluate existing or proposed criminal justice policies and practices.

COURSE OUTCOMES:

At the conclusion of this course students will:

1.) Understand the intersections of age, race, class, gender, and offending patterns, and policies and procedures used to impose sanctions on adolescent offenders.

2.) Understand the key components of the juvenile justice system

3.) Understand the role of age and crime, victimization, and punishment.

4.) Understand key concepts and terms in contemporary debates regarding youth involved in the juvenile justice system.

COMPUTER POLICIES

COMPUTER REQUIREMENT:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student’s academic program. Students will sign a statement

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attesting to such access. For further information on CSU’s Official Notebook Computer Policy, please go to http://itpchoice.clayton.edu/policy.htm.

COMPUTER SKILL PREREQUISITES:

- Able to use Microsoft Word™ word processing
- Able to attach and retrieve attached files via email
- Able to use a Web browser.
- Able to retrieve and submit assignments via Georgia View-Desire2Learn

SPECIAL NOTE ABOUT DESIRE 2 LEARN

On-line activity will take place in Desire2Learn, the virtual classroom for the course.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: “D2L” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor’s name.

IN-CLASS USE OF STUDENT NOTEBOOK COMPUTERS:

Computers will be required outside of class to access course materials, complete assignments and to communicate with your instructor. If your computer malfunctions, you need to contact the HUB or find an alternative means for checking weekly updates, PowerPoint slides, and writing your assignments. Your instructor will not grant you an extension for computer problems.

COURSE POLICIES

GENERAL POLICY:

Students must abide by policies in the Clayton State University Student Resource Handbook, and the Basic Undergraduate Student Responsibilities.

ADA STATEMENT:

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator at 678-466-5445 or email disabilityservices@clayton.edu.

UNIVERSITY ATTENDANCE POLICY:

Juvenile Justice (Fall 2015)
Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

COURSE ATTENDANCE POLICY:

If you miss more than 25% of the total course meetings (7) you will be institutionally withdrawn from the course, regardless of the reasons (excused or unexcused) for these absences.

MISSED WORK:

Without a valid excuse, a grade of zero points will be assigned for any missed work. If a valid, written excuse from a doctor or other competent authority is provided:

- Every attempt should be made to submit a missed assignment electronically on the date it is due. If this is not possible the assignment must be submitted no more than one week after the original due date.

- Missed quizzes must be made up prior to the next class period.

EMAIL CORRESPONDENCE:

Outside of class and office hours, email will be the primary mode of correspondence with the instructor. Please use my Clayton State email addresses abigailkolb@clayton.edu. Do not send messages via GeorgiaView as these messages will not be checked regularly. Requests for grades should be made in-person to Dr. Kolb during office hours. I will not send grade information via email.

Please allow a 24 hour response time for all email correspondence. For example, if I receive an email on Monday morning at 9am I will respond by Tuesday morning at 9am. In addition, I will respond to any emails received on Friday, Saturday, Sunday or a holiday by the following business day. I maintain a busy schedule and may not be able to respond to email requests or questions immediately.

Please proofread and spell-check all emails before sending them. Additionally, consider the tone and level of formality of the email before sending it. Corresponding with faculty is different from texting with your peers. Please refrain from using text-like abbreviations and other forms of shorthand in such correspondence.
Email correspondence must originate from a Clayton State University email address. Emails originating from any other address will not be returned.

ACADEMIC DISHONESTY:

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are plagiarism, cheating, unauthorized assistance, misrepresentation of work, and falsification of materials. All instances of academic dishonesty will result in a minimum of grade of zero for the work involved and a deduction of one letter grade from the final grade. All instances of academic dishonesty will be reported to the Office of Student Conduct. Judicial procedures are described in the Student Resource Handbook (Procedures for Adjudicating Alleged Academic Conduct Infractions beginning on page 16).

Students must complete the Academic Honesty Tutorial located on Georgia View by September 9th by 5pm or they will be subject to a 15 point deduction from their final grade!

PLAGARISM:

Plagiarism in any form, intentional or unintentional will not be tolerated in this course. Papers suspected of containing plagiarized material will be adjudicated either by the professor or by the appropriate student conduct body. If the plagiarism allegation is substantiated, the student will receive a grade of zero on the paper and have one letter grade deducted from their final course grade. Students who submit papers alleged to include plagiarized material close to the end of the semester will receive a grade of 'I' pending the adjudication of the case.

Please familiarize yourself with the definition and examples of plagiarism that can be found in the Academic Honesty Tutorial available in GeorgiaVIEW. In addition, the library provides a great deal of information on how to avoid plagiarism on the following page: http://clayton.libguides.com/content.php?pid=381755&sid=4380651.

If you have ANY questions about plagiarism air on the side of caution and see the instructor for further clarification.

PLAGIARISM DETECTION SOFTWARE:

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of
such papers. You should submit your papers in such a way that no identifying information about you is included.

DISRUPTION OF THE LEARNING ENVIRONMENT:

Behavior which disrupts the teaching–learning process during online activities will not be tolerated. While a variety of behaviors can be disruptive in an online setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding appropriate behavior may be dismissed from the course. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at: http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm

COURSE REQUIREMENTS

REQUIRED TEXTS:


Readings: Along with the text, you are required to read the assigned articles each week and watch short media clips. I have provided links to each article and clip for easier access.

TEXT COVERAGE:

All chapters in all books will be covered.

PARTICIPATION QUESTIONS AND RESPONSES:

This online course presents a unique opportunity to raise questions and discuss concepts, social issues and assumptions as they relate to the juvenile justice system, adolescent offenders, and various roles in the juvenile justice system. Online discussions are designed to supplement the slides and readings and to provide opportunities to explore in more detail specific aspects relating adolescent offending and the juvenile justice system. Weekly questions and responses are specifically designed to encourage active participation and engagement in the course. Your participation mark will reflect fulfilling the following requirements each week:
Each week students will then be required to post one critical question (this means that questions must be thoughtful and open-ended. That is, they will require more than a “yes/no” response, or “what do you think?”) about one of the assigned readings for the week.

Finally, each student will then be required to post a well-developed response to another student’s question (one paragraph or more).

WEEKLY QUIZZES:

In addition to posting and responding to questions each week, students must keep up with their readings to successfully complete this course. At the beginning of each week I will post a quiz (3-4 questions) requiring you to reflect upon your readings and the slides for the week. You may choose to take it any time during the week, but once you begin the quiz you will have 30 minutes to complete it. You quiz must be submitted no later than 5pm each Sunday. Throughout the slides I pose critical thought questions (Thinking Points) each week. It is highly likely that some of these questions will be on your quiz!

CRITICAL REFLECTION PAPERS:

Knowledge is cumulative, which means that it is imperative that you keep up with your readings and the slides. You will be required to submit two 2-3 page critical reflection papers based on the readings, slides, and online discussions. The purpose of the critical reflection is to: (a) encourage you to critically evaluate (i.e., identify strengths and weaknesses) your readings and make connections between them; (b) give you an opportunity to express your thoughts in an informed manner; and (c) practice articulating yourself clearly in writing. Your reflection papers are due by 5pm on September 28th and November 7th, 2015. I will provide you with more detailed instructions for your critical reflections in the next two weeks.

FINAL PAPER:

Throughout the semester you will be introduced to a wide-range of issues related to the juvenile justice system. For the final paper you will choose a topic of interest (I will provide a list of possible topics later in the semester) and find a current (within the last year) media case that relates to this topic. In 6-7 pages you will critically analyze this case by incorporating your knowledge of the juvenile justice system. In addition, you will support your argument(s) using relevant literature (at least three outside scholarly sources and two course readings). The purpose of this assignment is to encourage you to explore your topic of interest from various angles, develop an informed opinion, and construct a persuasive argument.

EXTRA CREDIT OPTION:

I will provide you with more detailed information about this option in two weeks. You will receive 1% for simply registering to vote. This can be done on the CSU website.
You will receive another 1.5% for attending a community-based rally, meeting, volunteering for a political campaign, or some other type of community get-together that addresses an important political issue(s). You will be required to take a “selfie” and submit it to me so that I know you were actively participating. If you are unsure of political events in the area, I will gladly provide you with a list of ideas.

You will receive another 1.5% for writing a 1 page paper (double spaced) explaining the importance of civic involvement in your community.

The purpose of this extra credit is to encourage students to begin thinking about important political issues and creating change in their communities.

SUBMISSION OF WORK:

Carefully review any and all work prior to submission to the instructor in-class, via email or via GeorgiaView. Work submitted to the instructor on the due date will be considered a final version and no other version will be accepted. IT IS YOUR RESPONSIBILITY TO ENSURE THAT YOU SUBMIT THE CORRECT FILE AND/OR FINAL DRAFT OF A DOCUMENT.

GRADING

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<thead>
<tr>
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<th>Points</th>
<th>Percent of Final Grade</th>
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<tbody>
<tr>
<td>Weekly question &amp; answers</td>
<td>100</td>
<td>20</td>
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<tr>
<td>Weekly quizzes (8pts. each)</td>
<td>100</td>
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MID-TERM PROGRESS REPORT:

The mid-term grade in this course, which will be issued on October 6, 2015, reflects approximately 24% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of ‘W.’ Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on October 9th. Instructions for withdrawing are provided at this link.

The last day to withdraw without academic accountability is Friday, October 9, 2015.

GRADING SCALE:

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<tr>
<th>Grade</th>
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<td>A</td>
<td>90 - 100%</td>
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<td>B</td>
<td>80 - 89%</td>
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<td>C</td>
<td>70 - 79%</td>
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<td><strong>Module I: Introduction to the juvenile justice system: Theories and perspectives</strong>&lt;br&gt;&lt;br&gt;Is the notion of race ‘real’ -- or is it mythology? We make certain assumptions about people based on skin color. Is this some mass delusion we’re all participating in? —David Henry Hwang</td>
<td><strong>Is</strong> the notion of race ‘real’ -- or is it mythology? We make certain assumptions about people based on skin color. Is this some mass delusion we’re all participating in? —David Henry Hwang</td>
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<td>2</td>
<td>Aug 24-30</td>
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| 6    | Sept 21-27 | Defining juvenile justice system practices | 1.) Text: Ch. 3  
2.) Reid & Barth (2000)                                                          |
| 7    | Sept 28-Oct 4 | Adolescents and drug use                  | 1.) Text?  
2.) Bobakova et al. (2012)                                                                 |
|      |            |                                            | **Critical reflection #1 due Monday Sept. 28<sup>th</sup>, no later than 5pm** |
| 8    | Oct 5-11   | Key policies and their impact on the juvenile justice system | 1.) Text: Chs. 7 and 8  
| 9    | Oct 12-18  | Youth and the courts                      | 1.) Text Ch. 11  
2.) Jordan (2014)                                                                  |
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>11</td>
<td>Oct 26-Nov 1</td>
<td>Reintegration and probation</td>
<td>1.) Inderbitzin (2009)</td>
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**Module III: Current Social Issues**

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<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>12</td>
<td>Nov 2-8</td>
<td>Gangs (part I): Demographics, factors associated with affiliation, dynamics within the gang</td>
<td>1.) Miller &amp; Brunson (2000)</td>
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<td>2.) Vigil (2003)</td>
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<td>*** Critical reflection #2 due Monday Nov. 7th by 5pm***</td>
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<td>13</td>
<td>Nov 9-15</td>
<td>Gangs (part II): Needs, disengagement, and CGIs</td>
<td>1.) Text Ch. 12</td>
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<td>2.) Pyrooz, Decker, &amp; Webb (2010)</td>
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<td>14</td>
<td>Nov 16-22</td>
<td>Prevention, intervention and diversion programs for youth</td>
<td>1.) Ch. 10</td>
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<td>2.) Flores and Hondagneu-Sotelo (2013)</td>
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<td>3.) View website: <a href="http://homeboyindustries.org/">http://homeboyindustries.org/</a></td>
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Evaluating the effectiveness and future of the jjs 1.) Text Ch. 14

Careers within the juvenile justice system  No readings. Continue to work on your final paper!

***FINAL PAPERS ARE DUE ON SUNDAY DECEMBER 13TH, BY 5PM!***

*Please note that this schedule is tentative and subject to change at the instructor's discretion. Prior notice of changes will be announced in class.*

**Useful links for the course:**

1.) American Civil Liberties Union (ACLU) – www.aclu.org
2.) The Sentencing Project – www.sentencingproject.org
3.) Dr. Carl Hart – www.drcarlhart.com
4.) National Public radio (NPR) – www.npr.org
5.) Facebook pages to check out:
   a. Dr. Carl Hart
   b. The New Jim Crow: Mass Incarceration in the Age of Colorblindness
   c. The Sentencing Project
   d. Mother Jones
   e. Prison Reform Movement
   f. Drug Policy Alliance
   g. Critical Criminology