

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)
Telephone: (408 924-2950)
Email: (claudio.verasanchez@sjsu.edu)
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

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 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

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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	

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