COURSE OVERVIEW:
This graduate seminar will provide an overview of the nature and extent of youthful offending in the U.S. and the juvenile justice system’s responses to delinquency and youth violence. Over the course of the semester, we will review the history and foundations of the juvenile court, critically examine contemporary juvenile justice reforms, attempt to better understand the context, causes, and correlates of male and female delinquency, violence and gang involvement, and assess the various programs and policies which have been designed to address these problems. Course grading will be based on (1) a written commentary on class readings (2 options—pick one) (2) class attendance and participation (3) a summary and analysis of the book “Don't Shoot” and (4) a final paper with 2 parts: (a) an analysis on the impact of trauma on youth development, and (b) a presentation and short paper providing an overview of research findings on a specific prevention, intervention or rehabilitation treatment approach. Class attendance and participation, and extensive reading, are essential to students’ success in this course. *If I do not believe students are adequately reading & preparing for class, there is a strong possibility that an essay exam will be scheduled for late April, in which case your grade breakdown would be modified (exam would count for 24%, and papers below would be weighted for 8% less).

COURSE REQUIREMENTS/GRADING:

1) Readings Synthesis/Commentary/Reaction Papers ................................................................. 42%
2) Attendance/Participation ........................................................................................................... 12%
3) “Don’t Shoot” Paper ............................................................................................................... 22%
4) Paper on Trauma + Presentation/Paper on Prevention, Intervention or Rehab Program ........ 24%
STUDENT CONDUCT/EXPECTATIONS

--RESPECT: This course will allow the opportunity for students to share their viewpoints and knowledge on a wide variety of issues pertaining to course material. Diverse points of view are welcome but students are asked to always show respect and consideration for their fellow students (and the professor), even if they completely disagree with their position. Students are also asked to differentiate between personal opinions/viewpoints and scholarly research. You may feel a certain way about an issue, but that feeling may not be supported by the research/facts on that issue. In class, we will focus our attention on research findings/facts, as opposed to personal, unsubstantiated (often media-driven) opinions.

Technology will not be allowed in this class. Laptops, cellphones, etc. should all be turned off and remain off during class. This is a seminar class in which participation and listening are essential; the instructor has found that computer usage interferes with active listening, thinking and discussion. If there is some medical reason why you should be an exception to this rule, please present it to the instructor in writing and she will consider your request for exemption.

--ATTENDANCE/PARTICIPATION: Students are expected to attend and participate in every class. Since this is a seminar style course, student input (and preparation for such input) is vital to both the course's success and your success in the course. There will be several videos we watch and discuss during this course. If you miss a class, YOU are responsible for accessing these videos (on line or renting) or getting notes about them. I will not be able to lend out my copies.

--ACADEMIC DISHONESTY: Plagiarism or any other forms of academic dishonesty are intolerable behaviors, and particularly egregious at the graduate level. If you engage in any form of academic dishonesty you will fail this course and likely be dismissed from the program (and your case will be referred to the university's Center for Student Rights and Responsibilities). Below is a list of the behaviors that the university deems unacceptable and grounds for failure and possible expulsion (please see their website for more detail).

SDSU Unacceptable Student Behaviors
The following behavior is subject to disciplinary sanctions:

Dishonesty, including: Cheating that is intended to gain unfair academic advantage. Plagiarism that is intended to gain unfair academic advantage. Other forms of academic dishonesty that are intended to gain unfair academic advantage. Dishonesty, including: Furnishing false information to a University official, faculty member, or campus office. Dishonesty, including: Forgery, alteration, or misuse of a University document, key, or identification instrument. Dishonesty, including: Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries.

--WRITING: You will be doing quite a bit of writing for this course and are expected to be able to do so at a graduate level. If you find such writing to be challenging (and/or have received feedback from professors that your writing needs improvement), it is recommended that you invest in a writing style guide and/or get some additional outside help. I'll provide feedback on paper content, but will not be able to provide detailed remedial English composition/grammar lessons.
TOPICS & READING ASSIGNMENTS

I'll let you know which readings you are responsible for each week, but generally speaking, each of these topic areas will last 2-3 weeks. I will add to these during course of semester.

1) THE NATURE & EXTENT OF DELINQUENCY: OVERVIEW OF THE U.S. JUVENILE JUSTICE SYSTEM
Defining and Measuring delinquency
The Scope of Youth Crime; Trends in Juvenile Offending
The American Juvenile Justice System: Structure & Process

-READINGS
- Juvenile Arrests (find the latest year's arrest data using ncjrs.org or ojjdp)
- Juvenile Arrests in California (find CA's juvy arrest data)

National Geographic and nytimes articles: http://well.blogs.nytimes.com/2011/02/03/teenagers-friends-and-bad-decisions/?src=me&ref=general
http://ngm.nationalgeographic.com/2011/10/teenage-brains/dobbs-text/1

-VIDEOS: Inside the Teen Brain; Juvies

2) THE JUVENILE COURT
Origins/History; The Rehabilitative Ideal; Reforms: 1960s/70s
From Treatment to Punishment: Contemporary Challenges & Calls for Reform; Should we abolish the Juvenile Court?

-READINGS: New Yorker article posted or given

-VIDEO: When Kids Get Life

3) WAIVER/TRANSFER TO ADULT COURT
Reviewing Waiver Policies Nationwide; Examining California’s Proposition 21: Effectiveness of Waiver
Incarceration of Youthful Offenders convicted as adults
Gaps in the Juvenile Justice & Child Welfare/Youth Services Systems & Consequences of these Gaps

www.rcf.usc.edu/~usclrev/pdf/075405.pdf

-VIDEO: The Interrupters; Waiting for Superman

4) EXAMINING THE CONTEXT & SITUATIONAL DYNAMICS OF YOUTHFUL OFFENDING
Childhood, Adolescence and the Underclass
Urban Poverty and the Labor Market: Opportunities & Barriers for urban youth
The Code of the Street & Importance of Respect

-READINGS:
- Anderson: “Campaigning for Respect” chapter from The Code of the Street.
- Nurge article: “R-E-S-P-E-C-T, Find Out What It Means to Me: Girls, Gangs and the Code of the Street”
- WJ Wilson article TBA on the urban underclass

-VIDEO: The Interrupters: Waiting for Superman

5) UNDERSTANDING & ADDRESSING GANGS & GANG VIOLENCE
-BOOKS: - James Diego Vigil. 2002. A Rainbow of Gangs; David Kennedy "Don't Shoot"

-READINGS


-VIDEO: G dog; Boston's Operation Ceasefire (The Limits of Justice)

6) PREVENTION AND INTERVENTION:
-Blueprints for Violence Prevention: http://www.colorado.edu/cspv/blueprints/
(Overview of site; what this is: examples of model programs; etc) --Other readings to be assigned

-VIDEOS: System Failure; Prime Time: Missouri's Different Approach to Juvenile Justice
OVERVIEW OF WRITTEN & ORAL ASSIGNMENTS

Attendance/Participation:
You are expected to be an active member of this seminar course and therefore should come to class prepared to discuss the week's readings. You are expected to bring notes with you that you took from that week's readings. I may periodically collect those notes and assess them as part of your attendance/participation grade (note collection will generally be unannounced). There may also be in-class group projects/assignments or small homework assignments that will be included in your attendance/participation grade.

Readings Synthesis & Commentary (select one):
You will complete a commentary paper for this class, in which you will synthesize/integrate and discuss the readings (books/articles) on a particular issue. This task is consistent with the instructor’s approach to this course: to blend academic/scholarly theories and research pertaining to juvenile justice and youth violence, with practical (i.e., “real world”) issues and challenges on these topics. In doing so, you will be asked to apply the scholarly material from selected course readings, to some of the more practical information presented in the books detailing real life accounts of the juvenile justice system and/or juvenile delinquency. For example, for your first reading synthesis, you will be asked to discuss issues raised in Humes’ journalistic account “No Matter How Loud I Shout” (which chronicles the daily challenges faced in a California-based juvenile court) in reference to the scholarly material presented in Feld’s history and critique of the juvenile court (“Bad Kids”). Be sure to following the guidelines provided carefully (and note the due dates).

Don't Shoot: Analysis and Chapter Discussion Questions.
As you read this book you will: (a) provide a summary of key points for each chapter and (b) your comments/insights/analysis of each chapter and (c) create 4 class discussion questions for each chapter. These will be used during our discussions and the full summaries, analyses and questions will be turned in on ___.

Final Paper: Your final paper will include:(a) 3-4 single spaced pages on the health, learning and related effects of childhood trauma, and (b) the 2nd part (2-4 single spaced pages) on a prevention or intervention or rehabilitation program. The full paper (parts 1 and 2) is due on ___ but we will be discussing the first part in class the week before, so please come prepared to discuss. Your presentation will be done with a partner but each person will turn in a separate (individually written paper).
Below is a tentative schedule for the semester. Refer to the rest of the syllabus for more detailed info.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS/VIDEO TO BE DISCUSSED:</th>
<th>REMINDERS</th>
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<tbody>
<tr>
<td>6 3/4</td>
<td>NO CLASS: COMMENTARY 1 DUE BY 5 PM</td>
<td>START READING NEXT SEGMENT</td>
<td>Commentary 1 due</td>
</tr>
<tr>
<td>10 4/1</td>
<td>NO CLASS: SPRING BREAK</td>
<td>WORK ON COMMENTARY 2</td>
<td>Commentary 2 due</td>
</tr>
<tr>
<td>11 4/8</td>
<td>GANGS COMMENTARY 2 DUE</td>
<td>Gang web readings (to be assigned) Watch The Graduates</td>
<td>Commentary 2 due</td>
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<tr>
<td>12 4/15</td>
<td>RESPONDING TO GANGS: &quot;DON'T SHOOT&quot; STRATEGY</td>
<td>1st half of Don't Shoot Watch G Dog</td>
<td>Commentary 2 due</td>
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<tr>
<td>14 4/29</td>
<td>REHABILITATION &amp; JUVENILE CORRECTIONS -PROMISING PREVENTION &amp; INTERVENTION PROGRAMS</td>
<td>Web-based readings assigned</td>
<td>Commentary 2 due</td>
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<tr>
<td>15 5/6</td>
<td>REHABILITATION &amp; JUVENILE CORRECTIONS -PROMISING PREVENTION &amp; INTERVENTION PROGRAMS -TRAUMA &amp; YOUTH DEVELOPMENT</td>
<td>Watch System Failure &amp; Missouri Model Movie</td>
<td>PRESENTATIONS</td>
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PAPER DUE BY TUES 5/13, 5pm
CJA 605: NURGE

READINGS COMMENTARY/ANALYSIS #1

You will primarily be using chapters 7 and 8 of Feld’s book “Bad Kids” (although the earlier chapters form a basis for your understanding of these chapters) and the entirety of the Humes book “No Matter How Loud I Shout” to complete this commentary/analysis. In an essay (no longer than 8 single spaced pages), please offer your insight and analysis on the following issues.

a) According to Feld, many changes have occurred in the Juvenile Court during the past thirty years. Describe changes in the court’s sentencing philosophy/rationale, process and practice. Use the Humes book to discuss how these changes play out in the day-to-day reality of the court (be sure to provide some examples).

b) Summarize Feld’s proposal for changing how juvenile offenders should be dealt with by the criminal/ juvenile justice system. Do you agree with his proposed approach? Why/why not? Would such changes address some of the problems which were highlighted in the Humes book? Explain.

READINGS COMMENTARY/ANALYSIS #2

You will be synthesizing information from Kotlowicz’s book “There Are No Children Here”, Vigil’s book “A Rainbow of Gangs”, the WJ Wilson article on the urban underclass, and one of the books by Kozol. In an essay (no longer than 8 single spaced pages), please offer your insight and analysis on the following issues.

a) During the latter half of the 20th century, most urban communities experienced enormous demographic shifts in population and some witnessed the development of underclass neighborhoods. Briefly discuss how and why underclass communities came into existence. Describe Lafayette and Pharaoh’s lives as children growing up in an underclass community; what was their world like on a day-to-day basis? How/why might living in an underclass community influence juvenile delinquency?

b) Discuss the development and proliferation of Mexican, African-American, Vietnamese and Salvadoran gangs in Los Angeles—what are the common features that help to explain the formation & institutionalization of gangs within the communities of these various cultural/racial/ethnic groups? What is Vigil’s concept of “multiple marginalization” and how does it apply to youth gang members?

c) How do the educational realities depicted in Kozol’s books (chapters posted on blackboard) interplay with the above issues (underclass neighborhoods, juvenile delinquency, gang proliferation): explain. Based on these readings, what school-based policies and practices (if any) do you believe could reduce juvenile delinquency and/or gang membership?
Final Paper on (A) The Impact of Trauma on Youth Development and (b) Prevention, Intervention or Rehabilitative Programs for Juveniles

1) This first part will be completed individually. Please read the following 3 articles/reports about childhood trauma and its impact on cognitive and social development and overall health. There is a growing body of research (mostly in the public health field) documenting the myriad long-term impacts of childhood trauma; research suggests a critical need for the juvenile services/justice systems to be aware of these effects and address them. The first article is very short and gives a brief overview of the issue. The second article also gives an overview, and then provides guidance for justice system responses to youth who’ve experienced trauma (which is the vast majority of youth in the juvenile justice system). The 3rd article looks at childhood trauma’s impact on adult (and youth) health and highlights a clinic in San Francisco that considers, and attempts to address, those issues. Please provide a brief summary of what you took away from these three articles. What is is the significance of this research and how should the juvenile justice system (and other systems, e.g., healthcare, education, etc) address violence, trauma and its impact. What can/should we be doing differently, if anything? (please type this up as a 2-4 page single spaced summary and discussion--you will not present on this in class but we will discuss it).

http://www.aetzs.org/article196.htm (a)

Please access the full report (link on bottom of page): (b)
http://www.justicepolicy.org/research/1913

http://www.newyorker.com/reporting/2011/03/21/110321fa_fact_tough (c)
You will not be able to link to the full article here, but I will post it on blackboard

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2) You can work as a team (with a partner) in completing this second part of the paper. You will do the 8 minute presentation together but hand in separately written papers. Please go to the Blueprints for Violence Prevention website and read about who they are and what they do.
http://www.colorado.edu/cspv/blueprints/

a) How do they assess and rank programs? What does it take to be considered a model program?
b) Please examine the model programs and select one of the following (pick out 3 of interest and I will assign you one in March; you may not all get your 1st choice)

<table>
<thead>
<tr>
<th>BP-001</th>
<th>Midwestern Prevention Project (MPP)</th>
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<tr>
<td>BP-002</td>
<td>Big Brothers Big Sisters of America (BBBS)</td>
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<tr>
<td>BP-003</td>
<td>Functional Family Therapy (FFT)</td>
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<td>BP-005</td>
<td>Life Skills Training (LST)</td>
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<td>BP-006</td>
<td>Multisystemic Therapy (MST)</td>
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<td>BP-007</td>
<td>Nurse-Family Partnership (NFP)</td>
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<tr>
<td>BP-008</td>
<td>Multidimensional Treatment Foster Care (MTFC)</td>
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<tr>
<td>BP-009</td>
<td>Olweus Bullying Prevention Program (BPP)</td>
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<tr>
<td>BP-010</td>
<td>Promoting Alternative THinking Strategies (PATHS)</td>
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<tr>
<td>BP-011</td>
<td>The Incredible Years: Parent, Teacher and Child Training Series (IYS)</td>
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Once I have approved your program choice, read about this program on the Blueprints website and explain the program’s goals/mission, target population, activities/curriculum and effectiveness (cite evaluation research).

c) Find one academic research article (from an academic journal) that discusses this program or one similar to it (one with a similar mission and clientele) and review the article. Provide a summary of the author’s research and findings.