

Syllabus for
CCJ 3501: Juvenile Delinquency and Juvenile Justice

Spring 2009

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Office Hours: Mondays (3:00 – 4:00)
Tuesdays and Thursdays (10:00 – noon)
*Other hours by appointment

Course Description

A study of the definitions and etiology of delinquent behavior; the adjudication process for juveniles, both in theory and practice; and treatment procedures.

Course Objectives

1. Understand how and why the juvenile justice system developed
2. Understand the juvenile court process from beginning to end
3. Learn how the juvenile court has changed (or remained the same) since its creation
4. Understand the role of race in juvenile delinquency and juvenile justice
5. Learn the trends of juvenile crime over time
6. Learn the societal responses to juvenile crime
7. Improve student writing.

Required Books

Howell, J. C. (2009). *Preventing and reducing juvenile delinquency: A comprehensive framework* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Penn, E. B., Taylor Greene, H., & Gabbidon, S. L. (Eds.). (2006). *Race and juvenile justice*. Durham, NC: Carolina Academic Press.

Grading Policy

There will be five (5) areas that comprise the grading for this course: exams, writing assignments, team paper, presentation, and participation.

Exams

There will be 3 exams given throughout the course. The first exam will cover material from approximately the first third of the semester, the second being given around the 2/3 of the semester, and the final exam. The content of the exam will include both objective (e.g., multiple choice) and subjective (e.g., short answer/essay) items. *Exams will be taken via Blackboard.* Each exam will be worth a maximum of 75 points.

Writing Assignments

There will be 10 writing assignments due throughout the semester, based on the material we are discussing in class. The writing assignments are to be submitted via the **Assignment Manager** in Blackboard. The writing assignments will be worth a possible 50 points (meaning 5 points each).

Team Paper

This is the area where you will be able to show your understanding of juvenile justice and delinquency. You will pair up with another student and write a paper (8-10 pages). In this paper, you must focus on a specific type of juvenile delinquency. In this paper, you must use refereed journal article, books, etc., to thoroughly, 1) Define the problem (i.e., What is the nature and extent of that type of delinquency?), 2) Theoretically explain the problem (i.e, What causes delinquency?), and 3) Offer a solution to the problem (What should we do about delinquency?). More information about the paper is in Blackboard under **Course Documents**.

In order to help facilitate students gaining the most benefit from this paper, the paper will be due in 2 stages (both sections will be graded), which is detailed below. In addition, each component of the paper is to be submitted via the **Assignment Manager** in Blackboard.

1st stage: Post an annotated bibliography of the refereed sources you plan to use for the paper (worth a maximum 20 points) (**Due date: 3/10/09**)

2nd stage: Post your final typed paper (worth a maximum 75 points) (**Due date: 4/14/09**)

Presentation

Each team (from the team papers) will make a presentation on the content of the paper. Each person in the class will be **required** to be present during the presentations; for

students who are not in class, participation points will be lowered. The presentation will be worth a possible 25 points. Information on the group presentation is currently under **Course Documents** in Blackboard.

Participation

I would like this to be a highly participatory class. My goal is not to lecture the entire time, but to have the class, as a whole, discuss the material. I want this class to be one in which students feel free to express their opinions and critically examine the material and verbalize such thoughts. The success of this class not only rests with me, but also with you. Participation will take place in two venues: in class and via the **Discussion Board** in Blackboard (I will post discussion topics). In order to maximize the likelihood of earning points in this category, you must participate in class (not simply show up to class and not participate) AND via the Discussion Board. Participation is worth 20 points.

Based on the information above, the breakdown of the points is as follows:

Exam (3):	225 points
Writing assignments:	50 points
Paper (both components):	100 points
Group presentation:	25 points
Participation:	20 points

Total	420 points

Final grades will be based on the following total points:

378-420 points (90%-100%)	= A
336-377 points (80%-89%)	= B
294-335 points (70%-79%)	= C
252-293 points (60%-69%)	= D
≤ 251 points (≤ 59%)	= F

Late Work

I will NOT accept any late work for the class. Assignments are due by the specific due date. The assignments must be submitted via the **Assignment Manager** in Blackboard. I will **not** accept assignments via email, under my door, etc., unless prior arrangements have been made.

Make-up Exams

There may be a legitimate reason why you may miss an exam. However, this is the exception, not the norm, especially since there will be a 24 hour window for you to take the exam. As a general rule, exams are to be taken during the scheduled time window. However, in case of an emergency (i.e., family, medical, or legal), you should see me to make arrangements to take a make-up exam soon thereafter. Documentation (e.g., letter from doctor, supervisor, etc.) will be required prior to taking the exam, and must be provided within one week of your return to class. You also must schedule the make-up exam within one week of your return to class.

Note: Make-up exams will not be the same as the original, but instead will be all essays.

Academic Dishonesty

Academic dishonesty will be treated very seriously in this class. Any such actions (e.g., cheating, plagiarism, etc.) will result, at a minimum, in the questionable assignment receiving a zero. Depending upon the severity of the academic dishonesty, it may result in a failure in the course, which will be left to my discretion.

Disability Statement

Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in Building 10, Room 1201. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. For further information, contact the DRC by phone (904) 620-2769, email (kwebb@unf.edu), or visit the DRC website (<http://www.unf.edu/dept/disabled-services>).

Classroom Civility

Students and faculty alike should strive to create a class environment that reflects mutual respect and the importance of learning. If a student's behavior threatens to disrupt that environment, the faculty member has a responsibility to seek resolution of the problem.

A faculty member is empowered to request that a student leave during particular class period if, in the measured opinion of that faculty member, the student:

1. Significantly disrupts the learning process, or
2. Is a threat to others.

COURSE SCHEDULE (*)

Date	Topic	Reading Due
Week 1: (1/6/09-1/8/09)	Introduction to course/ Delinquency myths	H: Ch. 1
Week 2: (1/13/09-1/15/09)	Moral panic & trends	H: Chs. 2 & 3
Week 3: (1/20/09-1/22/09)	Juvenile justice processing/ White & Latino delinquency	P, TG, & G: Chs. 1, 2, & 10
Week 4: (1/27/09-1/29/09)	Black delinquency	P, TG, & G: Ch. 3 Exam #1 on 1/29/09
Week 5: (2/3/09-2/5/09)	Native American & Latino delinquency	P, TG, & G: Chs. 4 & 5
Week 6: (2/10/09-2/12/09)	Gang involvement	H: Chs. 4 & 6
Week 7: (2/17/09-2/19/09)	Minority gangs	P, TG, & G: Ch. 7
Week 8: (2/24/09-2/26/09)	Preventing gang activity	H: Ch. 7 Exam #2 on 2/26/09
Week 9: (3/3/09-3/5/09)	Disproportionate minority contact/ Due process revolution	P, TG, & G: Chs. 9 & 10
Week 10: (3/10/09-3/12/09)		No class: Academy of Criminal Justice Sciences' Conference
Week 11: (3/17/09-3/19/09)		No class: Spring break!
Week 12: (3/24/09-3/26/09)	Prevention & rehabilitation/ Comprehensive strategy	H: Chs. 9 & 10
Week 13: (3/31/09-4/2/09)	Ineffective methods of addressing delinquency/ Juvenile transfer to adult court	H: Chs. 11 & 12
Week 14: (4/7/09-4/9/09)	Catch-up day	Exam #3 on 4/9/09
Week 15: (4/14/09-4/16/09)	Presentations	
Final exam time: (4/21/09: 1:00 – 2:50)		Final activity

* The above schedule, policies, and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.