



Sul Ross State University—Rio Grande College

Criminal Justice 3309 Juvenile Law Summer I: 2016

Professor: Martin Guevara Urbina, Ph.D.
Classroom: Web
Class Meeting: Online

Office: B-109
Phone: 830/758-5017 (office, direct line)
Hours: Monday and Tuesday, 12:00 to 5:00p.m. Even though this is an online course, you are welcome to visit the Professor's office anytime.
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Program Learning Outcomes:

1. Demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical trends in the criminal justice arena.
2. Demonstrate competency in the application of basic research methods, to include: research design, statistical analysis, and uses of empirical findings and interpretations.
3. Demonstrate the application of organizational principles, cultural, social and behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena.

Course (Catalog) Description: *Study of juvenile deviant behavior; deviancy theories; juvenile statutory and case law; judicial processes; policies and police practices related to juvenile justice.*

Objective: *Juvenile Law* will offer an historical, sociological, and criminological analysis of the nature and scope of juvenile justice system (to include law, order, and justice) in the United States. Specifically, the intent of this course is to provide the student with a detailed understanding of **12** main topics, which are best expressed in the following questions:

1. Pragmatically, philosophically, politically, economically, culturally, and socially, what is the juvenile justice system, as we know it today?
2. How has the juvenile justice system evolved in the United States? A series of secondary questions include the following: What are the links between time and space? What role have historical events played in the juvenile justice system?
3. What FORCES (including the media) have driven and/or continue to drive the juvenile justice system? And, by extension, why?
4. Who has played the most significant role in “shaping and reshaping” the juvenile justice system?
5. What influence has juvenile legislation played on juvenile crime and justice? Again, there are a series of related questions that help shape our response to the first one: What have been the main “benefits” of past juvenile legislation? What, if any, have been the ramifications of prior juvenile legislation? How do the “benefits” compare to the “negative consequence” of past legislation? What is the significance of current juvenile legislation on juvenile (in)justice?
6. What has been the role of the juvenile justice system in shaping the nature deviance and public opinion? Secondary questions include: What do advocates of the juvenile justice system see as its main utility and functions? What do the critics of the juvenile justice system see as its main weaknesses? Is there a need for a juvenile justice system? Should the juvenile justice system be retained, modified, or both? Or, should we do away with the juvenile justice system?
7. What is the scope and nature of current “critical” issues/questions in juvenile justice? For instance, should juveniles be held to the same standards as adults? Secondary questions: should juveniles be incarcerated with adult offenders? Should juveniles be executed? In the case of delinquent females, should pregnant girls be institutionalized (and give birth in a juvenile detention center, or prison)?
8. How successful have programs been in achieving intended goals?
9. What myths surround the juvenile justice system? And, what are their implications?
10. What are the implications and ramifications of “globalized legislation and sanctions” on the juvenile justice system?
11. What are the options/avenues for the establishment of a logical, effective, and just system of law?
12. What is the future of the juvenile justice system and related laws?

The next set of questions is essentially definitional in nature. It is essential that we share the same definitions of an issues, event, situation, or problem if we are to come to a common understanding of both the problem and any possible solutions/remedies. Consequently, the class’s first segment deals with defining “Juvenile Law,” as it pertains to the juvenile justice system and placing it in a global context.

The last set of questions is more analytical. A particular truism about criminological, sociological, and theoretical aspects of the nature of society is as follows: There are many typologies of criminological, sociological, and legal theories as there are authors writing textbooks about the subject. The five-fold approach we will take is an amalgam of several such typologies:

History—When deemed appropriate, we will make use of historical events, situations, and circumstances to better understand the subject matter by its totality. It is essential that we obtain an understanding and appreciation for historical ruptures and discontinuities as we try to bridge existing gaps. According to an African proverb, “Until lions have their own historians, histories of the hunt will glorify the hunter.”

Theory—Theoretically, we must investigate which theories provide the best guidance in our search for “truth and reality.”

Law and Society—In a society where most behavior is governed by some type of law, it is vital that we explore the relationship between law and society. To some scholars, laws are a measure of culture; crime, another element of all known cultures, is the violation of those laws. In essence, why do we have laws? Do we need laws? Does law make a difference?

Philosophy—While sociological and criminological theories might serve as “road maps” to everyday life, philosophy gives “meaning” to human existence. It enables us to better appreciate what matters most at the END of the day.

Poetry—Even though poetry is one of the oldest forms of dialogue, it is seldom mentioned in academic discussions. Yet, poetry allows us to transcend the unknown ... it allows us to dream the impossible ... to dream the impossible dream. “Invent the age, invent the metaphor. Without a credible structure of law a society is inconceivable. Without a workable poetry no society can conceive a [person].” --Archibald MacLeish, *Apologia*, 1972.

The final question has policy overtones. First, we must briefly look at the nature and process of human behavior, in the context of the juvenile justice system, in the United States. Next, we turn to the more difficult task of linking jurisprudence and sociological and criminological theory, particularly those we will review, to both behavior (deviance and crime) research and practices. What we discover is that few scholars explicitly make this link. Rather, it has been the critical scholar, particularly sociologists, responding to the demands of stricter societal demands and government laws (and less forgiving policy analysts), that have linked sociological/criminological theory and practice, via both pure and applied research.

Overall, this course is designed to introduce you to the nature of juvenile law within the context of the juvenile justice system and, by extension, social interactions and, ultimately, human behavior in the world. By introducing you to influential issues that provide the frameworks to studying a wide variety of phenomena, I intend this course to be a basis for further, more in-depth study in the areas that interest you.

Course Context: As an upper-level course, this class may include controversial, sensitive, and/or adult material. For instance, should institutionalized girls, now under the custody of the state, have the constitutional right of an abortion (which might be tied to other polemic issues, like AIDS/HIV or rape)? Thus, students are expected to have the mentality and readiness for upper-level content and rigor.

Course Structure: This course will be presented in modules. Please note that the ENTIRE course will be taught online via Blackboard.

Required Texts:

Del Carmen, Rolando V. and Chad R. Trulson (2006). *Juvenile Justice: The System, Process, and the Law*. Belmont, CA: Thomson/Wadsworth.
[ISBN: 0-534-52158-4]

Optional Readings:

Ayers, William (1997). *A Kind and Just Parent*. Boston: Beacon Press.

Bernard, Thomas (1992). *The Cycle of Juvenile Justice*. New York: Oxford University Press.

Bosworth, Mary (2007). "Identity, Citizenship, and Punishment." In *Race, Gender, and Punishment: From Colonialism to the War on Terror*, edited by Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press.

del Carmen, Rolando, Mary Parker and Frances Reddington (1998). *Briefs of Leading Cases in Juvenile Justice*. Cincinnati: Anderson Publishing Company.

Feld, Barry C. (1999). *Bad Kids: Race and the Transformation of the Juvenile Court*. New York: Oxford University Press.

Forst, Martin (1995). *The New Juvenile Justice*. Chicago: Nelson-Hall Publishers.

Jacobs, Mark (1990). *Screwing the System and Making it Work: Juvenile Justice in the No-Fault Society*. Chicago: University of Chicago Press.

Krisberg, Barry and James Austin (1993). *Reinventing Juvenile Justice*. Newbury Park: Sage.

Leonard, Kimberly, Carl Pope, and William Feyerherm (1995). *Minorities in Juvenile Justice*. Thousand Oaks: Sage Publications.

Males, Mike A. (1999). *Framing Youth: Ten Myths About the Next Generation*. Monroe: Common Courage Press.

Mays, G. Larry and L. Thomas Winfree, Jr. (2000). *Juvenile Justice*. Boston: McGraw-Hill.

Miller, Jerome (1991). *Last One Over the Wall: The Massachusetts Experiment in Closing Reform Schools*. Columbus, OH: The Ohio University Press.

Miller, Jody (2001). *One of the Guys: Girls, Gangs, and Gender*. New York: Oxford University Press.

Platt, Anthony (1969). *The Child Savers: The Invention of Delinquency*. Chicago: University of Chicago Press.

Rodriguez, Luis (1993). *Always Running: La Vida Loca, Gang Days in L.A.* New York: Simon and Schuster.

Rothman, David (1971). *The Discovery of the Asylum: Social Order and Disorder in the New Republic*. Boston: Little, Brown.

Sampson, Robert (2007). "Do Immigrants Make us Safer."

- Schwartz, Ira (1989). *(In)justice for Juveniles: Rethinking the Best Interests of the Child*. Lexington: Lexington Books.
- Welch, Michael (2007). "Immigration Lockdown Before and After 9/11: Ethnic Constructions and Their Consequences." In *Race, Gender, and Punishment: From Colonialism to the War on Terror*, edited by Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press.
- Wooden, Wayne S. (1995). *Renegade Kids, Suburban Outlaws: From Youth Culture to Delinquency*. Belmont: Wadsworth Publishing Company.

Recommended Readings

Books:

- Alvarez, Sofia Espinoza and Martin Guevara Urbina, eds. (2016). *Immigration and the Law: From Conquest to the War on Terrorism*. Springfield, IL: Charles C Thomas, Publisher Ltd. (In print.)
- Urbina, Martin Guevara and Claudia Rodriguez Wright (2016). *Latino Access to Higher Education: Ethnic Realities and New Directions for the Twenty-First Century*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara and Sofia Espinoza Alvarez, eds. (2015). *Latino police officers in the United States: An examination of emerging trends and issues*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara, ed. (2014). *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara, Joel E. Vela, and Juan O. Sanchez (2014). *Ethnic realities of Mexican Americans: From colonialism to 21st century globalization*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). *Capital punishment in America: Race and the death penalty over time*. El Paso, TX: LFB Scholarly Publishing.
- Urbina, Martin Guevara, ed. (2012). *Hispanics in the U.S. criminal justice system: The new American demography*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2011). *Capital punishment and Latino offenders: Racial and ethnic differences in death sentences*. El Paso, TX: LFB Scholarly Publishing.
- Urbina, Martin Guevara (2008). *A comprehensive study of female offenders: Life before, during, and after incarceration*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2003). *Capital punishment and Latino offenders: Racial and ethnic differences in death sentences*. New York: LFB Scholarly Publishing.

Book Chapters:

- Urbina, Martin Guevara (forthcoming). "Policing Borders: Immigration, Criminalization, and Militarization in the Era of Social Control Profitability." In *Spatial Policing: The Influence of Time, Space, and Geography on Law Enforcement Practices*, edited by Charles Crawford. Durham, NC: Carolina Academic Press. (In print.)
- Urbina, Martin Guevara (2016). "Life After Prison: Ethnic, Racial, and Gender Realities." In *The Contours of Latino Studies*, edited by Ramon Gutierrez and Tomas Almaguer. Berkeley: University of California Press. (In print.)
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2016). "U.S. Immigration Laws: The Changing Dynamics of Immigration Through Time." In *Immigration and the Law: From Conquest to the War on Terrorism*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2016). "Immigration, Criminalization, and Militarization in the Age of Globalization." In *Immigration and the Law: From Conquest to the War on Terrorism*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara and Sofia Espinoza Alvarez (2016). "Immigration Laws and Social Control Movements: Situating the Realities of Immigration in the Twenty-First Century." In *Immigration and the Law: From Conquest to the War on Terrorism*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara and Sofia Espinoza Alvarez (2015). "Situating the current state of research on Latino police and ethnic community in twenty-first century America." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2015). "Bridging the gaps and future research: Thinking ahead." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara, Ferris Roger Byxbe, and Sofia Espinoza Alvarez (2015). "Policy recommendations: Toward a new police force." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2015). "The future of Latino officers in the American police." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2014). "From the shadows of the past: Revolutionizing multiculturalism in the midst of globalization—A twenty-first century challenge." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

- Urbina, Martin Guevara (2014). "It's a new world: The changing dynamics of multiculturalism." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2014). "The future of U.S. multiculturalism: Si se puede." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Peña, Ilse Aglaé and Martin Guevara Urbina (2012). "The legacy of capital punishment: Executing Latinas and Latinos." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "The dynamics of education and globalization in the new millennium: The unspoken realities." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "Ethnic constructions: The making of the upcoming majority, Latinas and Latinos." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "Indigent defendants and the barriers they face in the U.S. court system." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "Life after prison: Ethnic, racial, and gender realities." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "The American criminal justice system and the future of Latinos and Latinas." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Nieling, Sara and Martin Guevara Urbina (2008). "Epilogue: Thoughts for the future." In *A comprehensive study of female offenders: Life before, during, and after incarceration*, by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara and Leslie Smith (2007). "Colonialism and its impact on Mexicans' experience of punishment in the United States." In *Race, gender, and punishment: From colonialism to the war on terror*, edited by Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press.

Refereed (Peer-Reviewed) Journal Articles:

- Urbina, Martin Guevara and Sofia Espinoza Alvarez (2016). "Neoliberalism, criminal justice, and Latinos: The contours of neoliberal economic thought and policy on criminalization." *Latino Studies*, 14: 33-58.

- Byxbe, Ferris Roger and Martin Guevara Urbina (2014). "The global epidemic of prescription drug abuse: The American experience." *International Journal of Liberal Arts and Social Science*, 2: 208-216.
- Byxbe, Ferris Roger and Martin Guevara Urbina (2013). "The globalization of crime in American schools: An assessment of emerging trends in the twenty-first century." *International Journal of Humanities and Social Science*, 2: 1-13.
- Byxbe, Ferris Roger and Martin Guevara Urbina (2013). "In loco parentis: The contours of the Fourth Amendment in American public schools." *International Journal of Arts and Commerce*, 2: 11-26.
- Urbina, Martin Guevara and Ferris Roger Byxbe (2012). "Capital punishment in America: Ethnicity, crime, and social justice." *International Journal of Humanities and Social Science*, 2: 13-29.
- Urbina, Martin Guevara and Ferris Roger Byxbe (2011). "Interacting forces in the judicial system: A case study in American criminal law." *International Journal of Humanities and Social Science*, 1: 141-154.
- Byxbe, Ferris and Martin Guevara Urbina (2011). "Sexual harassment: Crossing the lines within the ranks." *Police Forum*, 20: 4-12.
- Byxbe, Ferris, Martin Guevara Urbina, and Patricia Nicosia (2011). "Community oriented policing and partnerships: A recipe for success!" *Police Forum*, 20: 4-16.
- Urbina, Martin Guevara and William Sakamoto White (2009). "Waiving juveniles to criminal court: Court officials express their thoughts." *Social Justice: A Journal of Crime, Conflict & World Order*, 36: 122-139.
- Urbina, Martin Guevara (2007). "Latinas/os in the criminal and juvenile justice systems." *Critical Criminology: An International Journal*, 15: 41-99.
- Ruddell, Rick and Martin Guevara Urbina (2007). "Weak nations, political repression, and punishment." *International Criminal Justice Review*, 17: 84-107.
- Urbina, Martin Guevara (2005). "Transferring juveniles to adult court in Wisconsin: Practitioners voice their views." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 18: 147-172.
- Urbina, Martin Guevara (2004). "Language barriers in the Wisconsin court system: The Latino/a experience." *Journal of Ethnicity in Criminal Justice*, 2: 91-118.
- Urbina, Martin Guevara (2004). "A qualitative analysis of Latinos executed in the United States between 1975 and 1995: Who were they?" *Social Justice: A Journal of Crime, Conflict & World Order*, 31: 242-267.
- Urbina, Martin Guevara and Sara Kreitzer (2004). "The practical utility and ramifications of RICO: Thirty-two years after its implementation." *Criminal Justice Policy Review*, 15: 294-323.
- Ruddell, Rick and Martin Guevara Urbina (2004). "Minority threat and punishment: A cross-national analysis." *Justice Quarterly*, 21: 903-931.

Urbina, Martin Guevara (2003). "Race and ethnic differences in punishment and death sentence outcomes: Empirical analysis of data on California, Florida and Texas, 1975-1995." *Journal of Ethnicity in Criminal Justice*, 1: 5-35.

Urbina, Martin Guevara (2003). "The quest and application of historical knowledge in modern times: A critical view." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 16: 113-129.

Urbina, Martin Guevara (2002). "Furman and Gregg exist death row?: Un-weaving an old controversy." *The Justice Professional*, 15: 105-125.

Encyclopedia, Magazine, and Other Publications:

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2014). "Capital punishment on trial: Who lives, who dies, who decides—A question of justice?" *Criminal Law Bulletin*, 50: 263-298.

Byxbe, Ferris Roger, Donna Byxbe, Martin Guevara Urbina, and Patricia Nicosia (2011). "Prescription drugs: Generation Rx in crisis." *LAE Journal*, 34-36.

Byxbe, Ferris, Martin Guevara Urbina, and Patricia Nicosia (2010). "Community oriented policing and partnerships: A recipe for success!" *LAE Journal*, 22-25. (A reprint.)

Urbina, Martin Guevara (2005). "Puerto Rican nationalists." *Encyclopedia of Prisons & Correctional Facilities*, Vol. 2: 796-798. Edited by Mary Bosworth. Thousand Oaks, CA: Sage Publications.

Urbina, Martin Guevara (2003). "Good teachers never die." *Hispanic Outlook in Higher Education Magazine*, 13: 31-32.

Urbina, Martin Guevara (2002). "Death sentence outcomes." *Encyclopedia of Crime and Punishment*, Vol 2: 482-485. Edited by David Levinson. Thousand Oaks, CA: Sage Publications.

Weekly Assignments:

There will be five (5) *Weekly Assignments*, each worth 20 points for a total of 100 points. The "Weekly Assignments" will be discussed further the first week of class. Please do NOT panic! Handouts will be posted to assist you as you prepare your weekly assignments.

Activities/Participation:

Please complete the **reading** assignments as assigned to avoid falling behind, and, more fundamentally, to capture the essence of the class. During the semester, I will be posting a question for you to **respond** (100 points) and post for ALL students to read. Again, please do NOT panic! If you do the reading, you should be fine. Participation in these "exercises" will be equated into your final grade.

Mini-project:

This should be a fun exercise that allows you to explore (critically) some aspect of human behavior as it pertains to juvenile law in greater depth with less evaluation anxiety than you would have in a full-length paper assignment. I

would like you to try to and choose a project that you will enjoy, and that will stimulate your thinking about the concepts covered in this course.

Mini-projects are **optional**. You will receive “extra credit” points for completing mini-projects. If your mini-project is **adequate**, you will receive one percentage point. This point(s) will be added on to your final grade at the end of the semester.

You may turn in your mini-projects any time during the semester. The projects will be of greater value, though, if they are done thoughtfully. Thus, you may not submit more than three (3) mini-projects.

There is no minimum or maximum length requirement. Typically you will hand in a three to five page typed paper as the final product of each mini-project. Some projects, however, may require longer (or shorter) write-ups. Your analysis should illustrate or explore some phenomenon relevant to the course, while knowledgeably using concepts, principles, and language in the context of the **juvenile justice system**.

Attached to the end of the syllabus are descriptions of some mini-project options. Some of them will make more sense to you as we progress through the course. If you think of an **alternative** you would like to do as a mini-project, please feel free to ask me about it. Again, I am looking for you to implement class material—especially critical issues and perspectives—when describing the phenomena you choose to explore.

Make-up Work:

A **tentative** schedule of assignment will be provided (posted) at the beginning of the semester. However, it is possible that the schedule will be **modified** during the semester. Hence, if you fail to log on as discussed herein, it is the student’s responsibility to check with the Professor (or the Professor’s website) regularly to determine the deadlines for weekly readings, assignments, and activities. To this end, make-up exercises will NOT be given, unless otherwise specified. For missed readings, weekly assignments and activities (i.e., “special circumstances”), it is the student’s responsibilities to find out what make-up work is required. If you have any difficulties getting the assignments or making the deadlines, please contact me right way.

Note:

Unless otherwise specified, all assignments and activities are due on the scheduled due date. **No late assignments will be accepted.**

Grades:

There are a total of 200 points available in this course. Grades will be based on the total points for the semester. Specifically, grades will be assigned by comparing your performance to the best possible score (200) as follows:

Weekly Assignments:	100 points*
Activities/Participation:	100 points**

Total:	200 points

*Tentatively, Weekly Assignments will count for 100 points. However, it is possible that the total possible points (i.e., 200) will be increased, or reduced. If increased, the TOTAL POSSIBLE points discussed herein (i.e., 200) will add to more than 200 points. If reduced, the TOTAL POSSIBLE points discussed herein (i.e., 200) will add to less than 200 points.

**Similarly, if the 100 Activities and Participation points are either increased or reduced, only the total possible points for Activities/Participation that are utilized will be equated in the final grade distribution. In such case, the TOTAL POSSIBLE points discussed herein (i.e., 200) will add to less (or more) than 200 points.

Grade Distribution:

90-100%	= A (Excellent)
80-89%	= B (Better than Average)
70-79%	= C (Average)
60-69%	= D (Below Average)
Below 60%	= Failing

Note: Mini-project points will be added to your point total at the end of the course.

Please be aware of **class expectations, rules, and University/College Policies**, which follow:

Attendance Policy:

This course is “**Web**” based. Students are expected to log on regularly, check the calendar for due dates and respond to all emails. Thus, it is to your advantage to log-on regularly. For instance, if you do not participate, you cannot learn the discussed material. Additionally, you will not be able to discuss the assigned readings. Much of the learning in class is through discussion with other students. In the process, feel free to ask questions and/or make comments that might enhance our understanding of the **juvenile justice system** and related issues. Also, do not hesitate to share experiences that may help to enhance our understanding of the nature and significance of delinquent behavior and law within the context of the juvenile justice system. (Please reference Sul Ross State University—Rio Grande College Catalog for additional information.)

Punctuality. It is of extreme importance that you complete the readings and writing assignments on time to avoid falling beyond. I understand that it is not possible at times, but please do not make it a routine.

Classroom etiquette. Above all, always **respect** yourself and others; be **patient**; be willing to explore new ideas and perspectives; and restrict questions and comments to the topic being discussed.

Incomplete Grades:

PLEASE AVOID INCOMPLETE GRADES. ALL ASSIGNMENTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS. It is the responsibility of students to notify the Professor if they cannot make an assignment or will not be able to log-on to the class. Please call me at 830/758-5017 if

you do not plan to participate in a class discussion question or feel you will be missing an assignment. If I do not hear from you in regards to missed assignments, I will NOT allow an excuse for the missed work.

Class Responsibilities and Conduct:

You will be responsible for all information posted anytime during the semester. You will be responsible for obtaining announcements or amendments you may have missed. Any student who is intentionally abusive, disruptive, or disrespectful vis-à-vis posted discussions, activities, or emails will be asked immediately amend such communication, AND possibly dropped from the course. Any student who has been asked to amend “unjustified” communication twice will be reported to the Department Chair or Academic Dean. You are expected to show respect to yourself, other students, and your Professor.

Academic Honesty (Reference Sul Ross State University—Rio Grande College Catalog):

Rio Grande College expects its students to maintain high standards of personal and academic conduct. Students who take part in academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. Discover any academic dishonesty by a student, may be reported to the Department Chair or Academic Dean.

Disability Services:

Students who have special instructional needs because of a physical handicap or a learning disability should discuss their special needs with the office of Student Disabilities Services. You may also see the University/College Catalog for additional information. Please do so before the end of the first week of class.

Drop Policy:

If you discover that you need to drop this class, you must contact the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The Record’s Office will give a deadline for which the paperwork and form, if required, must be returned, complete and signed. If you discover that you are still enrolled, FOLLOW-UP with the Records Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an **F** in the course.

Library Services:

Library information and technology focus on research skills that prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques including: exploring information resources such as library collections and services, identify sources such as subject databases and scholarly journals, executing effective search strategies, retrieving, recording, and citing relevant results correctly, and interpreting search results and deciding whether to expand the search.

Again, I want this class to be useful to you in your future careers. As such, if I can assist you in any way, please stop by and see me or call/e-mail me. If a problem is to arise during the semester, please contact me immediately so that we can work out a solution. Do not wait until it is too late to remedy the problem.

Tentative*
Schedule of Classes and Assignments

Week	Topic	Readings
Week 1	Theories & measurement of delinquency Focus: Detail class expectations; provide a foundation for the study of juvenile law and related issues; & provide an introduction & broad overview of the subject matter: the juvenile justice system.	Chapters 1-2
Week 2	Juveniles and law enforcement; Intake and diversion; and Status offenders, dependent & neglected youths, & victimization of youths Focus: Explore major historical forces defining and shaping juvenile behavior, law, and punishment, including critical issues involving dependent and neglected children.	Chapter 3 Chapter 4 Chapter 5
Week 3	Detention & transfer to adult court; The national & juvenile court system; Adjudication of juveniles Focus: Carefully examine the existing literature to better understand the nature of detention and juvenile transfers to adult court, searching for alternatives, improvements, effectiveness, etc., as we seek to provide a sound and holistic analysis, in its totality.	Chapter 6 Chapter 7 Chapter 8
Week 4	Disposition & appeal; Juvenile Probation and Parole Focus: Analyze the nature of juvenile dispositions, trends, experiences, and consequences and examine the significance of appeals as well as the utility of probation and parole.	Chapter 9 Chapter 10
Week 5	Juvenile correctional institutions; Capital punishment Focus: Examine the institutional experience and explore major historical forces defining, shaping, and re-shaping the dynamics of punishment, including executions, in the U.S.: cultural, financial, political, legal, philosophical, ideological, and the like.	Chapter 11 Chapter 12
Week 6	Schools; Past, present, & future of juvenile law; Reflections, thoughts for the future, & conclusion Focus: As the final week of class, the various topics discussed during the semester will tie together, placing them within a broader framework. Concluding with recommendations for the future, as we continue the discourse on juvenile law.	Chapter 13 Chapter 14

*The syllabus is likely to be amended during the semester at the discretion of the Professor!

Note: Please check Calendar on Blackboard for **due dates!**

Mini-Project Suggestions

1. With fellow students, family members, or friends, discuss the issue of whether status offenses discriminate against juveniles and, therefore, ought to be abolished.
2. With fellow students, family members, boy-friends, or girl-friends, discuss the issue of whether the juvenile justice system ought to be abolished and that juvenile offenders be treated as adults.
3. Visit different juvenile correctional facilities in your community, both community-based facilities and institutional facilities. Compare what you see with the descriptions in this class. Volunteer to work in a community-based juvenile correctional facility in your community. Keep a diary of your experience.
4. Find interesting juvenile justice stories in newspapers and magazines, and report on them in class. Explain what you find interesting about the stories.
5. From newspapers and magazines, cut out or copy advertisements for juvenile justice jobs. Describe how the advertisements are alike and how they are different. Write your own advertisement. Exchange your advertisement with those written by fellow students and evaluate them.
6. Read a nonfiction book containing some sociological/criminological element. Try to analyze the book in the context of what is discussed in class. Good choices of books include John Howard Griffin's *Black like me*, Luis Rodriguez's *Always Running*, and Martin Guevara Urbina's *A Comprehensive Study of Female Offenders: Life Before, During, and After Incarceration*.
7. Watch a video/movie on the juvenile justice system. Discuss the behaviors, attitudes, mentalities, and implications.
8. Identify some of the programs and events in your community. Evaluate them in light of what you have learned in class.