

CJJ 4010-01BB JUVENILE JUSTICE – Fall 2022 (WEIL 238)
Tuesdays 1:55-2:45pm and Thursdays 1:55-3:50pm

Instructor: Dr. Abby Fagan

E-mail: afagan@ufl.edu

Phone: (352) 294-7169

Office Hours: (in person at 3362 Turlington Hall and via Zoom; see Canvas for link)

- **Wednesdays: 1:00-2:30pm**
- **Thursdays: 12:00-1:30pm**

OVERVIEW OF THE COURSE

This course provides an overview of the causes of and responses to juvenile delinquency. In the first half of the course, we will discuss the types of crimes juveniles commit, the types of data collected about juvenile crime, and the factors that lead juveniles to break the law. In the second half, we will discuss formal responses to juvenile offending, including the philosophy and steps of the juvenile justice system and the methods used to prevent juvenile offending and reduce recidivism among offenders. We will also discuss how officials may use discretion and their potential for bias when interacting with juvenile offenders.

OBJECTIVES

UF classifies this course as a General Education course in the Social and Behavioral Sciences (S). For a description of the General Education Objectives for this subject area, see: <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>. UF classifies learning objectives according to the content, communication and critical thinking skills that students will gain, as defined in the table below.

Content (Knowledge gained)	Communication (Attainment of skills in developing and sharing ideas)	Critical Thinking (Ability to analyze and evidence when forming opinions)
Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.	Communicate knowledge, thoughts and reasoning clearly and effectively.

More specifically, after taking this class, you will be able to:

- Describe the degree to which youth break the law.
- Explain the strengths and weaknesses of official, self-reported, quantitative and qualitative data in documenting juvenile offending.
- Identify at least one characteristic of families, peer groups, and schools that place youth at risk for delinquency.
- Understand the steps in the juvenile justice system and the officials who respond to juvenile offending.
- Explain the degree to which bias/discrimination exists in the processing of juvenile offenders.
- Identify at least two programs, practices, or policies that can *prevent* delinquency or reduce recidivism among juvenile offenders.
- Identify at least two programs, practices, or policies that can *increase* the likelihood of delinquency or recidivism among juveniles.

REQUIRED READINGS

- Kristin A. Bates and Richelle S. Swan. 2021. *Juvenile Delinquency in a Diverse Society*. Sage Publishers, **3rd Edition**.
- Articles on Canvas (under the “Files” tab)

COURSE POLICIES

- Attendance
 - The attendance policy is consistent with UF policy; see: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.
 - I will not take attendance, but your absence may harm your ability to do well in this class. I will post abbreviated lecture notes on Canvas, but you should consult with other students, not me, to obtain information missed if you are absent. Make-ups for missed exams or assignments will only be allowed for excused absences.
- Communication. I will announce changes to the course schedule in class and on Canvas. You should regularly check your UF email account and the Canvas course site to obtain this information. The best way to communicate with me is to message me in Canvas.
- Course Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals at the end of the semester. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

- On exam days, students:
 - cannot use headphones
 - must ensure that no class materials are visible by their seats
 - must not have cell phones turned on or visible
 - are not allowed to leave the room until they have turned in their exam. If you are sick during an exam and must leave, you will have to accept a grade based on the portion of the exam you completed.
 - must show up on time. If you arrive after the first student has completed the exam and left the room, you will not be allowed to take the exam.

- Missed Exams. Consistent with the UF policy, students who miss an exam due to a documented family or medical emergency, *and who discuss this problem with me in advance of the scheduled exam date*, will have the opportunity to complete a make-up exam, **which may be given during the final exam period.**

- Plagiarism/Cheating. I provide many opportunities to help students do well in this course so **DO NOT CHEAT! *If you cheat, you will receive an F and may be subject to other sanctions consistent with UF policy; see: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.***

- Recording of Classes. UF policy states that students are allowed to record video or audio of lectures. The only purposes for which these recordings may be used are: (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited, and students may not publish or distribute recorded lectures without the written consent of the instructor.

GROUND RULES FOR CLASSROOM BEHAVIOR

Consistent with the UF Student Conduct Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>), we will all agree to:

- 1) Be an active participant. This does not mean you must verbally participate in every session, but it does mean paying attention, thinking critically, and doing more than just showing up.
- 2) Acknowledge that we all have different experiences based on race/ethnicity, socio-economic status, gender and sexual preferences, age, physical disability(ies) and so on. Realize that some of your classmates may have been involved in or know people involved in the juvenile and/or criminal justice system(s). Be respectful of others' experiences, do not judge, do not interrupt or insult others, and do not make others feel embarrassed or ashamed of their views. We do not have to agree with each other, but let us acknowledge and discuss our differences of opinion in a respectful manner.
- 3) Refrain from rude behavior, including arriving late or leaving early, sleeping, reading outside materials, or making comments under your breath. **If you are chatting with, emailing, or texting others during class, I will ask you to stop and may ask you to leave the classroom.**

STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should meet with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter that must be sent to Dr. Fagan. Students with disabilities should follow this procedure as early as possible in the semester.

SENSITIVE TOPICS AND CAMPUS RESOURCES

In this class, we will discuss crime, victimization, school shootings, and other topics that may be sensitive and could generate strong emotions. Should you encounter serious emotional challenges with the course content, or if you are aware of other students in such a position, consider contacting one of the following support services for students:

- Health Care Center: <http://shcc.ufl.edu/>
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>
- Office of Victims' Services: <http://www.police.ufl.edu/victim-services/>
- U Matter, We Care: <https://umatter.ufl.edu/>; email: umatter@ufl.edu; 352-294-2273.
- University Police Department: <https://police.ufl.edu/>; 352-392-1111.

GRADING

NOTE: I will calculate your final grade according to the formula described here. To track your own final grade for this class, use this formula, **NOT the final grade shown on Canvas.*

- **Exams: 75% of final grade (25% each).**
 - Three in-person, non-cumulative exams will be given this semester. Each exam will have 50 multiple choice and true/false questions.
 - Final Exam: The final exam is optional and has 50 questions covering content *from the entire semester*. Students who choose to take the final exam will have their lowest exam score dropped.
- **Assignments: 25% of final grade.**
 - 12 activities/assignments will be given throughout the semester to test your understanding of the readings and have you reflect on current issues in juvenile delinquency and juvenile justice. *These activities are to be completed out-of-class and submitted using Canvas by the start of class on the due date listed on the course schedule.* All assignments are graded as pass (=1) or fail (=0). You will receive a grade of "0" (fail) if you do not complete the assignment or if your response shows a lack of effort. The final grade for your assignments will be based on the total number completed/passed using this formula:
 - 12=100%
 - 11=95%
 - 10=90%
 - 9=85%
 - 8=80%
 - 7=75%
 - 6=70%
 - 5=65%
 - 4=60%
 - 3=55%
 - 2=50%
 - 1=45%

- **Extra Credit.** I will provide a few opportunities for extra credit, either activities or quizzes based on the reading assignments conducted during class meetings. *No other extra credit options will be offered; do not ask for extra credit opportunities at the end of the semester as I will not provide them.*

- **Questions About Grading:** We can review and/or discuss your performance in this class, but you must contact me within ONE week after a grade is posted to request a meeting about your grade on a quiz, assignment, or extra credit activity. After that time, I will not change your grade. The UF grading policy is described at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

- **Final Grade:** a minimum grade of “C” is required to receive general education credit for this class. Grades are based on the percentage points listed below. *I do not round up, curve, or add extra points to grades at the end of the semester, so do not ask me to do so.*
 - 93-100%=A
 - 90-92.9%=A-
 - 87-89.9%=B+
 - 83-86.9%=B
 - 80-82.9%=B-
 - 77-79.9%=C+
 - 73-76.9%=C
 - 70-72.9%=C-
 - 67-69.9%=D+
 - 63-66.9%=D
 - 60-62.9%=D-
 - 0-59.9%=F

COURSE SCHEDULE AND TOPICS

All assignments are to be read in advance of the date noted.

Note: This is a tentative schedule, and I may post revisions on Canvas

TOPIC	DATE	ASSIGNMENT (T: textbook; A: article on Canvas)
Week 1: The Nature of Juvenile Delinquency	Thurs 8/24	Buy the textbook, read the syllabus
	Tues 8/29	T: Chapter 1
Week 2: Understanding Data and Statistics	Thurs 8/31	T: Chapter 3
	Tues 9/5	A: Ness, 2004: <i>Why Girls Fight</i> Assignment #1
Week 3: Family Influences	Thurs 9/7	T: Chapter 7
	Tues 9/12	A: Boccio et al., 2022: <i>Adverse Childhood Experiences and Vaping</i> Assignment #2
Week 4: Family Influences	Thurs 9/14	Assignment #3
	Tues 9/19	EXAM 1
Week 5: School Influences	Thurs 9/21	T: Chapter 8, pp. 194-205 Assignment #4
	Tues 9/26	T: Chapter 8, pp. 205-221
Week 6: School Influences	Thurs 9/28	A: King and Bracy, 2019: <i>School Security</i> Assignment #5
	Tues 10/3	T: Chapter 9: pp. 222-232
Week 7: Peer and Gang Influences	Thurs 10/5	T: Chapter 9: pp. 232-247
	Tues 10/10	A: Richardson and St. Vil, 2016: <i>Desistence from Delinquency</i> Assignment #6
Week 8: Introduction to the Juvenile Justice System	Thurs 10/12	T: Chapter 2 Assignment #7
	Tues 10/17	T: Chapter 11
Week 9: Policing Juvenile Delinquency	Thurs 10/19	T: Chapter 12
	Tues 10/24	A: Fix et al., 2020: <i>Adolescents' Police Encounters</i> Assignment #8
Week 10: Juvenile Courts	Thurs 10/26	EXAM 2
	Tues 10/31	T: Chapter 13, pp. 324-335
Week 11: Juvenile Courts	Thurs 11/2	T: Chapter 13, pp. 335-346
	Tues 11/7	A: McCarter and Durant, 2022: <i>Disproportionate Minority Contact</i> Assignment #9

TOPIC	DATE	ASSIGNMENT (T: textbook; A: article on Canvas)
Week 12: Juvenile Corrections	Thurs 11/9	Chapter 14
	Tues 11/14	A: Bernstein, 2014: <i>Inside Juvenile Prison</i>
Week 13: Prevention and Rehabilitation	Thurs 11/16	T: Chapter 15, pp. 374-383 Assignment #10
	Tues 11/21	T: Chapter 15, pp. 383-400
Week 14: Prevention and Rehabilitation	Thurs 11/22	NO CLASS: Thanksgiving
	Tues 11/27	A: Owen et al., 2020: <i>Advocacy for Justice-Involved Youth</i> Assignment #11
Week 15: Wrap Up	Thurs 11/29	Assignment #12
	Tue 12/5	EXAM 3
FINAL EXAM (OPTIONAL)	Wed 12/13	Wednesday, Dec. 13 at 3:00-4:15pm