

CJJ 4010 JUVENILE JUSTICE – Fall 2024 (TUR 2322)
Tuesdays 8:30-10:25am and Thursdays 9:35-10:25am

Instructor: Dr. Abby Fagan

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

- **Mondays: 1:00-3:00pm**
- **Tuesdays: 11:00-12:30pm**

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 primarily social 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, the methods used to prevent juvenile offending and reduce recidivism among offenders, and the types of juveniles most likely to be involved in the juvenile justice system. We will also discuss the different officials involved in the system and how they may use discretion when determining what actions to take with offenders.

STUDENT LEARNING OUTCOMES (SLOs)

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.

Consistent with these SLOs, after taking this class, you will be able to:

1. **Describe** the degree to which youth break the law. [*Content*, assessed through exams]
2. **Explain** the strengths and weaknesses of official, self-reported, quantitative and qualitative data in documenting juvenile offending. [*Content* and *Communication*, assessed through exams]
3. **Identify** at least one characteristic of families, peer groups, and schools that place youth at risk for delinquency. [*Content*, assessed through exams and assignments]
4. **Understand** the steps in the juvenile justice system. [*Content*, assessed through exams and assignments]
5. **Identify** the officials who respond to juvenile offending and consider how these use discretion. [*Content* and *Critical Thinking*, assessed through exams and assignments]
6. **Evaluate** the degree to which youth from marginalized backgrounds or groups are over-represented in the juvenile justice system. [*Critical Thinking*, assessed through assignments]
7. **Identify** at least two programs, practices, or policies that can *prevent* delinquency or reduce recidivism among juvenile offenders. [*Content*, assessed through exams and assignments.]
8. **Identify** at least two programs, practices, or policies that can *increase* the likelihood of delinquency or recidivism among juveniles. [*Content*, assessed through exams and assignments.]

REQUIRED READINGS

- Kristin A. Bates and Richelle S. Swan. 2024. *Juvenile Delinquency in a Diverse Society*. Sage Publishers, **4th 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

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%	○ 6=70%
○ 11=95%	○ 5=65%
○ 10=90%	○ 4=60%
○ 9=85%	○ 3=55%
○ 8=80%	○ 2=50%
○ 7=75%	○ 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	○ 73-76.9%=C
○ 90-92.9%=A-	○ 70-72.9%=C-
○ 87-89.9%=B+	○ 67-69.9%=D+
○ 83-86.9%=B	○ 63-66.9%=D
○ 80-82.9%=B-	○ 60-62.9%=D-
○ 77-79.9%=C+	○ 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 <i>SLO1: Learn the most/least common types of delinquent acts</i>	Thurs 8/22	Buy the textbook, read the syllabus
	Tues 8/27	T: Chapter 1
Week 2: Understanding Data and Statistics <i>SLO2: Compare/contrast the strengths and weaknesses of official and self-reported data and quantitative and qualitative research methods</i>	Thurs 8/29	T: Chapter 3
	Tues 9/3	A: Ness, 2004: <i>Why Girls Fight</i> Assignment #1
Week 3: Family Influences <i>SLO3: Learn about family factors that place youth at risk for delinquency</i>	Thurs 9/5	T: Chapter 7
	Tues 9/10	A: Jackson et al., 2022: <i>Adverse Childhood Experiences and Police Contact</i> Assignment #2
Week 4: Family Influences <i>SLO3: Learn about family factors that place youth at risk for delinquency</i>	Thurs 9/12	Assignment #3
	Tues 9/17	EXAM 1
Week 5: School Influences <i>SLO3: Learn about school factors that place youth at risk for delinquency</i>	Thurs 9/19	T: Chapter 8, pp. 195-208 Assignment #4
	Tues 9/24	T: Chapter 8, pp. 208-223
Week 6: School Influences <i>SLO3: Learn about school factors that place youth at risk for delinquency</i>	Thurs 9/26	A: Higgins et al., 2022: <i>School Safety or School Criminalization?</i> Assignment #5
	Tues 10/1	T: Chapter 9: pp. 225-236
Week 7: Peer and Gang Influences <i>SLO3: Learn about peer and neighborhood factors that place youth at risk for delinquency</i>	Thurs 10/3	T: Chapter 9: pp. 236-249
	Tues 10/8	A: Richardson and St. Vil, 2016: <i>Desistence from Delinquency</i> Assignment #6
Week 8: Introduction to the Juvenile Justice System <i>Learn the purpose of the juvenile justice system, how it functions (SLO4), and the officials involved in it. (SLO5)</i>	Thurs 10/10	T: Chapter 2 Assignment #7
	Tues 10/15	T: Chapter 11

Week 9: Policing Juvenile Delinquency <i>SLO5: Understand police/youth interactions and how police use their discretion during these interactions</i>	Thurs 10/17	EXAM 2
	Tues 10/22	T: Chapter 12
Week 10: Policing Juvenile Delinquency <i>SLO5: Understand police/youth interactions and how police use their discretion during these interactions</i>	Thurs 10/24	A: Flynn et al 2024: <i>Police Interactions Among Urban Youth</i> Assignment #8
	Tues 10/29	T: Chapter 13
Week 11: Juvenile Courts. <i>Learn the steps of the juvenile justice system (SLO4), the officials involved in each step (SLO5)</i>	Thurs 10/31	T: Chapter 13
	Tues 11/5	A: McCarter & Durant, 2022: <i>Disproportionate Minority Contact</i> Assignment #9
Week 12: Juvenile Corrections <i>Learn the steps of the juvenile justice system, especially the confinement of youth offenders (SLO4), the officials involved in youth corrections (SLO5), and the types of youth likely to be confined (SLO6)</i>	Thurs 11/7	Chapter 14
	Tues 11/12	A: Bernstein, 2014: <i>Inside Juvenile Prison</i>
Week 13: Prevention and Rehabilitation <i>SLO7, SLO8: Learn about programs, practices, or policies that prevent delinquency and reduce or increase recidivism among juvenile offenders</i>	Thurs 11/14	A: Sentencing Project, 2023: <i>Why Incarceration Fails</i> (pp. 4-7)
	Tues 11/19	T: Chapter 15 Assignment #10
	Thurs 11/21	A: Owen et al., 2020: <i>Advocacy for Justice-Involved Youth</i> Assignment #11
Week 14: Thanksgiving	Tues 11/26	NO CLASS: Thanksgiving
	Thurs 11/28	NO CLASS: Thanksgiving
Week 15: Last Assessments	Tue 12/3	EXAM 3
	Wed 12/11 8-9:15AM	FINAL EXAM (OPTIONAL)