



# CJJ4010 Juvenile Justice Summer B, 2023

Sections 10655 (UFO)/10656 (Residential)

Dr. Jodi Lane  
Professor



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Or [Canvas inbox](#)



TA: Carla Tierney  
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Office Hours:  
Wed 2-4 pm  
Via Zoom (see link on  
Canvas)

I try to respond within 48 hours



## Course Description

**Office Hours**  
**Thursday 1-2**  
**pm Zoom and**  
**via Canvas &**  
**Appointment**

**Content**  
**Warning**

This course will explore ideas and events that may be shocking, distressing, or offensive to some students. Images and accounts of juvenile crime and victimization are the focus of lecture, videos, and the reading material, and students will be asked to think critically about these issues in class discussion posts. Please read the content of the syllabus to ensure that you would like to remain enrolled in the course. While you will be responsible for completing the course assignments, if you ever wish to discuss your personal reactions to course material with the class or with me individually in a personal meeting or message, I welcome such discussions as an appropriate part of our classwork. If you find that the material triggers stress or personal pain, I am also happy to talk to you and refer you to appropriate resources on or off campus to help you.



## Course Goals

- Familiarize students with juvenile crime and the juvenile justice system, including terminology, practices and policies, and client experiences and outcomes
- Provide students with factual information to help them critically evaluate juvenile justice policies and current juvenile crime events as they arise.



## Student Objectives

- Identify the key policy issues, juvenile crime statistics, and components of the juvenile justice system (quizzes)
- Discuss and assess key theoretical, experiential, and policy issues as they relate to juvenile crime and juvenile justice and problem solve regarding important juvenile justice issues (class discussion board)
- Teach me and other students something about juvenile justice by identifying, describing and explaining a program or policy in juvenile justice (creating an infographic)



## Course Objectives

- Introduce students to key policy issues pertinent to juvenile crime and juvenile justice
- Provide students with current information on juvenile crime, including both violent and nonviolent offenses
- Introduce students to the historical roots and the key components of the current juvenile justice system and help them understand the differences between the juvenile and criminal justice systems
- Help students understand the experiences of people who live and work in the juvenile justice system



## A Couple of My Hopes About the Effects of this Course

- You will learn to think more like a criminologist--to think critically and question what you read or hear in the news
- You will come to evaluate justice problems by considering the perspectives of all people involved in the interactions prior to, during and after justice system involvement.



## Required Books & Readings

Reymundo Sanchez (2000). *My Bloody Life: The Making of a Latin King*. Chicago Review Press.  
ISBN: 978-1556524271.  
(Sanchez)

Hubner, John. (2008). *Last Chance in Texas: The Redemption of Criminal Youth*. New York: Random House Books.  
ISBN: 978-0375759987  
(Hubner)

Salzman, Mark. (2004). *True Notebooks*. New York: Alfred Knopf. ISBN: 978-0375727610 (Salzman)

Other readings posted on Canvas (stats, laws, journal and magazine articles, etc.)



# ASSIGNMENTS & GRADING

## Class Grading Scale

Final Grading Scale** (Total Points in Class)		"Not passing" for crim major credit:	
A	93-100	C-	65-69
A-	90-92	D+	63-64
B+	87-89	D	61-62
B	83-86	E	60↓
B-	80-82		
C+	77-79	There is no curve. You get what you earn! ☀️	
C	70-76		

## Extra Credit Options

Midterm Class Feedback Quiz (5 pts)

Meme Illustrating Class Concepts/Material (up to 2 pts) (by Aug 9)

Flip Video: How You Changed (Due Friday, Aug 11) (up to 2 points)

I add up your total points in the class to determine your grade, minus one quiz score (your lowest)

## Assignment

100 points

12

4

Categories of Work

## Modules

\*\*All work should be done alone (there is no group work assigned)\*\*

### Introductory Flipgrid Video (3 pts) (due July 7)

- Introduce yourself to me and your peers.
- Help us learn about each other
- See Canvas for what to include.

### Content Quizzes (5 x 12 pts = 60 pts)

- 6 content multiple choice quizzes worth 12 points each
- Keep top 5 scores (drop lowest one).
- Have due dates (must be submitted by 11:59 pm)
- Usually open for 3 days
- 30 minutes to answer 24 questions
- No makeups without valid university approved excuse

### Discussion Posts (9 x 3 pts = 27 pts)

- 9 2-part discussion posts
- Must follow directions to get full credit, see rubrics & guidance
- Give thoughtful responses, address all parts of the question
- Have due dates
- No makeups or late submissions without university approved excuse

### Infographic (10 pts) (due Aug 5)

- You will produce an infographic about a specific topic of your choice related to juvenile crime or juvenile justice
- Score reduced for late work
- Detailed guidelines here: <https://sites.google.com/ufl.edu/dr-lane-infographic-assignment/infographic-assignment-details>



# COURSE & UNIVERSITY POLICIES

## University/College Policies

### Class Specific Policies

#### Attendance and Late Work

This class happens fast! To ensure you learn the material and we have time to grade the work, you should watch lectures, videos and read all material when it is assigned. All work must be submitted by the due date and time, unless there is a university approved reason to submit it late.

#### UF Examples of Acceptable Reasons for Absences/Late Work/Makeup Quizzes:

In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused.

#### If you have questions about a grade:

Because this course goes fast, you can question how we graded something up to one week after the scores are posted on Canvas. I am very careful about how I write the quizzes/keys and the rubrics. But, if you think we missed something, send us a note and ask.

#### University Policy on Course Evaluations

The university requests students provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. The university will notify you when the course evaluation period opens. The evaluations will be available via an email link from GatorEvals, in the Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](https://ufl.bluera.com/ufl/).

#### If You Need Accommodations:

The university and I am committed to ensuring all students are able to learn. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). It is important for students to share their accommodation letter with me, and discuss their access needs, as early as possible in the semester. There is link on the Canvas page to the DRC. (<https://disability.ufl.edu/>)

#### Academic Honesty is Critical for Learning in this Course

You and your fellow students are best able to learn if everyone does their own work and engages with the material. I do my best to make this course and its material interesting to encourage you to do so.

*You are to do the work in this course alone, not with each other, so you and I both know what you have learned. All of you are bright and can do it. Gators by definition are smart and capable!*

It is important that you know that UF students are bound by this Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. When you submit work you are implying: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. The minimum sanction in this course is a 0 for the assignment in which a student violates the code. A link to the honor code is on the Canvas course site. If you have any questions or concerns, please feel free to contact me.

#### College Policy on Incompletes

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances, **and** obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades.



# UNIVERSITY POLICIES (CONTINUED)

## UF Policy on Recording Lectures

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes 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. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

If you need technical assistance with the online course, please visit <https://helpdesk.ufl.edu/> or call (352) 392-4357

## General Education (S) Designation

### Social and Behavioral Sciences (S)

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

**A minimum of a C is required for general education credit. You also must earn a C for the course to count as a criminology elective toward your major**



## UF Grading Policies

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>





# JUVENILE JUSTICE: DATES, TOPIC LIST, AND ACTIVITIES (SUMMER B 2023)



## Week 1/Modules 1-2

W	Dates	Topic	Lectures/Videos	Readings	Graded Work Due
<b>1 &amp; 2</b>		<b>Module 1 – Introduction and Statistics</b>			
<b>1</b>	<b>July 3-8</b>  July 4 = Independence Day	Intro to Class	<ol style="list-style-type: none"> <li>Welcome to class</li> <li>Definitions and Terms</li> <li>Key Juvenile Justice Cases and Laws</li> </ol>	Sanchez: Chapters 1-9  <b>Juvenile Arrests 2019</b>	
		<ol style="list-style-type: none"> <li>Ways to Measure Crime</li> <li>Important Statistics</li> </ol>	<ol style="list-style-type: none"> <li>Ways to measure crime</li> <li>Important Stats 1</li> <li>Watch video: "Superpredators"</li> <li>Important stats 2</li> </ol>	Sanchez: Chapters 10-18	<b>Flip (Flipgrid) Video: About You</b> (See instructions on Canvas) <u>by Friday, July 7 at 11:59 pm</u>
		<b>Module 2 – Brief Introduction to Theories</b>			
		Brief introduction to theories	<ol style="list-style-type: none"> <li>Theoretical ideas 1</li> <li>Theoretical ideas 2</li> <li>Watch Video: "Raising Adam Lanza" (link on Canvas)</li> </ol>	Sanchez: Chapters 19-27	<ol style="list-style-type: none"> <li><u>Content Quiz 1 by Saturday, July 8 at 11:59 pm</u></li> <li><u>Discussion Posts 1/Picture of Juvenile Justice by Saturday, July 8 at 11:59 pm</u></li> </ol>



# Week 2/Modules 3 & 4/July 2-July 8

W	Dates	Topic	Lectures/Videos	Readings	Graded Work Due
<b>2</b>		<b>Module 3– Contextual Factors that Contribute to or Protect Youths from Delinquent Behavior</b>			
	<b>July 9-July 15</b>	<ol style="list-style-type: none"> <li>1. Communities</li> <li>2. Families</li> </ol>	<ol style="list-style-type: none"> <li>1. Communities</li> <li>2. Families</li> </ol>	<ol style="list-style-type: none"> <li>1. Sanchez: Chapters 28-36</li> <li>2. ACES Fact Sheet</li> </ol>	
		<ol style="list-style-type: none"> <li>1. Schools</li> <li>2. Peers and Gangs</li> </ol>	<ol style="list-style-type: none"> <li>1. Schools</li> <li>2. <u>Watch Video:</u> I was almost a school shooter</li> <li>3. <u>Watch Video:</u> Frontline: The Killer at Thurston High</li> <li>4. Peers</li> <li>5. Gangs</li> <li>6. <u>Watch Video:</u> Why Kids Join Gangs (all parts)</li> </ol>	<p>Sanchez: Chapters 37-45</p> <div style="text-align: center;">  </div>	<p>Discussion Posts 2/Kip Kinkel:  <a href="#">By Wed, July 12 11:59 pm</a></p>
		<b>Module 4– History of Juvenile Justice System and Debate about Juvenile Court</b>			
		<div style="text-align: center;">  </div> <ol style="list-style-type: none"> <li>1. Brief History of Juvenile Justice</li> <li>2. Debate about the Juvenile Court and Special Cases Regarding Juveniles Sentenced as Adults</li> </ol>	<ol style="list-style-type: none"> <li>1. Brief history</li> <li>2. Debate about juvenile court/ jurisdiction</li> <li>3. <u>Watch Video:</u> Juvenile Life Without Parole (10:44 min)</li> <li>5. <u>Watch Video:</u> 15 to Life: Kenneth’s Story (8.22 minutes)</li> <li>6. <u>Watch Video:</u> Professor Elizabeth Cauffman on Juvenile Offenders</li> <li>7. <u>Watch Video:</u> Ocala school shooter interview</li> </ol>	<ol style="list-style-type: none"> <li>1. Sanchez: Chapters 46-53</li> <li>2. Adolescence, Brain Development &amp; Culpability</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Content Quiz 2– Modules 3 &amp; 4: <a href="#">By Friday July 14 at 11:59 pm</a></b></li> <li>2. <a href="#">Discussion Posts 3/Ocala Shooter: <a href="#">By Saturday July 15 at 11:59 pm</a></a></li> </ol>

# Week 3/Modules 5 & 6/July 9-15



W	Dates	Topic	Lectures/Videos	Readings	Graded Work Due
<b>3</b>	<b>July 16-22</b>	<b>Module 5 – Police and Juveniles</b>			
		<ol style="list-style-type: none"> <li>1. Police decision-making</li> <li>2. Discrimination vs. Disparity</li> <li>3. Gangs and Gang Suppression</li> </ol>	<ol style="list-style-type: none"> <li>1. Police decision-making and disparity/discrimination</li> <li>2. Gangs and gang suppression</li> <li>3. <u>Watch Video:</u> Murder on a Sunday Morning (Parts 1-8) ((You have to rent. On Amazon Instant Video it is 3.99, but also on other services Roku, iTunes, etc.)</li> <li>4. <u>Watch Video:</u> How to Build Bridges Between Police Officers and Youth</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Salzman, Chapters 1-5</b></li> <li>2. <b>Del Toro et al. (2019) "The Criminogenic and psychological effects of police stops on adolescent black and Latino boys." (on Canvas)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Discussion Posts 4/Police: By Wed, July 19 at 11:59 pm</u></li> </ol>
		<b>Module 6 – Juvenile Courts</b>			
		Juvenile Courts, Cases and Dispositions	<ol style="list-style-type: none"> <li>1. Juvenile court structure and getting to court</li> <li>2. What happens in juvenile court</li> <li>3. <u>Watch Video:</u> Navigating the Juvenile Court</li> </ol>	Salzman: Chapters 6-10	<ol style="list-style-type: none"> <li>1. <u>Content Quiz 3 – Modules 5 &amp; 6: By Friday July 21 at 11:59 pm</u></li> <li>2. <u>Optional: Midterm Feedback Quiz for Extra Credit Open This Week Only: No later than Saturday July 22 at 11:59 pm</u></li> </ol>

# Week 4/ Modules 7 & 8/July 16-22

W	Dates	Topic	Lectures/Videos	Readings	Graded Work Due
<b>4</b>		<b>Module 7 – Transfer to Adult Court and Adult Sanctions</b>			
	<b>July 23-29</b>	1. Transfer to Adult Court	1. Transfer to Adult Court	<b>Salzman: Chapters 11-14</b>	<a href="#">Discussion Posts 5/System: By Wed , July 26 at 11:59 pm</a>
		2. Living in Adult Prison	1. Living in Adult Prison 2. <a href="#">Watch Video: Should Juveniles Be Incarcerated with Adults?</a> (10:14) 3. <a href="#">Watch Video: Growing up in Prison: Juveniles Serving LWOP</a> (11:00) 4. <a href="#">Watch Video: Kids Behind Bars</a> (46:19)	<b>1. Salzman: Chapters 15-20</b> 2. Young Offenders: What Happens and What Should Happen 3. Behind Bars: Teenagers Become Prey (NY Times Article) 4. Prison is Too Violent for Young Offenders (NY Times Article)	
					
		<b>Module 8 – Punishment Philosophies and Juvenile Probation</b>			
		Punishment Philosophies and Juvenile Probation	1. Punishment philosophies 2. Probation 3. <a href="#">Watch Video: Interview with Juvenile Probation Officers</a> (21:35)	<b>Salzman: Chapters 21-27</b>	1. <a href="#">Content Quiz 4 – Modules 7 &amp; 8: By Friday July 28 at 11:59 pm</a> 2. <a href="#">Discussion Posts 6/Juvenile Murderers by Saturday , July 29 at 11:59 pm</a>
					



# Week 5: Modules 9 & 10

Wk	Dates	Topic	Lectures/Videos	Readings	Graded Work Due	
<b>5</b>	<b>July 30-Aug 5</b>	<b>Module 9 – Intermediate Sanctions</b>				
		Intermediate Sanctions  	<ol style="list-style-type: none"> <li>1. Intermediate sanctions</li> <li>2. <u>Watch Video:</u> Martin Lee Anderson Boot Camp Video</li> <li>3. <u>Watch Video:</u> Teen Boot Camp (2:09)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Hubner: Chapters 1-3</b></li> <li>2. Article about the death of Martin Lee Anderson</li> </ol>	<a href="#">Discussion Posts 7/Punishment Philosophy: <u>By Wed, Aug 2 at 11:59 pm</u></a>	
		<b>Module 10 – Training Schools/State Juvenile Institutions</b>				
		Training Schools/State Institutions  	<ol style="list-style-type: none"> <li>1. Characteristics of youths in training schools</li> <li>2. Living experience in training schools</li> <li>3. Approaches to treatment</li> <li>4. <u>Watch videos on Inside Juvenile Detention</u></li> <li>5. <u>Watch Videos on Dozier School for Boys</u></li> <li>6. <u>Watch Videos on CBT and Trauma Informed Care</u></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Hubner: Chapters 4-6</b></li> <li>2. Liz Ryan Blog Post: New OJJDP Initiative Promotes Community-Based Alternatives to Youth Incarceration</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Content Quiz 5 – Modules 9 &amp; 10: <u>By Friday Aug 4 at 11:59 pm</u></b></li> <li>2. <b>Infographic Assignment: <u>By Saturday, Aug 5 at 11:59 pm</u></b></li> </ol>	

# Week 6: Modules 11 & 12



W	Dates	Topic	Lectures/Videos	Readings	Graded Work Due
6	Aug 6-11	<b>Module 11 – Death Penalty</b>			
		Death Penalty  	<ol style="list-style-type: none"> <li>1. Death penalty and juveniles</li> <li>2. <u>Watch Video:</u> Death Row: The Final 24 Hours (42:27)</li> <li>3. <u>Watch Video:</u> Inside the Death Chamber (7:23)</li> <li>4. <u>Watch Video:</u> Juvenile Offenders in their Own Words (3:50)</li> </ol>	<b>Hubner: Chapters 7-9</b>	Discussion Posts 8/Death Penalty: <a href="#">By Wed Aug 9 at 11:59 pm</a>  <b>Optional:</b> Extra Credit: Class Content Meme (you can submit at any time, but no later than Wed Aug 9, 11:59 pm)
		<b>Module 12 – Future?</b>			
		Future of Juvenile Justice  	<ol style="list-style-type: none"> <li>1. Where is the juvenile justice system going?</li> <li>2. <u>Watch Video:</u> Laurence Steinberg: Keep Children Out of the Juvenile Justice System</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Hubner: Chapters 10-Epilogue</b></li> <li>2. Lane (2018)</li> <li>3. Liz Ryan/OJJDP Administrator /Priorities That Keep Kids' Best Interests at the Heart of What We Do</li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Content Quiz 6 – Modules 11 &amp; 12: By Friday, Aug 11 at 11:59 pm</a></li> <li>2. <a href="#">Discussion Posts 9/Changes: By Friday, Aug 11 at 11:59 pm</a></li> <li>3. <b>Optional:</b> Flip video on how you changed by <a href="#">Friday, Aug 11 11:59 pm</a></li> </ol>

Photo by Johannes Pienio on Unsplash