

Humboldt State University  
Department of Social Work  
Baccalaureate Social Work Program

# Juvenile Delinquency and Juvenile Justice

## SW 431

Spring 2008  
Mondays  
9:00am-11:50am  
Founders Hall 108

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Office Hours:  
Tuesdays, 12:00pm-2:00pm  
Thursdays, 12:00pm-2:00pm  
*and by appointment*

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### Course Description

This course explores popular meanings constructed around juvenile delinquency, the systems established as a response, and various ways to assist individuals, families, and communities in their efforts to keep juvenile delinquency from getting in the way of people's preferences for living. Historical developments and contemporary issues in relation to these three areas are examined with a particular emphasis on ethical and effective approaches to working with youth, their families, and the wider communities in which people live. Ways in which issues of diversity feature in the construction, perception, and responses to juvenile delinquency offer a critical lens for challenging taken-for-granted notions and practices.

### Required Reading

Franz, J. (1999). *The Secret of the Card Shop Caper*. Madison, WI: Wisconsin Council on Children and Families.

Kotlowitz, A. (1991). *There Are No Children Here*. New York: Doubleday.

Snyder, H. & Sickmund, M. (2006). *Juvenile Offenders and Victims: 2006 National Report*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

All other readings are accessible through Moodle and can easily be located under the date on which the reading is due. You will need Adobe Acrobat Reader for many readings.

Moodle is also a place to engage in discussions with each other if that interests you. There are three Forums available in Moodle. These are places to post messages, ask questions, raise concerns, make announcements, etc., *that relate to the topic of the forum*. There is one for

making announcements, one for ideas related to the course, and one for reactions to the book *There Are No Children Here*. Participating in forum conversations is not required, but sure is a great way to extend what happens inside of class into larger contexts of your life.

### Activities

Your grade for the course will be based on *three activities* and your *class engagement*.

I prefer to have all written activities be *single-spaced*, with standard 12 point Times New Roman font, and standard margins (1" top and bottom, 1¼" left and right). This format saves paper and is easy for me to read. If you can do this, great. If not, so be it, but *account for this when you write your paper*. In the end, please concern yourself more with content than length...a little bit shorter or a little bit longer is just fine if that's what it takes to convey your thoughts. Written activities can be emailed to me as as attachments at [swartz@humboldt.edu](mailto:swartz@humboldt.edu) if you'd like. Unless you make alternate arrangements with me I will consider the lateness of your activity in establishing your grade. Late activities make things difficult for me as I have budgeted my time to address student work according to a specific schedule. I cannot, therefore, guarantee that a late paper will be reviewed with enough time for you to make revisions.

When you make reference in written documents to any ideas or "facts" that are not your own or "common knowledge" you've got to—I mean really got to—cite your sources. If you are not familiar with generally accepted approaches to citing sources, you can find some guidelines on Moodle listed as "APA Citation Guidelines."

#### ***There Are No Children Here (25%)***

Write a reflective piece on Alex Kotlowitz's story *There Are No Children Here*. You might want to keep a journal of reflections as you are reading the book or write something thoughtful after you are finished. In addition to whatever else interests you to write about in your paper, please address the following:

- In what ways did you connect with this story?
- How has your life been disconnected from this story?
- What sorts of injustice did you read about that you were already aware of?
- What features and experiences of injustice were new to you?
- How might a social worker try to facilitate change in different contexts presented in the book, such as individual lives, families, schools, neighborhoods, communities, employment, and social policies? Please consider *each of these spheres of influence*.

This paper should be *about 3 pages*. **Due March 10.**

#### ***Funding Options (20%)***

After having visited the Humboldt County Juvenile Hall and the Northern California Regional Center, you will have the opportunity to make recommendations regarding additional funding for Humboldt County's response to juvenile delinquency. More information will be handed out when the date for this activity gets closer.

This paper should be *about 2 pages*. **Due April 7.**

#### ***Culminating Assessment (40%)***

On the last day of class (May 5) you will be given a set of questions to respond to that challenges you to consider some of the terms, ideas, events, organizations, and practices you encountered in this course. **Due May 12.**

**Engagement (15%)**

This refers to how present you are during the time we spend together. It relates to attendance and punctuality, certainly, but even more it requires your critical reflection on the material, mindfulness of your own life experiences in relation to the life experiences of your comrades, your willingness to speak when it might be uncomfortable to do so, and the presence of mind to remain silent when it might allow for the creation of new possibilities for someone else.

*Please contact me as soon as you can to let me know if there are disability-related issues that may come up in the course of this class that I can accommodate. A link to the HSU Student Disability Resource Center is on Moodle. Folks there can be reached at (707)826-4678.*

**HSU Policies**

You are expected to adhere to all of Humboldt State University's Policies, especially:

- Academic Honesty
- Nondiscrimination Policy
- Rights and Responsibilities for a Campus Community

These can be located at the beginning of your course catalog and can also be found on Moodle.

<u>Date</u>	<u>Topic</u>	<u>Reading for the Day</u>
<i>January 21</i>	<i>No Class (Martin Luther King, Jr. Day)</i>	
<b>January 28</b>	Introductions	
<b>February 4</b>	The Juvenile Justice System	SW 431: Juvenile Delinquency and Juvenile Justice Syllabus  National Center for Juvenile Justice. (2004). California. <i>State Juvenile Justice Profiles</i> . Pittsburgh, PA: NCJJ.  The State Bar of California. (2004). <i>Kids and the Law: An A-to-Z Guide for Parents</i> .
<b>February 11</b>	Historical Events and Current Statistics	Frontline. (2001). <i>Is The System Racially Biased?</i>  Center on Juvenile and Criminal Justice (2006). <i>California Youth Crime Declines: The Untold Story</i> .  <b><u>Also, browse through and bring to class:</u></b> Snyder, H. & Sickmund, M. (2006). <i>Juvenile Offenders and Victims: 2006 National Report</i> . Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.
<b>February 18</b>	Theories	Empey, L., Stafford, M., & Hay, C. (1999). "How Delinquency is Constructed." In <i>American Delinquency: Its Meaning and Construction, 4<sup>th</sup> edition</i> . Belmont, CA: Wadsworth. 3-12.  Jackson, M. & Knepper, P. (2003). Theories of Delinquency: Biopsychological Explanations. Chapter 3 of <i>Delinquency and Justice</i> . New York: Allyn & Bacon. Pp. 54-79.
<b>February 25</b>	Constructing Delinquency	Kelly, P. (2000). The dangerousness of youth-at-risk: the possibilities of surveillance and intervention in uncertain times. <i>Journal of Adolescence, 23</i> , 463-476.
<b>March 3</b>	Disproportionate Minority Contact	Males, M. & Macallair, D. (2000). <i>The Color of Justice: An Analysis of Juvenile Adult Court Transfers in California</i> . Justice Policy Institute, Center on Juvenile and Criminal Justice.
<b>March 10</b> <b>**Reflections on There Are No Children Here due**</b>	<i>There Are No Children Here</i> discussion	

<b>March 17</b>	No Class (Spring Break)	
<b>March 24</b>	Humboldt County Juvenile Hall and Northern California Regional Facility Tour	<p>Peele, T. (December 22, 2003). "Counselor defends use of tear gas on wards." <i>Contra Costa Times</i>.</p> <p>Rosenblatt, S. (2007). Visitors to juvenile hall feel stuck too. <i>LA Times</i>. August 27.</p> <p>Watch California Connected story about New Horizons</p> <p><b><u>Also, browse through:</u></b> United States House of Representatives Committee on Government Reform. (2004). <i>Incarceration of Youth Who Are Waiting for Community Mental Health Services in the United States</i>.</p>
<b>March 31</b>	No Class (Cesar Chavez Day)	
<b>April 7</b> <b>**Funding Options due**</b>	Prevention, Early Intervention, & Diversion	<p>Office of the United Nations High Commissioner for Human Rights. (1990). <i>United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines)</i>.</p> <p>Office of the President. (2005). <i>The Helping America's Youth Initiative</i>.</p> <p>Rodriguez, L.J. (2005). Laura Isn't Enough: George's gang policy shows the Administration's true colors. <i>The Progressive</i>, 69(8), 24-27.</p> <p>Kurtz, G. &amp; Moore, L. (1994). <i>8% Problem Study Findings: Exploratory Research Findings and Implications for Problem Solutions</i>. Orange County Probation Department.</p> <p>Johnson, B. (2006). <i>A Better Kind of High: How Religious Commitment Reduces Drug Use Among Poor Urban Teens</i>. Center for Religious Inquiry Across the Disciplines. Baylor University. <b><u>Read pp. 5, 6, 9, 10, 11.</u></b></p> <p><b><u>Also, browse through:</u></b> First 5 Humboldt (Humboldt County Children and Families Commission) website</p>
<b>April 14</b>	Incarceration	<p>The National Center on Addiction and Substance Abuse. (2004). <i>Criminal Neglect: Substance Abuse, Juvenile Justice and The Children Left Behind, Executive Summary</i>. <b><u>Only read pp.1-10.</u></b></p> <p><b><u>Also, browse through:</u></b> Petrosino, A., Turpin-Petrosino, C., &amp; Buehler, J. (2002). "Scared Straight" and other juvenile awareness programs for preventing juvenile delinquency. Unpublished.</p>
	<p><b>Guest:</b> Lynn Langdon, Director, Humboldt County Boys &amp; Girls Club Teen Court</p>	

<b>April 21</b>	Competency-Based Youth Work	<p>Clark, M. (2001). Change-Focused Youth Work: The Critical Ingredients of Positive Behavior Change. <i>Journal of the Center for Families, Children, &amp; The Courts</i>, 3, 59-72.</p> <p>Butts, J., Mayer, S., &amp; Ruth, G. (2005). Focusing Juvenile Justice on Positive Youth Development. <i>Chapin Hall Center for Children: Issue Brief #105</i>. 1-9.</p> <p>Kelley, P., Blankenburg, L., &amp; McRoberts, J. (2002). Girls Fighting Trouble: Re-Storying Young Lives. <i>Families in Society</i>, 83(5/6), 530-540.</p> <p>Northcutt, J. &amp; Swartz, R. (Eds.) (1999). <i>Temper Taming Guidebook</i>. Humboldt County Office of Education.</p> <p><b>Optional:</b> Reddy, L. &amp; Goldstein, A. (2001). Aggression Replacement Training: A Multimodal Intervention for Aggressive Adolescents. <i>Residential Treatment for Children &amp; Youth</i>, 18(3). 47-62.</p>
<b>April 28</b>	Restorative Justice and Wraparound	<p>Bazemore, G. &amp; Clinton, T. (1997). Developing Delinquent Youths: A Reintegrative Model for Rehabilitation and a New Role for The Juvenile Justice System. <i>Child Welfare</i>, 76(5).</p> <p>Bazemore, G. &amp; Griffiths, C.T. (1997). Conferences, Circles, Boards, and Mediations: The 'New Wave' of Community Justice Decisionmaking. <i>Federal Probation</i>, 61(2), 25-37.</p> <p>Franz, J. (1999). <i>The Secret of the Card Shop Caper</i>. Madison, WI: Wisconsin Council on Children and Families.</p> <p>Kamradt, B. (2000). Wraparound Milwaukee: Aiding Youth With Mental Health Needs. <i>Juvenile Justice Journal</i>, 7(1), 1-13.</p> <p><b>Recommended:</b> Office of Juvenile Justice and Delinquency Prevention. (1998). <i>Guide for Implementing the Balanced and Restorative Justice Model</i>. U.S. Department of Justice. Office of Justice Programs.</p>
<b>May 5</b>	Conclusions	<p>Center on Juvenile and Criminal Justice (2006). <i>Reforming the Juvenile Justice System</i>.</p> <p>California Youth Authority. (2005). <i>Programmatic Description of the Rehabilitative Model for CYA</i>.</p>

**\*\*May 12 - Culminating Assessment due at 12:00pm (noon)\*\***