

**Criminal Justice 109: Juvenile Justice**  
**Course Item #:5355**  
**Bellevue College, Spring 2019**  
**April 3rd-June 21nd**  
**2019**

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### **Course Details**

**Class Sessions:** MW | 12:30 PM-2:20 AM | L221

**Instructor:** Jabril Hassen, MACJ

**E-mail:** jabril.hassen@bellevuecollege.edu

**Phone:** 425-564-3225

**Office Location:** A200F

**Office Hours:** Mondays & Wednesday at 2:30PM-5:00 PM/Appointment

### **Course Description**

Introduces basic concepts, theories, principles and an historical overview of the criminal process as they relate to the formal and informal adjudication of violent, serious, and chronic juvenile offenders. Prerequisite: CJ& 101 recommended.

### **Course Learning Outcomes**

After completing this class, students should be able to:

- Distinguish the important differences between the adult and juvenile justice systems.
- Identify the nine Supreme Court cases which have shaped critical issues in the Juvenile Justice System.
- Identify important milestones in the development of the Juvenile Justice System.
- Identify the basic procedures associated with the adjudication of Juvenile court cases.
- Recognize and understand the problems and issues associated measuring Juvenile Crime and Victimization.
- Identify the important aspects of the Diversion and Intake process of Juvenile Justice.
- Identify and discuss the goals and processes of Juvenile Probation and Parole.

### **Books and Required Materials**

The textbook for the course is *American Juvenile Delinquency 3rd Edition*, by Clemens Bartollas (2018). The book is available in the campus bookstore and you can purchase it used online as well. The text in the class is an online reader, that has multiple features to assist students learning in the course. I chose this online text due to it being flexible and accessible as compared to a physical copy. For those of you who do not want to purchase the online reader, a physical copy can be found as well (please see Canvas announcements for details.)

*Trigger Words*—During the class we will explore some difficult subjects that explore race, gender, and sexuality. Some ideas you may support; others you may vehemently denounce. Civil discourse is the goal, and different points of view are welcomed and celebrate.

*Student Check-Ins*—Throughout the quarter I will be meeting with student to check in regarding progress and to offer support. Sign-up sheets will be given during the second week of the quarter.

## Grading

Course Assessments	Percentage
Quizzes (5)	60%
Class Participation (Attendance and Activities)	20%
Final Group Project Presentation	20%
Total	100%

Letter Grade	Percentage
A	92 - 100%
A-	90 - <92%
B+	88 - <90%
B	82 - <88%
B-	80 - <82%
C+	78 - <80%
C	72 - <78%
C-	70 - <72%
D+	68 - <70%
D	60 - <68%
F	<60%

## Course Assignment Descriptions

Please submit all assignments through canvas unless advised otherwise. Any assignments not submitted through canvas will receive a grade of 0, unless a specific and explicit exemption is given by your instructor ahead of the assignment's due date.

### **Criminal Justice Quizzes (5) (60%):**

Quizzes will be given throughout the course which will come from assigned readings found in the text, outside articles (TBA) and lecture slides. Each quiz will have between 5-12 questions and will be multiple choice, short answer, and fill in the blank. The schedule below will specify which week the quizzes will take place.

### **Class Participation Activities (20%):**

There will be in-class opportunities to participate in activities to help students conceptualize class materials. I will also provide students chances to participate in out of class activities

(TBA). Out of class activities will usually be online discussion posts/or brief writing assignments.

### **Final Project Group Presentation (20%)**

Throughout the quarter we will be exploring aspects of the juvenile justice system, and structural challenges found therein. Students will be required to present to the class a theme, or concept covered in the course. Students must then present their ideas on the topic to the class for 3-5 minutes. A grading rubric will be provided to assist students in preparing for the assessment. All presentations are to be done using the assigned groups.

### **Class Policies**

1) Attendance: If you miss 3 classes or less, you will receive four extra points on your final exam (if you receive an "A" on the final I will work with you to distribute the scores elsewhere). To receive participation points you need to come to your selected class section. 2) Be on time. 3) If you are asleep, you are absent. 4) Turn off electronic devices. Do not talk on the telephone or text in class. 5) Exception will be made on an individual basis for turning in late assignments; if you are having issues, contact me ASAP.

All contents of the syllabus are subject to change at the discretion of the instructor. In the event of any changes, students will be promoted at least a week in advance. Lastly, regarding group assignments, all students will be graded equally. NO EXEPTIONS.

## Course Calendar

### Introductions

4/3: The first day will be extremely light, as we will be getting to know each other through activities and discussions in class. No readings or, or homework is due.

### Chapter 1 Adolescence and Delinquency

4/8 & 4/10: This week we will be exploring, aspects of the brain that lead to juvenile offending behaviors. We will also be covering key terms in the field of juvenile justice.

### Chapter 2 & 3 – Measurements and Individual Causes

4/15 & 4/17: Complete chapter 2 & 3 and seek to understand the measurement and nature of delinquency, and individual causes that lead to youth offending behavior.

### Chapter 4 – Theories of Juvenile Delinquency (1) (Quiz #1 Chp 1-3)

4/22 & 4/24: Social Structural Theories/Social Processing Theories

### Chapter 5 – Theories of Juvenile Delinquency (2)

4/29 & 5/1: Read and be able to describe key theories such as *Labeling*, *Symbolic Interactionist*, and *Restorative Justice* Theories.

### Chapter 6 – Gender Differences and Youth Offenders (Quiz #2 Chp 4-5)

5/6 & 5/8: We will be defining how gender roles effect youth offending behavior and how the Juvenile Justice system responds to both girls and boys.

### Chapter 7 — Families & Delinquency

5/13 & 5/15: Be Familiar with various family based models of delinquency, and interventions for families.

### Chapter 8 — Schools and Youth Offenders (Quiz #3 Chp 6-7)

5/20 & 5/22: We will be exploring various activities in school that can lead to youth coming into contact with juvenile justice system. We will also be discussing how school failure and dropouts can lead to youth committing crimes.

### Chapter 9 — Gangs

5/29: This week will be committed to youth gangs and how they are categorized. We will also be

looking into characteristics, recruiting measures, and "attractions". NO SCHOOL ON 5/27; Memorial Day

#### Chapter 10 – Special Youth Offenders (Quiz #4 Chp 8-9)

6/3 & 6/5: We will be discussing a subgroups of serious offenses of juvenile offending behavior such as: sex offenses, mental disorders, drug use, and youth who are homeless.

All groups need to have submitted a final group proposal highlighting: (a) what the top is, and (b) why it is important before 6/18 @ Midnight.

#### Chapter 11-13 & FILM WEEK – TBA

6/10 & 6/12: Read assigned chapters; a film on Juvenile Delinquency will be showed in class only.

Module 11 – Last Quiz Chapters 10-13 and Group Presentation Week (Online Quiz Due before 6/16 @ 11:59PM)

6/17: This will be the last day before the final group presentation. This day will be designated for students to prepare for group projects.

NO CLASS ON 6/18-This is student success day. I will be available by email, and for office hours through appointment.

#### FINALS DATE-TBA

#### Community Agreements

Please refer to Bellevue College's [Code of Conduct and Regulations](#) (see below). As such, our class environment will center around the guidelines outlined in the code.

<https://www.bellevuecollege.edu/policies/id-2050/>

1. Respect: This is fundamental to our success. Everyone comes into this classroom with a valid viewpoint. Each of us deserves to be seen as worthwhile and each of us must give that respect to the other. This means that this classroom is a ***no shame zone***. ***You will not be judged by myself or anyone else in class for the way you look, the way you ask a question, for asking a question, for having trouble with the coursework, for who you are and for being yourself. In fact, on the last point, you'll be applauded for being yourself!***
2. Listen to understand, NOT to respond.
3. Don't Plagiarize! Don't copy others work and submit it as your own. We will find out.
4. Step up, step back: If you like to contribute to classroom conversations, contribute to the learning of your fellow students who may be a bit more shy and create space for

them to speak up. It's not a bad thing to contribute but, sometimes one can take up more space and marginalize others without intending to.

5. Help Create a Safe Environment: this is a space for all races, classes, genders, sexualities, nationalities, and persons. Any form of discrimination or oppressive slurs or behavior **will not be tolerated and result in your immediate exit from the course.** That goes for harassment as well (see point #1).
6. Come to class prepared after doing the required readings.
7. Participate in discussion.
8. No phones (except in emergencies, or to quickly fact check).

### **Late work**

Assignments are due on the date listed in the course schedule and the quizzes/tests will be in-class on the date listed in the schedule. You will have a period of two weeks after the assignment due date to turn in late work for 85% of the grade. This means that if you turn in work during this two-week period, I will multiply your final score by 85/100.

You do not need to ask me to turn in work during this period; all you need to do is turn it in. Late work may lead to delays in grading and delays in instructor feedback, as I will prioritize work that is turned in on time. In-class quizzes and tests do not qualify for this policy.

If your work is more than two weeks late or you are falling behind due to emergency/unforeseen circumstances, you can work with me to create an individualized plan. Please do not make requests for extensions in person at the beginning or end of a class period because it is difficult for me to properly keep track of agreements made hastily. Instead, email me at [jabril.hassen@bellevuecollege.edu](mailto:jabril.hassen@bellevuecollege.edu) or please schedule a time to meet with me or come to my office hours.

### **Grade Dispute**

If you would like to contend your final grade in the class please visit the website below.  
<https://www.bellevuecollege.edu/policies/3000p-grade-dispute-procedures/>

**English Second (or more) Language Students:** If English is your second language, you can use a translation dictionary during in-class assessments (quizzes and exams). The dictionary must be a book not an electronic dictionary, and it must be the type of translation dictionary that only includes the translation, not the definition. If English is a second (or third or fourth) language, I encourage you to talk with me directly so that we can make sure the learning environment works for you.

### **Important Resources/Services**

**Disability Resource Center – B132**

The Disability Resource Center (DRC) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#). Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call the reception desk at (425) 564.2498. Deaf students can reach the DRC by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit the website at [Disability Resource Center](#) for application information and other helpful links.

### **Multicultural Services – 2<sup>nd</sup> Floor of B building (above the bookstore)**

Multicultural Services (MCS) is a student-centered service program on campus that is designed to support all students in general, and diverse student populations in particular. MCS is a broad program that can assist students with tutoring in Math and English as well as help students locate community resources such as food and housing assistance. Please familiarize yourself with MCS by stopping by or visiting: [bellevuecollege.edu/mcs/](http://bellevuecollege.edu/mcs/)

### **Counseling Center – 2<sup>nd</sup> Floor of B building (above the bookstore)**

The Counseling Center provides personal, career, and academic counseling for all registered BC students. The Counseling Center can be a helpful place for locating community resources (referrals) as well as free counseling appointments with the center's staff of licensed mental health counselors. Please familiarize yourself with the services offered by the counseling center by stopping by or visiting: [bellevuecollege.edu/counseling/](http://bellevuecollege.edu/counseling/).