

**HC 198 DePaul SNL Juvenile Justice Class – Spring 2010**  
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Instructors:

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**Juvenile Justice: Is It Working?**

Course Description:

This course will explore juvenile justice through a sociological lens that encompasses legal, ethical, institutional, racial, gender and economic perspectives. The course will address the foundation and origin of the juvenile justice system in Illinois and its role as pioneer in juvenile justice throughout the United States. We will examine the various entities responsible for the implementation of juvenile justice including the challenges and obstacles encountered in pursuit of intervention and prevention of juvenile delinquency. A network of professionals dedicated to working with and supporting juveniles involved in the system will speak to how the key institutions interact, combat and collaborate with each other and the impact those dynamics have on the juveniles, their families and communities. The methodologies and efficacy of responses to delinquency such as punishment, incarceration, rehabilitation, substance treatment and re-entry will also be considered. The class will take on such questions as what contributes to juvenile delinquency, how is juvenile delinquency defined, how does it differ amongst communities, how did we get here and what does the future of juvenile delinquency look like in Illinois?

Course Competencies:

- H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States.
- L-7: Collaborative Learning – can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.
- A-3-C: Can examine a social issue from an ethical perspective.
- H-1-D: Can explain a system of law that governs a society.
- H-2-A: Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.

Learning Outcomes:

- Recognize the impact of juvenile crime and delinquency and the role of the juvenile justice system on juvenile offenders, their families, victims and communities.
- Understand the historical and philosophical evolution of the juvenile justice system in Illinois.

- Understand how such factors as economics, race, ethnicity, gender and education impact juveniles' experience and expectations of the juvenile justice system, as well as their opportunities and options as a result of their involvement in the juvenile justice system.
- Explore how the current juvenile justice system and its effect on juveniles, families and communities connects or disconnects with the standards and obligations of an effective, responsible and capable institution.
- Become aware of the power struggles and challenges of certain communities' interaction with the juvenile justice system and the impact on those communities' perceptions, resources, response and options related to the juvenile justice system.
- Appreciate the role, responsibility, contributions and limitations social institutions, including but not limited to schools, faith-based institutions, facilities, and social service entities, have on juveniles, their families, and communities involved in the juvenile justice system.

#### Requirements:

**Class Participation:** Given the course approach and classroom format, student participation is essential to ensuring their understanding and appreciation for the subject matter and related issues. Absences will be reflected in the student's final grade. Requirements include class participation, timely submission of weekly journals based upon required readings and classroom discussion, as well completion of final projects.

**Weekly Journals:** Written reflections and ruminations in response to questions pertaining to class discussion, speaker topics and required readings.

**Final Class Project and Report:** The students will identify an actual case involving a delinquent or violent youth (in Newsweek, Time, the Chicago Tribune, Chicago Sun Times or other news publications or reports) to analyze the various factors that contribute to juvenile delinquency based upon their readings, weekly assignments and class discussions. The report will include a description of how these factors influenced and impacted the youth, their choices, their expectations, their behavior and their future. In addition, the students will apply a hypothetical restorative approach to their chosen case and describe in detail how the restorative process may have resulted in a different experience, outcome and opportunities for the youth, their family and community.

**Course Portfolio:** At the final class, students will submit a complete portfolio including their weekly journal submissions, final class project report and any additional assignments allocated throughout the course.

#### Student Evaluation:

Students are expected to complete the required weekly readings, weekly journal submissions, and a final project. Additional assignments may be provided to support and compliment a speaker or classroom discussion throughout the duration of the course.

Grades will be based on an accumulation of points that will be converted to a letter grade or Pass at the completion of the course. Students will receive points for class participation, weekly journal submissions and final project.

Points may be deducted for missed deadlines, late submissions, failed attendance and/or lack of participation at the instructors' discretion.

Point System:

Class Participation: 40 Points  
Weekly Journals: 20 Points  
Final Project: 40 Points  
PASS: 70 Points

Course Readings: (specific reading assignments will be confirmed prior to the spring quarter)

General:

Alex Kotlowitz, *There Are No Children Here: The Story of Two Boys Growing Up in the Other America* (New York: Anchor Books, 1992)

Larry K. Brendtro, MD, Arlin Ness, MSW, LLD, and Martin Mitchell, EdD, *No Disposable Kids* (Colorado: Sopris West, 2001)

Intro.: Discarded by Adults pg. 1-4

Chapter 1: Rebel With A Cause pg. 5-34

Chapter 2: Kids in Crisis pg. 38-70

Chapter 3: Problems as Opportunity pg. 75-208

Chapter 4: Building Strengths pg. 113-145

Chapter 5: Promising Futures pg. 149-174

Richard Block, *Community: The Structure of Belonging* (San Francisco: Berrett-Koehler, 2008)

Abuse:

Robin Karr-Morse and Meredith S. Wiley, *Ghosts from the Nursery: Tracing the Roots of Violence* (New York: Atlantic Monthly Press, 1997)

Chapter 4: Love's Labor Lost: Adverse Experiences in the Womb and at Birth

Chapter 5: Jack Be Nimble, Jack Be Quick: The Disruptive Behavior Disorders

Chapter 8: The Hand that Rocks the Cradle: The Impact of Early Emotional Deprivation

Chapter 9: Where's Poppa

Gangs:

Scott H. Decker and Barrik Van Winkle, *Life in the Gang* (Cambridge University Press, 1996)

John M. Hagedorn and Perry Macon, *People and Folks, Gangs, Crime and the Underclass in a Rustbelt City* (Lake View Press, 1998)

Luis Rodriguez, *Always Running La Vida Loca: Gang Days in LA* (New York: Simon & Schuster, 2005)

Reymondo Sanchez, *My Bloody Life: The Making of a Latin King* (Illinois: Chicago Review Press, 2000)

Violence:

James Gilligan, M.D. , *Violence: Reflections on a National Epidemic* (New York: Vintage Books, A Division of Random House, Inc., 1997)

Part I: Chapter 1 – 3 Pathology of Violence

Part II: Chapter 4 – 5 Germ Theory of Violence

Chapter 9 The Biology of Violence

Chapter 10 Culture, Gender and Violence: “We Are Not Women”

Judith Herman, *Trauma and Recovery* (Perseus Books, 1997)

Jonathan Kellerman, *Savage Spawn: Reflections on Violent Children* (New York: Ballantine Publishing, 1999)

Chapter 1 – VI

Chapter VII – X

Prisons:

Jens Soering, *An Expensive Way to Make Bad People Worse: An Essay on Prison Reform from an Insider's Perspective* (New York: Latern Books, 2004)

Articles:

Brent B. Benda and Howard M. Turney, *Youthful Violence: Problems and Prospects*, Child and Adolescent Social Work Journal 19:1(February 2002) 5-34

James C. Howell, *Youth Gangs: An Overview*, Juvenile Justice Bulletin (August 1998) 1-19

Richard Lawrence and Craig Hemmens, *Juvenile Justice: A Text/Reader* (Sage 2008)

Dana Petterson , Terrrence J. Taylor and Esbenson Finn-Aage, *Gang Membership and Violent Victimization*, Justice Quarterly, 21:4 (December 2004) 793-815

Nikki M. Rubble and William L. Turner, *A Systematic Analysis of the Dynamics and Organization of Urban Street Gangs*, The American Journal of Family Therapy, 28 (2000) 117-132