

Sam Houston State University
Department of Criminal Justice and Criminology

CRIJ 3396.01
Juvenile Delinquency and Juvenile Justice
Spring 2023
3 Credit Hours

Professor: Dr. Stuti S. Kokkalera

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Class Hours: Tuesday & Thursday, 2:00pm- 3:15pm

Classroom: C210, George J. Beto Criminal Justice Center

Student Hours: Tue & Thurs, 3.30- 4.30pm in C205 and check Calendly on Blackboard for in-person or virtual meeting options

Teaching Assistant: Victoria Laugalis, vx1035@shsu.edu

Required materials: Packback via Blackboard



This is an **Academic Community Engagement Course (ACE)** course in which the knowledge and skills learned are applied to make a difference to the community. You will be using your skills and knowledge gained in this course to collaborate with community partners in advancing public awareness about juvenile justice related issues.

This course will introduce you to the study of juvenile delinquency and major issues surrounding the administration of juvenile justice

- Explore the nature and extent of juvenile delinquency, particularly the **contextual reasons for juvenile offending**
- Cover the history, philosophies, structure and processes of the **juvenile legal system**
- Discuss responses that range **from prevention to processing and aftercare** of system-involved youth
- Address **contemporary controversies** as well as the intersectionality of **race, ethnicity, socio-economic class and gender** in the juvenile and criminal legal system
- Engage with **community partners** on a project related to juvenile justice issues

Course Description



Relate course materials and participate in class discussions about the ideals of justice and how they apply to juveniles who are involved in crimes

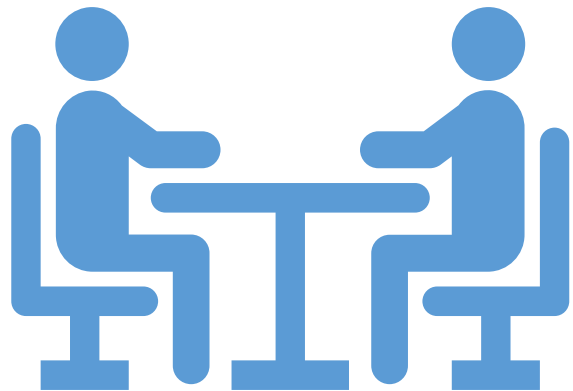


Recognize legal processes and outcomes for juveniles who are brought within the jurisdiction of the juvenile or criminal legal systems

Proposed Learning Objectives



Critically examine the juvenile legal system, and non-system responses to juvenile offending in the U.S., and abroad



Engage in activities with community partners to refine critical thinking skills for future research and work opportunities

ACE Learning Objective: Students will learn how to network, organize, and coordinate with community partners (local, state, and national) for a one-day public, educational on-campus event titled “Symposium on Convictions and Sentencing”.

Important SHSU policies!

Attendance! Students will sign-in for each class via an attendance sheet and will earn extra credit points towards the final grade. If you are late to class, try to enter the classroom quietly so as to not disrupt your fellow classmates. Become familiar with [SHSU attendance policy](#). Additionally, students can complete the [ABSENCE NOTIFICATION REQUEST FORM \(shsu.edu\)](#) for physical and/or mental health-related absences which will not affect the “attendance score”.



Academic Dishonesty! Academic dishonesty of any kind (e.g. plagiarism, cheating) will not be tolerated.

Students with disabilities! Any student who may require accommodation for this course should notify me as soon as possible with appropriate documentation. Any students with disabilities affecting academic performance should contact the [Office of Services for Students with Disabilities](#) in the SHSU Counseling Center (Lee Drain Building North Annex, Telephone: 936-294-3512, TDD: 936-294-3786 to request accommodations. Please also review the [policy on accommodations](#).



Student absences on religious holidays! In accordance with SHSU policy, students who wish to be absent on a religious holy day must provide documentation via email prior to the day. If the religious holy day coincides with the date an assignment is due, the assignment will be due during the next class period. If the religious holy day coincides with an exam, the student and professor will agree upon a timely make-up date. Please review [SHSU policy on absences](#).

Only registered students may attend class! Exceptions can be made on case-by-case basis by the professor. Students who want to audit a class must apply to do so through the Registrar’s Office.



Class time!

Please **arrive on time** and be **prepared to participate** in discussions. It is the student's responsibility to **complete all readings, viewed or listened to required materials prior to class**, irrespective of whether those materials are covered in class. At times, I will follow the Socratic Method where you may be called upon to respond to questions. **No early departures are permitted** unless you let me know in advance.

Serious discussions!

Classes **involve discussions of serious youth crimes and victimization**. These topics are discussed almost immediately (with no easing into them) due to the nature of the course. If you feel uncomfortable with class discussions or some materials like video and audio recordings, do not hesitate to communicate your discomfort with me.

COVID 19 Protocol!

Make sure to sanitize hands frequently, and **vaccines remain widely available**. **Free** testing is offered at the Student Health Center. To report an absence, please follow the [COVID Absence Notification Process](#). Please wear masks if you are experiencing any flu-like symptoms, and avoid attending class as symptoms worsen.

Be respectful

Some class time will be spent discussing with each other. You may disagree with your peers or with me, but you are expected to do so in a **respectful and considerate manner**. **Electronic devices (phone, tablet, and laptops) are allowed** in the classroom, but please make sure to **not distract me or your classmates**.

No inappropriate behavior!

I reserve **my right as an instructor to call out any inappropriate behavior**. You will be given one warning, and the second instance of inappropriate behavior will lead to course expulsion. A third instance will result in **reporting to the Dean's Office**.

Check updates regularly!

You must **regularly check your e-mail and Blackboard course site** for updates, class announcements, information, and additional readings. Your **scores and final grade** will also be updated on Blackboard prior to submission to the Registrar's Office.

Email me with questions!

Add "CRIJ 3396.01" in the subject line and **send your email from your SHSU email account**. If you are unsure how to spell my last name, **Dr. K or Professor K** is fine. Please give me at least 24 hours to respond. If you do not hear from me within 24 hours, make sure to follow up with me. You **can also email the TA** for this course, if you have any questions or if you are unable to reach me.



In-Class group activities (100 points)



packback

Packback thought questions (100 points)



Narrating a wrongful conviction (100 points)



Critical film review (100 points)

Final letter grade will be based on total points earned including any extra credit:

A= 370 or more points

B= 340-369 points

C= 310-339 points

D= 280-309 points

F= 279 or less

In-Class Group Exercises (Total= 100 points)

- Groups **will be assigned on the first day of class** and you will remain in these groups throughout the semester.
- There are **five in-class group exercises** (1/31; 2/23; 3/9; 3/28; and 4/25), and **each** will be graded **out of 20 points**.
- If you know that you will miss class, you can **complete the exercise on your own for partial credit (out of 18 points) within ONE week of the date of that class**. No late submissions post the due date will be accepted.
- While most activities will be completed during class time, there may be some exercises that require discussion after class, but **you are not expected to meet in person**. You must complete the exercise through virtual options (Zoom/phone/email).

Extra Credit: Attendance Points

- Students can earn up to **10 extra credit points** for consistently attending classes (**excluding excused absences**) which will be added to the final total score at the end of the semester. An excused absence requires a note related to physical or mental health care, sports participation, family emergency, or religious observance in advance of the class that will be missed.
- A sign-in sheet will be circulated at the start of class for students to mark their presence. Cheating on attendance **will not be tolerated** and you **will forfeit ALL earned points if caught**.
- The breakdown is as follows:
 - 91-100% attendance: 10 points
 - 81-90% attendance: 8 points
 - 71-80% attendance: 6 points
 - 61-70% attendance: 4 points
 - Less than 60%: 0 points



For a brief introduction to Packback Questions and why we are using it in class, watch [this video!](#)

If you have ANY questions or concerns regarding Packback throughout the semester, contact the customer support team at [help@packback.co!](mailto:help@packback.co)

What are we using Packback for?

1. Though Questions (with Instruct for poll-style questions)
2. Deep Dives (written assignments)

Total cost: \$49

Access Packback through Blackboard ONLY to ensure your scores sync properly:

1. Click the Packback assignment link within “Packback Assignments” on the left-hand panel on Blackboard course page to access the community.
2. Click on “Packback Community Link” and follow the instructions on your screen to finish your registration.
3. Scores will only sync from Packback to Blackboard after registration.

[The Packback Questions platform](#) will be used for discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask BIG questions about what we’re studying relates to life and the real world! My goals for using Packback are for us to engage with the materials and for you to be able to apply what you have learned through readings and in class. The main objective is to develop critical thinking skills that are necessary for any career path. Since we are a large class, I am using this platform is to enable meaningful discussions and debates inside and outside of the classroom.

Two ways of paying for Packback:

1. As a required material for the course, you can pay via Bearkat Bundle.
2. If you opt out of the Bearkat Bundle, you will receive an email from Packback to make a payment directly (around end of January- early February)

Affordability and Financial Aid

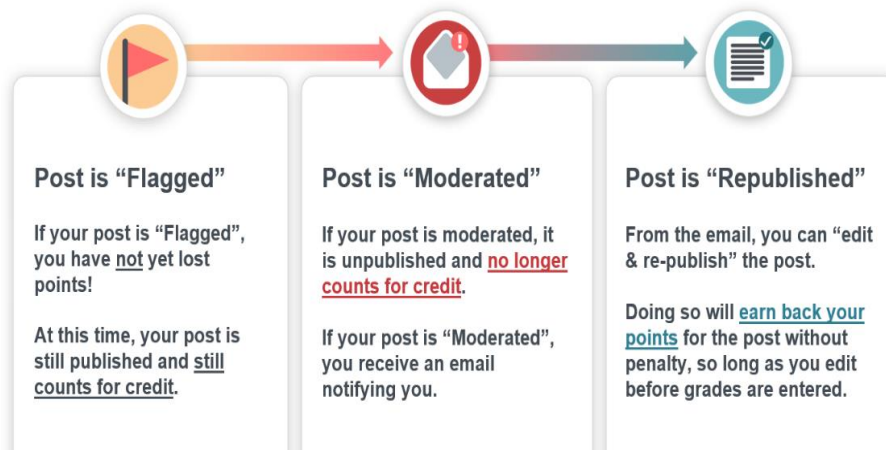
Packback Scholarship Program: Packback provides a limited number of Scholarship Access Codes each semester to grant students who need financial aid free access to a specific Packback community. Students can [reach out to our support team](#) to request access to the program.

Bookstore Partnerships and Inclusive Access: In addition to financial aid offered by Packback, our team partners with campuses to offer Inclusive Access and [collaborates with campus bookstores](#) to offer codes for sale, allowing the use of campus financial aid.

Thought questions assignments (Total = 100 points)

- A response to each Thought Question is expected by the due date (i.e., Saturday) by 11:59pm CT. You are expected to respond only once to the posted question.
- The response carries a total score of 10 points. The total of **10 points is based on a minimum curiosity score of 60** (listed at the bottom of your response).
- Less than 60 will get automatic partial credit of 5 points.
- The responses will also be reviewed for factual correctness/clarity, and if there are any errors, you will be asked to revise. **If you do not revise, then a non-revised response will get partial credit of 5 points.**
- Late submission policy: You can get partial credit for late responses (one week after due date) of up to 8 points. See the lecture slides PDF for 1/17/23 for details.

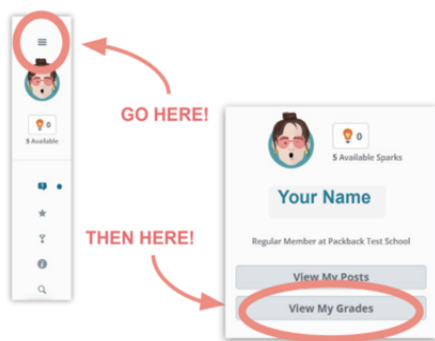
What happens if your post is moderated?



Review Packback community guidelines before posting. These guidelines are available in the tutorial on Packback and in the lecture slides on Blackboard. If the response does not comply with guidelines (e.g., you copy material without citing correctly), then your post will be removed, and you will not receive points. If by any reason your post is moderated by the Packback AI (i.e., removed), you will need to edit and re-publish to receive credit for that week.

You are responsible for your gradebook sync!

How do you check?



What do the "Grade Sync Status" symbols mean?

Grade Sync Status Synced	Your grade has successfully synced! No further action required.
Grade Sync Status Action Required	You have not yet synced your gradebook. Please click the correlating assignment in your LMS
Grade Sync Status Pending	Your grade has successfully synced! It will update when the next deadline falls.
Grade Sync Status Not Synced	Email help@packback.co for assistance

Narrating a wrongful conviction (100 points)

- **Each student will select one wrongful conviction case of a juvenile.** You can find a case through the [National Registry of Exonerations](#). You are welcome to pick a case of an individual who has not yet been exonerated but the case must be reviewed and approved by me.
- Each student will write **an essay between 500 and 2,000 words (60 points)** about their chosen case (rubric will be provided) in Packback Deep Dives by 4/1/23.
- Each student will then **create an infographic (40 points)** in PowerPoint or any other tool (e.g., Canva). The infographic must be **saved as a PDF and uploaded via Turnitin on Blackboard** by 5/9/23 (Tuesday) by 11:59pm.

Deep Dive essay about chosen case (due 4/1/23 by 11:59pm, 60 points):

- On Packback Deep Dives, you will see the specific assignment details & rubric. As you write, you will get real time advice on how you are anticipated to score on each rubric category. Packback will also give you feedback on your sources and help you auto-generate sources in the correct format.
- Deep Dives will autosave your work as you type (like google or Word online docs). You can close out and come back as much as you would like between the assignment start and due dates. However, **do not click “submit”** until you’re 100% complete with the entire assignment. **Once you click “submit”, you can no longer edit your assignment.**

Infographic (40 points)

- The infographic should be created based on the deep dive essay as well as feedback following presentations of your chosen cases.
- You can use the PowerPoint template (provided on Blackboard) or any other tool (e.g., Canva) to create the infographic.
- A detailed grading rubric will be made available on Blackboard.
- **Extra credit (total= 5) points for presenting the infographic on the scheduled day (dates) to receive feedback and give feedback.**
- Submit the **infographic as a PDF via Turnitin by 5/9/23** by 11:59pm.

Step 1

Select a case by 2/4/23 to pick a slot in the order of final presentations. Earlier you pick, the more options of slots!

Step 2

Submit deep dive essay (due 4/1/23) and infographic (due 5/9/23) via Turnitin on Blackboard

Step 3

Write a brief summarizing your ACE experience (extra credit) in Packback Deep Dives (due on 4/29/23)

Academic Community Engagement (ACE) Project

- For our ACE project, we will organize a **one-day public symposium titled “Symposium on Convictions and Sentencing”** in conjunction with two community partners: The [National LWOP Leadership Council](#) and the [Innocence Project of Texas](#). Both organizations aim to partner with higher education institutions to share lived experiences of system-impacted individuals. Representatives from both organizations (and perhaps others) will be invited to engage with the campus community.
- Each student will be provided a **specific role** (either as an individual or as part of a group) including planning the schedule, emailing/contact community partners, marketing the event, and running specific panels during the event. **Students** in this course will be **working and coordinating with students in CRIJ2364.03** (Fundamentals of Criminal Law- Honors section with Dr. Miltonette Craig)
- The Symposium is **expected to take place on 3/31/23 (Friday)** from 9am to 4pm. Students in this course must attend the symposium.
- All students will write **a reflection brief** (on Packback Deep Dives) for ten extra credit points about their experience organizing and attending the symposium.



Critical Film Review (100 points)



- Write a critical review of a **feature length film or documentary (between 500 and 2,000 words)** related to the treatment of minors in the juvenile or criminal legal system. In the review, briefly summarize the film/documentary and identify **how juvenile justice issues** are discussed.
- **Choose a film/documentary/TV episode** from the list provided on Blackboard **by 1/28/23 in person or via email**. If you would like to review a film not on the list, you must have it approved. **No two students can review the same film**, so choose early!
- The critical film review must be submitted in Packback Deep Dives by 3/11/23, but you can submit early if you want to.

Deep Dive Assignment	Start Date	Due Date
Critical film review	1/28/23	3/11/23
Deep Dive essay for wrongful conviction case	2/4/23	4/1/23
Reflection brief on symposium	3/31/23	4/29/23

The following is a tentative schedule, and I reserve the right to make changes as necessary. Changes to this schedule will be announced in class, through e-mail, and on Blackboard. Review of required materials for a class period is to be completed prior to class. **Please note that while all podcast episodes are required listening and videos are required viewing, their primary purpose is to facilitate class discussions and you will not be quizzed on them unless stated otherwise.** However, you may be asked to respond to “thought questions” based on podcast episodes, or other viewing material. If you have any issues with viewing or listening, please let me know so that I can make accommodations.

Date and Day	Topic	Required Materials to Review
Week 1: Introduction to the Course		
1/17/23 Tuesday	<i>Course Introduction</i>	<ul style="list-style-type: none"> ➤ Review Syllabus: Take the syllabus check test to earn 5 additional points towards your final total score! ➤ Register for Packback by answering the discussion poll! <ul style="list-style-type: none"> ○ <i>Note: The Choice Poll is available under “Discussion Polls” on the left-hand column on the homepage of Packback.</i>
1/19/23 Thursday	<i>Adolescence, brain science and modernity</i>	<ul style="list-style-type: none"> ➤ Singer, Simon (2014) “Chapter 2: Confronting modernity and adolescence” in <i>America’s Safest City</i>. ➤ Ledford, Heidi (2018), “The Shifting Boundaries of Adolescence”, <i>Nature</i> 554: 429- 431. ➤ Listen to podcast: Caught, episode 5: “The Teenage Brain is like a Sports Car”
Week 2: Defining Juvenile Offending		
1/24/23 Tuesday	<i>Who gets to define juvenile offending?</i>	<ul style="list-style-type: none"> ➤ DiLulio Jr., John (1995) “The Coming of the Superpredators”, <i>The Weekly Standard</i> (Nov. 27, 1995) ➤ Bogert, Carroll, & Hancock, Lynnell (2020) “Superpredator: The Media Myth that demonized a Generation of Black Youth”, <i>The Marshall Project</i> (Nov. 20, 2020) ➤ Listen to podcast: Caught, episode 1: “I just want you to come home”

1/26/23 Thursday	<i>History and Evolution of the Juvenile Legal System</i>	<ul style="list-style-type: none"> ➤ Krisberg, Barry (2018) “Chapter 3: The Historical Legacy of Juvenile Justice” (pp. 17-50) in <i>Juvenile Justice and Delinquency</i>. ➤ Curtis, George B. (1976). “The Checkered Career of Parens Patriae: The State as Parent or Tyrant”, <i>DePaul Law Review</i>, 25: 895- 915 (Read only highlighted sections!)
Response to Thought Question #1 due by 1/28/23 by 11:59PM CST Pick film for critical review by 1/28/23 in person or by email		
Week 3: Extent of juvenile offending		
1/31/23 Tuesday	<i>Measuring delinquency and youth crimes [In-Class Graded Group Exercise #1]</i>	<ul style="list-style-type: none"> ➤ Krisberg, Barry (2018) “Chapter 2: Data Sources” (pp. 9-15) in <i>Juvenile Justice and Delinquency</i>. ➤ OJJDP (2014). “Easy Access to Juvenile Court Statistics [EZA]CS” ➤ International Self-Report Delinquency Study (Northeastern University)
2/2/23 Thursday	<i>International Perspectives on Juvenile Offending</i>	<ul style="list-style-type: none"> ➤ Junger-Tas, Josine (2016) “Trends in International Juvenile Justice: What Conclusions can be Drawn?” in <i>International Handbook of Juvenile Justice</i>. ➤ Sterio, Milena (2016) “The Rights of Juvenile Suspects under International Law” <i>Rights!</i> (Apr. 18, 2016)
Response to Thought Question #2 due by 2/4/23 by 11:59PM CST Pick wrongful conviction case by 2/4/23 in person or by email		
Week 4: Defining Youth Involved in the Legal System		
2/7/23 Tuesday	<i>The difference between delinquents and status offenders</i>	<ul style="list-style-type: none"> ➤ Loeber, Rolf, Farrington, David P. and Petechuk, David (2003) “Child Delinquency: Early Intervention and Prevention”, <i>Bulletin Series: OJJDP</i>. ➤ OJJDP (2015) “Status Offenders”, <i>Model Programs Guide</i>. ➤ Listen to podcast: Caught, episode 6: “Please Lock Up my Kid”
2/9/23 Thursday	<i>The case of youth offenders</i>	<ul style="list-style-type: none"> ➤ Singer, Simon (1996) “Chapter 4: Contextual and Legal Reasons for Identifying Juveniles as Criminal Offenders” in <i>Recriminalizing Delinquency</i>. ➤ Listen to podcast: Criminal, episode 86: “Willie Bosket”

		<ul style="list-style-type: none"> ➤ TDCJ (n.d.) “Champion Youths program”, https://www.tdcj.texas.gov/divisions/rpd/courage.html
Response to Thought Question #3 due by 2/11/23 by 11:59PM CST		
Week 5: Understanding the Juvenile Court system		
2/14/23 Tuesday	<i>Due Process Revolution of the Juvenile Court</i>	<ul style="list-style-type: none"> ➤ Bernard, Thomas J. and Kurlychek, Megan C. (2010) “Chapter 6: The Supreme Court and Due Process” in <i>The Cycle of Juvenile Justice</i>. ➤ Kokkalera, Stuti, Tallas, Annmarie and Goggin, Kelly (2021). “Contextualizing the impact of legal representation on delinquency outcomes: A review of research and policy”, <i>The Juvenile and Family Court Journal</i> 72(1): 47-71.
2/16/23 Thursday	<i>The Punitive Turn in Juvenile Court [ACE workday]</i>	<ul style="list-style-type: none"> ➤ Drinan (2017) “Chapter 3: Legal and Policy Paths to Juvenile Incarceration” (pp. 45-65) in <i>The War on Kids</i>. ➤ Henning, Kristen (2021) “Chapter 11: Things Fall Apart: Black Families in an Era of Mass Incarceration” (pp. 266- 297), in <i>The Rage of Innocence: How America Criminalizes Black Youth</i>
Response to Thought Question #4 due by 2/18/23 by 11:59PM CST		
Week 6: When youths come into contact with the legal system		
2/21/23 Tuesday	<i>Policing Youth</i>	<ul style="list-style-type: none"> ➤ OJJDP (2018) “Interactions between Youth and Law Enforcement”, <i>Model Programs Guide</i>. ➤ Watch: <i>The Central Park Five: A Cautionary Tale of Injustice</i> ➤ Jackson, Katrina and Mayer, Alexis (2020). <i>Demanding a More Mature Miranda for Kids</i>. DC Justice Lab + Georgetown Juvenile Justice Initiative.
2/23/23 Thursday	<i>Juvenile Diversion [In-Class Graded Group Exercise #2]</i>	<ul style="list-style-type: none"> ➤ Singer, Simon (2014) “Juvenile Diversion” (pp. 2756- 2764) in <i>Encyclopedia of Criminology & Criminal Justice</i>. ➤ Listen to podcast: Caught, episode 7: “It’s the Hardest Thing I’ve Ever Done”
Response to Thought Question #5 due by 2/25/23 by 11:59PM CST		

Week 7: Intersectionality in the Juvenile Legal System

2/28/23 Tuesday	<i>Race and Racism in the Juvenile Legal System</i>	<ul style="list-style-type: none"> ➤ Rovner, Joshua (2016) “Racial Disparities in Youth Commitments and Arrests”, <i>The Sentencing Project: Washington DC</i>. ➤ Rovner, Joshua (2021) “Racial Disparities in Youth Incarceration Persist”, <i>The Sentencing Project: Washington DC</i>. ➤ Hagar, Eli (2015) “Our Prisons in Black and White”. <i>The Marshall Project</i> (November 18, 2015).
3/2/23 Thursday	<i>Gender and youth crime</i>	<ul style="list-style-type: none"> ➤ Listen to podcast: <i>Caught</i>, episode #8: “I want someone to love me even for a second”. ➤ Green, Erica L. (2016) “Lost girls: Young women face harsher punishment in Maryland’s juvenile justice system” <i>The Baltimore Sun</i> (Dec 16, 2016) (watch video in report) ➤ Center for American Progress et al. (2017) <i>Unjust: LGBTQ Youth Incarcerated in the Juvenile Justice System</i> (pp. 1-9)

Response to Thought Question #6 due by 3/4/23 by 11:59PM CST

Week 8: How do we treat youth in the juvenile legal system?

3/7/23 Tuesday	<i>Processing Cases in the Juvenile Legal System</i>	<ul style="list-style-type: none"> ➤ “Overview of the Texas Juvenile Justice System” (March 2016), <i>Issue Brief from Legislative Budget Board Staff</i>. ➤ Texas Lawyers Association (2014). <i>The Texas Juvenile Justice System: What you need to know</i>.
3/9/23 Thursday	<i>Adjudication and Dispositions [In-Class Graded Group Exercise #3]</i>	<ul style="list-style-type: none"> ➤ McClure, Gwen (2014) “Youth Facing Adult Face Time Now Excels in Alternative Program”. <i>Juvenile Justice Information Exchange</i>. ➤ Texas Lawyers Association (2014). <i>The Texas Juvenile Justice System: What you need to know</i>. ➤ McCullough, Jolie (2022) “Almost 600 Texas youths are trapped in a juvenile prison system on the brink of collapse” <i>Texas Tribune</i> (Aug 2, 2022), https://www.texastribune.org/2022/08/02/texas-juvenile-prisons-crisis/

Submit critical film review on Packback Deep Dive by 3/11/23 by 11:59pm CST

Week 9: Spring Break (3/13 to 3/17)

Week 10: How do we treat youth who commit serious crimes?

3/21/23 Tuesday	<i>Transfer and Waiver to the Criminal Legal System</i>	<ul style="list-style-type: none"> ➤ Jordan, Kareem (2017) “Waiver to Criminal Court (also Transfer or Certification)”, in <i>The Encyclopedia of Juvenile Delinquency and Justice</i>. ➤ Listen to podcast: <i>Serial</i>, season 3, episode #8: “A madman’s vacation”
3/23/23 Thursday	<i>The Eighth Amendment: What is cruel and unusual about how we punish our youth?</i>	<ul style="list-style-type: none"> ➤ Listen to podcast: <i>The Appeal</i>, “Episode 6: The Unique Cruelty of Sentencing Children to Life without Parole” ➤ Rovner, Josh (2021) “Juvenile Life Without Parole: An Overview”. <i>The Sentencing Project</i>.

Response to Thought Question #7 due by 3/25/23 by 11:59pm CST

Week 11: Understanding Juvenile Lifers

3/28/23 Tuesday	<i>Producing a meaningful review [In-Class Graded Group Exercise #4]</i>	<ul style="list-style-type: none"> ➤ Drinan, Cara (2017) “Chapter 6: The Uneven and Unpredictable Path of Implementation”, <i>The War on Kids</i> (pp. 97- 131) ➤ Kokkalera, Stuti S., & Singer, Simon I. (2022). “Now with the Possibility of Parole: Enabling a Juvenile Lifer’s Meaningful Review”. <i>The British Journal of Criminology</i>. https://doi.org/10.1093/bjc/azac001
3/30/23 Thursday	<i>Wrongful convictions [ACE workday]</i>	<ul style="list-style-type: none"> ➤ Williams, Brooke L. (2015) “Wrongfully Convicted Teen finds New Challenges in Freedom”, <i>Juvenile Justice Information Exchange</i> (May 8, 2015). ➤ Grimsley, Edwin (2015) “Lessons about Black Youth and Wrongful Convictions: Three Things You Should Know”. <i>The Innocence Project</i>. ➤ Laporte, Gerard (2018) “Wrongful Convictions and DNA Exonerations: Understanding the Role of Forensic Science” <i>NIJ Journal</i>, Issue No. 279 (pp. 1-16)

**Wrongful Conviction symposium on 3/31/23 from 9am to 4pm CST
Submit deep dive essay on wrongful conviction case on Packback Deep Dive
by 4/1/23 by 11:59pm CST**

Week 12: Protecting Youth

4/4/23 Tuesday	<i>Youth and mental health needs</i>	<ul style="list-style-type: none"> ➤ Listen to podcast: Caught, episode 2: “They look at me like a menace” ➤ OJJDP (2017) “The Intersection between Mental Health and the Juvenile Justice System”, <i>Model Programs Guide</i>. ➤ Goldberg, Emma (2020) “Teens in COVID isolation: ‘I felt like I was suffocating’”, <i>The New York Times</i> (Nov. 13, 2020)
4/6/23 Thursday	<i>Parental abuse and neglect</i>	<ul style="list-style-type: none"> ➤ Listen to podcast: The Appeal, episode 10: “Racism and Corruption in Child Protection Courts”. ➤ CDC (2020) “Preventing Child Abuse and Neglect”. ➤ Ramgopal, Kit (2018) “Death of Anthony Avalos has parallels to another child abuse case in L.A.” <i>NBC News</i>.

Response to Thought Question #8 due by 4/8/23 by 11:59PM CST

Week 13: Contemporary issues part 1

4/11/23 Tuesday	<i>School-to-Prison Pipeline</i>	<ul style="list-style-type: none"> ➤ Nelson, Libby & Lind, Dara (2015) “The school to prison pipeline, explained”. <i>Justice Policy Institute</i> (Feb 24, 2015). ➤ Lopez, German (2015) “How Schools push Black Students to the Criminal Justice System”, <i>Vox</i>. ➤ Watch: “School to Prison Pipeline” videos created by SHSU CJ Student Beeminet Andabo.
4/13/23 Thursday	<i>Solitary Confinement of Youth</i>	<ul style="list-style-type: none"> ➤ Listen to podcast: Caught, episode 9, “You just sit there and wait for the next day to come”. ➤ Hagar, Eli (2017) “Ending Solitary for Juveniles: A Goal Grows Closer”, <i>The Marshall Project</i> (Aug 1, 2017)

Response to Thought Question #9 due by 4/15/23 by 11:59PM CST

Week 14: Contemporary issues part 2

4/18/23 Tuesday	<i>Restorative justice</i>	<ul style="list-style-type: none"> ➤ Strong, Karen Heetderks (2014) “History of Restorative Justice” in <i>Encyclopedia of Criminology and Criminal Justice</i>
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		<ul style="list-style-type: none"> ➤ Martinez, Julie R (2021) “The Promise and Limits of Restorative Justice for Youth” <i>California Health Report</i>, https://www.calhealthreport.org/2021/08/12/the-promise-and-limits-of-restorative-justice-for-youth/
4/20/23 Thursday	<i>Emerging adulthood</i>	<ul style="list-style-type: none"> ➤ Arnett, Jeffrey J (2000) “Emerging adulthood: A theory of development from the late teens through the twenties”, http://www.jeffreyarnett.com/ARNETT_Emerging_Adulthood_theory.pdf ➤ Munsey, Christopher (2006) “Emerging adults: The in-between age”, APA, https://www.apa.org/monitor/jun06/emerging ➤ UNH (n.d.) “Emerging adulthood”, https://www.unh.edu/pacs/sites/default/files/media/2020-07/emerging-adulthood-handout.pdf
Response to Thought Question #10 due by 4/22/23 by 11:59PM CST		
Week 15: Developmental Model of Juvenile Justice		
4/25/23 Tuesday	<i>A Developmental Model of Juvenile Justice [In-Class Graded Group Exercise #5]</i>	<ul style="list-style-type: none"> ➤ Henning, Kristin (2021), “#BlackBoyJoy and #BlackGirlMagic: Adolescent Resilience and Systems Reform”, in <i>The Rage of Innocence</i> (pp.298- 344). ➤ Watch: “Arrested Development: Adolescent Development & Juvenile Justice” by Elizabeth Cauffman
4/27/23 Thursday	<i>No class: Work on infographic and reflection brief on symposium</i>	
Submit reflection brief on wrongful conviction symposium on Packback Deep Dive by 4/29/23 by 11:59pm CST		
Week 16: Final Presentations		
5/2/23 Tuesday	➤ Infographic Presentations	
5/4/23 Thursday	➤ Infographic Presentations	
Submit final infographic PDF by 5/9/23 (Tuesday) via Turnitin by 11:59pm CST		