

**THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number: SW 360K15/393U26

Unique Number: 60690/60925

Semester: Spring 2019

Meeting Time/Place: Wednesdays

5:30PM - 8:30PM

Room 2.118

Instructor: Abena Subira Mackall, EdD

E-mail: mackall@utexas.edu

Office: 3.130C

Office Hours: Wednesdays 4:00PM – 5:00PM

Teaching Assistant: Kristian Jones, MEd

E-mail: kjones025@utexas.edu

Youth Delinquency and Juvenile Justice

I. COURSE DESCRIPTION

The course is an elective for students in the School of Social Work who wish to explore the characteristics of delinquent youth behavior and juvenile justice policies and practices. The course will examine current legal issues driving federal and state policy in the juvenile justice arena, explore accountability models for determining program effectiveness, and consider contemporary rehabilitative, educational, and delinquency prevention practices. Students will gain knowledge about juvenile justice mandates and the social and learning characteristics of the juvenile offender. Desired outcomes for students are the development of a theory of delinquency and juvenile justice, and a working knowledge of the promising supports and systems affecting risk and protective characteristics of delinquent youth.

II. COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of the risk and protective factors associated with juvenile delinquency at the micro, mezzo and macro levels.
2. Critically analyze factors associated with disproportionate numbers of ethnic, minority, and disability groups who are adjudicated delinquent and the corresponding impact on families and communities.
3. Demonstrate an understanding of the social and educational characteristics of chronic and serious youth offenders, including those with disabilities and special education needs.
4. Describe and analyze major issues and trends in juvenile justice practice and programming, including the roles of federal and state governments in the juvenile justice arena.
5. Analyze important ideologies, values, dilemmas and ethical decision making process in the NASW Code of Ethics that help to shape juvenile justice system design and practice for social workers.
6. Critically evaluate different juvenile justice programs as to their effectiveness with juvenile delinquents. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; (c) the value and ethical issues, including the student's own value system; and (d) the policy implications involved in delivery of services to juveniles in conflict with the law.
7. Demonstrate an understanding of how to adapt juvenile justice program models and strategies to meet the unique needs of persons from diverse backgrounds, including race, ethnicity, culture, class, gender, sexual orientation, physical or mental ability, developmental level, age, and national origin.

III. TEACHING METHODS

This seminar-style course will meet once a week for three hours. Typical course sessions will include: opening reflections, in-depth review of the assigned readings, brief lectures, small-group activities, whole-class discussions, and closing surveys. In some weeks we will have practitioner guests who may give brief presentations and participate in class activities. To make ensure that the course is responsive to student needs and interests, at the end of each course session students are expected to complete a brief feedback survey. The survey will ask you to share any outstanding questions, identify one thing you appreciated about the session, and one thing you might have changed about the session. These responses will be used to adapt future class sessions.

IV. REQUIRED TEXT AND MATERIALS

All required texts are listed in the course schedule and are available via the university library website.

V. COURSE REQUIREMENTS

Active Course Participation

This class will be organized as a seminar, and its strength depends on the active engagement and high quality participation of each member of the learning community. To ensure high quality participation students are expected to: (1) attend every course session, arrive promptly by 5:35pm; (2) actively listen; (3) participate thoughtfully in ways that move discussions forward and offer insightful analyses; and (4) work collaboratively and inclusively. We will discuss what these expectations mean, and how we can achieve them in our first session.

As a component of students' course participation grade, each student is expected to contribute twice to the *Juvenile Justice in Action: Interventions, Best Practices, and Practitioner Resources* online discussion board (we will discuss the details in class). Additionally, all students are required to meet with Dr. Mackall or the course TA at least once in the first 8 weeks of the semester.

Close Reading of Assigned Texts

Students are expected to carefully read all assigned texts before coming to class. The readings for each class session are designed to help you develop understandings across various perspectives. In each week we will explore the theoretical and empirical conceptions of the topic; how practitioners and policymakers have addressed the topic; and media discourses on the topic. In preparation for class discussions, you should answer the following questions for *each* reading:

1. What issue does this reading address? Be specific.
2. Why is the issue significant?
3. What do the authors conclude about the issue?
4. What evidence do the authors use to support their conclusion?
5. How would you evaluate the strength of the authors' evidence?

On-Time Submission of Assignments

In addition to active participation in class sessions, required course assignments include three (3) analytic reading response papers, and a final project. For each assignment please,

- Include your name, a title, and the word count on the first page.
- Use APA formatting and citation guidelines.
- Copy and paste the appropriate rubric to the end of the document and complete the self-assessment portion. Rubrics are posted on the assignment page.
- Save your file in .doc or .docx format **only**.

- Upload your assignments to the appropriate folder on the course site.

Three Analytic Reading Response Papers (ARRs). Over the course of the semester students may select three weeks in which to write Analytic Reading Response papers (ARRs). Each ARR should be 750 – 1,000 words in length and analyze the week’s assigned texts within the context of the course objectives above. These assignments should not simply summarize assigned readings, but instead synthesize the readings from one week of the course to build an argument. The purpose of ARR is for students to: (1) articulate the arguments/perspectives/findings of course readings; (2) draw comparisons and contrasts between course readings; (3) critically reflect on their impressions of the substance of course readings; and (4) develop links between course reading and social work practice. ARR do not require additional research, though students may briefly refer to outside sources, as necessary.

ARRs are due on a rolling basis by **7PM on Monday** following the selected course session. To ensure students have adequate time to receive and implement feedback on their writing, you must complete at least one ARR before week 5. Because there is only short period of time between our class session and the response submission deadline, I strongly advise that you draft your paper in advance of the class session, and revise, as necessary, in the days between the class session and submission deadline. No late submissions will be accepted; you will simply have to write a new paper for another class session.

Final Project. For the final project students may opt to analyze a course-related issue, evaluate an existing intervention in light of course concepts, design an intervention, or propose a research project. For example, you might choose to analyze a school-based restorative justice program, design a training for social work interns placed in a juvenile court, or propose a comparative study of youth drug dealing in suburban and urban communities. Please refer to the rubrics on the course site detailed expectations for each type of project. The purpose of the project is three-fold; first, to extend and expand the understandings you developed over the course of the semester by gathering information from sources beyond the syllabus; second, to analyze an issue, intervention, or event in light of course readings; and third, to consider the practical applications of the course concepts in your future work.

There are three mini-assignments that students will complete in preparation for the final project. Collectively, these assignments will provide you with early stage feedback on your final project, identify any conceptual gaps, and help you hone your analysis or application of course concepts. These mini-assignments are:

Identifying the Topic: By **4/4/19 at 7 PM** you will post two – three sentences stating what type of project you will be conducting and the question or issue that you plan to address to the “Identifying the Topic” discussion board on the course site.

Final Project Plan: By **4/18/19 at 7PM** you will post a 250-500 word description of the structure and arguments/aims of your final project to the “Final Project Plans” discussion board on the course site. Please be specific about your plans and include any questions or concerns you have about your project.

Peer Feedback: There will be a peer-feedback session in class in **Wk 14 (4/24/19)**. Accordingly, by **the start of class on 4/24/19** please read the Final Project Plans of students in your assigned group. Groups will be posted to the course site.

In-Class Presentations: Students will present 7-minute overviews of their final projects in class in **Wk 15 (5/1/19)**. Presentation details will be posted to the course site.

All final assignments are due on **5/10/19 at 7PM**. Late assignments will automatically be reduced by one ½ a letter grade (i.e., A → A-) for each 24-hour period beyond the deadline.

VI. GRADES

Letter grades will be assigned using the University grading scale below:

94.0 and above	A	74.0 to 76.999	C
90.0 to 93.999	A-	70.0 to 73.999	C-
87.0 to 89.999	B+	67.0 to 69.999	D+
84.0 to 86.999	B	64.0 to 66.999	D
80.0 to 83.999	B-	60.0 to 63.999	D-
77.0 to 79.999	C+	Below 60.0	F

Final grades will be determined as follows:

Participation & Attendance	20%
ARR 1 (due before Week 5)	10%
ARR 2	15%
ARR 3	20%
Final Project	35%

VII. CLASS POLICIES

In addition to policies detailed in the course requirements section above and university policies below, students are expected to:

1. Arrive for class by 5:35PM every week,
2. Arrive prepared to discuss assigned readings,
3. Bring a laptop or tablet to class each week¹, and
4. Submit all assignments on time.

VIII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A

¹ Please contact the teaching team if this poses a hardship.

course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the

course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational

supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Wk 1	Why Study Youth Behavior and the Juvenile Justice System? (1/23/19) *No ARRs accepted in Wk1.
Readings	<p>Laubepin, F. (2013). How to Read (and Understand) a Social Science Journal Article Retrieved from https://www.icpsr.umich.edu/files/instructors/How_to_Read_a_Journal_Article.pdf</p> <p>Sarri, R. C. (2013). Juvenile Justice: Overview. NASW Press and Oxford University Press. Retrieved from http://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-572</p>
Wk 2	Social Constructions of Youth Behavior (1/30/19)
Readings	<p>Kamenetz, A. (2015, April 28). Delinquent. Dropout. At-Risk. When Words Become Labels. <i>NPR.Org</i>. Retrieved from https://www.npr.org/sections/ed/2015/04/28/399949478/delinquent-dropout-at-risk-whats-in-a-name</p> <p>DiIulio, J. (1995, November 27). THE COMING OF THE SUPER -- PREDATORS. <i>The Weekly Standard</i>. Retrieved from https://www.weeklystandard.com/john-j-dilulio-jr/the-coming-of-the-super-predators</p> <p>Zimring, F. E. (2013). American Youth Violence: A Cautionary Tale. <i>Crime and Justice</i>, 42(1), 265–298.</p> <p>Vitale, A. S. (2018, March 24). The New “Superpredator” Myth. <i>The New York Times</i>.</p>
Wk 3	Disparities in Youth Behaviors and Justice System Contact (2/6/19)
Readings	<p>Piquero, A. R. (2008). Disproportionate Minority Contact. <i>The Future of Children</i>, 18(2), 59–79.</p> <p>Chiu, Y.-L., Ryan, J. P., & Herz, D. C. (2011). Allegations of maltreatment and delinquency: Does risk of juvenile arrest vary substantiation status? <i>Children and Youth Services Review</i>, 33(6), 855–860</p> <p>Wilson, B. D., M, Jordan, S. P., Meyer, I. H., Flores, A. R., Stemple, L., & Herman, J. L. (2017). Disproportionality and Disparities among Sexual Minority Youth in Custody. <i>Journal of Youth and Adolescence</i>, 46(7), 1547–1561.</p>
Wk 4	Cultural Explanations for Youth Behavior (2/13/19) *If you have not completed at least one ARR, you must do so in Wk 4.
Readings	<p>Miller, W. B. (1958). Lower Class Culture as a Generating Milieu of Gang Delinquency. <i>Journal of Social Issues</i>, 14(3), 5–19.</p> <p>Matza, D., & Sykes, G. M. (1961). Juvenile Delinquency and Subterranean Values. <i>American Sociological Review</i>, 26(5), 712.</p>

	<p>Anderson, E. (2000). <i>Code of the Street: Decency, Violence, and the Moral Life of the Inner City</i>. W. W. Norton & Company.</p> <ul style="list-style-type: none"> • Chapter 1: Decent and Street Families, 35–65 <p>Hoeve, M., Dubas, J. S., Eichelsheim, V. I., van der Laan, P. H., Smeenk, W., & Gerris, J. R. M. (2009). The Relationship Between Parenting and Delinquency: A Meta-analysis. <i>Journal of Abnormal Child Psychology</i>, 37(6), 749–775.</p>
Wk 5	Concentrated Disadvantage and Structural Explanations for Youth Behavior (2/20/19)
Readings	<p>Agnew, R. (2001). Building on the Foundation of General Strain Theory: Specifying the Types of Strain Most Likely to Lead to Crime and Delinquency. <i>Journal of Research in Crime and Delinquency</i>, 38(4), 319–361.</p> <p>Baglivio, M. T., Epps, N., Swartz, K., Huq, M. S., Sheer, A., & Hardt, N. S. (2014). The Prevalence of Adverse Childhood Experiences (ACE) in the Lives of Juvenile Offenders. <i>Journal of Juvenile Justice</i>, 3(2). Retrieved from https://nicic.gov/prevalence-adverse-childhood-experiences-ace-lives-juvenile-offenders</p> <p>Sampson, R. J., & Laub, J. H. (1997). A life-course theory of cumulative disadvantage and the stability of delinquency. <i>Developmental Theories of Crime and Delinquency</i>, 7, 133–161.</p>
Wk 6	Distinguishing between Developmentally Typical and Atypical Youth Behavior (2/27/19)
Readings	<p>Johnson, M. K., Crosnoe, R., & Elder, G. H. (2011). Insights on Adolescence from a Life Course Perspective. <i>Journal of Research on Adolescence</i>, 21(1), 273–280.</p> <p>Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. <i>Psychological Review</i>, 100(4), 674–701.</p> <p>Blitzman, J. (2015). ARE WE CRIMINALIZING Adolescence? <i>Criminal Justice</i>, 30(1), 22–28.</p>
Wk 7	Peer Influence and Youth Behavior (3/6/19)
Readings	<p>Haynie, D. L., & Osgood, D. W. (2005). Reconsidering Peers and Delinquency: How do Peers Matter? <i>Social Forces</i>, 84(2), 1109–1130.</p> <p>Kreager, D. A., Rulison, K., & Moody, J. (2011). Delinquency and the Structure of Adolescent Peer Groups. <i>Criminology</i>, 49(1), 95–127.</p>
Wk 8	Parens Patriae and the Legal Foundations of the Juvenile Justice System (3/13/19)
Readings	<p>Curtis, G. B. (1976) THE CHECKERED CAREER OF PARENS PATRIAE: THE STATE AS PARENT OR TYRANT? <i>DEPAUL LAW REVIEW</i>, 25, 24.</p> <p>Abrams, L. S. (2013). Juvenile Justice at a Crossroads: Science, Evidence, and Twenty-First Century Reform. <i>Social Service Review</i>, 87(4), 725–752.</p> <p>Steinberg, L. (2017). Adolescent brain science and juvenile justice policymaking. <i>Psychology, Public Policy, and Law</i>, 23(4), 410–420.</p>

Wk 9	SPRING BREAK
Wk 10	School-based Responses to Youth Behavior (3/27/19)
Readings	<p>Fabelo, T., Thompson, M. D., Plotkin, M., Carmichael, D., Marchbanks III, M. P., & Booth, E. A. (2011). Breaking schools' rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement. <i>New York: Council of State Governments Justice Center.</i></p> <p>Balfanz, R., Spiridakis, K., Neild, R. C., & Legters, N. (2003). High-poverty secondary schools and the juvenile justice system: How neither helps the other and how that could change. <i>New Directions for Youth Development, 2003(99)</i>, 71–89.</p> <p><i>Breaking the School-to-Prison Pipeline.</i> (2014). Retrieved from http://www.wnyc.org/story/blocking-school-prison-pipeline/?utm_source=sharedUrl&utm_medium=metatag&utm_campaign=sharedUrl</p>
Wk 11	Youth-Police Contact and Its Consequences (4/3/19)
Readings	<p>Rios, V. M. (2011). <i>Punished: policing the lives of Black and Latino boys.</i> New York: New York University Press.</p> <ul style="list-style-type: none"> • Chapter 3: The Labeling Hype, 43–74 <p>Lieberman, A. M., Kirk, D. S., & Kim, K. (2014). Labeling Effects of First Juvenile Arrests: Secondary Deviance and Secondary Sanctioning. <i>Criminology, 52(3)</i>, 345–370.</p> <p>Crutchfield, R. D., Skinner, M. L., Haggerty, K. P., McGlynn, A., & Catalano, R. F. (2012). Racial Disparity in Police Contacts. <i>Race and Justice, 2(3)</i>, 179–202.</p>
Wk 12	Juvenile Court Procedures and Youth Experiences (4/10/19)
Readings	<p>Pennington, L. (2015). A Case Study Approach to Procedural Justice: Parents' Views in Two Juvenile Delinquency Courts in the United States. <i>British Journal of Criminology, 55(5)</i>, 901–920.</p> <p>Schaefer, S. S., & Uggen, C. (2016). Blended Sentencing Laws and the Punitive Turn in Juvenile Justice. <i>Law & Social Inquiry, 41(2)</i>, 435–463.</p> <p>Crosby, S. D., Algood, C. L., Sayles, B., & Cabbage, J. (2017). An Ecological Examination of Factors That Impact Well-Being Among Developmentally-Disabled Youth in the Juvenile Justice System. <i>Juvenile and Family Court Journal, 68(2)</i>, 5–18.</p> <p>Fader, J. J., Kurlychek, M. C., & Morgan, K. A. (2014). The color of juvenile justice: Racial disparities in dispositional decisions. <i>Social Science Research, 44</i>, 126–140.</p>
Wk 13	Detention, Probation, and Juvenile Justice Sanctions (4/17/19)
Readings	<p>Fagan, J., & Kupchik, A. (2011). Juvenile Incarceration and the Pains of Imprisonment. <i>Duke Forum for Law & Social Change, 3</i>, 29.</p> <p>Wunderlich, A., & O'Connell, R. (2014). <i>A High School Behind Bars.</i> Retrieved from http://www.pbs.org/video/2365169383/</p>

	Lipsey, M. W. (2009). The primary factors that characterize effective interventions with juvenile offenders: A meta-analytic overview. <i>Victims and Offenders</i> , 4(2), 124–147.
Wk 14	Youth Experiences of Reentry and Reintegration after Detention (4/24/19)
Readings	[Make sure to read your groups' final project plans <i>before</i> class.] Martinez, D. J., & Abrams, L. S. (2013). Informal Social Support Among Returning Young Offenders: A Metasynthesis of the Literature. <i>International Journal of Offender Therapy and Comparative Criminology</i> , 57(2), 169–190. Zubrzycki, J. (2012, April 25). Road Back to School Is Rocky for Ex-Offenders - Education Week. <i>Education Week</i> . Retrieved from http://www.edweek.org/ew/articles/2012/04/25/29offenders_ep.h31.html Goldkind, L. (2011). A Leadership Opportunity for School Social Workers: Bridging the Gaps in School Reentry for Juvenile Justice System Youths. <i>Children & Schools</i> , 33(4), 229–239.
Wk 15	Contemporary Juvenile Justice Reform Agendas (5/1/19)
	[Final project presentations in-class today.] Select any organization with a published juvenile justice reform agenda. Read through the organization's literature. Come to class prepared to discuss the organizations, priorities, their relationship to previous course readings, and your reflections on reforms. <u>Students are required to post a link to the organization's juvenile justice platform to the Wk 15 discussion board by the start of class.</u>
Wk 16	How should we do the Social Work of Juvenile Justice? (5/8/19) *No ARR's accepted this week.

X. BIBLIOGRAPHY

- Abrams, L. S. (2013). Juvenile Justice at a Crossroads: Science, Evidence, and Twenty-First Century Reform. *Social Service Review*, 87(4), 725–752.
- Agnew, R. (2001). Building on the Foundation of General Strain Theory: Specifying the Types of Strain Most Likely to Lead to Crime and Delinquency. *Journal of Research in Crime and Delinquency*, 38(4), 319–361.
- Anderson, E. (2000). *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. W. W. Norton & Company.
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