



CJJ4010 Juvenile Justice Spring 2025

Sections 21688 residential/21689 UFO

Dr. Jodi Lane
Professor



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Or Canvas inbox



I try to respond within 48 hours



Course Description



Course Goals

- Familiarize students with juvenile crime and the juvenile justice system, including terminology, practices and policies, and client experiences and outcomes
- Provide students with factual information to help them critically evaluate juvenile justice policies and current juvenile crime events as they arise.



Course Objectives

- Introduce students to key policy issues pertinent to juvenile crime and juvenile justice
- Provide students with current information on juvenile crime, including both violent and nonviolent offenses
- Introduce students to the historical roots and the key components of the current juvenile justice system and help them understand the differences between the juvenile and criminal justice systems
- Help students understand the experiences of people who live and work in the juvenile justice system

Office Hours
Wednesday
9:30-11 am via
Zoom and
Canvas Inbox
& by
Appointment



Student Learning Outcomes/Objectives

- Identify the key policy issues, juvenile crime statistics, and components of the juvenile justice system (quizzes)
- Discuss and assess key theoretical, experiential, and policy issues as they relate to juvenile crime and juvenile justice and problem solve regarding important juvenile justice issues (class discussion board)
- Teach me and other students something about juvenile justice by identifying, describing and explaining a program or policy in juvenile justice (creating an infographic)



A Couple of My Hopes About the Effects of this Course

- You will learn to think more like a criminologist--to think critically and question what you read or hear in the news
- You will come to evaluate justice problems by considering the perspectives of all people involved in the interactions prior to, during and after justice system involvement.

Content Warning



This course will explore ideas and events that may be shocking, distressing, or offensive to some students. Images and accounts of juvenile crime and victimization are the focus of lecture, videos, and the reading material, and students will be asked to think critically about these issues in class discussion posts. Please read the content of the syllabus to ensure that you would like to remain enrolled in the course. While you will be responsible for completing the course assignments, if you ever wish to discuss your personal reactions to course material with me individually in a personal meeting or message, I welcome such discussions as an appropriate part of our classwork. If you find that the material triggers stress or personal pain, I am also happy to talk to you and refer you to appropriate resources on or off campus to help you.



Required Books & Readings

Reymundo Sanchez (2000). *My Bloody Life: The Making of a Latin King*. Chicago Review Press.
ISBN: 978-1556524271.
(Sanchez)

Hubner, John. (2008). *Last Chance in Texas: The Redemption of Criminal Youth*. New York: Random House Books.
ISBN: 978-0375759987
(Hubner)

Salzman, Mark. (2004). *True Notebooks*. New York: Alfred Knopf.
ISBN: 978-0375727610
(Salzman)

Other readings posted on Canvas (stats, laws, journal and magazine articles, etc.)



ASSIGNMENTS & GRADING

Class Grading Scale

Final Grading Scale** (Total Points in Class)		"Not passing" for crim major credit:	
A	93-100	C-	65-69
A-	90-92	D+	63-64
B+	87-89	D	61-62
B	83-86	E	60↓
B-	80-82		
C+	77-79	There is no curve. You get what you earn!	
C	70-76		



Extra Credit Options

Midterm Class Feedback Quiz (5 pts)

Meme Illustrating Class Concepts/Material (up to 2 pts)

Video: How You Changed (up to 2 points)

I add up your total points in the class to determine your grade, minus one quiz score (your lowest)

Assignment

100 points

12

4

Categories of Work

Modules

All work should be done alone (there is no group work assigned)

Introductory Video (3 pts)

- Introduce yourself to me and your peers in a Discussion Post.
- Help us learn about each other
- See Canvas for what to include.

Content Quizzes (5 x 12 pts = 60 pts/drop one of 6)

- 6 content multiple choice quizzes worth 12 points each
- Keep top 5 scores (drop lowest one).
- Have due dates (must be submitted by 11:59 pm)
- Usually open for 3 days
- 30 minutes to answer 24 questions
- No makeups without valid university approved excuse

Discussion Posts (9 x 3 pts = 27 pts)

- 9 2-part discussion posts
- Must follow directions to get full credit, see rubrics & guidance
- Give thoughtful responses, address all parts of the question
- Have due dates, about 3 days to do them
- No makeups or late submissions without university approved excuse

Infographic (10 pts)

- You will produce an infographic about a specific topic of your choice related to juvenile crime or juvenile justice
- Score reduced for late work
- Detailed guidelines here: <https://sites.google.com/ufl.edu/dr-lane-infographic-assignment/infographic-assignment-details>



COURSE & UNIVERSITY POLICIES

University/College Policies

Class Specific Policies

Attendance and Late Work

This class happens fast! To ensure you learn the material and we have time to grade the work, you should watch lectures, videos and read all material when it is assigned. All work must be submitted by the due date and time, unless there is a university approved reason to submit it late.

UF Examples of Acceptable Reasons for Absences/Late Work/Makeup Quizzes:

In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused.

If you have questions about a grade:

Because this course goes fast, you can question how we graded something up to two weeks after the scores are posted on Canvas. I am very careful about how I write the quizzes/keys and the rubrics. But, if you think we missed something, send us a note and ask.

University Policy on Course Evaluations

The university requests students provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. The university will notify you when the course evaluation period opens. The evaluations will be available via an email link from GatorEvals, in the Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/.

If You Need Accommodations:

The university and I am committed to ensuring all students are able to learn. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). It is important for students to share their accommodation letter with me, and discuss their access needs, as early as possible in the semester. There is link on the Canvas page to the DRC. (<https://disability.ufl.edu/>)

Academic Honesty is Critical for Learning in this Course

You and your fellow students are best able to learn if everyone does their own work and engages with the material. I do my best to make this course and its material interesting to encourage you to do so. *You are to do the work in this course alone, not with each other and not with artificial intelligence help, so you and I both know what you have learned. All of you are bright and can do it. Gators by definition are smart and capable! Please remember that the goal is to think and learn.*

It is important that you know that UF students are bound by this Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. When you submit work you are implying: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. The minimum sanction in this course is a 0 for the assignment in which a student violates the code. A link to the honor code is on the Canvas course site. If you have any questions or concerns, please feel free to contact me.

College Policy on Incompletes

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances, and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades.

UNIVERSITY POLICIES (CONTINUED)

General Education (S) Designation

Social and Behavioral Sciences (S)

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

<https://undergrad.aa.ufl.edu/gen-eral-education/gen-ed-program/subject-area-objectives/>

A minimum of a C is required for general education credit. You also must earn a C for the course to count as a criminology elective toward your major

UF Grading Policies

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

UF Policy on Recording Lectures

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

If you need technical assistance with the online course, please visit <https://helpdesk.ufl.edu/> or call (352) 392-4357



JUVENILE JUSTICE: DATES, TOPIC LIST, AND ACTIVITIES (SPRING 2025)

Weeks 1-3/Modules 1-2

W	Dates	Topic	Lectures/Videos	Readings	Graded Work Due
Module 1 – Introduction and Statistics					
1	Jan 13- Jan 18	Intro to Class	<ol style="list-style-type: none"> Welcome to class Definitions and Terms Key Juvenile Justice Cases and Laws 	Sanchez: Chapters 1-9 Juvenile Arrests 2019	
2	Jan 19- Jan 25	<ol style="list-style-type: none"> Ways to Measure Crime Important Statistics 	<ol style="list-style-type: none"> Ways to measure crime Important Stats 1 Watch video: "Superpredators" Important stats 2 	Sanchez: Chapters 10-18	Discussion Video: "Introducing Ourselves" (See instructions on Canvas) by Friday, Jan 24 at 11:59 pm
Module 2 – Brief Introduction to Theories					
3	Jan 26- Feb 1 	Brief introduction to theories	<ol style="list-style-type: none"> Theoretical ideas 1 Theoretical ideas 2 Watch Video: "Raising Adam Lanza" (link on Canvas) 	Sanchez: Chapters 19-27	<ol style="list-style-type: none"> Content Quiz 1 by Friday, Jan 31 at 11:59 pm Discussion Posts 1/Picture of Juvenile Justice by Saturday, Feb 1 at 11:59 pm

Weeks 4-6/Modules 3 & 4

W	Dates	Topic	Lectures/Videos	Readings	Graded Work Due
Module 3 – Contextual Factors that Contribute to or Protect Youths from Delinquent Behavior					
4	Feb 2- Feb 8	<ol style="list-style-type: none"> 1. Communities 2. Families 	<ol style="list-style-type: none"> 1. Communities 2. Families 	<ol style="list-style-type: none"> 1. Sanchez: Chapters 28-36 2. ACES Fact Sheet 	
5	Feb 9- 15	<ol style="list-style-type: none"> 1. Schools 2. Peers and Gangs 	<ol style="list-style-type: none"> 1. Schools 2. <u>Watch Video:</u> I was almost a school shooter 3. <u>Watch Video:</u> Frontline: The Killer at Thurston High 4. Peers 5. Gangs 6. <u>Watch Video:</u> Why Kids Join Gangs (all parts) 7. <u>Watch video</u> Cops in Schools 	<p>Sanchez: Chapters 37-45</p> <div style="text-align: center;">  </div>	<p>Discussion Posts 2/Kip Kinkel: By Sat Feb 15</p>
Module 4 – History of Juvenile Justice System and Debate about Juvenile Court					
6	Feb 16- Feb 22	<ol style="list-style-type: none"> 1. Brief History of Juvenile Justice 2. Debate about the Juvenile Court and Special Cases Regarding Juveniles Sentenced as Adults 	<ol style="list-style-type: none"> 1. Brief history 2. Debate about juvenile court/ jurisdiction 3. <u>Watch Video:</u> Juvenile Life Without Parole (10:44 min) 5. <u>Watch Video:</u> 15 to Life: Kenneth's Story (8.22 minutes) 6. <u>Watch Video:</u> Professor Elizabeth Cauffman on Juvenile Offenders 7. <u>Watch Video:</u> Ocala school shooter interview 	<ol style="list-style-type: none"> 1. Sanchez: Chapters 46-53 2. Adolescence, Brain Development & Culpability 	<ol style="list-style-type: none"> 1. Content Quiz 2 – Modules 3 & 4: By Friday Feb 21 at 11:59 pm 2. Discussion Posts 3/Ocala Shooter: By Saturday Feb 22 at 11:59 pm



Weeks 7 & 8/Modules 5 & 6

W	Dates	Topic	Lectures/Videos	Readings	Graded Work Due
Module 5 – Police and Juveniles					
7	Feb 23- March 1	1. Police decision-making 2. Discrimination vs. Disparity 3. Gangs and Gang Suppression	1. Police decision-making and disparity/ discrimination 2. Gangs and gang suppression 3. <u>Watch Video:</u> Murder on a Sunday Morning (Parts 1-8) ((You have to rent. On Amazon Instant Video it is 3.99, but also on other services Roku, iTunes, etc.) 4. <u>Watch Video:</u> How to Build Bridges Between Police Officers and Youth	1. Salzman, Chapters 1-5 2. Del Toro et al. (2019) “The Criminogenic and psychological effects of police stops on adolescent black and Latino boys.” (on Canvas)	1. Discussion Posts 4/Police: By Sat, March 1 at 11:59 pm
					
Module 6 – Juvenile Courts					
8	March 2- March 8	Juvenile Courts, Cases and Dispositions	1. Juvenile court structure and getting to court 2. What happens in juvenile court 3. <u>Watch Video:</u> Navigating the Juvenile Court	Salzman: Chapters 6-10	1. Content Quiz 3 – Modules 5 & 6: By Friday March 7 at 11:59 pm 2. Optional: Midterm Feedback Quiz for Extra Credit Open This Week Only: No later than Saturday March 8 at 11:59 pm
					

Week 9-11/ Modules 7 & 8

W	Dates	Topic	Lectures/Videos	Readings	Graded Work Due
Module 7 – Transfer to Adult Court and Adult Sanctions					
9	March 9- March 15 Dr. Lane in Denver for ACJS	1. Transfer to Adult Court 2. Living in Adult Prison	1. Transfer to Adult Court 2. Living in Adult Prison 3. <u>Watch Video:</u> Should Juveniles Be Incarcerated with Adults? (10:14) 4. <u>Watch Video:</u> Growing up in Prison: Juveniles Serving LWOP (11:00) 5. <u>Watch Video:</u> Kids Behind Bars (46:19) 6. <u>Watch Video:</u> What it is like to be locked up at 16	1. Salzman: Chapters 11-20 2. Young Offenders: What Happens and What Should Happen 3. Behind Bars: Teenagers Become Prey (NY Times Article) 4. Prison is Too Violent for Young Offenders (NY Times Article)	Discussion Posts 5/System: <u>By Fri March 14 at 11:59 pm</u>
10	March 16- March 22	Spring Break! Enjoy!			
Module 8 – Punishment Philosophies and Juvenile Probation					
11	March 23- March 29	Punishment Philosophies and Juvenile Probation	1. Punishment philosophies 2. Probation 3. <u>Watch Video:</u> Interview with Juvenile Probation Officers (21:35)	Salzman: Chapters 21-27	1. Content Quiz 4 – Modules 7 & 8: <u>By Friday March 28 at 11:59 pm</u> 2. Discussion Posts 6/Juvenile Murderers <u>by Saturday, March 29 at 11:59 pm</u>



Weeks 12-13 Modules 9 & 10

Wk	Dates	Topic	Lectures/Videos	Readings	Graded Work Due
Module 9 – Intermediate Sanctions					
12	March 30 – April 5	Intermediate Sanctions	<ol style="list-style-type: none"> 1. Intermediate sanctions 2. <u>Watch Video:</u> Martin Lee Anderson Boot Camp Video 3. <u>Watch Video:</u> Teen Boot Camp (2:09) 	<ol style="list-style-type: none"> 1. Hubner: Chapters 1-3 2. Article about the death of Martin Lee Anderson 	Discussion Posts 7/Punishment Philosophy: By Sat, April 5 at 11:59 pm
					
Module 10 – Training Schools/State Juvenile Institutions					
13	April 6-April 12	Training Schools/State Institutions	<ol style="list-style-type: none"> 1. Characteristics of youths in training schools 2. Living experience in training schools 3. Approaches to treatment 4. <u>Watch videos on</u> Inside Juvenile Detention 5. <u>Watch Videos on</u> Dozier School for Boys 6. <u>Watch Videos on</u> CBT and Trauma Informed Care 	<ol style="list-style-type: none"> 1. Hubner: Chapters 4-6 2. Liz Ryan Blog Post: New OJJDP Initiative Promotes Community-Based Alternatives to Youth Incarceration 	<ol style="list-style-type: none"> 1. Content Quiz 5 – Modules 9 & 10: By Friday April 11 at 11:59 pm 2. Infographic Assignment: By Saturday, April 12 at 11:59 pm
					

Weeks 14-15: Modules 11 & 12

W	Dates	Topic	Lectures/Videos	Readings	Graded Work Due
Module 11 – Death Penalty					
14	April 13-19	Death Penalty 	<ol style="list-style-type: none"> 1. Death penalty and juveniles 2. <u>Watch Video:</u> Death Row: The Final 24 Hours (42:27) 3. <u>Watch Video:</u> Inside the Death Chamber (7:23) 	Hubner: Chapters 7-9	Discussion Posts 8/Death Penalty: By Sat ,April 19 at 11:59 pm Optional: Extra Credit: Class Content Meme (you can submit at any time, but no later than Sat, April 19 11:59 pm)
Module 12 – Future?					
15	April 20-26	Future of Juvenile Justice  <p style="font-size: small; margin-top: 5px;">Photo by Johannes Pienio on Unsplash</p>	<ol style="list-style-type: none"> 1. Where is the juvenile justice system going? 2. <u>Watch Video:</u> Laurence Steinberg: Keep Children Out of the Juvenile Justice System 	<ol style="list-style-type: none"> 1. Hubner: Chapters 10-Epilogue 2. Lane (2018) 3. Liz Ryan/OJJDP Administrator /Priorities That Keep Kids' Best Interests at the Heart of What We Do 	<ol style="list-style-type: none"> 1. Content Quiz 6 – Modules 11 & 12: By Saturday, April 26 at 11:59 pm 2. Discussion Posts 9/Changes: By Saturday, April 26 at 11:59 pm 3. Optional: Extra Credit Discussion Video on how you changed by Sunday, April 27 11:59 pm
No Final Exam					