

Preface

To the Students

This book represents a long journey for us, but the path traveled by each of us was a bit different. For example . . .

Saundra Trujillo’s journey has been far from a linear one, but it is one that some female non-traditional students who read this book might relate to. A native New Mexican, many of Saundra’s early stomping grounds can be seen on a famous television series that is set in Albuquerque. Her first job, hustling vanity license plates at the weekly city flea market and annual state fair, provided Saundra with sales, customer service, and many “networking” experiences—few that were family approved. Saundra’s adolescence was characterized by the early-starter, adolescent-limited, offending discussed in this book—and, without the patience and compassion of two amazing teachers (Mrs. Schutz at Taylor Middle School and Mr. Nord at Cibola High School), she would not have graduated high school. The first of her friends to wear a cap and gown, Saundra tried her hand at teaching preschool and banking, neither of which lasted very long. After becoming a cosmetology school drop-out, she headed out to the Pacific Northwest with her husband, where they built lives in western Washington. As a wife supporting her partner’s career goals, Saundra spent seven years in nine different cities across western Washington. Along the way, they added a son and daughter to their family then returned to Albuquerque, New Mexico where, for the next five years, Saundra served as a stay-at-home mother.

In 2007, once their youngest child was enrolled in elementary school, Saundra decided that the best way to contribute to her family’s future was to first pursue a college degree. Saundra enrolled as a full-time student concurrently at Central New Mexico Community College and the University of New Mexico. As a full-time, non-traditional, adult student, Saundra vowed to complete a Bachelor of Nursing degree in two short years. Unfortunately, at the beginning of her second year, she learned that there was a two-year waitlist for the nursing practicum courses. Short on money but still hopeful, Saundra chose a different degree that she could finish in her second year; comfortable with sociology and criminology, Saundra switched her major to sociology with a pre-law emphasis. During her junior/senior year at the University of New Mexico, she was offered the opportunity to intern for the Bernalillo County District Attorney’s Office. While preparing for law school entrance requirements, Saundra’s experiences in the DA’s office influenced her

decision to abandon the idea of practicing criminal law; instead, she applied and completed UNM's Master of Sociology degree with a focus in criminology.

During her master's degree program, Dr. M.B. Velez encouraged her to apply for a research assistantship in Albuquerque for the Gang Resistance Education and Training (G.R.E.A.T.) evaluation headed by Dr. Finn-Aage Esbensen at the University of Missouri—St. Louis. Saundra was the Albuquerque G.R.E.A.T. research assistant until she completed her master's degree in 2009. Though she had never considered working toward a PhD., the conversations that Saundra had with Dr. Esbensen and Dr. Bob Bursik set her on a path toward completing a PhD. in Criminology and Criminal Justice from the University of Missouri—St. Louis.

Once again, Saundra and her family returned to Albuquerque, New Mexico where Saundra worked full-time for Central New Mexico Community College (CNM) as sociology faculty. During her time at CNM, Saundra continued to work on her dissertation, work once again as Dr. Esbensen's Albuquerque research assistant, while teaching and eventually working in administration as CNM's Director of Transfer Pathways. Saundra also had the honor to connect her experience with the Albuquerque criminal justice system, teaching, and administration, by leading a team of amazing faculty, staff, and students as the Program Director of CNM's grant-funded F.I.R.S.T. (Formerly Incarcerated Students Reintegration Success Team). In 2019, Saundra attained the PhD. in Criminology and Criminal Justice from UMSL and she now continues her research on ethnicity, communities, crime, and juvenile delinquency as an Assistant Professor at New Mexico State University in Las Cruces.

After leaving the University of Richmond in 1968 with a Bachelor of Arts in sociology, Tom Winfree served in the US Army, stationed in Berlin, Germany. Upon leaving active duty in 1970, Tom decided to pursue a graduate degree in sociology with an emphasis on drugs and society, the latter interest piqued by the relatively high levels of substance abuse he had witnessed in Europe among US military personnel during the late 1960s. Academic realities intervened, changing Tom's focus to juveniles and correctional institutions. The reality was the need to develop a thesis topic in a relatively short period of time; Tom began his research career studying juvenile responses to a secure correctional facility in Virginia.

After receiving a doctorate in sociology from the University of Montana in 1975, Tom held academic positions at the University of New Mexico, East Texas State University (now Texas A&M-Commerce), Louisiana State University, and New Mexico State University. During over 50 years of teaching, research, and writing, Tom focused on the problems of contemporary youths. Returning to an earlier interest and combining it with his evolving juvenile justice research agenda, he wrote extensively on the causes and correlates of juvenile drug abuse, particularly in rural America and among Native American youth. Tom's interest in gangs largely began with his participation in the first iteration of the National Evaluation of the Gang Resistance Education and Training program at the end of the 1990s and, by the mid-2010s, had expanded to the exploration of gangs in Europe.

Throughout Tom's research and writing efforts, two themes have dominated his work. First, he grounded his studies of youthful drug use and gang activities in

contemporary delinquency theory, believing that unless we attempt to provide theoretical understandings of attitudes and behavior, our explanations will fail to stand up to the test of time and changing social forces. Second, he subscribed to the belief that theory, research, and practical applications must complement each other. This latter orientation translates into an appreciation of how basic research (the study of phenomena for the sake of knowledge itself) and applied research (the search for workable answers to specific problems) can help us understand our world. In the present instance, that world is defined as the juvenile justice system. This textbook reflects both perspectives—a concern for theory and a belief that it must make sense.

Carlos began this journey in 1994 when he realized that he was graduating from Austin High School and needed to figure out what to do next. After navigating adolescence while growing up in El Segundo Barrio and Cinco Puntos neighborhoods in El Paso, TX, his journey to college started with the advice given to him by Mr. Elco Ramos, his high school chemistry teacher. Having somehow dodged the pitfalls that some of his friends and other minority youth experienced while trying to “make it,” Mr. Ramos’s advice and recommendation of New Mexico State University (NMSU) changed Carlos’s life trajectory. As a first-generation college student, he made NMSU his home away from home and the place where he went on to meet friends and colleagues as well as his life partner, Mayra.

Along the way, with the support of faculty mentors, including his co-author, colleague, and friend, Tom Winfree, he learned that a higher education was attainable. It was at NMSU where Jim Maupin and Peter Gregware, just to name a couple of professors, inspired him to go further and to consider possibilities he did not know existed—like graduate school. He was blessed with encouragement and support to chase this academic career that changed his life. After beginning graduate school at NMSU, Carlos was accepted to Arizona State University’s School of Justice Studies doctorate program. While at ASU, he became involved in several research projects, including The Family Project. This project afforded him an inside look at research and experience with survey design, participant recruitment, field interviews, and all that goes with implementation and execution of a research project. Mark Roosa and The Family Project team, which included Nancy Gonzales, Delia Saenz, and George Knight, welcomed Carlos to the team, and he was fortunate to be involved for three years, including in his third year as project director. He completed his doctorate under the supervision of Cecilia Menjívar.

Jim Maupin welcomed him back to NMSU and recruited him for a juvenile justice research project that would become a major part of his research agenda. Along with Robert Durán, Dana Greene, Lisa Bond-Maupin, and Jim, he spent over seven years researching disproportionate minority contact (DMC) and evaluating juvenile justice programs in New Mexico. The relationships that were built with community members and stakeholders continue to this day. As a son of immigrant parents, Carlos owes his academic successes to those same parents who emphasized education, supported their kids as best they could, and sacrificed so much so they could have a better life. Carlos would like to acknowledge his parents, Carlos Posadas Sr. and Martina Posadas—*gracias*.

We offer these brief biographical sketches to give you a sense of our orientation toward the subject matter of this text. Like many academics, we bring much personal and intellectual “baggage” to our work. We felt that it would help you understand this book a bit better if you understood us a little better as well.

To the Instructor

We would like to call your attention to several pieces of information about the authors and features of this text. First, we bring varied backgrounds and perspectives to the book. Saundra Trujillo’s active teaching experience, her academic training in sociology, criminology, criminal justice, and her research in ethnicity, immigration, juvenile gangs, and change in community crime adds a fresh, interdisciplinary depth to the text. Tom Winfree’s academic training is in sociology, and he brings a wealth of practical and research experience to the text. Carlos Posadas’s interdisciplinary background, borderland experience, training in the social sciences, teaching, applied research experience in juvenile justice in NM, and social justice orientation all contribute to the final product. Each of us has taught juvenile justice to thousands of students in a series of academic criminal justice departments and across modalities over a period of many decades. The net result is different, but complementary perspectives on the issues are presented in the text.

Second, we intentionally developed a new pattern for this book. Rather than isolating overarching themes into single chapters, we sought to integrate and essentialize them by highlighting themes in each chapter. For example, we lay the foundation for theory’s role in understanding juvenile delinquency and juvenile justice in Chapters 3, 4, and 5 and include boxed material on theory (called Theoretical Reflections) throughout the text. Further, we include comparative and international insights grounded in the content of each chapter (called International Perspectives). Each of these items illustrates the importance of theoretically guided research and addresses a contemporary juvenile justice issue in another nation or culture—in some instances comparing this information with agencies and functions in the US juvenile justice system. Finally, we give a brief historical review of both juvenile justice and juvenile delinquency in Chapter 2 and periodically provide the historical underpinnings of other parts of the juvenile justice system in later chapters, including but not limited to delinquency prevention (Chapter 6), police processes (Chapter 7), the juvenile court (Chapter 9), institutional corrections (Chapter 10), and probation and aftercare services (Chapter 11). Delinquency theory, comparative studies, and historical foundations provide important grounding for the study of juvenile justice *and* juvenile delinquency.

Third, some of the essential material included in this book (e.g., police work with juveniles, the juvenile court, diversion and preadjudication detention, and juvenile probation) is present in every text on juvenile justice. However, five chapters are relatively unique, especially in the breadth and depth provided in this text:

- Chapters 5 and 12 deal with subjects that are difficult to research and describe but are of such importance that they occupy distinct real estate in the text: the

impacts of social constructions like gender, race, and ethnicity on youths' interactions with the justice system. We explore these sensitive and key issues from both a theoretical perspective (Chapter 5) and a research orientation (Chapter 12). Only by considering both overarching frameworks can we hope to understand what is happening to marginalized populations within the US juvenile justice system.

- Chapter 8 on juvenile parole and aftercare was, likewise, difficult to write. The material (what little seems to exist) is difficult to locate, but we believe that this resulting chapter is unique and important. We found that this material is absent or treated cursorily, literally in passing, in other juvenile justice texts on the market.
- Chapter 6 addresses prevention and intervention from both philosophical and practical perspectives. We discuss what works and what does not work and some of the reasons behind program success or failure.
- Chapter 13 on juvenile gangs and violence highlights a national issue of some concern and one that students find fascinating. This material shows how theory can inform research and how research can inform policy and practice in the juvenile justice system.

Fourth, the opening vignettes included in each chapter may be a new feature to many of you. Before you judge too quickly, keep these two things in mind:

- It is important to get the students to read the book (we assume you will), and we have “test driven” these scenarios with students at our university and found that the vignettes pull students into the chapters.
- Each vignette is loosely based on real experiences—some ours, some from our students; they bring a degree of realism and relevancy to the text that allows readers to critically analyze how chapter material can relate to their own experiences, as well as how their experiences shape perceptions, interactions, and systems.

Finally, we encourage you and your students to use the critical thinking questions included at the end of each chapter. A quick glance will tell you that these are not really “test” questions, in that many of them do not ask for recall of substantive information. However, they should prompt interesting classroom discussions and give you some measure of your students' comprehension. Thus, these questions can be used as out-of-class assignments or for in-class small group discussions.

Sandra Trujillo
Tom Winfree
Carlos E. Posadas