

**Juvenile Justice**  
01 202 322-01  
Monday and Thursday  
12:00 Noon to 1:20 PM  
Lucy Stone A- 143

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*Or by appointment*

## **Program in Criminal Justice Rutgers, the State University of New Jersey**

### **Learning Goals: A Statement of Principles**

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

## Learning Goals for Criminal Justice Majors

### 1. **Competence:**

- a.) **Theory.** Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.
  - b.) **Institutions.** Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
  - c.) **Research Methods.** Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.
2. **Critical Thinking:** Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.
3. **Scholarship:** Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

## SYLLABUS

### PURPOSE OF THE COURSE:

This course provides an introduction, overview, and examination of the juvenile justice system in America. Topics include the origins of the juvenile-adult distinction, the history of the juvenile justice system: the measurement of delinquency, the causes and prevention of delinquency, the formal juvenile justice system, diversionary programs, and juvenile justice systems in other countries.

### REQUIRED TEXTBOOKS:

*Juvenile Delinquency: Theory, Practice and Law*, 11th ed. (2012), by L. Seigel, B. Welsh, & J. Senna. Belmont, CA: Wadsworth.

### EVALUATION OF STUDENT PERFORMANCE:

Two Exams:	30 points each	<b>60</b> points
Term Paper		<b>30</b> points
Civility Grade		<b>10</b> points
Total Semester Points:		<b>100</b> points

Exams consist of 60 multiple-choice items (1/ 2 points each) covering both lecture and reading assignments.

Term Paper: One of the basic expectations of a 300 level course is that you complete at least one major written assignment. In the case of this course, it will consist of a term paper. The term paper for this course is a 10-page paper that will concentrate on one or more topic areas in juvenile justice.

At the end of the syllabus is a list of topic areas for your consideration as topics for your term paper. The topic areas are guidelines and you have the ultimate opportunity and responsibility to develop the topic area to your own interests.

I will provide guidelines on writing the paper, the use of proper citation format, conducting literature searches and reviews, and most important, making sure that you present only your original work.

You will provide a one-paragraph paper outline by Thursday, **February 21, 2013**.

Papers are due **Thursday, April 11, 2013**.

**NO LATE PAPERS WILL BE ACCEPTED**

There are **NO** extra credit assignments.

Final Grades:

90 - 100%	<b>A</b>
87 - 89%	<b>B+</b>
80 - 86%	<b>B</b>
77 - 79%	<b>C+</b>
70 - 76%	<b>C</b>
60 - 69%	<b>D</b>
00 - 59%	<b>F</b>

Tentative Time and Date of Final Examination is **Thursday, May 9, 2013 at 8:00 AM** at Lucy Stone Room A-143.

**LECTURE TOPICS AND READING ASSIGNMENTS**

<u>1/24</u>	Course Introduction. Introduction to Criminal and Criminal Justice in America; Course overview and requirements;
<u>1/28</u>	<b><u>READ</u></b> Chapters 1 Childhood and Delinquency.
<u>1/31</u>	<b><u>READ</u></b> Chapter 2. The Nature and Extent of Delinquency.
<u>2/4</u>	Chapter 2. The Nature and Extent of Delinquency.
<u>2/7</u>	<b><u>READ</u></b> Chapter 3. Individual Views of Delinquency.
<u>2/11</u>	Chapter 3. Individual Views of Delinquency.
<u>2/14</u>	<b><u>READ</u></b> Chapter 4.
<u>2/18</u>	<b><u>READ</u></b> Chapter 5. Social Reaction, Conflict and Theory
<u>2/21</u>	<b><u>READ</u></b> Chapter 6. Developmental Views of Delinquency: Life Course and Latent Trait. <b>Outline for Term paper is due</b>
<u>2/25</u>	Chapter 6. Developmental Views of Delinquency: Life Course and Latent Trait
<u>2/28</u>	<b><u>READ</u></b> Chapter 7. Gender and Delinquency.
<u>3/4 and 3/7</u>	<b><u>READ</u></b> Chapter 8. The Family and Delinquency.
<u>3/11</u>	Chapter 8. The Family and Delinquency Mid Term Course Review
<u>3/14</u>	<b>Mid Term Examination</b>

<u>3/18 and 3/21</u>	<b>Semester Break, No Classes</b>
<u>3/25</u>	<b><u>READ</u></b> Chapter 9. Peers and Delinquency: Juvenile Gangs and Groups.
<u>3/28</u>	Chapter 9. Guest Speaker: Detective Scott Caloiaro, Juvenile Justice and Police Interaction.
<u>4/1</u>	<b><u>READ</u></b> Chapter 10. Schools and Delinquency.
<u>4/4</u>	<b><u>READ</u></b> Chapter 11. Drug Use and Delinquency
<u>4/8</u>	<b><u>READ</u></b> Chapter 12. Delinquency Prevention: Social and Developmental Perspectives
<u>4/11</u>	<b>Term Papers Due. <u>READ</u></b> Chapter 13. Juvenile Justice: Then and Now. <b><u>Term Papers are Due. No Late Term Papers will be Accepted.</u></b> Oral Presentations of Term Papers
<u>4/15</u>	Chapter 13. Juvenile Justice: Then and Now. Oral Presentations of Term Papers
<u>4/18</u>	<b><u>READ</u></b> Chapter 14. Police Work with Juveniles. Oral Presentations of Term Papers.
<u>4/22</u>	Chapter 14. Police Work with Juveniles. Oral Presentations of Term Papers.
<u>4/25</u>	<b><u>READ</u></b> Chapter 15. Juvenile Court Process: Pretrial, Trial & Sentencing. Oral Presentations of Term Papers.
<u>4/29</u>	<b><u>READ</u></b> Chapter 16. Juvenile Corrections: Probation, Community Treatment, and Institutionalization. Oral Presentations of Term Papers.
<u>5/2</u>	Chapter 17. Delinquency and Juvenile Justice Abroad Presentations of Term Paper
<u>5/6</u>	Course Review

***Final Examination Date: Thursday, MAY 9, 2013. Lucy Stone A-143 from 8:00 AM to 11:00 AM.***

Juvenile Justice  
Term Paper Topics  
Professor Robert T. Szejner  
Spring 2013 Semester

1. How do poverty, health problems, and family problems increase the likelihood of juvenile delinquency?
2. Trends in juvenile crime during the past ten years.
3. What is the relationship between juvenile delinquency and race?
4. How do learning disabilities affect the issue of delinquency?
5. How does the fear of crime destroy a neighborhoods' ability to deal with the amount of crime?
6. Is restorative justice effective?
7. What are the strengths and weaknesses of the General Theory of Crime?
8. What are the effects of single motherhood on teenage delinquency?
9. What are the effects of divorce on teenage delinquency?
10. What are the effects of parental crime on teenage delinquency?
11. What are the effects of gang migration?
12. What is the association between school failure and delinquency?
13. How effective are the current strategies directed at controlling juvenile drug use?
14. How extensive is the drug problem among American Youth today?
15. How effective has delinquency prevention been in the United States?
16. What is the difference between delinquency prevention and delinquency control?

## Juvenile Justice

Spring 2013

### Term Paper Assignment

#### Grading Rubric

01 202 330 01

<b>Spelling And Grammar</b> No Paper submitted.	<u>25 or more</u> spelling and grammar errors.	<u>21 to 25</u> spelling and grammar errors.	<u>16 to 20</u> spelling and grammar errors.	<u>11 to 15</u> spelling and grammar errors.	<u>6 to 10</u> spelling and grammar errors.	<u>3 to 5</u> spelling and grammar errors.	<u>0 to 2</u> spelling and grammar errors.
<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>	<b>6 points</b>	<b>7 points</b>
<b>CONTENT PAGES</b> No Paper Submitted	<u>4 or less</u> content pages.	<u>5</u> content pages.	<u>6</u> content pages.	<u>7</u> content pages.	<u>8</u> content pages.	<u>9</u> content pages.	<u>10 or more</u> content pages.
<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>	<b>6 points</b>	<b>7 points</b>
<b>Content</b>  <b>No Paper Submitted On April 11 2013.</b>	Poor conceptual continuity. Paper is not grounded in existing research on the question. Paper is not written in an organized manner with an introduction, body and conclusion.		Conceptual continuity is evident. Paper is grounded in existing research on the question. Paper is written in an organized manner with an introduction, body and conclusion.		Conceptual continuity enhances the paper. Paper is grounded in existing research. Paper is well written in an organized manner with an introduction, body and conclusion. Paper promotes continued research on the subject.		
<b>0 Points</b>	<b>5 Points</b>		<b>10 Points</b>		<b>16 Points</b>		

Maximum point score for term paper assignment is **30** points.

All papers are due on, or before Thursday, **April 11, 2013**. All papers not received by that date will receive a grade of **0** for the assignment.

**NO LATE PAPERS WILL BE ACCEPTED**