

Juvenile Justice
01:202:322 Section B1
Monday through Thursday
8:00 AM to 9:55 AM
Hardenbergh Hall B-6

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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. (2011), by L. Seigel, B. Welsh, & J. Senna. Belmont, CA: Wadsworth.

EVALUATION OF STUDENT PERFORMANCE:

Two Exams:	30 points each	60 points
Term Paper		30 points
Civility Grade		10 points
Total Semester Points:		100 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** which 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 to be handed in by Thursday, **June 6, 2013**. Papers are due **Monday, July 1, 2013**.

NO LATE PAPERS WILL BE ACCEPTED

There are **NO** extra credit assignments.

Final Grades:

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

Date of Final Examination: **Wednesday, July 3, 2013** at 8:00 AM at Hardenbergh Hall B-6

LECTURE TOPICS AND READING ASSIGNMENTS

<u>5/28</u>	Course Introduction. Introduction to Criminal and Criminal Justice in America; Course overview and requirements;
<u>5/29</u>	<u>READ</u> Chapters 1 Childhood and Delinquency.
<u>5/30</u>	<u>READ</u> Chapter 2. The Nature and Extent of Delinquency.
<u>6/3</u>	<u>READ</u> Chapter 3. Individual Views of Delinquency.
<u>6/4</u>	<u>READ</u> Chapter 4. Structure, Process Culture & Delinquency
<u>6/5</u>	<u>READ</u> Chapter 5 Social Reaction, Conflict and Theory.
<u>6/6</u>	<u>READ</u> Chapter 6. Developmental Views of Delinquency: Life Course and Latent Trait. <u>Term Paper Outlines Due</u>
<u>6/10</u>	<u>READ</u> Chapter 7. Gender and Delinquency.
<u>6/11</u>	<u>READ</u> Chapter 8. The Family and Delinquency.
<u>6/12</u>	Chapter 8. The Family and Delinquency Mid Term Course Review
<u>6/13</u>	Mid Term Examination
<u>6/17</u>	<u>READ</u> Chapter 9. Peers and Delinquency: Juvenile Gangs and Groups.
<u>6/18</u>	<u>READ</u> Chapter 10. Schools and Delinquency.
<u>6/19</u>	<u>READ</u> Chapter 11. Drug Use and Delinquency

<u>6/20</u>	<u>READ</u> Chapter 12. Delinquency Prevention: Social and Developmental Perspectives
<u>6/24</u>	<u>READ</u> Chapter 13. Juvenile Justice: Then and Now.
<u>6/25</u>	<u>READ</u> Chapter 14. Police Work with Juveniles.
<u>6/26 & 6/27</u>	<u>READ</u> Chapter 15. Juvenile Court Process: Pretrial, Trial & Sentencing.
<u>7/1</u>	TERM PAPERS DUE <u>READ</u> Chapter 16. Juvenile Corrections: Probation, Community Treatment, and Institutionalization. Oral Presentations of Term Papers.
<u>7/2</u>	<u>READ</u> Chapter 17. Delinquency and Juvenile Justice Abroad. Oral Presentations of Term Papers Course Review
<u>7/3</u>	Final Examination

Final Examination Date: THURSDAY, JULY 3, 2013. Hardenbergh Hall B-6. 8:00 AM to 9:50 AM.

Nota Bene: Tape recording lectures is strictly prohibited, along with note-taking for commercial purposes.

This syllabus is subject to change.

Students unable to attend examination on the assigned date, for **ANY** reason, are to notify the instructor **PRIOR** to the examination date and make arrangements for make-up exam.

Students are encouraged to utilize any and all resources available to assist them with this course through the Rutgers University Learning Resource Center. Information regarding the services available can be accessed at: <http://lrc.rutgers.edu>

Students will be held to the academic integrity standards of this institution. Refer to: <http://teachx.rutgers.edu/integrity>

Juvenile Justice
Term Paper Topics
Professor Robert T. Szejner
Summer 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

Summer 2013

Term Paper Assignment

Grading Rubric

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Spelling And Grammar No Paper submitted. 0 points	<u>25 or more</u> spelling and grammar errors. 1 point	<u>21 to 25</u> spelling and grammar errors. 2 points	<u>16 to 20</u> spelling and grammar errors. 3 points	<u>11 to 15</u> spelling and grammar errors. 4 points	<u>6 to 10</u> spelling and grammar errors. 5 points	<u>3 to 5</u> spelling and grammar errors. 6 points	<u>0 to 2</u> spelling and grammar errors. 7 points
CONTENT PAGES No Paper Submitted 0 points	<u>4 or less</u> content pages. 1 point	<u>5</u> content pages. 2 points	<u>6</u> content pages. 3 points	<u>7</u> content pages. 4 points	<u>8</u> content pages. 5 points	<u>9</u> content pages. 6 points	<u>10 or more</u> content pages. 7 points
Content No Paper Submitted On July 1 2013. 0 Points	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. 5 Points		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. 10 Points		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. 16 Points		

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

All papers are due on, or before Monday, **July 1, 2013**. All papers not received by that date will receive a grade of **0** for the assignment.

NO LATE PAPERS WILL BE ACCEPTED