

## Criminal Justice 322: JUVENILE JUSTICE

### Fall 2016 Syllabus

Professor: Renee Russell  
Class Time: Thurs 6-8:40pm  
Room:  
Office:  
Office Hours: by appointment  
E-mail: renee.russell@rutgers.edu

Course Web Site: <https://sakai.rutgers.edu>

#### Required Reading:

Bernstein, Nell (2014). *Burning Down the House: The End of Juvenile Prison*. New York: The New Press.

Humes, Edward (2015). *No Matter How Loud I Shout: A Year in the Life of Juvenile Court*. New York: Touchstone, Simon and Schuster.

#### Recommended Reading:

Whitehead, John T. and Steven P. Lab (2015). *Juvenile Justice: An Introduction*. Eighth Edition. Cincinnati, OH: Anderson Publishing.

#### Course Summary

This course provides a detailed overview of the history and development of the Juvenile Justice system in the United States. We will examine the social construction of juvenile delinquency and explore the intersection of law, race, gender, geography and socio-economic status with the determination and treatment of juvenile delinquency. Students will be encouraged to critically consider and evaluate the way so-called problem (or merely misbehaving) youth are treated (arguably disparately) in and across America. Particularly, we will survey their treatment in juvenile courts, with juvenile residential and non-residential interventions, as well as with the use of restorative justice and diversion programs. Students will be challenged to identify weaknesses of and suggest alternatives to today's juvenile justice system.

#### Learning Goals

In accordance with the following learning goals adopted by the Program in Criminal Justice this course will engage students on the three goals of competence, critical thinking and independent research.

##### 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 a myriad of 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.

### **Attendance Policy**

*Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.*

*Attendance is an important part of your 10% civility grade*

### **Academic Honesty**

Academic honesty is a subject that I take very seriously. I encourage all students to familiarize themselves with the Rutgers University policies and procedures on academic honesty, available at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf) Be assured that any and all violations of honesty, for example, cheating in examinations or plagiarizing others' work for your written assignments, will be referred to the appropriate authorities

and sanctioned accordingly. Again, I think it is important that you know where I am coming from on these issues.

Since what counts as plagiarism is not always clear, I quote the definition given in Rutgers' policy: **Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:**

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.<sup>1</sup>

A SPECIAL NOTE: Students often assume that because information is available on the Web it is public information, does not need to be formally referenced, and can be used without attribution. This is a mistake. *All* information and ideas that you derive from other sources, whether written, spoken, or electronic, must be attributed to their original source. Such sources include not just written or electronic materials, but people with whom you may discuss your ideas, such as your roommate, friends, or family members. They deserve credit for their contributions too!

### **Statement on student disability**

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact me at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify eligibility through the Office of Student Disability Services. The University Disability policy and procedure is available at <http://disabilityservices.rutgers.edu/> Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

If you need accommodation under the disability policy, please let me know by **January 28**.

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<sup>1</sup> [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf) Updated with the University's current language on July 13, 2012. S. Lawrence

### **Evaluation of student performance**

Leading Class Discussion: 20 points

Midterm Exam: 20 points

Term Paper 20 points

Final Exam: 30 points

Civility Grade 10 points

Total Semester Points: 100 points

### **Final Grades**

90 - 100% A

87 – 89% B+

80 – 86% B

77 – 79% C+

70 – 76% C

60 – 69% D

00 – 59% F

### **Requirements**

There are a number of basic requirements for this course, which include attendance, active participation in class discussions, leading a class discussion, term paper, one mid-term examination, and one final examination.

### **Leading class discussion**

During the first class, I will assign students to lead the class discussion on topics chosen from the assigned readings for each class for the remainder of the semester. While I will lecture on the assigned readings in general, the student leader will choose his/her topic from the assigned reading, dissect it, identify important aspects of the reading, consider its application and relation to characters from the readings, and expand on it with additional research and his/her personal opinions given his/her detailed analysis. At the beginning of his/her designated class, the assigned student(s) will present for no longer than 10 minutes, followed by the student led discussion for 25-30 minutes.

### **Term Paper**

You are responsible for turning in a 10-page paper that will concentrate on one or more topic areas in juvenile justice. A one-paragraph paper outline is due by Thursday, **September 22, 2016**. Papers are due by Thursday, **November 17th, 2016**.

**NO LATE PAPERS WILL BE ACCEPTED.**

**There are NO extra credit assignments.**

### **Mid-term Examinations**

There will be one in-class mid-term examination on **Thursday, October 20th** that will cover material, lecture and reading assignments, up to that point in the course.

## Final Examination

Final Exam is on **Thursday, December 22, 2016** and will be cumulative.

## Missing an Exam or Being Late for an Exam

If you miss an exam without discussing with me the circumstances that preclude attendance BEFORE the exam is administered, you will fail that exam. It is only under the most extraordinary of circumstances that I will administer a make-up. Also, please be advised that I never change grades. If you arrive at an exam after the first student has finished and left, you will not be permitted to sit the exam at that time. This is to ensure the integrity of the examination and reduce the temptation to cheat.

## Academic Honesty

I encourage all students to familiarize themselves with the Rutgers University policies and procedures on academic honesty, available at <http://teachx.rutgers.edu/integrity/policy.html>. Any and all violations of honesty, for example, cheating in examinations or plagiarizing others' work for your written assignments, will be referred to the appropriate authorities and sanctioned accordingly.

## Course Outline

- 9/8 Introduction and Syllabus  
What is Juvenile Justice? How did it develop?  
Reading: Whitehead and Lab, Chapters 1 & 2 (pp.1-49)  
Platt "The Rise of the Child-Saving Movement" on sakai  
Bernstein, Chapter 2
- 9/15 Sociological Explanations of Delinquency  
Reading: Whitehead and Lab Chapter 4 (pp.80-103)  
Delinquency and Gangs  
Reading: Whitehead and Lab Chapter 5 (pp.106-137)  
Humes (pp. 1-63)
- 9/22 Juveniles and the Police  
Reading: Whitehead and Lab Chapter 7 (pp.172-201)  
The Juvenile Court System  
Reading: Whitehead and Lab Chapter 8 (pp. 205-242)  
Humes (pp. 64-112)  
**One-paragraph TERM PAPER outline due**
- 9/29 Due Process and Juvenile Rights  
Reading: Whitehead and Lab, chapter 9 (pp.246-275)  
Humes (pp. 113-199)
- 10/6 Juvenile Court: Is there Justice for all Juveniles?  
Humes (pp. 200-319)

- 10/13            **MIDTERM REVIEW**
- 10/20            MIDTERM EXAMINATION IN CLASS**
- 10/27            Juvenile Detention  
Bernstein (chapters 1, 3-6)
- 11/3             Juvenile Detention  
Bernstein (chapters 7-9)
- 11/10            The End of the Juvenile Prison  
Reading: Bernstein (chapters 10-15)
- 11/17            TERM PAPERS ARE DUE. SUBMIT ANY TIME UP TO NOV. 17th.**
- 11/22            Restorative Justice  
Reading: Whitehead and Lab Chapter 12 (pp. 335-357)
- 12/1             The Future of Juvenile Justice in the United States  
Reading: Whitehead and Lab Chapter 14 (pp.382-416)
- 12/8             **FINAL EXAMINATION REVIEW**
- 12/22            **FINAL EXAM 8-11 PM.**

### **Potential Term Paper Topics**

1. Delve into the various explanations of and their role in the determination of juvenile delinquency.
2. Trends in juvenile crime during the past ten years.
3. 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. Discuss the efficacy of restorative justice, diversion programs, and other alternative to detention.
7. Identify and discuss the strengths and weaknesses of today's juvenile justice system.
8. How does the treatment of misbehaving/problem youth differ across communities as compared by race, socio-economic status, ethnicity, class, etc.?
9. How extensive is the drug problem among American Youth today and how is it being addressed?
10. How effective has delinquency prevention been in the United States?
11. What is the difference between delinquency prevention and delinquency control?
12. What solutions do you propose in dealing with juvenile delinquency?
13. How, if at all, has the treatment of juvenile delinquency in America evolved? For the better or worse?
14. Criminalizing or treating mental abuse?
15. When Other People's Children become our Children?

## **Student-Wellness Services:**

**Just In Case Web App** <http://codu.co/cee05e> Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

**Counseling, ADAP & Psychiatric Services (CAPS)** [\(848\) 932-7884](tel:8489327884) / 17 Senior Street, New Brunswick, NJ 08901/ [rhscaps.rutgers.edu/](http://rhscaps.rutgers.edu/) CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

**Violence Prevention & Victim Assistance (VPVA)** [\(848\) 932-1181](tel:8489321181) / 3 Bartlett Street, New Brunswick, NJ 08901 / [vpva.rutgers.edu/](http://vpva.rutgers.edu/) The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call [848-932-1181](tel:8489321181).

**Disability Services** [\(848\) 445-6800](tel:8484456800) / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/> The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

**Scarlet Listeners** [\(732\) 247-5555](tel:7322475555) / <http://www.scarletlisteners.com/> Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.