

CJ203 Juvenile Justice

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Office: Petrocelli Hall
Office Hours: Wednesdays 8:30 a.m. – 9:00 a.m.
or by appointment

COURSE DESCRIPTION:

Juveniles are accorded a special status in the American criminal justice system at the same time they also account for a disproportionate amount of crime committed. Preventing delinquent and criminal behavior and responding to its occurrence are matters of concern to society at large and to the criminal justice system in particular. This course will examine the historical precedents and philosophical reasons for treating juveniles differently from adults and review empirical evidence about child development that can illuminate the reasons for their special status within the system. Students will learn about the distribution of juvenile delinquency according to both official statistics and self-report data and learn about the impact of significant social and institutional influences on delinquency: including family, school, peers and drugs. The major theories that have been proposed as explanations of delinquent behavior will be reviewed and evaluated based on the research conducted to test each theory.

Major court rulings that have shaped contemporary juvenile justice will be presented. The course will also provide a detailed overview of the juvenile justice system, from its beginnings to the current state of the institution, which will include a review of police work with juveniles, pretrial procedures, the juvenile court system, child protective services, diversion programs, and the juvenile correctional system.

COURSE OBJECTIVES:

- Students will be able to describe the scope and trends in juvenile delinquency and victimization.
- Students will integrate historical and changing notions of childhood with changes in practices and policies in the juvenile justice system.
- Students will learn the roles of the key figures in juvenile court proceedings.
- Students will be able to make comparisons between the structure of the adult and juvenile justice systems in the United States.
- Students will apply criminological theories to juvenile crimes in order to assess the validity of theoretical explanations for the onset of, continuation in, and desistance from delinquency.
- Students will also understand the role of external factors such as family, peers, and schools in child development and delinquent behaviors.
- Society's response to delinquency through informal and formal mechanisms of social control will be critically examined and compared to international standards.
- Students will be able to describe the importance of diversion programs and the institutionalization of juveniles in relation to the philosophy and history of juvenile corrections.

ACJS OBJECTIVES:

Students who complete this course will understand the history of the juvenile justice system, as well as contemporary practices and theories related to juvenile delinquency. Students will also be able to describe causes and consequences of juvenile delinquency and offending in the United States, and understand the ways the American Juvenile Justice system differs from international standards.

GLEC LEARNING OUTCOMES:

This course fulfills a requirement for a Social Science Knowledge and Understanding course. The associated skills and outcomes provided by the course and the artifacts used to assess student achievement of these outcomes are as follows:

INTELLECTUAL & PRACTICAL SKILLS	LEARNING OUTCOMES	ARTIFACTS
<i>(Social Science Skills)</i>	<i>Social Science K & U</i>	<i>Exams</i>
<i>*Critical Thinking</i>	<i>(Social Science K & U Skill)</i>	<i>Term Paper</i>
<i>*Information Literacy</i>	<i>(Social Science K & U Skill)</i>	<i>Delinquency & Victimization Paper Assignment</i>

REQUIRED TEXTS AND BOOKS:

- 1) Seigel, Lawrence and Brandon Welsh. *Juvenile Delinquency: the Core*, 6th edition. Cengage.
- 2) 'Boy With a Knife', by Jean Trounstein (Ig Publishing)

Course Format:

Primarily, this class will be conducted on a lecture/discussion basis. Be prepared to do a fair amount of reading and critical thinking. Be prepared to discuss with the class the assigned reading, and your thinking about the topics and subject matter.

You will note that class attendance and participation is weighted but as **extra-credit**. To participate you **must** attend class. A key aspect of this course is that you reflect on the main issues presented. Attending class and being engaged will govern your grade in this category.

Critical Reflection Papers:

Two (2) *critical thinking reflection* papers will be a course requirement. Each paper will be **1 page**, double-spaced. Each of the papers shall be an topic related to the textbook material or discussed in class.

Exams:

There will be three (3) exams administered during the course. The exams will consist of multiple choice, true/false and short essay questions.

Grading: The grading components and weight will be as follows:

Exams (3) - (60 %)

Critical Thinking Papers (2) - (40%)

Attendance and Participation - Extra Credit (10%)

<u>Grading Component</u>	<u>% of Grade</u>	<u>Cumulative %</u>	<u>Grade Computation</u>
Exam #1	20%	20%	_____ x .20 = _____
Exam #2	20%	40%	_____ x .20 = _____
Exam #3	20%	60%	_____ x .20 = _____
Paper #1	20%	80%	_____ x .20 = _____
Paper #2	20%	100%	_____ x .20 = _____
Attendance/Participation (Extra Credit) 10%			_____ x .10 = _____

Your grade: _____/100

GRADING: The following grading scale is used for grades in this class:

100 - 94 = A (95)	82.9 - 80 = B- (81.5)	69.9 - 67 = D+ (68.5)
93.9 - 90 = A- (91.5)	79.9 - 77 = C+(78.5)	66.9 - 63 = D (65)
89.9 - 87 = B+ (88.5)	76.9 - 73 = C (75)	62.9 - 60 = D- (61.5)
86.9 - 83 = B (85)	72.9 - 70 = C- (71.5)	Below 60 = F (55)

Student Expectations:

Respect - Since discussion is an essential part of this course, it is important that a free, safe and comfortable environment exists for all students. A critical real-world skill, no matter what your profession becomes, is the ability to listen with compassion, and comment with respect. Even if you strongly disagree with what an individual has stated, I expect you to reply, or argue, demonstrating respect for that person’s opinion, and their right to express it. Some topics or issues we will be addressing can be sensitive, or emotionally charged. I expect each individual to be respectful and tolerate of an individual’s right to express their view. In other words, as the old adage goes: “ You can disagree without being disagreeable”. A key aspect of critical thinking is being able to

understand and consider an opposing view, or position. My expectation is that your participation in our class will be respectful and professional at all times.

Cell Phones: Not permitted to be used, or visible.

Laptop Use: Laptop use will be permitted during class time for class/course purposes only.

Academic Honesty: *Anyone caught cheating on exams or assignments (e.g., turning in duplicate work) will receive a grade of zero on the assignment in question, and the incident will be handled according to the guidelines set out in the college's catalogue.*

ACADEMIC SUPPORT INFORMATION: The Wensberg Writing Center is available to assist students who feel they need help with writing assignments. Appointments for help can be made online at: <http://eraven.franklinpierce.edu/writingcenter/index.htm> . If you need course adaptations or accommodations because of a disability, please discuss your needs for assistance with me as early as possible (preferably within the first week of the semester) so that we may develop a plan to address your academic needs. It is the responsibility of students to have documentation on file with Academic Services.

COURSE SCHEDULE Fall 2016

Assignment deadlines and reading schedule are listed below. Other reading assignments may be distributed by the instructor or available on CampusWeb. **Please bring the assigned reading to class, as in class work may be based on readings as listed below:**

COURSE SCHEDULE:

The schedule for reading assignments, exams, and videos are listed on the following page; any changes to this schedule will be announced in class and posted on Campus Web. Please bring the assigned text to class, as in-class work for specific dates will be based readings.

Date	Reading/ Class Schedule
Week 1--8/30 to 9/2	Course Introduction
Week 2--9/5 to 9/9	Chapter 1. Childhood and Delinquency Chapter 2. The Nature and Extent of Delinquency

Week 3--9/12 to 9/16	Chapter 3. Individual Views of Delinquency
Week 4--9/19 to 9/23	Chapter 4. Sociological Views of Delinquency
Week 5--9/26 to 9/30	Chapter 5. Developmental Views of Delinquency Exam # 1 - 9/26
Week 6--10/3 to 10/7	Chapter 6. Gender and Delinquency Chapter 7. The Family and Delinquency Paper # 1 due - 10/3
Week 7--10/10 to 10/14	Fall Break: Monday and Tuesday No Class
Week 8--10/17 to 10/21	Chapter 8. Peers and Delinquency
Week 9--10/24 to 10/29	Chapter 9. Schools and Delinquency
Week 10--10/31 to 11/4	Chapter 10. Drug Use and Delinquency
Week 11--11/7 to 11/11	Chapter 11. Delinquency Prevention and Juvenile Justice Today Juvenile Justice around the World Exam # 2 - 11/7
Week 12--11/14 to 11/18	Chapter 12. Police Work with Juveniles Boy with a Knife: Part I (Intro – page 48)
Week 13--11/21 to 11/25	Chapter 13: Juvenile Court Process, Pre-Trial, Trial and Sentencing Boy with a Knife: Part I (pages 49 – page 84) Thanksgiving Break: No Class Wednesday and Friday
Week 14--11/28 to 12/2	Chapter 13 (continued) Film: Jailed for Life Boy with a Knife: Part I (pages 85 – page 164)
Week 15--12/5 to 12/9	Chapter 14. Juvenile Corrections Boy with a Knife: Part I (pages 165 – page 194) Paper # 2 due - 12/5

FINAL EXAM:

DEC. 12th 8:00 am

Exam # 3 (TBD)

Exam and Assignment Recap:

1. Exam # 1 - Sept. 26th
2. Paper #1 - Oct. 3rd
3. Exam # 2 - Nov. 7th
4. Paper # 2 - Dec. 5th
5. Exam # 3 - Dec. 12th (TBD)

Note: Because this course is being offered as part of the Canvas Learning Management System, this syllabus is to be considered **tentative**. There may be revisions to the syllabus made during the course to add assignments and grading components, if deemed by the instructor to be desirable and beneficial for the success of the course.