

Criminal Justice 322: JUVENILE JUSTICE

Fall 2014 Syllabus

Professor: Patrick Carr
Class Time: Mon-Wed 3.20-4.40
Room: LCB 109
Office: LSH A349
Office Hours: Monday 12-2PM, Wednesday 1.30-2.30 and by appointment
Office Phone: (732) 445-0974
E-mail: pcarr@rci.rutgers.edu

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

Required Reading:

Humes, Edward (1996). *No Matter How Loud I Shout: A Year in the Life of Juvenile Court*. New York: Touchstone, Simon and Schuster.

Whitehead, John T. and Steven P. Lab (2013). *Juvenile Justice: An Introduction*. Seventh Edition. Cincinnati, OH: Anderson Publishing.

Recommended:

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

Both required books have been ordered and should be available at the campus bookstore. You are strongly encouraged to buy these books. I recognize that the cost of many textbooks is prohibitive for some students, and so I encourage you to book share wherever possible, which can, at a minimum, halve your costs. Please note that it is the 7th edition of the textbook that is required. In addition to the required readings, I will make supplemental readings available to read in the library reserve or via the course website. The readings are quite varied and range from the straightforward textbook writing of Whitehead and Lab to the journalistic writing of Humes and Bernstein. The additional materials available on reserve are a combination of scholarly journal articles, chapters from books, and official reports. Most weeks you have around 50-60 pages of reading, which is not overly taxing. So you should take advantage of this and read ahead, especially with the Humes book, because we only have a few class periods dedicated to the case study. It is your responsibility to read and come prepared for class, as lectures will not simply cover the reading, but will seek to bring in materials above and beyond the assigned materials.

Course Summary

This course is designed to give students an overview of the topic of juvenile justice, with a specific emphasis on the United States juvenile justice system, though comparisons with other justice systems will be made from time to time. The course will examine the history of the juvenile justice system, and evaluate how juvenile wrongdoing has been socially constructed as a problem. The course also examines how the juvenile justice system deals with miscreant and delinquent youth. We

investigate several aspects of the juvenile system, including the juvenile courts, juvenile residential and non-residential interventions, and alternative means of dealing with so-called problem youth, such as restorative justice and diversion programs. A key component of this course is the extended case study of juvenile court, which we will examine through our reading of Edward Humes' account of Los Angeles juvenile court in *No Matter How Loud I Shout*. The case study is designed to allow us to investigate a key component of the juvenile system in depth, and we will use the Humes book as a springboard for a series of in-class discussions. The final part of the course will explore the future of juvenile justice in America. In addition to the Humes case study there is an extensive discussion component to this course, for which students are responsible. The weekly discussion forums are designed to encourage you to set the discussion agenda for the class. You should attend all discussion forums and not just the one for which you are responsible. I will ask questions on the exams that spring directly from these forums.

Expectations

The success of this class is very much dependent on the effort you put forth each week in being prepared and contributing to the best of your ability. I will lecture for the first part of each class, but the remainder of class will be spent discussing the week's readings and other topics of salience and interest.

I assume that each student who signs up for this course carries with him/her a set of expectations. You expect to learn about the transition to adulthood, and perhaps expect to be stimulated and challenged by the course materials. In turn, I enter each new course with a set of baseline expectations for my students, and I like to have them on the syllabus so everyone knows where I stand in terms of behavior and in-class norms.

You should expect that I be engaged and prepared for each and every class. You should expect that I grade and return assignments and tests in a timely manner. You should expect that I be available to meet with you in office hours, and respond to your questions promptly and courteously. And you should expect that I conduct myself in a professional manner at all times.

In turn, I have the following expectations about you. I expect that you will arrive **on time** (i.e. before 3.20PM) for class-when people are late it is discourteous to teacher and student alike, and disruptive for all. I expect that you pay attention, and not engage in side conversations, text messaging, or other digital distractions that are likewise discourteous and disruptive. I expect you to stay awake during class, and I will do my part to ensure that the lectures are not contributory to napping. I expect that you keep up with course materials and readings, and hand in assignments on time. I expect that during class discussions you are respectful of all of your classmates and their opinions, and that you do not engage in disrespectful or hateful discourse. For my part, I will strictly enforce civility during discussions.

To encourage you 10% of your grade is yours free and clear at the beginning of each semester. To maintain that you have to be present, attentive and civil, and those who are not lose parts or all of the 10%. The choice is really up to you.

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

IMPORTANT: LAPTOP/TABLET/SMARTPHONE Policy

I realize that laptops/tablets/phones are useful devices-I even own a couple of them-and that some students like to fire them up in class to take notes. However, in many cases these devices are used to surf the web, check Facebook updates and compose emails during class, none of which is acceptable behavior. I am therefore prohibiting the use of these devices and instead providing each student with their own notebook in which to write down notes. I will also post class notes on sakai after class to assist. There will be one exception to the no digital device rule, and that will be when the groups meet for the first time on September 10. Before and after that you will need to power down and stow your digital devices in your book bags.

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

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.¹

¹ 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

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!

Judgments about plagiarism can be subtle. If you have any questions, please feel free to ask for guidance from me.

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.

IMPORTANT NOTE: 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.

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 you must let me know by **September 10**.

Requirements

There are a number of basic requirements for this course, which include being an active participant of a discussion group, two discussion reaction papers, one mid-term examination, and one final examination.

Discussion Groups

Each Wednesday we will hold a discussion forum in class. This forum will allow us to discuss a different juvenile justice issue each week. For the first few weeks I will present an issue for our discussion. We will begin with a discussion of the Stop Snitching movement, on September 3, on September 10 I will direct a discussion on juvenile sex offenders, and do the same for the James Bulger murder on September 17. Thereafter, from September 24 until the end of the course, discrete groups of students will be responsible for presenting and directing the discussions. I will

randomly assign people to 7-8 person groups and I will circulate email lists for each group so you have a way of contacting each other. The discussion group is responsible for providing the class with a topic and some background information by, at the very latest, the Monday of the week they are to present-e.g. for Group E it will be by 10/20-and for presenting their topic to the class on their designated day. Group presentations should be no longer than 12 minutes (strictly enforced), which will be followed by a 20-25 minute discussion, which the group members will direct. The topic you choose can be a single event or a national issue, but it must fall under the rubric of juvenile justice. You can use powerpoint or video/DVD clips but again you should ensure that you do not go over the time allowed. Each group will be graded on their overall presentation (15% of your grade), and this will be done in two ways. Half of your group presentation grade will be given to the overall presentation, and then you will be rated for your individual contribution to the group. Individual contributions are rated by each member of the group, who will grade their own contribution and that of others in the group. This is then used to weight the individual overall grade. The way this works is if your group gets a B for your discussion topic but you have worked very hard, and everyone in the groups agrees that you have worked hard, then your grade will be assessed higher than the group grade. Conversely, if your group gets an A and you do nothing, your grade will be assessed lower. This way we guard against the free rider problem where someone is in a good group but does nothing to help-they will not be rewarded for doing nothing-they will be penalized instead. I will divide people into groups by September 10 and will set aside time at the end of that class for the groups to meet each other, make sure that everyone has their fellow group members email address and to get started on a topic. All topics should be cleared with me before proceeding.

Discussion Reaction Paper

The second part of your grade on the discussion forum is the written part. You are responsible for turning in a 5-page paper (approx 1,500 words) on the topic discussed in your forum. The paper **must** be written on your topic, and is due to me in class exactly **one week** after you present your forum. So if you are in Group C, for example, your discussion reaction paper is due on October 15th. The discussion paper is an opportunity for you to examine the issue that you have presented and to comment on what you think are the most important aspects of this issue, and to use what you learn in the course and apply it to the subject matter. The paper should demonstrate that you have taken the trouble to learn about the issue and that you have additionally thought about it and offer a measured opinion based on this analysis. Each paper counts for 15% of your overall grade.

Mid-term Examinations

There will be one in-class mid-term examination on **October 20th** that will cover material up to that point in the course. The midterm will be a combination of short answer and essay questions taken from review sheets, and I will give a detailed in-class review before each examination. The midterm counts for 15% of your overall grade.

Final Examination

The final, which will be held on **Friday December 19th 12-3 PM**, is a weighted cumulative examination and will cover material from all parts of the course, with an emphasis on material covered after the midterm. Questions from the early part of the course will be taken directly from the midterm, so you will not be asked a question from the early part of the course that you have not already seen. As with the midterms, there will be a comprehensive review before the final, which is worth 30% of your grade.

Quizzes

There will be 5 in-class pop quizzes each worth 2%. All material discussed in class and in forums are fair game.

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Course Grade is based on:

Midterm	20%
Final Exam	30%
Discussion Paper	15%
Discussion Group	15%
Quizzes	10%
Civility Grade	10%

IMPORTANT DATES

September 10: Meet and Greet group discussion members.

October 20: Midterm Examination in Class

December 10: Last Day of Class-Final Review

December 19: FINAL EXAM 12-3PM

Course Outline

- 9/3 Introduction and Syllabus
What is Juvenile Justice?
Reading: Whitehead and Lab, Chapter 1 (pp.1-23)
Discussion: Stop Snitching, Is it a Movement or a Fad? Reading; Kahn “The Story of a Snitch” on sakai Video and discussion
- 9/8-10 The Historical Development of Juvenile Justice
Reading: Whitehead and Lab Chapter 2 (pp.25-43)
Platt “The Rise of the Child-Saving Movement” on sakai
- 9/10 Discussion: Juvenile Sex Offenders
Read NY Times Magazine article on sakai
- 9/15-17 Case Study: James Bulger Murder
Reading: James Bulger murder on sakai
- 9/22 What do Juveniles Get Arrested for?
Reading: “Juvenile Arrests ” “Children’s Defense Fund Report on 2009 Arrests”
Available on sakai
- 9/24 What do Juveniles Self-report?
Reading: Monitoring the Future 2012 summary on reserve

Discussion: Group A
- 9/29-10/1 Delinquency and Gangs
Reading: Whitehead and Lab Chapter 5 (pp.95-127)
Vigil “Urban Violence and Youth Gangs” sakai
- 10/1 Discussion: Group B
- 10/6-8 Juveniles and the Police
Reading: Whitehead and Lab Chapter 7 (pp.158-188)
Carr, Napolitano and Keating, sakai
- 10/8 Discussion: Group C
- 10/13 Due Process and Juvenile Rights
Reading: Whitehead and Lab, chapter 9 (pp.231-260)
- 10/15 MIDTERM REVIEW

Discussion: Group D

10/20 MIDTERM EXAMINATION IN CLASS

10/22 Discussion: Group E

10/27-29 The Juvenile Court System
Reading: Whitehead and Lab Chapter 8 (pp. 191-228)
Humes (pp.11-19, 21-84)

11/3-11/10 Juvenile Court Case Study
Humes (pp.85-349)

11/5 Discussion: Group F

11/12 Juvenile Detention
Reading: Whitehead and Lab Chapter 10 (pp. 263-287)
Ezell "Juvenile Diversion: The Ongoing Search for Alternatives" on sakai

Discussion: Group G

11/17-19 The End of the Juvenile Prison
Reading: Excerpts from Bernstein on sakai

11/19 Discussion: Group H

11/24 Restorative Justice
Reading: Whitehead and Lab Chapter 12 (pp. 319-343)
Bazemore, on reserve

12/1 Discussion: Group I

12/1-3 The Future of Juvenile Justice in the United States
Reading: Whitehead and Lab Chapter 14 (pp.369-403)

12/8 Discussion: Group J

12/10 **FINAL EXAMINATION REVIEW**

12/19 **FINAL EXAM 12-3 PM.**