

Criminal Justice 322: JUVENILE JUSTICE

Fall 2017 Syllabus

Professor: Patrick Carr

Class Time: Mon-Wed 1.40-3.00

Room: LSH B115

Office: LSH A349

Office Hours: Monday 12-1.30PM, Wednesday 3-4.30 and by appointment

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

Recommended:

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

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. I will make the recommended textbook available to read in the CJ library and on reserve at Kilmer Library. 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 sakai 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 and Bernstein books, because we only have a few class periods dedicated to the case studies. It is your responsibility to read and come prepared for class, as lectures will not simply cover the reading, but will seek to impart information 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 are the extended case studies of juvenile court and the juvenile prison, which we will examine through our reading of Edward Humes' account of Los Angeles juvenile court in *No Matter How Loud I Shout* and Nell Bernstein's *Burning Down the House*. The case studies are designed to allow us to investigate key institutions in the juvenile system in depth, and we will use them 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 case studies 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.

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.

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 juvenile justice, 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 1.40PM) 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/Instagram and so on, 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 to discuss their topics. 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 20**.

Requirements

There are a number of basic requirements for this course, which include being an active participant of a discussion group, a discussion reaction paper, 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 on September 11 on juvenile sex offenders, and do the same for the James Bulger murder on September 20. Thereafter, from September 27 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 10/23-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 any topic discussed in the forum **except your own**. The paper **must** be written on another topic, and is due to me in class by **December 4th**. This is a **rolling deadline**, meaning that you can hand the paper in any time up to December 4th. The discussion paper is an opportunity for you to examine the issue that you have seen 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 23rd** 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 20% of your overall grade.

Final Examination

The final, which will be held on **Wednesday December 20th 8-11 AM**, focuses only on material covered after the midterm. As with the midterms, there will be a comprehensive review before the final, which is worth 30% of your grade.

Quizzes

There will be several in-class pop quizzes each worth 1-2%. All material discussed in class and in forums are fair game. Total quiz score is 10% of your overall grade.

Course Grade is based on:

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

IMPORTANT DATES

September 13: Meet and Greet group discussion members.

October 23: Midterm Examination in Class

December 13: Last Day of Class-Final Review

December 20: FINAL EXAM 8-11AM in class

Course Outline

- 9/6 Introduction and Syllabus
What is Juvenile Justice?
Reading: Whitehead and Lab, Chapter 1 (pp.1-23)
Discussion: Should those sentenced to life without parole as juveniles be eligible for parole?
- 9/11-18 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
Bernstein (chapter 2)
First Group Meeting September 13
- 9/20 Case Study: James Bulger Murder
Reading: James Bulger murder on sakai
- 9/20 What do Juveniles Get Arrested for?
Reading: “Juvenile Arrests 2012” “Children’s Defense Fund Report on 2009 Arrests”
Available on sakai
Discussion Groups meet

- 9/25 What do Juveniles Self-report?
Reading: Monitoring the Future 2015 overview on reserve
- 9/27 Delinquency and Gangs
Reading: Whitehead and Lab Chapter 5 (pp.95-127)
Vigil “Urban Violence and Youth Gangs” sakai
- 9/27 Discussion: Group A
- 10/2-4 Juveniles and the Police
Reading: Whitehead and Lab Chapter 7 (pp.158-188)
Carr, Napolitano and Keating, sakai
- 10/4 Discussion: Group B
- 10/9 Due Process and Juvenile Rights
Reading: Whitehead and Lab, chapter 9 (pp.231-260)
- 10/11-16 The Juvenile Court System
Reading: Whitehead and Lab Chapter 8 (pp. 191-228)
- 10/11 Discussion: Group C
- 10/18 MIDTERM REVIEW

Discussion: Group D
- 10/23 MIDTERM EXAMINATION IN CLASS**
- 10/25 Juvenile Court Case Study Intro
Humes (pp.11-19, 21-84)
- 10/30-11/8 Juvenile Court Case Study-Main
Humes (pp.85-349)
- 11/1 Discussion: Group E
- 11/8 Discussion: Group F
- 11/13-20 Juvenile Detention

Bernstein (chapters 1,3-6)

11/15 Discussion: Group G

11/20-27 The End of the Juvenile Prison
Reading: Bernstein (chapters 10-15)

*11/22 NO CLASS

11/29 Discussion: Group H

12/4 Restorative Justice
Reading: Whitehead and Lab Chapter 12 (pp. 319-343)
Bazemore, on reserve

12/4 ALL DISCUSSION PAPERS ARE DUE. SUBMIT ANY TIME UP TO DECEMBER 5th.

12/6 Discussion: Group I

12/6-11 The Future of Juvenile Justice in the United States
Reading: Whitehead and Lab Chapter 14 (pp.369-403)

12/13 Discussion: Group J

12/13 **FINAL EXAMINATION REVIEW**

12/20 **FINAL EXAM 8-11 AM.**