

## JUVENILE JUSTICE (Criminal Justice 202:322)

### Syllabus

Fall 2011  
M and W 5:35 - 6:55 p.m.  
Location: Davison 122

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Course web-site: <https://sakai.rutgers.edu/>

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or by appointment

### Purpose

This course provides a comprehensive overview of America's juvenile justice system. First, the course traces the historical development of juvenile justice from the 19<sup>th</sup> century through the present. Second, the course describes the nature and effects of contemporary juvenile justice interventions at each stage of system processing and how legal issues, race, gender, and geography condition these practices. Finally the course attempts to encourage students to critically evaluate both treatment and penal alternatives and current trends in juvenile justice reform with respect to reducing delinquency in America.

### Required Readings

One book is required in this course:

Text: Whitehead, John T. and Steven P. Lab (2009) *Juvenile Justice: An Introduction* (6<sup>th</sup> Ed.) ISBN 1593456131. (Available at Douglas College Book Store).

The text book is also available for purchase on-line.

Other readings will be available as Pdf files (Requires Adobe Acrobat to view) or on electronic reserve via Douglas library. These readings consist of short articles or book chapters.

### Key Features of the Course

I wish to emphasize two features of this course:

- 1) Opportunities for one-on-one student/Professor interaction are limited. Before contacting me by e-mail or phone, please attempt to ask questions before, during, or after class or during my office hours.
- 2) Important information will regularly be disseminated automatically to your official Rutgers e-mail account (unless you change your e-mail address through Rutgers' system) through the course list-serve or course web-site. In addition, you must access several

articles through Rutgers electronic reserve system. Finally, the Powerpoint lecture outlines are posted to the course web-site. I encourage you to print the slides and bring them to class but only if you print several slides per page (notes or handout view). Students who lack regular access to e-mail and the Internet should not take this course.

### Course Grade

Your grade will be scored on a 200 point scale and will be apportioned in the following manner:

Attendance	5% (10 pts.)
Quizzes	5% (10 pts.)
Paper Assignments	20% (40 pts.)
First Exam (Oct 3rd):	20% (40 pts.)
Second Exam (Nov. 7th)	25% (50 pts.)
Final Exam (Dec. 22nd):	25% (50 pts.)
Possible Extra Credit:	+5% (10 pts.)

Grading scale (%'s): <60 (F), 60-69 (D), 70-74 (C), 75-79 (C+), 80-84 (B), 85-89 (B+), 90+ (A).

*Attendance.* I will take attendance for most but not for all lectures. Please make sure you sign with *the same signature* on all attendance sheets. You may have two unexcused absences and still get a perfect attendance score. You are strongly encouraged to attend every lecture, since much of the material on the exams will be covered *only* in lecture--not in the readings or on any slides posted on the web-site. Furthermore, whether present or not, you are responsible for all information covered and any assignments made in every class. Only if you have an excused absence should you consider asking me about the contents of a missed class and only *after* consulting your class "buddy" (see Buddy System). If you expect to miss one or two classes due to medical reasons or family emergencies, 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. Documentation of other valid excuses (e.g. airline ticket receipt, court receipt, hospital visitation receipt, funeral program) must be promptly provided for the excuse to be accepted. You must provide me a *copy of the excuse* if you expect me to mark absences as excused. Excuses that cannot be verified with documentation (e.g. power outage, traffic jam, car trouble) will not be accepted as valid.

*Participation.* Students have an opportunity to earn up to ten valuable *extra credit* points in the course through participation in class Q & A and any discussion boards on Sakai. Because of time limitations, I will likely be able to call on each student no more than twice each class period. If you would like to share your thoughts and opinions in a more discursive fashion than available class time permits, come see me outside of class or post an item for discussion on the course web-site. I ask students who have not done the assigned reading to let others respond to questions first. This helps keep the class focused and flowing. Note also that I value good questions as much as good answers. Excessive or unsolicited participation or class participation that detracts from focused, intellectual discourse will not improve your grade and may actually reduce your participation score. Please do not ask me about your participation grade at any point.

*Classroom behavior.* In order to maintain a civil and productive classroom atmosphere, please come to class and leave on time, silence your phones, and refrain from e-mailing or texting during class sessions. Please do not carry on your own conversations during lecture. This behavior can be very distracting to me and students near you. Pursuant to page 6 of the University Code of Student Conduct (<http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf>), students whose disruptive behavior becomes a recurring problem will be directed to leave the room.

*Quizzes.* I reserve the right to give one or more announced quizzes on the course readings. However, these quizzes will count for no more than five percent of the course grade.

*Exams.* You will be tested three times in this course. Exams will consist of true/false and multiple choice questions. Exams seek to gauge not only your ability to memorize pertinent facts about juvenile delinquency and juvenile justice but also your ability to draw inferences from facts and logical deductions from theories and your ability to connect theories and concepts learned in the course to real world applications. The exams will cover all course material including any videos shown in class and guest speakers. The response that will receive full credit is what I consider to be the *best* answer. Cheating on the exams will result in a failing grade on the exam and a referral to the appropriate Dean's office. Grades on exams will be distributed at <https://secure.fas.rutgers.edu/apps/gradebook/index.cgi>

*Extra Credit.* Student may earn extra credit through particularly valuable contributions to in-class discussion, through in-class group activities, and through contributing, in a thoughtful, pertinent, and informed manner, to any professor-approved discussion threads on the course web-site. I do not plan to provide additional opportunities for extra credit.

### **Writing Assignments**

You will be asked to complete a short writing assignment and one longer essay. Please submit all papers through Sakai, as instructed.

***1. Delinquency Theory Analysis (5% of overall grade; due by the start of class on Sept 14th):***

For this assignment you will need to describe a real-life juvenile crime. It may either be an offense featured in a news story or one about which you have close personal knowledge. You should attach any articles about the offense. First, summarize the crime. Then, indicate a theory of delinquency that applies to the juvenile's behavior, along with a theory that does not apply. For each theory, provide a concise (1-2 sentences) summary. Then, indicate why the theory either applies or does not apply to the juvenile in question. Here you are applying the facts of the case to the theory. Finally, suggest a specific juvenile justice response that you think would be appropriate based on your analysis. Please use double-space type (12 pt., Times New Roman font). This assignment should be 1.5 to 2 pages. This assignment will be graded on a 10 point scale and should be submitted via the assignments sections of Sakai.

***2. Research Essay (15% of overall grade; due on Sakai on Dec 8th).*** You have two options for this 5-6 page assignment. The first option is that you choose from a list of over-arching themes or issue from the course (e.g. Is the juvenile justice system a means to control the poor?).

The second option is that you write about a specific juvenile justice issue or phenomena that we have not read articles specifically about or that were touched on fairly briefly in readings and lecture (e.g. boot camps, school probation and police). Your paper should incorporate sources from both in-class readings and outside scholarly sources. More information about the assignment will be distributed later. Please submit your paper via Sakai, in MS Word format only, prior to Dec. 8<sup>th</sup>, 2011 at 5:00 p.m (according to Sakai time stamp). It is your responsibility to make sure that your paper transmits properly and on time.

All papers will be judged on the depth and breadth of analysis, the quality of the writing, the proper use of course materials, and additional considerations at the discretion of the instructor. Grammatical errors, including incorrect spelling, will reduce the grade. Papers should reflect an understanding of both course readings and issues and topics raised in class discussion. Students are welcome to request feedback on paper topics, but I will not comment on rough drafts of papers.

To invoke the lingo of criminal justice, the instructor will fully enforce a “zero tolerance” policy for plagiarism. *If you quote from any sources, you must use quotation marks and cite your source.* You must cite the sources for any ideas that are not your own. All suspicious work will be thoroughly and fairly investigated. Plagiarism and related violations of academic integrity will probably result in a failing grade on the assignment and could be forwarded to the University Office of Student Judicial Affairs. For more information on the University’s uniform policies and procedures concerning academic integrity violations please see <http://academicintegrity.rutgers.edu/integrity.shtml>.

Late assignments will not be accepted. Exceptions will be made for lateness due to illness or a family emergency (or other exceptional circumstances). Documentation of these valid excuses must be *provided* (not merely shown) in a timely fashion for the excuse to be accepted. In lieu of not accepting a late assignment (with no documented excuse) the Instructor may impose a late penalty instead.

Documentation of valid excuses (see above) must be provided in a timely fashion for the excuse to be accepted. Whenever possible, no-penalty extensions should be requested and approved in advance. If an extended illness or family situation prevents you from attending class and completing your assignments on time, you must receive a new paper due date, so your paper can be evaluated properly and fairly.

### **Make-up Exams**

Students with a valid, documented excuse (see above) who must miss an exam may take a make-up exam administered by the criminal justice program. I do not administer make-up exams myself. Students without a valid excuse may not be permitted to take the make-up exam.

### **Students with Disabilities**

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.

### Communications

*The Buddy System.* I am often not immediately available to address questions you have about course material. The buddy system helps get your questions answered quickly. Here's how it works: During the first two weeks of class you should try to find another student whom you trust to be your first point of contact should you have a question about something mentioned in class that you missed or did not understand. At the end of two weeks I will pass around a sheet of paper in which you can indicate if you still need a buddy. I will then randomly pair people up. If possible, preferences for same-gender buddies will be honored. Students who do not sign up in class but would like a buddy will be added to a reserve list. The buddy system is purely voluntary and is largely for *your* benefit. Those who participate assume any and all risks that such a buddy system may entail. I encourage everyone to use the buddy system.

I recommend that you and your buddy exchange personal contact information, so you are both accessible to each other in time of need. You should feel some sense of obligation to your buddy, but buddy relationships, like most relationships, are built on trust and reciprocity. If your buddy repeatedly skips class and asks you for your lecture notes, you should feel absolutely free to refuse the request with no obligation. Please be respectful of your buddy's time and confidentiality. If you expect to receive help from your buddy, you should be prepared to give it.

If you would like to be assigned a new buddy, simply let me know via e-mail. I will be keeping a list of similarly situated students and other students who want buddies and use this list to randomly assign new buddies from it. If you are the subject of repeated or serious complaints from your buddy, I may not, depending on the circumstances, reassign you to anyone. If you are on the reserve buddy list and then find a new buddy on your own, please let me know so I can remove you from the list.

*E-mails.* I understand that even with the buddy system, students will send me e-mails with questions about lectures, reading assignments, quizzes, exams etc. I will respond only to reasonable questions, and I ask that you respect the following guidelines. First, I prefer that you e-mail me from an account that *lists your full name* as the sender. This makes it easier for me to track down your e-mail later. Second, if I do not yet know you by name, the subject heading should signal that you are one of my students. You may begin the subject with Juv Justice, CJ Student etc. If I cannot tell from your name or subject heading that you are one of my students, I may end up mistaking your e-mail for Spam and deleting it. Third, while I welcome anonymous e-mails that provide me feedback on the course, I will *not* reply to anonymous e-mails.

I receive so many e-mails that even e-mails that are important may not receive a reply for 48 hours. I typically will not respond to requests for information that I provided in a class that you missed without an excuse. When I'm really busy, I tend to keep my responses short. Please do not confuse parsimony with discourtesy. I will respond to all students with the same brevity.

*List-serve.* The course list-serve automatically sends messages to your e-mail address on file at Rutgers. I cannot set your list-serve e-mail address. The main purpose of the list-serve is to send you updates and reminders. However, do not count on the list-serve to inform you and remind you about everything important that I mention in class. If you are absent from lecture, it is your responsibility to find out what you missed from another classmate. Occasionally, I may post items to the list-serve that are relevant to a pending assignment or exam. It is your responsibility to check your e-mail regularly. As a rule, however, I will not post important messages to the list-serve at the last minute. I plan to always give at least 2 days notice for any changes I make to the readings, exams etc., and to make any important announcements in class. If you need to contact the whole class please send a message to [juvenilejustice\\_fall@rams.rutgers.edu](mailto:juvenilejustice_fall@rams.rutgers.edu).

### Lecture Topics, Required Reading and Dates

Please do the reading corresponding to a lecture in advance of the lecture. (Topics and readings are subject to change at least two days in advance of the corresponding lecture date.). If the chart below specifies a page range (e.g. 76-82) rather than a whole chapter or article, begin the reading on the first section that *begins* on the first page in the range and end the reading after the last section that *ends* on the last page in the range. If no section begins or ends on the pages described above, use *paragraphs* as markers instead of sections.

*Key:* Text: Whitehead and Lab. Reserve: On electronic reserve. Sakai: Reading will be available electronically from the course web-site (usually in PDF format).

<b>Date</b>	<b>Topics/Assignments</b>	<b>Readings</b>
Sep. 7	Introduction	
Sep. 8	Theories of Delinquency, Biological and Psychological	Sakai: "Adolescence, Brain Development" Text: Chapter 3, p. 58.5-71 (skip 60.5-65.5)
Sep. 12	Theories of Delinquency, Sociological	Text: Chapter 4, (skip 90-97; From Reckless to Labeling) (What you can't finish, read for Wed.).
Sep. 14	Group Exercise/Early History	See Jan. 28. Also Ch. 2 (25-30). <i>1<sup>st</sup> Assignment Due.</i>
Sep. 19	History of the Juvenile Court	Text: Rest of chapter 2
Sep. 21	Due Process Revolution	Text: Chapter 9 (skip 251-262, & Box 9.7, & 267-271), Sakai: Feld, "Race and the Jurisprudence of Juvenile Justice", p. 30-34.
Sep. 26	Juveniles and the Police	Text: Chapter 7 (skip 172-188 & 193-196); Sakai: "Gang Members and the Police"

<b>Date</b>	<b>Topics/Assignments</b>	<b>Readings</b>
Sep. 28	Juvenile Diversion and Mediation	Text: (213-216; 337-351); Reserve: 71, "Juvenile Diversion: Ongoing Search for Alternatives"
Oct. 3	First Exam	
Oct. 5	Juvenile Court Procedure	Text: Chapter 8 (skip 206-212); Reserve: Hume, "Judge Dorn"
Oct. 10	Juvenile Probation	Text: Chapter 11 (Skip 305 "aftercare" & 318-323)
Oct. 12	Juvenile Detention and Corrections	Text: 206-212; Chapter 10 (skip 285-288; Skim 292-296). Sakai: Fader, "Youth Incarceration and Reentry" 2-14
Oct. 17	Juvenile Aftercare/Reentry	Sakai: Fader, 14-27; Bartollas & Miller (242-257)
Oct. 19	Therapeutic Interventions	Reserve: Bartollas & Miller, (skip 386-388)
Oct. 24	What works and does not work	Text: 285-287; 316-323
Oct. 26	Effects of Punishment on Youth	Text: 92-95; Reserve: Sherman, "Defiance, deterrence, and irrelevance"
Oct. 31	Film, <i>Juvies</i>	Sakai: Lewan, "Mo. Tries New Approach" & TBA
Nov. 2	Race and Juvenile Justice	Reserve: Bishop: "Race, Delinquency, and Discrimination" (skip 195-197), Text: p. 187.5-188; p. 390-391
Nov. 7	Second Exam	
Nov. 9	Geography and Juvenile Justice and/or Media Portrayals of Juvenile Crime	Reserve: Feld, "Justice by Geography" and Sakai: Males, "Wild in Deceit"
Nov. 14	Gender and Juvenile Justice	Reserve: Triplett, "Gender and Delinquency" p. 224-231
Nov. 16	Film, <i>Girl Trouble</i>	Reserve: Triplett, "Gender and Delinquency" p. 215-223
Nov. 21	Punitive Transformations	Text: (p. 43; 397-399); Reserve: Feld, "Race and the Jurisprudence of Juvenile Justice", p. 150-159
Nov. 23	Thanksgiving Recess	N/A
Nov. 28	Future Directions of Reform	Chapter 14 (skip p. 390-393 &, 397-399; 402-407).

<b>Date</b>	<b>Topics/Assignments</b>	<b>Readings</b>
Dec. 5	Juvenile Justice and Education	Reserve: Schwartz & Rieser, "Zero Tolerance as Mandatory Sentencing"; Sakai: Rimer & Gootman "Unruly Students" and St. George "Texas students"
Dec. 7	Guest Speaker	No Reading. Papers Due Dec 8 <sup>th</sup> at 5 p.m.
Dec. 12	Juvenile Justice and Mental Health	Reserve: Ginsburg & Demeranville, "Sticks and Stones"
Dec. 22	Final Exam, 4 p.m. Davison 122	