

**Rutgers University  
Summer 2012**

**JUVENILE JUSTICE  
Syllabus**

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Office hours by appointment

**Required textbooks: Juvenile Justice in America: 6th Edition  
Clemens Bartolas and Stuart J. Miller**

**Special Events: Gang Presentation**

**Tour of the New Jersey Training School**

**Learning Goals:  
A Statement of Principles**

**The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.**

**The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.**

**Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.**

**Learning Goals for Criminal Justice Majors**

**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 myriad 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.

**Scholarship:** Students will complete a research paper as one of their course requirements. They will adhere to a rubric and the topics applicable to the course content.

**Purpose of course:** To provide an introduction and overview of Juvenile Justice in the United States. This course will examine the history of juvenile justice and make a distinction between adult and juvenile adjudication of offenses. This course will include discussions of the social construction of juvenile delinquency, the influence of the media on perceptions of juvenile justice, diversion, community justice, levels and types of confinement, probation, re-entry and parole (including the concept of Post Incarceration Supervision), the distinction between status offenders and criminal offenders, the treatment of juveniles, gender distinctions, youth court, and the future of juvenile justice.

The following outline is a guide for reading and class discussion. The dates or discussion may change!

May 30 - Introduction and Syllabus What is Juvenile Justice (lectures 1 and 2)

Reading - Chapter 1. Juvenile Justice: An Overview Introduction

**Chapter 2 the Measurement of Juvenile Crime and Victimization**

**June 4 - Reading Chapter 3. Causes of Juvenile Crime**

**Chapter 4 The Police**

**June 6 Reading Chapter 5 – the juvenile Court**

**Chapter 8 Juvenile probation**

**June 11 (Submit ½ of journals) Institutional/Residential Interventions – Tour of NJ**

**Training School Presentation – Lionel Henderson, Supt. TSBJ**

**Reading – Chapter 10 Juvenile Institutionalization and Aftercare**

**June 13 Presentation – Alan Mitchell and Dominic Ciclala**

**Reading Chapter 12 Juvenile Gangs**

**Chapter 7 Juveniles in Adult in Court**

**Submit Papers**

**June 18 Review for Final**

**Reading Chapter 13 Youthful Offending**

**Chapter 16 Juvenile Justice in the 21<sup>st</sup> Century**

**Submit Journals**

**June 20 Final**

**If class size permits, I will request a short oral report on your research and findings**

**Course Journal:**

**You will be expected to maintain a short journal of your reactions to matters related to Juvenile Justice. There will be a total of twenty entries. The purpose of the journal is provide you with an additional medium in which to react to current events as portrayed by the media (minimum five entries) textbook information, instructor's lectures, lecture by guest speaker, Court decisions, and other interactions related to juvenile justice. Your first journal entry will be completed at the beginning of the first class. You may use your reactions to your reading and especially the book for Book Critique. Your First topic: Is juvenile justice effective? Why or why not. Limit one handwritten page. The twentieth topic requires you to read back through your journal entries and provide a summary of your experiences and growth.**

### Academic Honesty:

Plagiarism will be handled according to university policy and will not be tolerated. Writers work hard and their work should be respected and recognized.

### Evaluation:

Tests 50%

Journal 20% Due December 13

Paper 20% Due December 9 NOTE: A rubric will be distributed in class for you to use as a guide

Attendance and participation 10%

Total 100%

### Exams:

There will be one exams: a final. There will be a review before the exam. The exam will cover content from texts, lectures and speaker(s). Exam will be True and False questions, multiple choice, fill in and /or short answer. You are responsible for being present for the exam.

### PAPERS

At the end of each chapter there are critical thinking questions. Look at these for ideas for a paper. Please submit your topic by June 4. Papers shall be typed double spaced and edited for spelling, grammar, punctuation, etc. Papers should follow a standard format of theme, develop and summary. I will be looking at analysis, writing quality, use of and quality of reference materials. If you are having problems with the development of your paper I am willing to make an appointment with you to discuss your work. If that is to happen please come with something prepared, that is, ideas and development of the ideas as they relate to paper topic, course content, and text discussion.

The paper is a mandatory requirement for course completion.

### Attendance and class conduct:

Attendance will be taken for all classes. Your attendance is important since tests will be devised from both the text and from lecture presentations. Class participation is strongly encouraged and can affect your grade. Class participation can be both comments on lecture and questions for clarification. Please do not receive or send messages during class or have cell phones ringing indiscriminately. Your fellow students do not need the distractions