

Rutgers, The State University of New Jersey
Fall 2014

JUVENILE JUSTICE
Syllabus

Dr. Matthew J. Sheridan
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Office hours by appointment

Tuesdays 3:00 – 5:40 Freehold

Required textbooks: Juvenile Justice: A Guide to Theory, Policy and Practice 8th ed., (2014) by Cox, Stephen, Allen, Jennifer, Hanser, Robert, and Conrad, John, Sage ISBN: 978-1-4522-5823-2

Special Events: Gang Presentation

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.

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.

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

September 2 - Introduction and Syllabus What is Juvenile Justice What are the myths and realities

Reading - Chapter 1 Juvenile Justice in Historical Perspective

September 9 Lecture – History

Reading - Chapter 2. Defining and Measuring Offenses by and against Juveniles

September 16 Lecture Crime, Deviance & Delinquency

Reading – Chapter 3. Characteristics of Juvenile Offenders

September 23 Lecture – Defining Deviance

Reading – Chapter 4. Theories of Causation

September 30. Lecture – Juvenile Gangs

Reading – Chapter 12. Violent Juveniles and Gangs

Presentation – Alan Mitchell and Dominic Ciclala

October 7 Lecture - Child Abuse and Neglect

Review for Mid Term (Submit ½ of journals)

Reading - Chapter 5 – Child Abuse and Neglect

October 14 MID-TERM

Review of Paper Preparation

Reading - Chapter 6 Purpose and Scope of Juvenile Court Acts

October 21 Lecture - History & Philosophy of Juvenile Justice & The Court

Reading – Chapter 7 Juvenile Justice Procedures

October 28. Lecture - Role of the Prosecutor

Reading – Chapter 9 Key Figures in Juvenile Court Proceedings

November 4. Lecture – Juvenile Probation

Reading – Chapter 10 – Prevention and Diversion Programs

November 11. Lecture - Police, Juveniles & Delinquency: Effect, Dilemmas & Change

Reading – Chapter 8 – Juveniles and Police

November 18 Lecture – Overview of Juvenile Justice System in New Jersey

Reading – Chapter 11 Dispositional Alternatives

November 25 Lecture – Restorative Justice

Reading – Chapter 13 Juvenile Justice Around the World

December 2 Lecture – Collateral Consequences

*******Submit Papers**

Reading – Chapter 14 The Future of Juvenile Justice

December 9 Lecture – Juvenile Waiver

*******Submit 2nd half of Journal entries**

*******Review for Final**

******December 16 Final Exam**

If class size permits, I will request a short oral report on your research and findings on December 2 and 9

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-five 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 twenty-fifth topic requires you to read back through your journal entries and provide a summary of your experiences and growth.

Guest Speaker(s) dates to be determined
Patti Loukidis Member NJ State Parole Board
Michele McCreary Substance Abuse

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 (25 and 25) 50%
Journal 20% **Due December 9**
Paper 20% **Due December 2** **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 two exams: a mid term and a final. There will be a review before each exam. The exams will cover content from texts, lectures and speaker(s). Exams will be True and False questions, multiple choice, fill in and /or short answer. You are responsible for being present for exams. Only a legitimate excuse for absence with documentation will qualify for rescheduling an 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 **September 9**. 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