



**Juvenile Justice**  
**01:202:322**  
**M, Thurs. 12:00-1:20 am**  
**Lucy Stone Hall, A143**

**Instructor:** Brian Donnelly, Esq.

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Office Hours: Prior to or after class and by appointment

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**Program in Criminal Justice**  
**Rutgers, The State University of New Jersey**

**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.

## **COURSE DESCRIPTION**

This course provides an introduction, overview, and survey of the juvenile justice system in America. Topics include the origins of the juvenile-adult distinction, the history of the juvenile justice system: the measurement of delinquency, the causes and prevention of delinquency, the formal juvenile justice system and diversionary programs. We will also investigate juvenile justice systems in other countries. Finally the course attempts to encourage students to critically evaluate current trends in juvenile justice reform and the effects that modern society has on the juvenile justice system.

## **REQUIRED TEXT**

Juvenile Delinquency: Theory, Practice and Law 11<sup>th</sup> ed. by Larry Siegel & Brandon Welsh, Wadsworth, 2012. There may be additional handouts and readings distributed by the Professor.

## **COURSE REQUIREMENTS**

### *1) Attendance & Participation*

Participation and attendance are required and mandatory, as they count toward your grade. 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 e-mail is automatically sent to me. You are expected to have the material read for the respective class. Students are encouraged to take an active part in all classroom discussion and will be called on regularly. Please remember that participation will be graded accordingly.

### *2) Reading Material*

Readings are assigned for every class.

### *3) Term Paper*

**A part of your grade will be a Term Paper.** One of the basic expectations of a 300 level course is that you complete at least one major written assignment. In this course, it will consist of a term paper. The term paper for this course is a 10-page paper that will concentrate on one or more areas in juvenile justice. I will provide topic areas as

guidelines as well as guidelines on writing the paper, the use of proper citation format, conducting literature searches and reviews, and most important, making sure that you present only your original work

#### 4) Unannounced Quizzes

There will be several unannounced quizzes on covered topics in assigned reading assignments. There are no make up dates for any quiz.

### **COURSE GRADING**

The final grade will be determined using the following weighting scale:

Midterm	25%
Final Exam	35%
Pop Quizzes	10%
Term Paper	25%
Participation in cases	5%

### **GRADING SCALE**

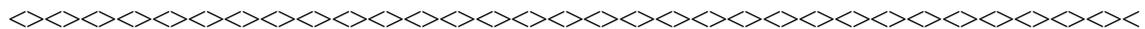
- A** 100-- 90
- B+** 89-- 85
- B** 84-- 80
- C+** 79-- 75
- C** 74-- 70
- D** 69-- 60
- F** 59 and below

### **ACADEMIC DISHONESTY**

Rutgers University has a well defined academic integrity policy, which will strictly enforced in this class. All students in this class should review and be familiar with the policy of the university, which can be found at <http://TeachX.rutgers.edu/integrity/policy.html>

### **Spring 2015--COURSE SCHEDULE**

This calendar of events is subject to change based on the completion of course material and student progress.



Jan. 20	<b><i>Introduction</i></b> Presentation of the syllabus, requirements and discussion of current issues.
Jan. 22	Chapter 2- Nature and Extent of Delinquency
Jan27, 29	Chapter 3- Individual Views of Delinquency
Feb 3, 5	Chapter 4, 5- Structure, Process, Social Conflict/Social Reaction

Feb 10, 12 Chapter 7,8- Gender/ Family and Delinquency  
Feb 17, 19 Chapter 9,10- Family/ Peers and Delinquency  
Feb 24, 26 Chapter 11- Drug Use and Delinquency  
March 3, 5 Chapter 12- Delinquency Prevention  
**March 10 Review/Term Paper Review**  
**March 12 Midterm**  
**March 17,19 Spring Break**  
March 24, 26 Chapter 13- Then and Now  
March 31, Apr 1 Chapter 14- Police Work and Juveniles  
April 7, 9 Chapter 15- Juvenile Court Process  
April 14, 16 Chapter 16- Juvenile Corrections  
April 21, 23 Chapter 17- Delinquency Abroad  
April 28, 30 Term Paper, Review  
  
**May 7-13 Final Exam Date to be Determined**

<http://finalexams.rutgers.edu/>  
**For any changes that may unexpectedly occur**