

Rutgers, The State University of New Jersey
Fall 2016

JUVENILE JUSTICE
Syllabus

Dr. Matthew J. Sheridan
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Office hours by appointment

Monday 6- 8:40 PM Freehold

Required textbooks: Bartollas, Clemens, & Miller, Stuart J. (2013). *Juvenile Justice in America*. (7th Edition.) Prentice Hall. ISBN: 9780132978309

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

Reading - Chapter 1 Juvenile Justice an Overview

September 19 Lecture – History

Reading - Chapter 2. The measurement of juvenile crime and victimization

Class Discussion: your paper topics

September 26 Lecture Crime, Deviance & Delinquency

Reading – Chapter 3. Characteristics of Juvenile Offenders

October 3 Lecture – Defining Deviance

Reading – Chapter 2 The measurement of juvenile crime and victimization

October 10. Lecture – Juvenile Gangs

Reading – Chapter 12. Juvenile Gangs

Presentation – Alan Mitchell and Dominic Ciclala

October 17 Lecture - Child Abuse and Neglect

Review for Mid Term (Submit ½ of journals)

Reading – Chapter 2 The measurement of juvenile crime and victimization

October 24 MID-TERM

Review of Paper Preparation

Reading - Chapter 5 The Juvenile Court

October 31 Lecture - History & Philosophy of Juvenile Justice & The Court

Reading – Chapter 6 The Juvenile Court

November 7. Lecture - Role of the Prosecutor

Reading – Chapter

November 14. Lecture – Juvenile Probation

Reading – Chapter

November 21. Lecture - Police, Juveniles & Delinquency: Effect, Dilemmas & Change

Reading – Chapter 4 – The Police

November 28 Lecture – Overview of Juvenile Justice System in New Jersey

Reading – Chapter 11 Dispositional Alternatives

December 5 Lecture – Restorative Justice

Reading – Chapters 8, 9, 10

December 12 Lecture – Collateral Consequences

*******Submit Papers**

Reading – Chapter 16 Juvenile justice in the twenty-first century

Lecture – Juvenile Waiver

Reading Chapter 7 Juvenile in Adult Court

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

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

******December 19 Final Exam**

If class size permits, I will request a short oral report on your research and findings on November 28 and December 5

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.

Each class there will be presentations of your journal entries related to that week's topic for discussion

Guest Speaker(s) dates to be determined

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) 60%

Journal 10% **Due December 12**

Paper 20% **Due November 21** **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 19**. 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.

NOTE: these are research papers. They are not your opinion. They require citations and a bibliography

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 EXPECTED AND WILL affect your grade. Class participation can be both comments on lecture and questions for clarification. **PLEASE PUT CELL PHONES AWAY AND OFF DESK TOPS. NOTE: IF THERE IS AN EMERGENCY SEE ME.** Please do not receive or send messages during class or have cell phones ringing indiscriminately. Your fellow students do not need the distractions