

Introduction to Juvenile Justice

CJ 201: Fall 2009

MWF 1:30-2:20

Murray Commons 208

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Office Hours:
Mondays/Weds: 8:30-9:30; 11:30-1:30
Tuesdays: 10:30-2:30
or by appointment

Course Description and Learning Objectives:

This course provides an overview of historical and contemporary perspectives of juvenile justice within the United States. Specifically, this course examines: (1) the development of the U.S. juvenile justice system, (2) definitions and measurements of juvenile delinquency, (3) controversial juvenile justice practices and policies, and (4) the complex relationship between juvenile justice, race/ethnicity, gender, and socio-economic status.

Students should be able to: (1) demonstrate knowledge of the key components of the juvenile justice system, (2) demonstrate an understanding of how historical practices influence contemporary juvenile justice policies, and (3) use critical thinking skills to analyze the effectiveness of juvenile justice policies and practices in reducing recidivism, protecting constitutional rights, and ensuring public safety.

Required Readings:

Bernard, Thomas J. 1992. *The Cycle of Juvenile Justice*. New York: Oxford University Press.
Krisberg, Barry. 2005. *Juvenile Justice: Redeeming Our Children*. CA: Sage.

*You will also be required to read a few additional articles throughout the semester; these will be available via electronic library reserve.

Course Requirements and Grading:

Class Participation:	100 pts	A = 360-400 pts
Exams (3):	300 pts	B = 320-359 pts
TOTAL:	400 points	C = 280-319 pts
		D = 240-279 pts
		F = 239 and below

Class Participation (100 points):

You will be given the opportunity to earn 100 points toward class participation through attendance and participation in a variety of in-class and take-home assignments. Attendance is required for this course. You are responsible for keeping up on changes to the syllabus and lecture notes. Class discussion is a vital part of this course, and you will be required to participate in group and individual activities throughout the semester. These activities will include: reaction papers to guest lectures and films, group projects, and quizzes.

Exams (300 points):

Three exams (100 pts each) will be given in-class throughout the semester. Each exam will consist of multiple choice questions and essays. I will provide you with a study guide prior to each exam and the third (final) will be cumulative. Specific exam content will be discussed in class. Make-up exams are entirely essay exams and will be offered to students with excused absences on exam days.

Excused Absences and Late Assignments

In order for any absence to be considered excused, I will need verification of the emergency or special circumstance (i.e. doctor's excuse, funeral listing). You are responsible for completing missed assignments, quizzes, and obtaining lecture notes from your fellow students for the days you missed. 20% will be deducted from late assignments. Note: some in-class activities cannot be made-up.

PLEASE BRING TO MY ATTENTION ANY DIFFICULTIES YOU MAY HAVE REGARDING TEST-TAKING OR WRITING ABILITY - HELP IS AVAILABLE

MSUM Write Site = call 218-477-5937 for hours and locations

The Counseling Center = Bridges 260 – 218-477-2227; or 701-235-7335 (24-hr hotline)

Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 477-5859 (Voice) or 1-800-627-3529 (MRS/TTY), CMU 114 as soon as possible to ensure that accommodations are implemented in a timely fashion.

MSUM Academic Honesty Policy: "In academic work, students are expected to present original ideas and give credit for the ideas of others...When an instructor has convincing evidence of cheating or plagiarism, the following actions may be taken: assign a failing grade for the course...or report the offense, the evidence, and their action to the Dean of their college or the VP for Academic Affairs" (MSUM Student Handbook, 2008).

NO USAGE OF CELLULAR PHONES, IPODS, OR OTHER ELECTRONIC DEVICES ALLOWED IN CLASS WITHOUT MY CONSENT.

LAPTOP COMPUTERS MAY BE USED DURING CLASS FOR NOTE-TAKING PURPOSES ONLY (not for email, surfing, working on other coursework, etc.)

Course Schedule and Assignments (readings and assignments should be completed on day they appear on schedule – NOT the next day):

Week 1:

8/24: Introduction to Course

8/26: "Were you a juvenile delinquent?" assignment due

8/28: Read Krisberg Chapter 1 Juvenile Justice: Myths and Realities and answer Review questions

Week 2: Measures of Juvenile Delinquency and Status Offenses

8/31: In-class group assignment: identify most/least common offenses according to UCR

9/2: Read Krisberg Chapter 2 Data Sources and answer Review questions

9/4: In-class group assignment: create a juvenile justice system

Week 3: Historical View of Juvenile Delinquency and JJS

9/7: NO CLASS: Labor Day

9/9: Read Bernard Chapters 4 and 5: quiz

9/11: The Cycle of Juvenile Justice

Week 4: Theoretical Explanations for Juvenile Delinquency

9/14: Read Hess [electronic reserve article] "Theories of Delinquency and Juvenile Offending"

9/16: In-class film "Streetwise"

9/18: Read Bernard Chapter 6: The Origin of Juvenile Justice – The First Juvenile Court; "Streetwise" cont. and film review due

Week 5: Summary and Review

9/21: How and why did the JJS develop? Catch-up on readings!

9/23: In-class review for 1st Exam

9/25: 1st EXAM

Week 6: Pivotal Court Cases and the Development of Contemporary Juvenile Justice Systems

9/28: Read Bernard Chapter 7: Juvenile Justice Today: Good Intentions; in-class exercise

9/30: Impact of pivotal cases; quiz

10/2: NO CLASS: Department of Sociology and Criminal Justice Retreat

Week 7: Contemporary JJS, cont...

10/5: Read Krisberg Chapter 4: The Current Juvenile Justice System, and answer Review ?s

10/7: Guest Lecture: court liaison

10/9: Re-group: comparison between JJS created and existing systems: what would you change?

Week 8: Intersections of SES and Race/Ethnicity: Unequal Justice

10/12: NO CLASS: Fall Breathe

10/14: Read Krisberg Chapter 5: Juvenile Justice and the American Dilemma, and answer Review ?s

10/16: In-class film: "Juvenile Justice"

Week 9: Unequal Justice, cont...

10/19: Finish "Juvenile Justice" film and in-class response essay

10/21: Read Krisberg Chapter 6: Young Women and the JJS, and answer Review ?s

10/23: In-class group activity: "Does gender matter?"

Week 10: Gangs and Youth Gangs

10/16: In-class activity: "What is a gang?"

10/28: Read Chesney-Lind & Sheldon [electronic reserve] "Girls and Gangs"

10/30: Read Krisberg Chapter 9: The Gang Busters, and answer Review ?s

Week 11: Juvenile Transfer/Waiver to Adult Courts

11/2: In-class debate: "Juveniles should/should not be transferred to adult courts"

11/4: In-Class Review for 2nd Exam

11/6: 2nd EXAM

Week 12: Prevention and Diversion

11/9: Read Krisberg Chapter 7: Is There a Science of Prevention?" and answer Review ?s

11/11: (last day to withdraw from course) Return exams and current grade in course

11/13: Guest lecture: JJS practitioner

Week 13: "Corrections"

11/16: Read Bernard Chapter 9: The Lessons of History

11/18: Tour Moorhead Juvenile Facility

11/20: Response paper due

Week 14: "Corrections" and Beyond...

11/23: Read Krisberg Chapter 8: What Works in Juvenile Justice, and answer Review ?s

11/25: NO CLASS: Fall Break

11/27: NO CLASS: Fall Break

Week 15: Where do we go from here?

11/30: Read Bernard Chapter 10: The End of Juvenile Delinquency

12/2: "Should we abolish Juvenile Courts?" in-class debate

12/4: Read Krisberg Chapter 10: Redeeming Our Children"

Week 16:

12/7: In-Class Review for Cumulative Final Exam

FINAL EXAM: December 15, 3:00 pm, Murray Commons 208

***This syllabus is subject to change. I reserve the right to modify readings, test dates, and assignments.**