



47: 202: 422: 81 Youth Violence
3 of Credits
Spring, 2019

Saturday(s)
9:30 p.m. – 12:30 p.m.
Conklin Hall/Room 342

I. Course Information

Instructor Information:

Instructor: *Elena M. Gonzalez*
Email: *gonzae@scj.rutgers.edu*
Phone: *732-614-1086*
Office Hours: *Office hours by appointment only.*

Course Overview:

This course focuses on the assessment, development, prevention, and treatment of youth violence among children and adolescents. Understanding and preventing youth violence is a major focus of the nation's policy agenda and involves research and practice in the mental health, public health, psychiatry, and criminal justice communities. Using a multi-disciplinary approach, the course will review the biological, social, and psychological underpinnings of youth violence, and discuss how policymakers and practitioners at all levels deal with this problem.

Prerequisite: None

B.S., Criminal Justice Program Learning Goals

Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

- 1) Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.
- 2) Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.
- 3) Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.
- 4) Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.
- 5) Obtain a comprehensive knowledge about the process of conducting criminal justice research and develop the skills to conduct criminal justice research with appropriate methodologies.

II. Course Learning Objectives:

1. Discuss the historical roots of youth violence within a criminal justice context.
2. Describe the research findings about causes of youth violence.
3. Assess the consequences of youth violence to individuals, families, and communities.
4. Analyze and critique the evidence-base about policy prescriptions for the prevention and treatment of youth violence.

Required Readings:

Mallet, C. A., & Tedor, M. F. (2019). *Juvenile delinquency: Pathways and prevention* (1st ed.). SAGE. ISBN: 9781506361024

Recommended Resources for Additional Exploration

Juvenile Delinquency: Pathways and Prevention student companion website:
<http://edge.sagepub.com/mallett>

This site is a particularly good resource for review of course materials.

III. Course Requirement:

Written Assignments:

Dedicate enough time to research and write the written assignments. Students should be sure to proofread their work and cite properly according to APA format. Students should seek additional assistance from the Writing Center, if needed. Plagiarism will not be tolerated.

Course Structure:

The course will be taught using multiple instructional methods. These methods will include lecture, group discussions, and oral presentations with an associated critical discussion. Typically, course topics will be introduced via lecture format, incorporating interpretive discussions. Literature discussions will utilize small group discussions followed by classroom presentation and discussion.

IV. Course Schedule

Date	Class Topic	Readings & Assignments Due
Week 1 1/26/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Buy textbook(s) -- Introduction to Course
Week 2 2/2/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 1 The Functioning of the Juvenile Justice System
Week 3 2/9/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 2 The History of Juvenile Justice and Today's Juvenile Courts
Week 4 2/16/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 3 The Measurement of Juvenile Crime
Week 5	PREPARATION:	Read Chapter 4

2/23/2019	ASSIGNMENTS: TOPICS:	Assignment #1 Due Classical, Biological, and Psychological Theories of Crime
Week 6 3/2/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 5 Modern Sociological Theories of Crime
Week 7 3/9/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Study Parts I and II (Chapters 1 to 5) Assignment 2 Due *Midterm Exam*
Week 8 3/16/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 6 Spring Break – DQ – 1&2 Delinquency Risks and Disproportionate Impact
Week 9 3/23/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 7 Spring Break – DQ – 3&4 Punitive Juvenile Justice Policies
Week 10 3/30/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 8 Assignment #3 Due School Violence, Zero Tolerance, and School Exclusion
Week 11 4/6/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 9 Trauma and Delinquency
Week 12 4/13/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 10 Mental Health Difficulties, Special Education Disabilities, and Delinquency
Week 13 4/27/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 11 Evidence-based Delinquency Risk Prevention
Week 14 5/4/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 12 Assignment #4 Due School Safety and Inclusion Policies
Week 15 5/11/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapters 13 and 14 Rehabilitation of Low-Level Youthful Offenders

		Rehabilitation of Serious and Chronic Youthful Offenders
Week 16 5/18/2019	PREPARATION: ASSIGNMENTS: TOPICS:	Study Parts III and IV (Chapters 6 to 14) Assignment #5 *Final Exam*

V. Course Assessment and Grading

The final grade will be assessed based upon your performance on the following:

<i>Assignment Description</i>	<i>Linked to SLO</i>	<i>% of Course, Grade</i>
<i>Assignment #1 Court Observations</i>	<i>SLO #1 and 2</i>	<i>10%</i>
<i>Assignment #2 Midterm Exam</i>	<i>Chapters 1-5</i>	<i>100%</i>
<i>Assignment #3 Current Events</i>	<i>SLO #5</i>	<i>10%</i>
<i>Assignment #4 Disparate Geographies</i>	<i>SLO #3 and 4</i>	<i>10%</i>
<i>Assignment #5 Final Exam</i>	<i>Chapters 6-14</i>	<i>100%</i>

Graded Assignments and Course Requirements

Assignments (×3) --(10 points each = 30 points)

Midterm--100 points

Final Exam--100 points

Quizzes (top 3 of 4) --(10 points each = 30 points)

Chapter Questions/Discussion (×4) --(10 points each = 40 points)

Total = 300 points

ASSIGNMENT 1 (10%): Court Observations: This assignment requires students to attend and observe two juvenile court hearing (two different days spaced throughout the semester). During this observation, you should consider the following questions: What does it feel like to be in court? How

might you feel if this was you – or this was your child? How does the Judge/Referee interact with the adolescent and his/her family? Are circumstances and proceedings easy to understand? Did everyone get an opportunity to talk? Did you notice any issues related to culture (e.g. social class, race, language, sexual orientation, age etc.)? Give your overall impression of the courtroom experience. Write a brief observation (1-page max) and be prepared to discuss.

ASSIGNMENT 2 (100%): There will be a midterm. The exam will be a combination of identification, short answer, and essay questions. The exams are designed to test your familiarity with the lecture material, reading assignments, and your independent ability to apply what you have learned.

ASSIGNMENT 3 (10%): Current Events: Stories related to juvenile justice are in the news nearly every day. At one point in the semester, identify a current news stories, write a two-page brief on the story. Tell how this story relates to the content of the course. You should also offer a personal reaction to the story. We will draw on these stories throughout the semester. Bring the news article to class. This write up should be no longer than one page.

ASSIGNMENT 4 (100%): Disparate Geographies: Write a five-page summary explaining how age, race, ethnicity, gender and geography impact the incarceration of America's youth based on the material learned in class. This paper will be graded on APA style, grammar and content. At least five-sources from a peer-reviewed journal and your textbook are to be used in the development of your paper. Papers are to be uploaded and checked for plagiarism through Turnitin. Students should turn their papers in at minimum one-day before the due date to check the response from Turnitin. This will allow time to make edits to your paper. All papers are to be less than 5% match in Turnitin. Anything more than that means you should look at the information used in your papers and identify where changes must be made. No late papers will be accepted after the due date.

ASSIGNMENT 5 (10%): There will be a final exam. The exam will be a combination of identification, short answer, and essay questions. The exams

are designed to test your familiarity with the lecture material, reading assignments, and your independent ability to apply what you have learned.

Discussion Questions (40%): For each chapter, I will post four questions that are geared to help students focus on the topics discussed in the chapter, and to help facilitate discussion in class. Each student is required to answer ALL four questions for each of the four chapters they will be assigned over the course of the semester. Each question should be answered in about one paragraph or 150 words (half page), and should be typed, double-spaced. Students are also responsible for helping to guide discussions on their particular chapters; therefore, points will be deducted if the student is not in attendance for his or her assigned chapter discussion. Further details about the rules of this assignment will be given in class.

Quizzes (30%): Students will be given four surprise quizzes throughout the course relating to chapter content. Three of the four quizzes will count towards your grade.

Participation:

Students are expected to complete the required readings prior to each class meeting. Students will be better able to meaningfully contribute to class discussions if they are prepared for class. Having read the course material prior to class will assist students in identifying issues/areas of concern. Clarification of these issues/concerns can then be made during class to improve student comprehension, which in turn should assist students in performing well on course exams. In addition, each class will traditionally begin with a quick review of the most previous lecture material - this should be used by students as a baseline as to whether they grasp/comprehend the material covered in the previous class.

Attendance:

Class attendance is required. You are allowed one unexcused absence in this course. Tracking of your absences will be done in Blackboard. It is your responsibility to make up scheduled work. Students who exceed the maximum

number of unexcused absences may be administratively withdrawn from the course or receive a failing grade in the course.

The following grading scale will be used for this course:

A	90–100%
B+	85-89%
B	80-84%
C+	75-79%
C	70-74%
D	60-69%
F	<60%

Late or Missing Assignment Policy:

The scheduled dates of all exams and written assignments are clearly indicated in this syllabus. No makeup exams or late papers will be accepted without my **prior approval**.

VI. Course Policies

Classroom Rules

No cell phone use in class. You will be given at least one break during the course. It is at that time you may use your cell phone outside of the lecture hall. Exceptions to this rule will be considered only on an emergency basis only.

Academic Integrity

As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students <http://studentconduct.rutgers.edu/academic-integrity>

Your academic work should be the result of your own individual effort, you

should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university's policy will result in appropriate action.

Students with Disabilities

Rutgers University is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with § 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990. For additional information please visit the website <https://ods.rutgers.edu/> or contact the representative for the Newark Campus.

Allen Sheffield
Director of ADA Services and Academic Support
Robeson Campus Center, Suite 352
350 Martin Luther King Jr. Boulevard
Newark, NJ 07102
Phone: 973.353.5300
Fax: 973.353.5666
E-mail: allen.sheffield@rutgers.edu
Website: <https://ods.rutgers.edu/>

Psychological and Counseling Services

If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university's psychological and counseling service center (<http://www.counseling.newark.rutgers.edu>; 973-353-5805), which is located in Blumenthal Hall, room 101. The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.

If you are interested in finding out more about

- Accelerated Master's Program (B.S. /M.A.)
- Criminal Justice National Honor Society (Alpha Phi Sigma)

Please refer to the School of Criminal Justice website <http://rscj.newark.rutgers.edu/>

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