



## Juvenile Delinquency and Juvenile Justice

47:202:223

3 Credits

Fall, 2020

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### Lectures:

Monday and Wednesday: 8:30AM-9:50AM

### I. Course Information

**Lecturer: Mercer Sullivan, Ph.D.**

**Location:** Online at [blackboard.rutgers.edu](https://blackboard.rutgers.edu), Criminology, Blackboard Collaborate Ultra Sessions

Mercer Sullivan's contact information:

Office Location: No office meetings this term.

Office Hours: Monday, 1:15PM-2:15 PM and Wednesday 2:30PM-3:30PM or by appointment.

Phone: 973-353-5931

Email: [mercer.sullivan@rutgers.edu](mailto:mercer.sullivan@rutgers.edu)

**Teaching Assistant: Anthony Azari**

Office location: No office meetings this term.

Email: [anthony.azari@rutgers.edu](mailto:anthony.azari@rutgers.edu)

Office hours: Tuesday, 11AM-12PM and Friday 12PM-1PM or by appointment.

### Course Description:

- This course examines the history juvenile delinquency as a separate category of illegal behavior from that of adult criminality and of the evolution and structure of the juvenile court and other institutions for the prevention, control, and treatment of juvenile offenders.

**Prerequisites:** 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.

### **Course Learning Objectives:**

Students will learn how juvenile delinquency is defined and measured; the major theories explaining juvenile delinquency and the principal research findings associated with each major theory. More generally, students will learn basic principles of social science research, as applied to problems of juvenile delinquency and juvenile justice; how to reason from evidence; and how to articulate their reasoning in class discussions. Students will learn to:

1. Describe the historical evolution of definitions of the problems of juvenile delinquency.
2. Articulate the major theories that explain juvenile delinquency, and the principal research findings associated with each major theory.
3. Describe and compare the various rationales for a separate juvenile justice system.
4. Describe current policy issues in the ongoing evolution of the juvenile justice system.

## **II. Course Requirements:**

### **Textbook/Readings:**

All readings for the course are either on Blackboard or contained in the required text:

Required textbook: *American Juvenile Justice*. 2019. Franklin E. Zimring. Oxford University Press, 2<sup>nd</sup> Edition. ISBN978-0-19-091426-4. Available from the bookstore or by mail order.

These readings may be updated at any point during the term. Any changes will be made at least one week in advance of the scheduled class.

You are expected to read all assignments before coming to class. Failure to do so will make it difficult to do well on the examinations and to participate competently in the class sessions

**Blackboard** ([blackboard.rutgers.edu](https://blackboard.rutgers.edu)) will be used for several purposes in this course, beginning with online instruction. The syllabus and many reading assignments will be posted on Blackboard. Exams will be administered through Blackboard as well. Additional assignments may occur as the semester proceeds and will be announced in class and posted on Blackboard. You are responsible for everything posted on Blackboard, whether or not it is mentioned in class.

**Preparation:**

- Preparation for class is important and will affect your grade. If you ask questions appropriately and offer comments that show that you have read and thought about the assignments, this will have a positive effect on your grade.

### III. Course Structure and Schedule

#### Calendar:

\*\* The following chart lists the topics to be covered in each lecture. Many of the readings for the first part of the course are contained in the Cullen and Agnew edited volume. This list is subject to change at the Professor's discretion.\*\*

	Date	Class Topic
1	Thursday, September 3	Course Introduction
	Monday, September 7	Labor day (no class)
2	Tuesday, September 8	Policy Problem: Juvenile Reentry
3	Thursday, September 10	Zimring Chapter 1: Childhood in History
4	Monday, September 14	Zimring Chapter 2: Adolescence as "Learners' Permit
5	Thursday, September 17	Zimring Chapter 2
6	Monday, September 21	Zimring Chapter 3: Individual Variation
7	Thursday, September 24	Zimring Chapter 3
8	Monday, September 28	<b>Period 1 Exam</b>
9	Thursday, October 1	Zimring Chapter 4: Diversion
10	Monday, October 5	Zimring Chapter 5: Proportionality
11	Thursday, October 8	Zimring Chapter 5
12	Monday, October 12	Zimring Chapter 6: The Mission of the Juvenile Court
13	Thursday, October 15	Zimring Chapter 6
14	Monday, October 19	<b>Period 2 Exam</b>
15	Thursday, October 22	Zimring Chapter 7: Kids, Groups, and Crime
16	Monday, October 26	Zimring Chapter 7
17	Thursday, October 29	Zimring Chapter 8: Two Patterns of Age Progressions
18	Monday, November 2	Zimring Chapter 8
19	Thursday, November 5	Zimring Chapter 9: American Youth Violence
20	Monday, November 9	Zimring Chapter 9
21	Thursday, November 12	<b>Period 3 Exam</b>
22	Monday, November 16	Zimring Chapter 10: Sex Offender Registration
23	Thursday, November 19	Zimring Chapter 11: Waiver to Adult Court
24	Monday, November 23	Zimring Chapter 12: Minority Overrepresentation
	Thursday, November 26	Thanksgiving break (no class)
25	Monday, November 30	Zimring Chapter 13: Juveniles and Gus
26	Thursday, December 3	Zimring Chapter 14: Juvenile Homicide
27	Monday, December 7	Zimring Chapter 15: Juvenile Justice Reform
28	Thursday, December 10	<b>Final Exam</b>

#### IV. Grading

- Grades will be based on four in-class exams, two writing assignments, and class participation.
- 80% of the final grade will be based on the four exams (20% for each exam) and the other 20% will be based on two short writing assignments (10% for each of the two writing assignments).
- There are four grading periods, each ending with an exam.
- There will be one writing assignment in the first half of the course and one in the second half. Students will receive a preliminary grade and then will have a chance to revise the assignment in line with specific suggestions from the course instructors. Successful revisions can raise the preliminary grade.
- Participation points can then be added for helpful participation during the live sessions of the class, either verbal questions and comments or written ones through the online chat room which will be active during the live class sessions. Participation points will be awarded at the end of each examination period. These are added directly to the final grade. In other words, they boost the combined total of the exam and writing grades. Theoretically, a student with perfect exam scores and writing grades and also good participation could have a final grade higher than 100. Students with lower grades on their exams and/or writing assignments can boost their overall grades by helpful class participation,
- You can check how you are doing at any time by going to the "My Grades" section of Blackboard.
- Attendance is recorded but does not affect grades directly; attendance may affect grades indirectly by affecting the participation points for students are eligible.

Grades represent the level of quality of a student's performance in this course. The following grading scale will be used for individual assignments, and for the final course grade:

A	90 - 100%
B+	87 - 89%
B	80 - 86%
C+	77 - 79%
C	70 - 76%
D	60 - 69%
F	0 < 60%

## V. Assessments

**ATTENDANCE and PARTICIPATION:** A significant percentage of your grade is based on class participation and attendance.

### **Participation:**

- Your participation grade will reflect your level of involvement in class discussion and in-class activities. A large portion of each class session will be devoted to discussing the assigned readings and applying what we have learned to different images and texts.
- All students are expected to participate. Participation includes asking questions, making comments, and completing in-class work and written assignments.
- Active participation demonstrates that you are doing the assigned reading, and thinking critically about the issues raised in class.
- Laptops and tablets are permitted for note taking and referring to readings during class.
- Note: Attendance alone does not constitute participation.

### **Attendance:**

- Attendance is expected and required. Attendance will be taken at each session.
- Notification of absences should be emailed to Course Administrator Anthony Azari.
- If you must miss a live class session, please notify Anthony Azari in advance, if possible, or as soon thereafter as possible.
- You can make up the class by viewing a recording of the class session that will be posted online afterward, but you need to notify us that you are doing that in order not to be counted absent.

### **Late or Missing Exam Policy:**

- Make-ups are only rarely permitted. And then only with proper documentation, and at the convenience of the instructor.

### **Late or Missing Assignment Policy:**

- Late writing assignments are accepted up to 24 hours after the due date, and are then closed permanently – no exceptions.
- All late writing assignments are penalized two letter grades – no exceptions.

## VI. Course Policies

### **Classroom Rules**

- All members of this class are expected to conduct themselves in an appropriate and professional manner.
- In this class, we may have discussions that challenge our taken for granted assumptions about crime and justice, as well as race, gender, sexuality, morality and culture. Students should be prepared to engage honestly and openly about this material and are encouraged to examine their own beliefs about the issues.
- While I am hopeful that the course materials will spark interesting discussion, personal insults or other types of demeaning, disrespectful, or threatening comments toward other class members

about their experiences, backgrounds, or statements will NOT be tolerated, are considered disruptions, and will be referred to the Office of Student Affairs.

## VII. General Information

### 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 immediate and appropriate action.

### Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the university as a whole. RU-N has identified the following resources to further the mission of access and support:

**For Technological Assistance:** Rutgers-Newark now offers the [RU-N Student Technology LaunchPad](#), a hub that students may call upon for guidance in navigating the technological aspects of transitioning to Fall 2020, when a majority of teaching and learning will occur remotely. Among the key supports that the LaunchPad offers are:

-Strategies for success: guidance in understanding resources available, how to optimize their use to support learning in the context of a student's particular academic program and circumstances, and how to leverage technology to stay organized for effective study.

Support: from text documentation and video tutorials to customized advice on which apps may be best to help get done what needs to be done, whether that's managing a group project, convening a student organization, or improving health and wellness.

-Connectivity: whether students want to connect to Rutgers resources from on or off campus, the LaunchPad is where they can find the information they need to access the software and hardware to do that, including virtual computer labs, loaner programs, getting access to high-speed internet service, the RU software portal, and Kite+Key.

**For Individuals with Disabilities:** The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](http://ods.rutgers.edu). Contact ODS at (973)353-5375 or via email at [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).

**For Individuals who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist with concerns or potential accommodations related to pregnancy. You may contact the Office of Title IX and ADA Compliance at (973)353-1906 or via email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).

**For Individuals seeking Religious Accommodations:** The Office of the Dean of Students is

available to verify absences for religious observance, as needed. Contact the Dean of Students at (973)353-5063 or via email at [DeanofStudents@newark.rutgers.edu](mailto:DeanofStudents@newark.rutgers.edu).

**For Individuals with temporary conditions/injuries:** Students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate should submit a request via <https://temporaryconditions.rutgers.edu>.

**Absences:** Per University Policy 10.2.7, you are responsible for communicating with your instructors regarding absences. The Office of the Dean of Students is available to verify extended absences. Contact the Dean of Students at (973)353-5063 or via email at [DeanofStudents@newark.rutgers.edu](mailto:DeanofStudents@newark.rutgers.edu).

**For English as a second language (ESL):** Students experiencing difficulty in courses due to English as a second language (ESL) should contact the Program in American Language Studies via email at [PAALS@newark.rutgers.edu](mailto:PAALS@newark.rutgers.edu) to discuss potential supports.

**For Gender or Sex-Based Discrimination or Harassment:** If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. If you wish to report an incident, you may contact the Office of Title IX and ADA Compliance at (973)353-1906 or via email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). You may also submit an incident report using the following link: [tinyurl.com/RUNReportingForm](https://tinyurl.com/RUNReportingForm). If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or via email at [run.vpva@rutgers.edu](mailto:run.vpva@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.

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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/>