

Delinquency & Juvenile Justice

47:202:223

Fall 2022

Lectures:

Tuesday and Thursday: 11:30AM-12:50PM

Conklin Hall 449

Modality: In Person

I. Course Information

Professor: Keisha April, J.D., Ph.D. (keisha.april@rutgers.edu)

Office Hours: Tue 1:30-2:30 and by appointment

Office Location: SCJ 544

Teaching Assistant: Robert Green, M.A. (rob.green@rutgers.edu)

Office Hours: Thu 1:00 – 2:00 and by appointment

Course Description:

This course examines the history of juvenile delinquency as a separate category of behavior from that of adult criminality. This course will explore the phenomenon of juvenile delinquency in the context of real communities and social policies, integrating the many social factors that shape juvenile delinquency and its control (including race, ethnicity, socioeconomic class, gender, and sexuality). Students will develop an understanding of how juvenile delinquency is defined, explained, and responded to by applying a critical lens to the evolution and structure of the juvenile court, social institutions and interventions developed 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 juvenile delinquency and how these definitions relate to social contexts
2. Articulate the major theories that explain juvenile delinquency, and the principal research findings associated with each major theory.
3. Describe how diversity, in the form of race, class, gender and sexuality, plays a role in how juvenile delinquency is understood and controlled
4. Describe and compare the various rationales for a separate juvenile justice system.
5. Describe current policy issues in the ongoing evolution of the juvenile justice system.

II. Course Requirements:

Textbook/Readings:

All readings for the course can be found on Canvas or contained in the textbook:

Required text:

Bates, K. A., & Swan, R. S. (2020). *Juvenile Delinquency in a Diverse Society* (3rd Edition). SAGE Publications, Inc. (US).

<https://www.vitalsource.com/referral?term=9781544375465>

ISBN-10: 1544375433

ISBN-13: 978-1544375434

Course Companion Website: <https://edge.sagepub.com/bates3e>

The textbook can be found in the bookstore or at online retailers (e.g., Amazon), and you can rent or purchase the book in hard copy or eBook formats. The course companion website is a free resource to supplement the book, that includes tools like quizzes, flashcards, and media.

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. Readings are assigned for the “week,” thus the entire chapter should be read prior to Tuesday’s class.

Slides will be utilized during lecture to assist in presenting and discussing material but are not meant to replace content covered in the readings. Thus, it is critical you engage with the text to ensure you are well-prepared for your assessments. Slides will be made available online for your reference/review at the end of each week.

Canvas is the main course site that will be used for this class. The syllabus and any additional reading assignments not found in the text will be posted on Canvas. Exams will be administered through Canvas as well. It is your responsibility to make sure you can access resources on Canvas well in advance and bring access issues to the instructors’ attention immediately.

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

** The following table lists the topics to be covered in each lecture. Most readings will come from your textbook. Assignments found on Canvas will be indicated. This schedule is subject to change at the Professor’s discretion. I will send an email and upload a new syllabus if changes are made. **

Sample Schedule of Topics, Readings, and Assignments

Class	Date	Topics	Readings	Assignments Due
1	9/6	Course Intro	Bates & Swan - Ch 1	
2	9/08	Delinquency & Diversity		
3	9/13	Creation of Delinquency	Bates & Swan – Ch 2	
4	9/15	Understanding Delinquency	Bates & Swan – Ch 3	
5	9/20	Micro-Level Theories	Bates & Swan – Ch 4	
6	9/22			Perspective Paper #1
7	9/27	Macro-Level Theories	Bates & Swan – Ch 5	
8	9/29			
9	10/4	Critical Theories	Bates & Swan – Ch 6	

10	10/6			
11	10/11	Families	Bates & Swan – Ch. 7	
12	10/13			Perspective Paper #2
13	10/18	Exam I (In-Class)		
14	10/20	Substance Use	Bates & Swan – Ch 10	
15	10/25	Schools	Bates & Swan – Ch. 8	
16	10/27			
17	11/1	Peers & Gangs	Bates & Swan – Ch 9	
18	11/3			
19	11/8	Why a Separate System?	Bates & Swan – Ch 11	
20	11/10			Perspective Paper #3
21	11/15	Policing	Bates & Swan – Ch 12	
22	11/17			
23	11/22	Juvenile Courts	Bates & Swan – Ch 13	
	11/24	No Class - Thanksgiving Recess		
24	11/29	Juvenile Corrections	Bates & Swan – Ch 14	
25	12/1			
26	12/6	Prevention, Rehabilitation, & Restoration	Bates & Swan – Ch 15	
27	12/8			Perspective Paper #4
28	12/13	Exam 2 (In-Class)		

IV. Assessments

1. Exams – 50% of grade

- a. There will be two (2) exams, consisting of multiple choice, true false, and short answer questions. **Each** exam will be worth 25% of grade (2 exams x 25% = 50% of total grade).
- b. Exams are to be completed in class, during the regular class session.
- c. Exams are taken via Canvas and are **closed book**.

2. Perspective Papers – 40% of grade

- a. There will be four (4) writing prompts, of which **you must complete TWO**, aimed at understanding your perspective on diverse issues in juvenile justice. These papers are *perspective* papers, which means they are aimed at understanding your point of view, or opinion, on a topic. The goal of these assignments is to ask you to grapple with challenging topics in juvenile justice. They are also intended to have you engage critically with topics that are of interest to *you* (thus, why you can choose any two of the four topics). There are no “right” or “wrong” perspectives to take, but you must fully explain your reasoning or thought process on the issue to receive full points.
- b. Each perspective paper is expected to be **approximately 2 double-spaced pages** (but should not exceed 600 words). They must be typed, using 1” margins, and 12-point fonts.
- c. You **must include at least 3 references** in a “References” section (not included in 600-word limit), **TWO** of which **must be scholarly/academic sources** (e.g., journal and law review articles, social science research center reports, government agency reports, reference books, academic encyclopedias). Newspaper articles/podcasts/websites/popular media, etc. are *not* considered scholarly but can be included in your list of references.
 - Your textbook is **not** an acceptable reference for this paper but can be a very useful resource to find scholarly works to cite to (check the end of each chapter). Wikipedia is also **not** an acceptable source and should not be included on your reference list (however, Wikipedia articles often cite to scholarly resources, so you may find their reference lists useful in your search).
- d. All prompts will be available on Canvas at the start of the semester, such that you can read them and select the **two** that you want to complete. Further, all due dates are provided on the syllabus, to allow you to plan around your own schedule. So, you should pick Perspective Papers that coincide with dates that are most convenient for you. You **must submit the Perspective Paper you complete by its specific deadline on the syllabus** (i.e., you cannot submit Perspective Paper #3 on the due date for Perspective Paper #4; however, if you want to submit Perspective Paper #3 *earlier* than its due date, that is fine).
 - The four dates are: 9/22, 10/13, 11/10 & 12/8. Please plan accordingly!
- e. **Each** Perspective Paper is worth 20% (2 Perspective Papers = 40% of total grade).

- f. Take note of the missing paper policy below; submitting late work will significantly impact your grade. If you miss a deadline, it may be better to choose a later Perspective Paper to submit so you can get full points. Knowing this, **do not wait until the last minute** to work on your Perspective Papers, as you may miss an opportunity to get points if you do not submit both papers by their deadlines.

3. Attendance and Participation – 10% of grade

- a. In-class participation will be assessed in a multitude of ways, including in-class discussion, polls, group discussions, quizzes, etc. In-class activities are not graded, but simply a way to gauge class understanding of content to focus review. You will gain credit for in-class activities simply by participating in them. However, if you are *not* in class when an in-class activity takes place, then you are not able to get credit for it (i.e., they cannot be “made up”). There will be more opportunities for participation than needed for your grade. Low participation grades will reflect poor attendance and/or poor class engagement.

V. Grading

1. Grades will be based on two in-class exams (50%), two writing assignments (40%), and class participation (10%), for a total of 100%
2. You can check how you are doing at any time by going to the "Grades" section of Canvas.
3. 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:

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

Missed Exam Policy:

- Make-ups are only **rarely** permitted. And then only with proper documentation, and at the convenience of the professor. If you are experiencing a challenge that will cause you to miss an exam, please communicate with the instructor AND your academic advisor **immediately!**

Late or Missing Assignment Policy:

- It is your responsibility to keep track of due dates.
- Assignments will be penalized 10% for every day (24 hrs.) late.
 - 1 day late (1 to 24 hrs.) = 10% reduction
 - 2 days late (24 to 48 hrs.) = 20% reduction
- **No papers** will be accepted after 2 days late. No exceptions.

VI. Course Policies

Classroom Rules

1. All members of this class are expected to conduct themselves in an appropriate and professional manner. This includes coming to class prepared and on time, reducing disruptions (e.g., putting phones on silent), paying attention (i.e., no web-browsing or working on other assignments during class), and participating.
2. In this class, we may have discussions that challenge our 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.
3. While we hope 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.
4. In order to protect the health and wellbeing of all members of the Rutgers-Newark community, **masks must be worn by all persons inside campus buildings when in the presence of others, and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.).** Masks should securely cover the nose and mouth. **Masks must be worn during class meetings.** Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app found at: [myRutgers Portal](#).

Office Hours:

1. Office hours are meant to be utilized as a supplement to your learning, and thus you should take advantage of them in a way that best suits you.
2. Office hours are not mandatory, and each meeting will be driven by students' interests. You *should* come prepared with questions or topics you want to discuss or review (feel free to also send questions in advance). Topics may include: review of course content, elaboration on content covered or topics adjacent to course content, questions pertaining to current events or developing situations in juvenile justice, professional development (e.g., careers), research interests, etc.
3. Importantly, office hours are not only a space for students who are struggling or have concerns. They are also an opportunity to meet with the teaching team and peers in a smaller setting.
4. Please also feel free to chat with us informally before or after lecture :)

VII. General Information for all Undergraduate Courses

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 Individuals Experiencing Disability: The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers in order to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA to and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the [RU-N ODS website \(ods.newark.rutgers.edu\)](http://ods.newark.rutgers.edu). Contact ODS at (973) 353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleX@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 PALS@newark.rutgers.edu to discuss potential supports.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct, located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office is a **confidential resource** and does **not** have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence; any student can receive services, information, and support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If students are not quite ready to make an appointment with a therapist but are interested in self-help, check out *Sanvello* for an easy, web-based approach to self-care and support. Visit <https://my.rutgers.edu/>, click on Sanvello: Wellness @ RUN, and log in with your netID to begin your journey toward wellness.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

- If you are interested in finding out more about the:
- 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/>