

Juvenile Justice

27:202:535

Fall 2023

Thursday: 1:00 – 3:40 pm

CLJ 567

I. Course Information

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

Office Hours: Th 11:30 am – 12:30 pm and by appointment

Office Location: School of Criminal Justice, CLJ Rm 544

Course Description:

The course will draw from multiple fields (e.g., law, history, criminology, psychology, sociology, public health) to inform our understanding of the history and philosophy of juvenile justice, with a consideration of what brings youth into contact with the system, how justice system contact impacts youth and their communities, and responses to address youth behaviors. Students will develop an understanding of the origins of the juvenile justice system, critical historical developments that impact juvenile laws, drivers of youth behaviors and trends in delinquency, and factors that lead to disparities across race-ethnicity, gender, and class. Throughout this course, we will discuss essential debates involving juvenile offending, evaluate current juvenile justice policies and practices, and consider potential alternatives to addressing juvenile justice issues. The course concludes with an examination of “what works” in juvenile justice and the steps we might take to improve policy and practice in the future.

Course Learning Objectives:

1. Discuss the historical and philosophical roots of the juvenile legal system.
2. Understand theoretical bases of youth offending and identify risk and protective factors.
3. Describe the legal processes involved in the adjudication and treatment of youth.
4. Understand the correlates and implications of special issues within juvenile justice.
5. Assess the consequences of justice system contact for individuals, families, and communities.
6. Analyze and critique the evidence-base for the prevention and treatment of youth offending.

II. Course Requirements:

Readings:

All readings for the course can be found on Canvas.

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

Canvas is the main course site that will be used for this class. The syllabus, readings, and any additional materials to be used in the course will be posted on Canvas. It is your responsibility to make sure you can access resources on Canvas well in advance and bring access issues to the instructor's attention immediately.

III. Course Structure and Schedule

The following table lists the topics to be covered each week and due dates for assignments. Readings will be made available on Canvas under **Modules**. All assignments are to be submitted via Canvas by the date specified, unless otherwise noted.

This schedule is *subject to change* at the Professor's discretion. Changes will be noted by update via a course email (through Canvas) and a new syllabus will be uploaded to reflect those changes. It is your **responsibility** to regularly check your email, keep track of assignments/due dates and read assignment instructions carefully (see note on Professionalism in Section VI).

Sample Schedule of Topics, Readings, and Assignments

Week 1 (9/7)

Topic: Introduction: Course overview & development of the juvenile court

Readings:

Patenaude, A. L. (2006). History of the treatment of and attitudes toward children. In *Handbook of Juvenile Justice: Theory and Practice* (pp. 3-30).

Bennett, K. (2006). The extension of constitutional rights to juveniles. In *Handbook of Juvenile Justice: Theory and Practice* (pp. 49-71).

Week 2 (9/14)

Topic: The modern juvenile system: Trends, policies, & pathways

Readings:

Howell, J. C. (2009). Super predators and other myths about juvenile delinquency. In *Preventing and Reducing Juvenile Delinquency: A Comprehensive Framework*

Kennedy, T. D., Detullio, D., & Millen, D. H. (2020). Examining trends of youthful offenders. In *Juvenile Delinquency: Theory, Trends, Risk Factors, and Interventions* (pp. 33-46).

Mears, D. P. (2012). The front end of the juvenile court: Intake and informal versus formal processing. In *The Oxford Handbook of Juvenile Crime and Juvenile Justice* (pp. 573-605). Oxford Press.

Assignment: None

Week 3 (9/21)

Topic: Why do kids offend?: Understanding drivers of delinquency

Readings:

Bernstein, N. (2014). "Hurt people hurt people:" Trauma and incarceration. In *Burning down the house: The end of juvenile prison*. The New Press.

Kennedy, T. D., Detullio, D., & Millen, D. H. (2020). Theories of juvenile delinquency. In *Juvenile Delinquency: Theory, Trends, Risk Factors, and Interventions* (pp. 1-32).

Kennedy, T. D., Detullio, D., & Millen, D. H. (2020). Risk and protective factors for delinquency. In *Juvenile Delinquency: Theory, Trends, Risk Factors, and Interventions* (pp. 47-71).

Assignment: None

Week 4 (9/28)

Topic: Feeders to the juvenile justice system: Schools, mental health, and child welfare

Readings:

Feld, B. C. (2017). The student is a criminal: Get tough policies and the school-to-prison pipeline. In *The Evolution of the Juvenile Court: Race, Politics, and the Criminalizing of Juvenile Justice* (pp. 173-191). NYU Press.

Goodkind, S., Shook, J. J., Kim, K. H., Pohlig, R. T., & Herring, D. J. (2013). From child welfare to juvenile justice: Race, gender, and system experiences. *Youth Violence and Juvenile Justice*, 11(3), 249-272.

Grisso, T. (2008). Adolescent offenders with mental disorders. *The Future of Children*, 18(2), 143-164.

Assignment: None

Week 5 (10/5)

Topic: An equal system?: Race, gender, & class

Readings

Bernstein, N. (2014). Other people's children. In *Burning down the house: The end of juvenile prison*. The New Press.

Bishop, D. M., & Leiber, M. J. (2012). Racial and ethnic differences in delinquency and justice system responses. In *The Oxford handbook of juvenile crime and juvenile justice* (pp. 444-484).

Kempf-Leonard, K. (2012). The conundrum of girls and juvenile justice processing. In *The Oxford handbook of juvenile crime and juvenile justice* (pp. 485-525).

Henning, K. (2021). Policing as trauma. In *The rage of innocence: How America criminalizes Black youth*. Pantheon.

Assignment: Policy paper topic proposals **due 10/5** (via Canvas) by 11:59 pm

Week 6 (10/12)

Topic: Are kids different?: Adolescent development & juvenile justice

Readings

Monahan, K., Steinberg, L., & Piquero, A. R. (2015). Juvenile justice policy and practice. A developmental perspective. *Crime and Justice*, 44(1), 577-619.

Fondacaro, M. R. (2014). Rethinking the scientific and legal implications of developmental differences research in juvenile justice. *New Criminal Law Review*, 17(3), 407-441.

Fix, R. L., Aaron, J., & Greenberg, S. (2019). Experience is not enough: Self-identified training needs of police working with adolescents. *Policing*, 15(4), 2252-2268.

Assignment: None

Week 7 (10/19)

Topic: Youth capacities in legal contexts: Arrest, interrogation, and trials

Readings

Feld, B. C. (2012). Procedural rights in juvenile courts: Competence and consequences. In *The Oxford Handbook of Juvenile Crime and Juvenile Justice* (pp. 664-691).

Baker, S., Tazi, K. Y., & Haney-Caron, E. (2023). A critical discussion of youth Miranda waivers, racial inequity, and proposed policy reforms, *Psychology, Public Policy, and Law*, 29(3).

Berryessa, C. M., & Reeves, J. (2020). The perceptions of juvenile judges regarding adolescent development in evaluating juvenile competency. *The Journal of Criminal Law and Criminology*, 110(3), 551-592.

Beyer, M. (2000). Immaturity, culpability, and competency in juveniles: A study of 17 cases. *Criminal Justice*, 15(2), 26-37.

Assignment: None

Week 8 (10/26)

Topic: Topic: Let 'em go or lock 'em up?: Community-based responses

Readings

Garcia, C. A. (2015). Community-based sanctions and juveniles: What works, what doesn't, and what's promising. In *The Handbook of Juvenile Delinquency and Juvenile Justice*.

Greenwood, P. W., & Turner, S. (2012). Probation and other noninstitutional treatment: The evidence is in. In *The Oxford Handbook of Juvenile Crime and Juvenile Justice*.

The Sentencing Project. (2023). Effective alternatives to youth incarceration.

Assignment: None

Week 9 (11/2)

Topic: Let 'em go or lock 'em up?: Institutional responses

Readings

Bernstein, N. (2014). Inside juvenile prison. In *Burning down the house: The end of juvenile prison*. The New Press.

Bernstein, N. (2014). A better mousetrap: The therapeutic prison. In *Burning down the house: The end of juvenile prison* (pp. 224 – 253). The New Press.

Krisberg, B. (2012). Juvenile corrections. An overview. In *The Oxford Handbook of Juvenile Crime and Juvenile Justice* (pp. 748-770).

McKenzie, D. L., & Freeland, R. (2012). Examining the effectiveness of juvenile residential programs. In *The Oxford Handbook of Juvenile Crime and Juvenile Justice* (pp. 771-798). Oxford Press.

Assignment: Policy paper outline & annotated bibliography **due 11/2** (via Canvas) by 11:59 pm

Week 10 (11/9)

Topic: Adult time for adult crimes?: Juvenile waiver

Feld, B. C. & Bishop, D. M. (2012). Transfer of juveniles to criminal court. In *The Oxford Handbook of Juvenile Crime and Juvenile Justice* (pp. 800-842).

Brown, J. M., & Sorensen, J. R. (2013). Race, ethnicity, gender, and waiver to adult court. *Journal of Ethnicity in Criminal Justice*, 11(3), 181-195.

Drinan, C. H. (2018). The uneven and unpredictable path of implementation. In *The War on Kids: How American Juvenile Justice Lost its Way* (pp. 97-130).

Moore, E. A. (2007). Juvenile justice: The Nathaniel Abraham murder case. *University of*

Michigan Journal of Law Reform, 41(1), 215-242.

Assignment: None

Week 11 (11/16)

Topic: Class does not meet

Readings: None

Assignment: Work on policy analysis papers & showcase presentations

Week 12 (11/21) * Tuesday schedule*

Topic: What works?: Benefits & consequences of justice system contact

Readings

Butts, J. A., Roman, J. K., & Whaley, J. L. (2012). Varieties of juvenile court: Nonspecialized courts, drug courts, and mental health courts. In *The Oxford Handbook of Juvenile Crime and Juvenile Justice* (pp. 606-635).

Bazemore, G. (2012). Restoration, shame, and the future of restorative practice in U.S. juvenile justice. In *The Oxford Handbook of Juvenile Crime and Juvenile Justice* (pp. 694-722).

Welsh, B. C. (2012). Delinquency prevention. In *The Oxford Handbook of Juvenile Crime and Juvenile Justice* (pp. 395-415).

Bernstein, N. (2014). The things they carry. In *Burning down the house: The end of juvenile prison* (pp. 181-197). The New Press.

Nellis, A. (2015). Collateral consequences of youth encounters with the law. In *A Return to Justice: Rethinking our Approach to Juveniles in the System* (pp. 61-75). Rowman & Littlefield.

Assignment: None

Week 13 (11/30)

Topic: The future of juvenile justice

Readings

Bernstein, N. (2014). Connection in action: Transforming juvenile justice. In *Burning down the house: The end of juvenile prison*. The New Press.

Frabutt, J. M., Di Luca, K. I., & Grave, K. N. (2014). Envisioning a juvenile justice system that supports positive youth development. In *Juvenile Offending* (pp. 185 – 203). Routledge.

National Academies of Sciences, Engineering, and Medicine. (2019). Justice system. In *The Promise of Adolescence: Realizing Opportunity for All Youth* (pp. 295-345).

Nellis, A. (2015). Impediments to lasting change. In *A Return to Justice: Rethinking our Approach to Juveniles in the System* (pp. 107-122). Rowman & Littlefield.

Assignment: Prepare showcases (to present in class 12/7)

Week 14 (12/7)

Topic: Paper Showcases

Readings: None

Assignment:

Upload presentation slides to Canvas by **12/7, 2023** (11:59 pm)

Final paper due **SUNDAY, 12/10 by 11:59 pm** (upload to Canvas)

IV. Assessments

1. Participation – 20%

- a. Class discussions will be a significant aspect of the learning mechanism. Thus, consistent attendance and engagement are critical in this course. Students will be graded on the quality of their participation in class. Students do not need to provide new insight into the material to receive points; rather, participation that reflects engagement with the material and an effort to think critically about the course content is the goal. Students should be ready to share thoughts and critiques, ask questions, cite readings, and share views to receive full credit for participating. Class participation also includes your demeanor and activity throughout class time, even when you are not actively participating.

2. Critical Reflection (CR) – 20%

- a. You will be responsible for submitting four (4) critical reflections on a week's assigned readings and formulating 3 discussion questions for that week. These will be submitted via the Discussion Board on Canvas. You may **choose which four weeks** you submit posts for, but **two posts must be prior to the midpoint** in the term (up to and including week 7) and the remaining two can be within the last half of the term (up to week 13). Each response is worth 5% of your total grade (4 posts x 5% = 20%).
- b. For each post, you should write a reaction to the readings. Responses that will gain full points will be between 1 - 2 pages and will address all the readings. Responses should reflect that you have read and thought about the materials. They do not require you to do outside research or use citations. Each post must have two parts to gain full credit (See Assignments on Canvas for more information):
 - i. **Reflection** – Critical reflections represent your reactions to the materials you have read for that week.
 - ii. **Discussion Questions** – Formulate at least three questions that were raised during your reading of the week's materials.

3. Juvenile Justice Perspectives Assignment – 15%

- a. This assignment will require you to sign up for one of the course topics (starting in Week 3) and identify a resource related to that topic that will expose the class to the perspective of an individual impacted by or working within the juvenile justice system.
- b. You will then facilitate a discussion (15 – 30 min) in class centered on the resource you identified in which you will engage your classmates in centering the perspectives of lived experience in the current week's topic. No presentation materials are required.
- c. You must send me the resource you identify by **5 pm the Thursday prior to the week you will facilitate** so that I can add it to the course assignments for the coming week.

4. Policy Paper– 45%

- a. Students will identify an issue of interest in juvenile justice, and through their paper, analyze the issue and propose well-reasoned responses to address it. Papers should clearly define the problem and why it matters (e.g., who does it impact, how, and why), evaluate and synthesize the research base in this area, describe and critique current policies and practices, and propose possible responses to address the issue, making sure to reason through the risks and benefits of this proposal.
- b. Final papers should be between 10 - 12 pages (double-spaced) and should include at least 8 scholarly references on a separate References page at the end of the paper (References and Title page do not count toward page limit).
- c. Papers must be in **APA format**. This means papers should be double-spaced, use a 1" margin, and 12-point font. References should also be in APA style. If you are not familiar with APA citation style, please make sure you research how to use it, as you **will lose points** for improper use of citations. There are many resources online (e.g., [Purdue Online Writing Lab](#)). You may also want to make use of the Rutgers Writing Center.
- d. The Paper will have several elements due at different points in the term (See Assignments on Canvas for more information):
 - Topic proposal – 1- 2 pages (5%) – due 10/5
 - Briefly describe the topic you are interested in pursuing in your paper. You should explain what the issue you hope to explore is, why this is important, and what you hope to investigate to answer your research question.
 - Outline & annotated bibliography (10%) – due 11/2
 - Submit a draft outline of your paper. At minimum, this should include topic sections and a description of what each section will include. Your submission must also have an annotated bibliography.
 - Showcase (10%) – in class presentations on 12/7

- Presentations should be approximately 10 minutes and should walk through paper – goal is to share with classmates the work you have completed (i.e., why was the issue important, what did you find, and how you thought through your recommendations).
- Final Paper (20%) – due **December 10, 2023 by 11:59 pm** (via Canvas)

V. Grading

1. Grades will be based on participation (20%), critical reflection responses (20%), perspectives assignment (15%), and policy paper (45%) 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%

Late or Missing Paper Policy:

- It is your responsibility to keep track of due dates and to ensure assignments are successfully submitted.
- Papers will be penalized 10% for every day (24 hrs.) late.
 - 1 day late (1 to 23 hrs.) = 10% reduction
 - 2 days late (24 to 47 hrs.) = 20% reduction
 - 3 days late (48 to 72 hrs.) = 30% reduction
- **No papers** will be accepted after 3 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 I 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.

Professionalism

1. This is a graduate-level course; thus, you are expected to be responsible for reviewing the materials, coming prepared to class, keeping track of due dates and carefully reading instructions.
 - a. Failure to follow instructions is not an excuse for poor work, and assignments will be graded based on the instructions as provided.
2. When contacting course instructors, you should communicate in a professional and respectful manner. You should make it clear what you are requesting and how the instructor can help. For example:
 - a. Subject: Question about assignment for Juvenile Justice course
Dear/Hello/Hi [Dr. X, Prof. Y],
I am writing about [the assignment due on March 7th, the group project, the paper on Y]. I am [having trouble understanding X, unclear about Y, wanting to know if Z]. I have [tried X, looked on the syllabus, reviewed the assignment], but am still having trouble. Can you [help clarify, confirm Y, find a time to meet, etc].
Thank you,
[Student name]
 - b. You should also **make sure to communicate using your Rutgers email**, so communications are not lost. If you do not hear back from me within 48 hours, it is absolutely appropriate to send a follow up to make sure that I have seen your email.

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 the professor and peers in a smaller setting.
4. Please also feel free to chat with me informally before or after lecture :)

VII. General Information for all Rutgers 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 its 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 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 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 \(ods.newark.rutgers.edu\)](https://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) 353-5063 or via email at TitleIX@newark.rutgers.edu.

For Short-term Absence Verification: The Office of the Dean of Students can help with absences related to religious observance, emergency or unavoidable conflict (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 (broken or sprained limbs, concussions, recovery from surgery, etc.). 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 TitleIX@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 Title IX Policy and Grievance Procedures located at <https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf>

For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. VPVA is a confidential resource and does **not** have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. VPVA also maintains 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 to receive assistance; 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 Psychological Support (Stress, Mood, Family Issues, Substance Use concerns and other personal challenges): The Rutgers University-Newark Counseling Center provides individual therapy and support groups for students dealing with psychological issues. To schedule an appointment, email counseling@newark.rutgers.edu or call (973) 353-5805.

Additional support is available to any RU-N student through Uwill services:

- Umatch: Teletherapy with flexible scheduling, starting with a free account.
- Uhelp: Crisis support at 833-646-1526 (available 24/7/365).
- Urise: Wellness-based video collection with a free account.

Access Uwill@RUN at <https://my.rutgers.edu> using your netid. Services are confidential and free.

For emergencies, call 911 or Rutgers University Police Department at (973) 353-5111.

For more information about the Criminal Justice Program, please refer to the School of Criminal Justice website <http://rscj.newark.rutgers.edu/>