

Delinquency & Juvenile Justice

47:202:223

Fall 2024

Lectures:

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

Honors Living Learning Community 48N-214A

I. Course Information

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

Office Hours: Tue 1:00-2:00 pm and by appointment

Office Location: School of Criminal Justice, Rm 544

Teaching Assistant: Isabella Polito (ip284@scarletmail.rutgers.edu) (Pronouns: she, her, hers)

Office Hours: Mondays 4:30-5:30 pm and by appointment

Office Location: School of Criminal Justice, Rm 577

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. (2024). *Juvenile Delinquency in a Diverse Society* (4th Edition). SAGE Publications, Inc. (US).

<https://www.vitalsource.com/referral?term=9781071862278>

ISBN-10: 1071862235

ISBN-13: 9781071862230

The textbook can be found in the bookstore or at online retailers (e.g., Amazon, VitalSource), and you can rent or purchase the book in eBook or hard copy formats. The VitalSource ebook has a built-in “Coach Me” feature which may be useful in helping you review the materials as you read.

You are expected to **complete the readings 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. We will usually cover one chapter per week, so it is best to complete the chapter 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 (posted under **Modules** on Canvas).

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. You can also contact (message) both the instructor and the TA directly through Canvas. **It is your responsibility to make sure you can access resources on Canvas and bring access issues to the instructors’ attention immediately.**

Preparation:

Preparation for class is important to supporting your learning and can have a significant impact on 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. If I do change something, I will send an email through Canvas and upload a new syllabus to reflect those changes. It is your **responsibility** to regularly check your email and Canvas, 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

Class	Date	Topics	Readings	Assignments Due
1	9/3	Course Intro		
2	9/5	Delinquency & Diversity	Bates & Swan - Ch 1	
3	9/10	Creation of Delinquency	Bates & Swan – Ch 2	
4	9/12	Understanding Delinquency	Bates & Swan – Ch 3	
5	9/17	Micro-Level Theories	Bates & Swan – Ch 4	RR 1 Due Monday
6	9/19	Micro-Level Theories	Bates & Swan – Ch 4	
7	9/24	Macro-Level Theories	Bates & Swan – Ch 5	RR 2 Due Monday
8	9/26	Macro-Level Theories	Bates & Swan – Ch 5	

9	10/1	Critical Theories	Bates & Swan – Ch 6	RR 3 Due Monday
10	10/3	Critical Theories	Bates & Swan – Ch 6	
11	10/8	Families	Bates & Swan – Ch. 7	RR 4 Due* Monday
12	10/10	Families	Bates & Swan – Ch. 7	
13	10/15	Exam 1 (In-Class)		
14	10/17	Substance Use	Bates & Swan – Ch 10	
15	10/22	Schools	Bates & Swan – Ch. 8	RR 5 Due* Monday
16	10/24	Schools	Bates & Swan – Ch. 8	
17	10/29	Peers & Gangs	Bates & Swan – Ch 9	RR 6 Due Monday
18	10/31	Peers & Gangs	Bates & Swan – Ch 9	
19	11/5	Policing	Bates & Swan – Ch 12	RR 7 Due Monday
20	11/7	Policing	Bates & Swan – Ch 12	
21	11/12	Why a Separate System?	Bates & Swan – Ch 11	RR 8 Due Monday
22	11/14	No Class		
23	11/19	Juvenile Courts	Bates & Swan – Ch 13	RR 9** Due Monday
24	11/21	Juvenile Corrections	Bates & Swan – Ch 14	
25	11/26	Juvenile Corrections	Bates & Swan – Ch 14	
	11/28	No Class – Thanksgiving Recess		
26	12/3	Prevention, Rehabilitation, & Restoration	Bates & Swan – Ch 15	RR 10 Due Monday
27	12/5	Prevention, Rehabilitation, & Restoration	Bates & Swan – Ch 15	
28	12/10	Exam 2 (In-Class)		

*Must do at least TWO RRs by Week 8 (10/21) (see Assessments (Section IV.2) for more info)

** Note: RR9 covers *Juvenile Corrections* (Ch. 14); please respond for the accurate chapter

IV. Assessments

I. 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% (2 exams x 25% = 50% of total grade).
- b. Exams will be completed in class, during the regular class session. Exams are taken via Canvas and are **closed book**. If students require paper exams, notify professor in advance.
- c. We will discuss tips on preparation for the exams. You can also find *optional practice quizzes* on Canvas posted under the Module for each week covered. These do not count toward your grade but are provided as useful study aids.

2. Reading Reflections (RRs) – 40% of grade

- a. Reading reflections are writing prompts that require you to answer a series of questions related to the topic of the selected week's reading. These reflections are aimed at understanding your perspective on diverse issues in juvenile justice. They aim to give you an opportunity to express your point of view, understanding of the material, and how you

make sense of it in the real world. There are no “right” or “wrong” answers, but you must fully answer all questions asked and explain your reasoning to receive full points.

b. Starting in week 3, there will be ten (10) possible writing prompts, of which **you must complete FOUR (4)**. You may select any 4 weeks you like, but at least **two must be completed by week 8 (10/21)**. If you fail to complete two by the mid-term point (week 8), **you cannot make these up**. For example:

- Student A completes RRs in Weeks 3, 6, 8, & 9 – Ok
- Student B completes RRs in Weeks 7, 8, 12, & 13 – Ok
- Student C completes RRs in Weeks 9 & 10 – **Not ok** (max 50% RR grade)
- Student D completes RRs in Weeks 8, 9, 10, & 13 – **Not ok** (max 75% RR grade)

c. There is no minimum/maximum word requirement, however given that there are multiple prompts in each week, **answers likely will not be sufficient if they are a few sentences**. Strong answers tend to be approximately 1 paragraph per sub-question and will exhibit careful reading and engagement with the materials.

d. Responses are to be uploaded to Canvas by **11:59 the Monday before class**.

3. Attendance and Participation – 10% of grade

a. Being present in class will be integral to your ability to do well, as content may be included in class that we do not cover in the readings. Your ability to understand the material will also be assessed in a multitude of ways, including in-class discussions and group work. 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”). 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%), four reading reflections (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+	87 - 89%
B	80 - 86%
C+	77 - 79%
C	70 - 76%
D	60 - 69%
F	< 60%

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 (0 to 24 hrs.) = 10% reduction
 - 2 days late (24 to 48 hrs.) = 20% reduction
 - 3 days late (48 to 72 hrs.) = 30% reduction
- **A zero (0%) will be entered for any missing assignments**

Missed Exam Policy:

- Make-ups are only **rarely** permitted. This is 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!**

Extra Credit

- Extra credit may be awarded by the professor at her discretion. Extra credit is **NOT** guaranteed, and students should not expect to be offered extra credit during the semester.

VI. Course Policies

Community Agreements

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.

Student Belonging

1. Students come from a variety of different backgrounds (first generation full-time employees, international, caregivers, justice-involved, differently-abled, returning to school, etc.). There are many reasons why students (yourself included!) may feel as if they don't belong in these spaces.
 - a. For example, your professor is a first-generation college student, child of immigrants, and grew up just 20 minutes from campus. College can be very intimidating when you feel you are struggling and don't know how to manage or how to get help. One of the important things I learned in my first semester was that it is important to ask for help. I felt discouraged in courses where professors told me I couldn't be helped, and the most confident in classrooms where instructors listened to me and valued my input. Those were the experiences that made me believe I belonged. When I started to ask for help, I began to get more out of my college experience and was better able

- to take advantage of the place that I had earned. You earned being here too!
2. Please let us know if any situations arise that may impact your ability to do your best and get the most out of the learning experience. We can work with you to connect you with important resources available within the University.
 3. Ask questions and get to know your instructors and classmates. More people may be sharing your experiences than you know. We should all be open to and respectful of these differences.

Professionalism

1. This is a college course, and 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 handing in inaccurate work and assignments will be graded based on the instructions as provided.
2. You should be **checking your Rutgers email and Canvas** as any communications for the course will come through this format. While I will strive to update you on changes during the class period, not checking your email is not an appropriate reason for missing an assignment or change in the course schedule.
3. When contacting course instructors, it is important to communicate professionally and constructively. You should make it clear what you are requesting and how the instructor can help. For example:
 - a. Subject: Question about assignment for Delinquency course
Dear/Hello/Hi [Dr. X, Prof. Y, Ms. Z],
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]
4. 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 enhance 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 might 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 when students are struggling or have concerns. They are also an opportunity to meet with the teaching team and peers in a smaller setting. I am excited about getting to know you and happy to share office hours as a time to explore your interests or learn more about you.
4. Please also feel free to chat with us informally before or after lecture :)
5. If you want to meet with one of us one-on-one, you can email to set up an appointment.

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, you should not copy or reproduce your work from other courses, 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) 353-5063 or via email at TitleIX@newark.rutgers.edu.

For Short-term Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) Students requesting a letter of verification should submit information using the following link: <https://go.rutgers.edu/Verification>.

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, 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 TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: <https://go.rutgers.edu/RUNReportingForm>.

For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office 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. 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: <https://go.rutgers.edu/RUNReportingForm> or emailing careteam@newark.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 through Uwill services:

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

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/>