

JUVENILE DELINQUENCY
CJ315 Tue and Thurs 11-12:15, 12:30-1:45
Spring 08 -KIRK 236

Instructor: Nancy B. Blank Ph.D.
Office Hrs: Mon. 1-2, 3-4; Tue 9:30-11, Wed. 1-2, Thu 10:30-11 or by appointment
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Course Description:

The focus of this course is on juvenile delinquency and the development, and current state of the US juvenile justice system. We will discuss trends in juvenile delinquency and theories of delinquency. We will trace the historical development of the juvenile including the major US Supreme Court decisions, and the philosophy of the court. Discussion of the juvenile justice system will focus on the adjudication of delinquents, community-based treatment, detention, diversion programs, strategies for reform and recent policies.

Course Objectives:

1. Apply the concepts of service-learning and multiculturalism to the course content
2. Discuss differences between juvenile delinquency and adult criminality; and the differences between the philosophies of the juvenile justice system (i.e., *parens patriae*, Balanced and Restorative Justice) and the adult system (i.e., retribution).
3. Apply concepts underlying the development of childhood/adolescence to delinquency
4. Compare and contrast biological, psychological, and sociological theories of delinquency
5. Compare and contrast theoretical bases of various delinquency prevention and intervention programs (i.e. youth courts, planned programs of deterrence, waiver)
6. Discuss the history and development of the juvenile justice system
7. Relate stages of the juvenile court process (i.e., intake process, adjudication, waiver, disposition hearing) to case scenarios
8. Examine juvenile corrections (i.e., probation, community treatment and institutionalization) and compare and contrast the effectiveness among the different types

Required Readings: Larry Siegel, Brandon Welsh and Joseph Senna (2006) *Juvenile Delinquency: Theory, Practice and Law* (9th edition). This will be on **reserve** at the library if you prefer **not** to buy it.
Additional handouts (distributed throughout the semester)

Movies for Diversity Paper

<i>Paper</i>	Higher learning	Dangerous Minds
	Lean on Me	Dead Poet Society
	Principal	Stand and Deliver
	Ron Clarke Story	Good Will Hunting
	Odd Girl Out	Freedom Writers
	Sleepers	

Grading:	Quiz #1=10%	Term Paper & Multicultural Group Paper and Presentation	
		<u>OR Service-Learning=</u>	25%
	Quiz #2=10%	In-class assignments (e.g. surveys/homeworks)=	20%
	Quiz #3=10%	Cultural Diversity Movie Assignment=	10%
		Final=	15%

Course Requirements:

I like to think of the education process as a collaborative effort between the students and teacher. This implies that students play an active role in the classroom and in so doing contribute to their own educational development, and capacity for independent and critical thinking. To achieve this, I encourage you to ask questions during class, initiate discussions, listen carefully to others and challenge me as well as your classmates.

Class attendance, punctuality, completion of readings and meaningful participation in class are expected of all students. Various speakers will be joining us throughout the semester. The class will include quite a bit of discussion and dialogue. It will be important to challenge yourself to put some of your perspectives into words for the rest of the class as well as to respect others' opinions and perspectives that are different from your own. Participation in class discussions and small group activities are expected of all students. Lectures will incorporate information from the reading, but will also cover outside information. The quizzes will cover material from the assigned readings, class discussions and guest presentations. They are similar to examinations except they cover a smaller amount of material. There will be a final exam which will be cumulative and will require you to integrate information learned throughout the semester.

Each student is required to complete a minimum of a 15 page term paper AND participate in a group presentation & paper on a topic related to diversity within the criminal justice system OR participate in the service- learning component of the course.

In additional, all students (whether you are doing service-learning or not) are required to complete a 5-7 page reflection paper on a video. The purpose of this paper is to apply knowledge learned in the area of cultural competency. Guidelines for all papers and presentation are attached. Paper should be presented to me in person only. Papers via email will not be accepted. Please use common sense (e.g. students are responsible for handing in papers which are stapled. If papers are not stapled, the professor is not responsible for lost pages). Paper guidelines are attached.

Attendance:

Absenteeism WILL have a negative impact your final grade because class participation is a requirement and tests are based on material presented in class. Students are expected to attend class. If you miss class for a legitimate reason (i.e., illness, death in the family), please arrange to get the class notes before the next scheduled class. In addition, for legitimate absences please submit written documentation. Students are eligible to make up missed in-class activities for credit only if they provide documentation and consult with the professor about missed assignments. Students who are continually absent from class (twice the number of weekly class meetings) are at risk for failing the course.

Class Behaviors:

Lateness, sleeping or talking in class will not be tolerated. If necessary, students who are disruptive will be asked to leave. Such behaviors result in a grade deduction (one-half a grade per episode or in accordance with the professor's discretion) of the student's final grade.

Late and Missed Test Policies:

Students who miss or fail a quiz are eligible to take a maximum of ONE make-up. Students who fail a test can take the make up to improve the score to the lowest possible passing grade (60%). Students who miss a test must provide documentation indicating a legitimate reason for the missed quiz. The make-up quiz is similar in format, material covered and level of difficulty as regularly scheduled quizzes. The make-up will be held during my office hours during the week of April 22. Students interested in taking the make up must contact me to schedule a quiz date and time at least 1 week (7 days) prior to April 22nd. All late papers will be reduced one half grade per day.

Evaluation:

Letter grades (A, B-, etc.) are based on the percent of correct test answers out of the total possible correct answers and the percent of total possible points accumulated during the course. The grading scale follows:: 94%-100% A; 90%-93% A-; 87%-89% B+; 83%-86% B; 80%-82% B-; 77%-79% C+; 73%-76% C; 70%-72% C-; 67%-69% D+; 60%-66% D; below 60% F.

Stay Informed:

It is important that you stay informed of any changes to the syllabus. Dates for field trips will be organized during the next several weeks. The class schedule offered below is a general course guide. Changes will be made in accordance with student interest, current events, or other unpredictable occurrence. The dates and topics presented are targets, and students are responsible for being aware of any changes announced in class (see the Student Handbook).

Extra Credit:

Extra credit opportunities (i.e. field trips with a subsequent written reflection paper) will be provided. In addition, students who attend each class well prepared and have made meaningful contributions to class discussions will receive a positive participation grade. This grade will raise the student's final grade by one-half of a grade (from a "B" to a "B+"). Neither of these provisions (trips or participation) apply to those students whose final grade (or test grade) is an "F" because class participation and field trips are not sufficient to warrant a passing grade in the course or on individual tests.

Service Learning Component (Optional): The purpose of this activity is to integrate knowledge learned in the classroom with service experiences in the juvenile justice system. The focus of this program will include 15 hours of service learning either tutoring youth at Mainstreet Middle School and Columbus Elementary, serving as positive role models for residents at the Delaware County Detention Center OR working as a mentor of youth defendants processed by the Chester High School Youth Court. It is your responsibility to complete the 15 hours. It is recommended that you begin early in the semester and, if necessary, make up time missed during the youth's spring break (Chester schools are closed the week of March 17 and we are on spring break during the week of March 4.) Participation in this program requires a serious commitment to the youth involved and will require you to sign a contract agreeing to meet the course requirements and adhering to the

guidelines. Students who participate will **substitute this activity for** the term paper and diversity presentation. You are required to complete a service log (see attached) and answer reflection questions (see attached) that require your observations and reflections on issues related to juvenile delinquency and juvenile justice. You also are required to complete field notes on a weekly basis which describe how you spent your time at the service site. Your reflection essays should include copies of any work (ie. checklists, observation sheets) that was used during your service experience, field notes and your service log sheet. You will turn in your reflection questions and field notes numerous times over the course of the semester as indicated on the syllabus. ***The final submission requires you to turn in all of your reflections (with field notes), original versions with my comments, a copy of all reflection questions along with your service-log sheet.***

Placement Sites and Contact Information

Placement	Type	Contact
Main Street Elementary School	Middle School **	Ms. Nyiri 610-447-3685
Columbus Elementary School	Elementary School	Ms. Nyiri 610-447-3685
Lima Detention Center	Juvenile Detention Center	Ronald Johnson 610-891-8543
Diakon Youth Services	Probation Program	Megan O'Neill 484-354-2127
Chester High Youth Court	High School Diversionary Program	Officer Jones 267-237-1588 Raymond Thompson 6109093107

** Preferred service learning sites

Academic Integrity:

Academic integrity is required of all students. Violation of academic integrity includes cheating, falsifying information, plagiarism, helping others to commit academic dishonesty, and preventing other students from obtaining information.

The Instructor Reserves the Right To Change Any Parts of this Syllabus. If so, you will be informed of any changes in class.

CLASS TOPICS

ASSIGNMENTS

01/15	Introductions & Overview The Relevance of service-learning to CJ315 distributed Discussion of sites Distribute surveys	Service-learning handout Homework #1
01/17	What is service learning? Crossing the Line Group Activity Complete Goal Orientation Index Balanced and Restorative Justice (BARJ) <i>Megan O'Neill from Diakon Youth Services</i>	BARJ handouts Youth Court Handouts pp. 384-5 purple box Handouts
01/22	Balanced and Restorative Justice Group Activity Circle Process: The Relevance of Multiculturalism Case Study: Youth Court and School to Prison Pipeline <i>Jane Nyiri from the Chester-Upland School District</i> <i>Youth Jurors From Chester High School</i>	Homework #1 due at start of class
01/24	** Guest Speaker: Kay Atman** The Role of Goal Setting and the Chester High Youth Court	
01/29	Begin service-learning field experience this week The Adolescent Dilemma and its Consequences Case Study: <i>Dennis Gumbs</i>	Chap. 1
01/31	Concepts of Juvenile Delinquency Parens Patriae Legal Status of Delinquents Legal Responsibility of Youth Social Class and Delinquency Age and Delinquency Chronic Offenders	Chap. 1
02/05	The Nature and Extent of Delinquency Interpreting Crime Statistics with Caution Trends in Juvenile Delinquency Criminological Thought: A Brief History Choice Theory & Classical Criminology	Chap. 2 Chap. 3
02/07	** Guest Speaker: H'yyawatha Branch ** Views from the Inside and Out	handout
02/12	Circle: Hyyawatha Branch	

02/19	The Relevance of Multiculturalism to Understanding Delinquency: Do You See What I see Multicultural Perspective and Delinquency: Asian Americans and stereotypes	Handout
02/21	**QUIZ 1**	
02/26	Preventing Delinquency - Scared Straight: An Effective Intervention/Prevention Strategy? SERVICE LEARNING JOURNAL DUE PART 1	Chapter 3 Handout
02/28	Psychological, Biological and Biosocial Model	Chapter 3
03/04	NO CLASS SPRING BREAK	
03/06	NO CLASS SPRING BREAK	
03/11	Sociological Views of Delinquency Social Structural Theories Code of the Street	Chap. 4
03/13	Sociological Views of Delinquency Social Process Theories Group Activity: <i>Application of Matza's Drift Theory and Sutherland's Differential Association Theory</i>	Chap. 4
03/18	** Guest Speaker** Internet Crimes Against Children	handout
03/20	Recent Approaches in Juvenile Justice: Case Study: <i>Operation Ceasefire - An Effort to Reduce Violent Crime in Boston</i>	Handout
03/25	Recent Approaches in Juvenile Justice <i>Pulling All the Levers</i>	Handout
03/27	**QUIZ 2**	
04/01	The History and Development of Juvenile Justice Juvenile Court Process: Pretrial, Trial and Sentencing Presentation #1	Chap. 12 Chap. 14
04/03	Waiver to Adult Court	Chap. 14

Case Study Lionel Tate
Cultural Competency Paper Due

04/08	Juvenile Corrections: Juvenile Probation and Probation Innovations and Institutionalization Part I Media that Matters Clip: System Failure Presentation #2	Chap. 15
04/10	Juvenile Corrections: Juvenile Probation and Probation Innovations Part II	Chap. 15
04/15	<i>Case Study: Texas' Experiment with Juvenile Repeat Offenders</i> Presentation #3	Handout
04/17	Delinquency Prevention/Intervention Programs: What Works and What Doesn't? Presentation #4 (if necessary) TERM PAPER DUE	Chap. 11 and handout
04/22	Tying up loose ends FOCUS GROUPS FOR SERVICE-LEARNING PARTICIPANTS	
04/24	QUIZ 3 Revisiting Elements of Successful Prevention/Intervention Programs FINAL SERVICE LEARNING JOURNAL DUE	
04/29	Integrating Theory and Practice and Course Closing Restorative Justice Practices In Vivo Experiential Exercise	

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