

COURSE SYLLABUS – JUVENILE JUSTICE
CJS415/SOC303 (Sections 01)
Fall Term - 2003

Instructor: Dr. Michael J. Witkowski, CPP
Office/Phone: Room 135 Briggs Bldg. - 993-1051 - voice mail
Email: witkowmj@udmercy.edu
Office Hours: TUE: 11:30AM – 2:00PM & 3:15PM – 6:00PM and THU: 11:30AM – 2:00PM
(or by arrangement).
Class Starts: Tuesday – September 2, 2003
Course Time: 2:00PM – 3:15PM
Location: Briggs Room 216

Required Text: Siegel, L.J., & Senna, J.J. (2000).* Juvenile delinquency: Theory, practice & law (7th ed.). St.Paul: West. * ***OR LATEST EDITION!***

Supplemental: Sanyika, Shakur (1994). Monster. New York: Penguin.

Course Objectives: This course will cover the history and philosophy of juvenile justice in America and the impact of present societal reforms on the juvenile system. A wide array of theoretical positions will be discussed and debated (e.g.- social structure theories, social process theories, social reaction theories, etc.). The influence of the family, media, peers, socioeconomic status, drugs, gang affiliation, and schools will be covered in detail. An overview of the legal framework in which the juvenile justice system operates will highlight the differences in adult and juvenile law. Students will be expected to know the landmark juvenile court cases and the current trends impacting the juvenile court. The systemic role of the police, the juvenile court, and juvenile institutions will be explored. Child abuse and neglect, status offenders, and the unique needs of young people will also be examined. Students will obtain a working knowledge of the juvenile system and an understanding of associated occupations. Juvenile justice professionals will be asked to share their expertise with the students. The study of the youth-gang subculture will be an integral portion of this course.

Course Grades: A student's final grade will be derived from the total points obtained in the following manner:

- Midterm exam (150 points)
- Original* written web-based assignments (4 x 25 point each = 100 points)
- Final examination (150 points).
- Attendance and participation (50 points)
- Service learning assignment (100 points)
- Extra credit (20 points maximum)

Total Points: 550 (570 possible with extra credit)

Note: Class participation and attendance will be weighted heavily in overall course success.

The written web-based assignment will also be discussed in class. Papers should be typed and double spaced and include a title page with appropriate information, pagination and bibliography (must be stapled).

Attendance is critical to course success. Each absence will lower the student's total points by 5 points. The student is strongly encouraged to attend all scheduled classes, take all exams and submit all assignments when scheduled. Please notify the instructor if circumstances do not allow you to submit an assignment or take an exam as scheduled. If a grade of "Incomplete" ("I grade") is requested the "Request for Incomplete Grade" form must be completed by the student and submitted to the instructor prior to the final exam. No exceptions.

Assignments and exams:

Midterm:	10/16
Web Papers:	As due (see reading schedule)
Service Learning:	Thanksgiving week
Final (exam week schedule):	FRIDAY 2:00 – 3:50PM (to be discussed)

* Plagiarism is a violation of university policy and academic integrity as is cheating – please see me if you need clarification on showing your sources when writing.

Note: no children, pets or headphones allowed in class.

CJS415 JUVENILE JUSTICE
Suggested Reading Schedule
Fall 2003

9/2	Course overview & objectives
9/4	Chap. 12 History and Development of Juvenile Justice
9/9	Chap.1 Childhood and Delinquency
9/11**	Chap. 2 Nature/Extent of Delinquency
9/16	Chap. 2 Cont. (Video Segment) [Web One Due]
9/18	Chap. 3 Individual Choice & Trait Theories
9/23	Chap. 4 Social Structure Theories of Delinquency
9/25	Chap. 5 Social Process Theories of Delinquency
9/30	Chap. 5 Cont. (Video Segment – Net Presentation
10/2	Chap. 6 Social Reaction Theories (Video Segment)
10/7	Chap. 7 Gender and Delinquency [Web Two Due]
10/9	Chap. 7 Cont. (Video Segment)
10/14	Chap. 8 Family and Delinquency (Suicide/Abuse)/Midterm Review
10/16	Midterm Exam
10/21	Chap. 9 Peers and Delinquency
10/23	Chap. 9 Gangs in America (Special Lecture)
10/27	Chap.10 Schools and Delinquency (Guest) School Violence (Video Segment)
10/30	Chap. 11 Drug Use and Delinquency
11/4	Chap. 13 Police Work with Juveniles [Web Three Due]
11/6	Chap. 14 Pretrial Procedures Pretrial Procedure (Video Segment)
11/11	Chap. 15 Juvenile Trial & Disposition (Video Segment)
11/13	Chap. 15 Cont.
11/18	Chap. 16 Juvenile Probation & Community Treatment [Web Four Due]
11/20	Chap. 16 Cont. ALL PAPERS & REPORTS DUE [All Late Work Must Be In]
11/25	Chap. 17 Institutions for Juveniles (Video Segment)
11/27	Chap. 17 Cont.
12/2	Sexual Predators Lecture (Video)
12/4	FINAL EXAM REVIEW
12/12	Final Exam FRIDAY 2:00 – 3:50PM (to be discussed)

** No exams will be given after the indicated final exam time - please arrive on time ready to take notes and participate..*

The instructor reserves the right to deviate from this tentative schedule to accommodate guest speakers and field trips as they become available.

**Celebrate Spirit: Thursday September 11, 2003 – 11:30AM – 2:00PM (class immediately follows). Please join your instructor for this important event.

Assignment One Due Date: 9/16

Visit: www.pbs.org/wgbh/pages/frontline/

Select the Criminal Justice link and go to Juvenile Justice program dated 01.30.2001 and select the website for that program.

(Students are strongly advised to view the video portions of this program if the computer they are using has video capability.)

1. Please answer the following questions:

Who is Manny? What crime was he charged with?

Who is Shawn? What crime was he charged with?

Who is Marquese? What crime was he charged with?

Who is Jose? What crime was he charged with?

Which of the above two were charged as adults?

2. Visit the link: "Facts, statistics, & history" and answer the following questions:

What do studies show about trying kids as adults?

Do juveniles get stiffer sentences when tried as adults?

Does treating juveniles as adults help reduce crime?

Do kids who receive adult penalties re-offend less than their peers who are treated as juveniles?

3. Under this same link visit: "Child or adult: A century long view" and answer the following questions?

How were children treated in the 18th century?

Who were the "childsavers" and what did they do?

What took place in the 1960s?

What happened in In Re Gault?

What is the OJJDP?

4. In the above area visit the link: "Justice from both sides of the bench" and select "what it takes to rehabilitate troubled, violent teens" and answer the following questions:

What percentage of kids who come before prosecutor Kurt Kumi never come back a second time?

Why do gangs appear attractive to many kids according to Kumi?

What does Judge Nancy Hoffman think the juvenile justice system does well? What changes would she make if she could?

Web Assignment One (Continued)

How does Judge Thomas Edwards feel societal fails kids? What keeps the public from hearing about juvenile success stories?

What is one of Judge Bridgett Jones frustration with the system? What would she do to try and fix the system?

What would Judge LaDoris Cordell do differently if she was in charge? Does Judge Cordell feel the system is racially biased (hit back button on your browser and go to next link for the answer)?

5. Go to the main page link “Related Reports: Little Criminals” and select “Troubled Kids: Questions and Answers from Top Experts.” Choose one expert and summarize what he/she says in response to the following questions:

What are the best predictors of violence in a young child? Is there an emerging consensus on this?

What is research showing on the interplay of social and biological factors in putting a child at risk in becoming violent and anti-social?

What do we do? What are the public policy aspects of the issue?

Assignment Two Due Date: 10/7

OJJDP Publications Page

<http://ojjdp.ncjrs.org/pubs/general.html#196856>

Scroll down to “Enabling Prosecutors to Address Drug, Gang and Youth Violence” and click on HTML file.

1. What does the acronym JAIBG stand for?

2. View/read “Trends in Juvenile Violence.”

- What is the trend in juvenile violence according to Snyder (1977)?
- What are the demographic features of juveniles entering the juvenile justice system nationwide?
- What is one of the major trends in juvenile drug crimes?
- What is one of the major trends in juvenile gang-related crime?
- How many gang members and gangs are there in the United States according to the 1997 National youth Gang Survey?

3. Return to the “Contents” and select for reading “Prosecutorial Responses” and answer the following:

- What are the prosecutors’ “recommended graduated sanctions for youth crime?”
- What is the prosecutors’ reasoning for transferring the most serious juvenile offenders to criminal court?
- What is the “Boston Gun Project?”
- How does SHOCAP define a “serious habitual offender?”

CJS415 Fall 2003
Web Assignment

Assignment Three Due Date: 11/4

Juvenile Justice Children's Web Sites (hint: you may want to bookmark these for later reference).

1. Visit: www.enc.org

- What is the mission of the Eisenhower National Clearinghouse? (You may wish to sign up free for "Focus" magazine!)
- What information do they compile on children?

2. Visit: www.aecf.org/kidscount

- What is the purpose of the Annie E. Casey Foundation?
- Under their "major foundation initiatives" - their work divided into what certain areas?
- Select one of these areas and summarize some of their respective projects.

3. Visit: [http://www2.acf.dhhs.gov/programs/hsb/index.htm/?/](http://www2.acf.dhhs.gov/programs/hsb/index.htm?/)

- What is Head Start?
- What are three of Head Start's current initiatives?
- Select the "Early Childhood Initiative" link to HHS Fact Sheet. What is the "Fatherhood Initiative?"

4. Visit: www.streetgangs.com/

- What are "Homies" and Mijos" and why do the LAPD think they pose a problem?
- Visit the link to the "LAPD Corruption Scandal" and read three of the stories. Write a few paragraphs about your learnings.
- What is the "Crip-Walk" and why is it being banned at some west coast high school dances (tip: scroll down to story about this at the bottom of "Headlines and News")?

5. Visit: www.nationalcasa.org/

- What is CASA?
- What is their African American Voluntary Recruitment program and what is Judge Glenda Hatchett's message?
- What is "Lighting the Way?"
(I strongly encourage you to view the CASA video spots if your computer has the capacity to do so.)

CJS415 Fall 2003
Web Assignment

Assignment Four Due Date: 11/18

Visit: www.cybertipline.com/

1. What types of “tips” are sought by the Center for Missing and Exploited Children tip line?
2. Check the “Alert” link. Who are three of the children being sought and where are they from?
3. Click on the main logo (upper left hand corner). What is the “Amber Plan” and why was it created? What are some success stories?
4. Click on the “Education & Resources” link on the left hand side. What resources are available at the NCMEC Library?
5. Go to the “Know the Rules – School Safety Tips” link. Print out the list or summarize them.

Visit: National Gang Crime Research Center:
www.ngcrc.com

6. What is the mission of NGCRC? (Go to: “About Us”)
7. Go to link on home page entitled “What’s New: Gangs and Terrorism.” Choose one of them from the *Journal of Gang Research*. Summarize it in no less than three paragraphs. (Hint: read Abstract/Research/Findings/Conclusions & Recommendations.)
8. Return to NGCRC home page. (Use your browser’s “Back” button.) Select “Reports”.
 - What is “Project Gang Fact?”
 - What is “Project Gang Mill?”
 - What does the executive summary of “*Gangs and Guns*” tell us about the “*High School Study*?”
9. Return to the NGCRC Home page. Select “Gang Profiles” and summarize in one page what you learned from one of the three links (approximately one – two pages).