

Criminal Justice 751
JUVENILE JUSTICE
Spring 2014
W 5:30 – 8:00 p.m.
Currell College 204

Professor: Dr. Tia Stevens (Andersen)
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Office Hours: M/W 1:00 – 2:10 p.m. or by appointment

Course Description

This course examines the history, structure, rationale of the US juvenile justice system. Topic areas include the following: the historical evolution of the juvenile justice system, policing youth, diversion programming, the juvenile courts, transfer of youth to the adult criminal justice system, community corrections, confinement, and reentry. Attention is also devoted to special populations of youth under justice system supervision, including youth of color, girls, students, and sexual minority youth.

Learning Outcomes

By the end of the semester, each student will be able to:

- Understand the historical context of the juvenile justice system
- Describe the evolution of juvenile justice policies in the United States
- Describe the characteristics of children in the juvenile justice system
- Understand, discuss, and evaluate contemporary empirical research on children under justice system supervision
- Understand and critique how the juvenile and criminal justice systems process youth
- Understand special issues related to juvenile reentry
- Describe and critique strategies for preventing and controlling juvenile delinquency

Required Texts

Bernard, T. J., and M. C. Kurlychek (2010). *The Cycle of Juvenile Justice*. Second Edition. Oxford University Press.

Fader, J. J. (2013). *Falling Back: Incarceration and Transitions to Adulthood among Urban Youth*. Rutgers University Press.

Kupchik, A. (2006). *Judging Juveniles: Prosecuting Adolescents in Adult and Juvenile Courts*. New York University Press.

Grading Scale

90% to 100% - A
87% to 89% - B+
80% to 86% - B
77% to 79% - C+
70% to 76% - C
67% to 69% - D+
60% to 66% - D
0% to 59% - F

Course Requirements and Evaluation

Leading Class Discussion (10% of final grade) and Reaction Papers (30% of final grade)

During each class, one or two students will be assigned to write a reaction paper (5 pages) and give a short presentation (approximately 10 minutes) on the assigned readings. The student(s) will also lead that day's discussion, having prepared questions designed to generate discussion among the other students. Each student will sign up for two class periods in which she/he will write a reaction paper and lead discussion

Attendance and Participation in Discussion: 10% of final grade

Although students will take turns leading discussion, all students are expected to come to class having read that day's assignment and should be prepared to contribute significantly to class discussion.

Additionally, all students will be responsible for writing at least two discussion questions for each class session, and posting those on the Blackboard course site at least 24 hours before class.

Final Project: 50% of final grade

ONE of the following in written and classroom presentation format:

- A proposal for a study that is "doable" for a thesis/dissertation. The proposal must meet the requirements of either an NIJ dissertation fellowship, an NSF dissertation fellowship, or some other actual dissertation fellowship.

NSF: <http://www.nsf.gov/pubs/2011/nsf11547/nsf11547.pdf>

NIJ: <https://ncjrs.gov/pdffiles1/nij/sl001030.pdf>

OR

- A week-by-week syllabus with accompanying objectives, readings, abstracts for the readings, and explanations of reasons for the choice of readings that teaches about a core topic area in juvenile justice, for example, policing, courts, or corrections. Assignments

should be included, with explanation of how the assignment will inform students of key aspects of juvenile justice. Specify whether the course is to be offered at the masters or undergraduate level.

OR

- A 15-20 article reader (collection of journal articles) plus an excellent introductory chapter for the reader for a book to be used to teach students about juvenile justice on some major topic relevant to juvenile justice-- for example, policing, courts, or corrections. The introduction must explain the order and choice of articles, and should demonstrate critical engagement with the key course themes and analytical frameworks. The full collection of articles must be handed in as part of the packet.

OR

- A substantial (5,000-8,000 words) individual paper. Depending on the stage and focus of your graduate work, the paper should be organized as a conference paper, a draft journal article, or a research report for a non-governmental group. It should focus in-depth on an aspect(s) of juvenile justice relevant to your own research interests/goals, incorporating both readings from the course and additional bibliographic resources. The paper should demonstrate critical engagement with the key course themes and analytical frameworks.

Final Project Schedule

By Week 4 of the semester, you should send me a 1-2 page memo outlining your proposed topic, approach and format.

By Week 11, a complete initial draft will be due. I will also ask you to engage in a peer review process, reading and giving written comments on the drafts of two other students.

We will discuss this assignment further in the early weeks of the semester. Feel free to consult with me individually about the paper.

Please note the sub-deadlines for this project:

- Paper Proposal (1-2 pages): due by Week 4 (February 5)
- Initial Draft: due by Week 11 (March 26)
- Peer Review Responses: due Week 12 (April 2)
- Final Paper: due Wednesday, April 30, by 4:00 pm

Course Policies

Attendance: Students are expected to attend class regularly and to participate in whatever class discussion may occur. Absence from more than 10 percent of the scheduled class sessions (one class for this particular course), whether excused or unexcused, is considered excessive and the instructor may choose to exact a grade penalty for such absences.

Missed Exams: As per university policy, students who are absent from the final examination, will be given an F in the course unless they have offered a documented acceptable excuse. Those with a documented acceptable excuse will be assigned an Incomplete in the course until the examination can be made up. The exam cannot be made up, except in cases of extreme illness, medical emergency, death in the family, court appearances, or conflict with a religious holiday. In the case of illness, or death in the family or court appearances, documentation is required and I must be notified *before* the exam or *within forty-eight hours after* the exam.

Communication: E-mail or face-to-face during office hours are the best ways to reach me. To ensure that I will open and respond to your e-mail, please use your USC e-mail (not personal email) and put CRJU 751 in the subject line. It is your responsibility to follow up with me if you do not receive a response within 48 hours. ***I will not discuss grades or class performance with you via e-mail. This discussion must be held face-to-face in my office.***

Blackboard and E-Mail Requirements: Reading assignments unavailable through the university library system will be posted on Blackboard. I will also e-mail the class at times with information through the university e-mail system. It is your responsibility to check your e-mail and/or forward it to your primary e-mail address. Please consult the VIP system of see me if you need instructions on how to use Blackboard.

Classroom Conduct: All cell phones and pagers are to be turned off or silenced during class (not on vibrate). All cell phones are to be put away out of view during class; there is no text messaging, eating, sleeping, chatting, etc, during class. Students are expected be respectful and courteous of fellow classmates, the instructor, and any opinions offered during the course of class discussions. Any student engaged in disruptive behavior may be asked to leave the classroom. Failure to adhere to these classroom rules may result in your being dismissed from class and/or an academic penalty.

Academic Integrity: Assignments and examination work are expected to be the sole effort of the student submitting the work. Students are expected to follow the University of South Carolina Honor Code and should expect that every instance of a suspected violation will be reported. Students found responsible for violations of the Code will be subject to academic penalties under the Code in addition to whatever disciplinary sanctions are applied. Cheating on a test or copying someone else's work, will result in a 0 for the work, possibly a grade of F in the course, and, in accordance with University policy, be referred to the University Committee for Academic Responsibility and may result in expulsion from the University.

Accommodation for Students with Disabilities

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Office of Student Disability Services: 777-6142, TDD 777-6744, email sasds@mailbox.sc.edu, or stop by LeConte College Room 112A. All accommodations must be approved through the Office of Student Disability Services.

Class Topics and Reading Assignments

Readings are to be done PRIOR to the class date as to facilitate active classes (i.e., discussions and in-class activities). This is a tentative schedule, and I may post revisions on Blackboard.

WEEK	TOPIC
INTRODUCTION TO THE JUVENILE JUSTICE SYSTEM	
<u>1</u>	W, Jan. 15 Introduction to the course
<u>2</u>	W, Jan. 22 Evolution of the juvenile justice system, Part I READING: <ul style="list-style-type: none">• Bernard, T. J., and M. C. Kurlychek (2010). <i>The Cycle of Juvenile Justice</i>. Second Edition. Oxford University Press. Pp. 1-138.
<u>3</u>	W, Jan. 29 Evolution of the juvenile justice system, Part II READING: <ul style="list-style-type: none">• Bernard, T. J., and M. C. Kurlychek (2010). <i>The Cycle of Juvenile Justice</i>. Second Edition. Oxford University Press. Pp. 139-143.
WHO ARE THE CHILDREN IN THE JUVENILE JUSTICE SYSTEM?	
<u>4</u>	W, Feb. 5 Youth of Color READINGS: <ul style="list-style-type: none">• Piquero, A. R. (2008). Disproportionate minority contact. <i>Future of Children, 18</i>, 59-79.• Bishop, D. M., M. Leiber, and J. Johnson. (2010). "Contexts of decision making in the juvenile justice system: an organizational approach to understanding minority overrepresentation." <i>Youth Violence and Juvenile Justice, 8</i>, 213-233• Leiber, M. J., and J. Johnson. (2008). "Being young and Black: What are their effects on juvenile justice decision making?" <i>Crime & Delinquency, 54</i>, 560-581.
<u>5</u>	W, Feb. 12 Girls

READINGS:

- Bright, C. L., P. L. Kohl, and M. Jonson-Reid. (2014). "Females in the juvenile justice system: Who are they and how do they fare?" *Crime & Delinquency*, 60, 106-125.
- Chesney-Lind, M., M. Morash, and T. Stevens. (2008). "Girls' troubles, girls' delinquency, and gender responsive programming: A review." *The Australian and New Zealand Journal of Criminology*, 41, 162-189.
- Feld, B. (2009). "Violent girls or relabeled status offenders?" *Crime & Delinquency*, 55, 241-265.

6 W, Feb. 19 Students, Sexual Minority Youth

READINGS:

- Advancement Project. (2006). "Arresting development: Addressing the school discipline crisis in Florida." Washington, DC: Author. **(SKIM)**
***Available on Blackboard**
- Belknap, J., K. Holsinger, and J. S. Little. (2014) Lesbian, gay, and bisexual youth incarcerated in delinquent facilities. In D. Peterson and V. R. Panfil (Eds.) *Handbook of LGBT communities, crime, and justice* (pp. 207-228). New York: Springer. ***Available on Blackboard**
- Graziano, J. N., and E. F. Wagner. (2011). "Trauma among lesbians and bisexual girls in the juvenile justice system." *Traumatology*, 17, 45-55.

THE FRONT END OF THE SYSTEM

7 W, Feb. 26 Policing Youth

READINGS:

- Brown, R. A., K. J. Novak, and J. Frank. (2009). "Identifying variation in police officer behavior between juveniles and adults." *Journal of Criminal Justice*, 37, 2000-208.
 - Esbensen, F., W. Osgood, D. Peterson, T. J. Taylor, and D. C. Carson. (2013). "Overview of: 'Short- and long-term outcome results from a multisite evaluation of the G.R.E.A.T. Program.'" *Criminology & Public Policy*, 12, 375-411.
 - Wiley, S. A., L. A. Slocum, and F. Esbensen. (2013). "The unintended consequences of being stopped or arrested: An exploration of the labeling mechanisms through which police contact leads to subsequent delinquency." *Criminology*, 51, 927-966.
 - Wolf, K. C. (in press). "Arrest decision making by school resource
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officers." *Youth Violence and Juvenile Justice*.

8 W, March 5 Transfer to Adult Court

READINGS:

- Kupchik, A. (2006). *Judging Juveniles: Prosecuting Adolescents in Adult and Juvenile Courts*. New York University Press.

NO CLASS, SPRING BREAK, MARCH 9-16

10 W, March 19 Diversion

READINGS:

- Harrison, P., J. P. Maupin, and G. L. Mays. (2001). "Teen court: An examination of processes and outcomes." *Crime & Delinquency*, 47, 243-264.
- Norris, M., S. Twill, and C. Kim. (2011). "Smells like teen spirit: Evaluating a Midwestern teen court." *Crime & Delinquency*, 57, 199-221.
- Wilson, H. A., and R. D. Hodge. (2012). "Diverting our attention to what works: Evaluating the effectiveness of a youth diversion program." *Youth Violence and Juvenile Justice*, 11, 313-331.

11 W, March 26 Youth in Juvenile Court

READINGS:

- Equal Justice Initiative. (2008). *Cruel and unusual: Sentencing 13- and 14-year old children to die in prison*. Montgomery, AL: Author.
- Clark, A. (2012). Juvenile justice clinic launched to represent defendants facing life sentences. *Cornell University Law School Spotlights*. Retrieved from <http://www.lawschool.cornell.edu/spotlights/Juvenile-Justice-Clinic-to-Represent-Defendants-Facing-Life-Sentences.cfm>.
- Kennedy, M. (in press). "The end of mandatory juvenile life without parole." *Criminal Justice Policy Review*.
- Singer, S. L. (2011). "Sentencing juveniles to life in prison: The reproduction of juvenile justice for youth adolescents charged with murder." *Crime & Delinquency*, 57, 969-986.

THE BACK END OF THE SYSTEM

12 W, April 2 Youth in Community Corrections

READINGS:

- Alarid, L. F., B. A. Sims, and J. Ruiz. (2011). "Juvenile probation and police partnerships as loosely coupled systems: A qualitative analysis." *Youth Violence and Juvenile Justice*, 9, 79-95.
- Peters, C. M. (2011). "Social work and juvenile probation: Historical tensions and contemporary convergences." *Social Work*, 56, 355-365.
- Ward, G., and A. Kupchik. (2010). "What drives juvenile probation officers?: Relating organizational contexts, status characteristics, and personal convictions to treatment and punishment orientations." *Crime & Delinquency*, 56, 35-69.

13 W, April 9 Confined Youth

READINGS:

- Fazel, S., H. Doll, and N. Langstrom. (2008). "Mental disorders among adolescents in juvenile detention and correctional facilities: A systematic review and metaregression analysis of 25 surveys." *Journal of the American Academy of Child & Adolescent Psychiatry*, 47, 1010-1019.
- Goodkind, S., J. J. Shook, K. H. Kim, R. T. Pohlig, and D. J. Herring. (2013). "From child welfare to juvenile justice: Race, gender, and system experiences." *Youth Violence and Juvenile Justice*, 11, 249-272.
- Pasko, L. and M. Chesney-Lind. (2010). "Under lock and key: Trauma, marginalization, and girls' juvenile justice involvement." *Justice Research and Policy*, 12, 25-49.

14 W, April 16 Reentry

READINGS:

- Fader, J. J. (2013). *Falling Back: Incarceration and Transitions to Adulthood among Urban Youth*. Rutgers University Press.

15 W, April 23 The Future of the Juvenile Justice System

READINGS:

- Doob, A. N., and M. Tonry (2004). "Varieties of youth justice." *Crime and Justice*, 31, 1-20.
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- Farrington, D. P. (2012). "Should the juvenile justice system be involved in early intervention?" *Criminology & Public Policy*, 11, 265-273.
- Feld, B. (2012-2013). "Adolescent criminal responsibility, proportionality, and sentencing policy: *Roper, Graham, Miller/Jackson*, and the Youth/Discount." *Law and Inequality: A Journal of Theory and Practice*, 31, 263-330.

FINAL EXAM, WEDNESDAY, APRIL 30, 4:00-6:30 PM
