

COURSE OUTLINE **Juvenile Delinquency and Justice**

Course Description

AJ 116 . Juvenile Delinquency and Justice. 3 hours credit. This course will enable the student to understand the complex phenomena of juvenile delinquency and adolescent criminal behavior and to critically assess causes and solutions. The student will study the origins, approaches and theories of juvenile delinquency; the juvenile justice system, including police and courts; the juvenile correctional system; and societal response to the delinquency problem, as well as the cross-cultural perspective regarding juvenile delinquency.

Course Relevance

The concepts learned in the course give the student the ability to understand the history, theory and demographics of juvenile delinquency and the problems associated with it. These skills will enhance the student's ability to work with juveniles in all settings.

Required Materials

Taylor, R. Fritsch, E., & Caeti, & Tory. (2011). *Juvenile justice: Policies, programs, and practices* (3rd ed.). New York, NY: Glencoe/McGraw-Hill.

Learning Outcomes

The intention is for the student to be able to:

1. Develop a solid theoretical foundation to critically evaluate the juvenile delinquency problem.
2. Develop and employ cross-cultural perspectives regarding juvenile delinquency.
3. Apply juvenile delinquency theory to understand how juveniles and the agencies that handle them function.

Learning PACT Skills that will be DEVELOPED and/or documented in this course:

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Analytical Thinking Skills

1. Critical thinking
 - The student will develop critical thinking skills by analyzing juvenile delinquency problems through written assignments and other activities conducted in class.

Major Summative Assessments Task(s)

These learning outcome(s) and learning PACT skill(s) will be demonstrated by:

1. Completing an essay or writing project that evaluates the juvenile delinquency problem from a theoretical foundation and applies juvenile theory and cross cultural

perspectives to understand juveniles and the agencies that handle them.

Course Content

- I. Skills/Competencies –Actions that are essential to achieve the course outcomes:
 - A. Writing
 - B. Reading
 - C. Computer literacy
 - D. Analytical thinking
 - E. Ability to compare and contrast
 - F. Memorization
 - G. Application of concepts

Learning Units

- I. The juvenile justice system
 - A. Defining delinquency
 - B. Defining a juvenile
 - C. Law enforcement and other referral sources
 - D. Juvenile court
 - E. Prosecution
 - F. Adjudication
 - G. Disposition
- II. Juvenile crime, criminals, and victims
 - A. Official records and measures
 - B. Law enforcement statistics
 - C. Juvenile court statistics
 - D. Juvenile correctional statistics
 - E. Victimization statistics and measures
 - F. Self-report statistics and measures
 - G. Risk and protective factors in juvenile delinquency
- III. History of the juvenile justice system
 - A. Juvenile justice under the English common law
 - B. Juvenile justice in colonial America
 - C. Juvenile during the Industrial Revolution
 - D. Houses of refuge
 - E. The development of *parens patrie* and reform school
 - F. Juvenile justice during the Victorian era
 - G. Traditional model of juvenile justice
 - H. Due process model of juvenile justice
 - I. Punitive model of juvenile justice
- IV. Choice, deterrence, biological, and psychological theories
 - A. Classical school
 - B. Positive school

- C. Choice theory
 - D. Deterrence theory
 - E. Biological theories
 - F. Psychological theories
- V. Social structure, social process, and social reaction theories
- A. Ecological theory
 - B. Strain theory
 - C. Subculture theory
 - D. Learning theory
 - E. Social control theory
 - F. Labeling theory
 - G. Conflict theory
- VI. Policing juveniles, the law, and the courts
- A. Early policing in juvenile justice
 - B. Changing role of the police
 - C. Definitions of police roles and responsibilities
 - D. Processing of juvenile delinquents by police
 - E. Police attitudes toward juveniles
 - F. Juveniles attitudes toward police
- VII. Juvenile law and procedure
- A. Early juvenile law
 - B. Kent v. United States
 - C. In re Gault
 - D. In re Winship
 - E. McKeiver vs. Pennsylvania
 - F. Juvenile waiver of rights
 - G. Search and seizure
 - H. Interrogations and confessions
 - I. Juvenile proceedings
 - J. Juvenile records
 - K. Juvenile right to jury trial
 - L. Juvenile rights at schools
- VIII. The juvenile court
- A. Status offenses
 - B. Diversion
 - C. Juvenile court judge
 - D. Prosecuting attorney
 - E. Defense attorney
 - F. Probation officer
 - G. Decision to detain
 - H. Decision to petition the case

- I. Arraignment
 - J. Adjudication hearing
 - K. Predisposition report
 - L. Disposition hearing
- IX. Juveniles in the criminal justice system
- A. Purpose of waiver to adult court
 - B. Types of waiver to adult court
 - C. Trends in the use of waiver to adult court
 - D. Public attitudes towards waiver to adult court
 - E. Types of blended sentencing
 - F. Death penalty for juvenile offenders
- X. Juvenile corrections
- A. History of juvenile corrections
 - B. Juvenile community correction
 - C. Juvenile probation
 - D. Intensive supervision probation
 - E. Shock probation
 - F. School-based probation
 - G. House arrest and electronic monitoring
 - H. Mediation
 - I. Restitution
 - J. Community service
 - K. Day treatment programs
 - L. Group homes
 - M. Wilderness and adventure programs
- XI. Institutional corrections for juveniles
- A. Public versus private facilities
 - B. Detention
 - C. Short-term secure facilities
 - D. State institution and schools
 - E. Correctional treatment and programming
 - F. Programs for serious and repeat juvenile delinquents
- XII. Juveniles, drugs, and delinquency
- A. Drug use among adolescents
 - B. Alcohol and tobacco
 - C. Heroin
 - D. Crack and cocaine
 - E. Stimulants
 - F. Hallucinogens
 - G. Steroids
 - H. Depressants

- I. Inhalants
 - J. Intervention and prevention programs
 - K. Legalization, decriminalization, and harm reduction
- XIII. Police
- A. Juvenile attitude toward the police
 - B. Factors that influence police discretion
 - C. Informal and formal disposition of juvenile offenders
 - D. Search and seizure, school searches, interrogation practice, fingerprinting and pretrial identification practices
 - E. Police role in the prevention and deterrence of delinquency
- XIV. The juvenile court
- A. The legal, political, economic and sociocultural context of the juvenile court
 - B. Changes in legal norms of the court
 - C. Roles expectations of judges, prosecutors, and defense attorneys
 - D. The detention hearing, intake process and transfer procedure
 - E. The adjudicatory hearing, disposition hearing and judicial alternative
- XV. Community-based corrections
- A. The administration of probation
 - B. The operation of probation services
 - C. The community volunteer's role in probation services
 - D. Administration of residential and operation of aftercare services
 - E. The effectiveness of community-based corrections
- XVI. Institutions for juveniles
- A. Types of institutional placements including jails, detention centers, shelter care facilities, mental health placements, and adult prisons
 - B. Quality of life institutional placements
 - C. CRIPA and juvenile correctional facilities
 - D. The future of long-term juvenile placements
- XVII. Cross cultural perspective
- A. Theories
 - B. Justice system

Learning Activities

Lecture, instructor-led class discussions, group study, field trips, library research, various audio/visual aids, case studies, guest speaker, and student presentations. The student will be required to examine professional journals in this course.

Grade determination

The student will be graded on assessment tasks, research papers, tests, daily work, class participation, out-of-class assignments, and other methods of evaluation at the discretion of the instructor.