

JUVENILE JUSTICE SYSTEM

(Sociology 335 - 3 credits)

Class Time: 9:10 - 10:00^{am}, Monday, Wednesday, Friday, Social Sciences Building #352
Instructor: James W. Burfeind, Ph.D.
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Office Hours: Monday: 2:10-3:10^{pm}; Tuesday: 9:30-10:30^{am}; Wednesday & Friday: 2:10-3:45^{pm}; and by appointment
Preceptor: Sara Shapiro; Office Hours: M - W - F 10:10 - 11:00^{am}, and by appointment. Social Sciences Building #312, sara.shapiro@umontana.edu

REQUIRED TEXT:

Juvenile Justice: A Text/Reader. Richard Lawrence and Craig Hemmens. 2008. Thousand Oaks, CA:Sage.

COURSE DESCRIPTION:

This is an upper-division course that will encourage students to analyze the systems and procedures for handling delinquent youth in the United States. Students will study the origins and transformation of juvenile justice, including the sweeping change and reorientation that characterize contemporary policies, practices, and programs. Each part of juvenile justice systems will be examined: police encounters with youth, juvenile court proceedings, and correctional programs. Analysis will draw upon criminological literature, including theoretical explanations of delinquency, findings on the nature and extent of delinquency, studies of juvenile justice procedures, and evaluation research on delinquency prevention and intervention programs. Students will gain understanding of juvenile justice through reading, discussion, and lecture.

EXPECTATIONS AND REQUIREMENTS:

1. **Attendance:** Attendance is essential for success in this course. I will take attendance at the beginning of class 10 times throughout the semester. If you are on time on attendance days, you will earn 2 points; if you are late or do not attend, you will be assigned 0 points (no excused absences will be granted).
2. **Assigned Reading:** All reading assignments are from the text and are clearly listed on the class schedule.
3. **Discussion Groups on Readings:** Each section in the book has a series of readings. The class session before each test will be devoted to small group discussion on these readings. I will assign a series of questions for your group to discuss. On the day of the test, you will need to provide me with written responses to two of the assigned questions, based on your notes from discussion. Your responses must be no longer than one paragraph (½ page), and they should be typed and single spaced. Each response will be scored on the basis of 5 possible points, considering organization, development, and writing style (clarity, grammar, mechanics, and punctuation). Please proof read your papers.
4. **Exams:** There are five non-cumulative unit exams, covering specific sections from the text and related class lectures. There will not be a final exam. The last unit exam will be given during the assigned class time of finals week. Exams consist of 50 objective questions (multiple choice and true - false).
5. **Academic Misconduct:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online: http://life.umt.edu/vpsa/student_conduct.php.

GRADES:

Grades for the course are based on the total number of points earned throughout the semester. Letter grades will be calculated on a straight percentage basis, using pluses and minuses.

Exams (5 exams – 50 points each)	= 250 points
Class attendance (10 class sessions – 2 points each)	= 20 points
<u>Discussion group questions on readings</u> (10 responses, 5 points each)	= <u>50 points</u>
TOTAL POINTS	= 320 points

CLASS SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
<u>SECTION I: DEFINING THE PROBLEM OF JUVENILE DELINQUENCY</u>		
Sept. 2	The Social Construction of "Juvenile Delinquency"	
4	The "Invention" of the Juvenile Court	Pages 19-25
7	Labor Day Holiday	
9	The Second Revolution of the Juvenile Court	Pages 25-37
11	"Juvenile Delinquency" in the Montana <i>Youth Court Act</i>	
14	<i>DVD: "Juvenile Justice"</i>	
16	Structure and Authority in Juvenile Justice	
18	Data on Delinquency and Juvenile Justice Systems	Pages 1-6
21	The Nature of Juvenile Delinquency	
23	Discussion Group on Readings	Pages 39-116
25	TEST #1	
<u>SECTION II: CAUSES AND PREVENTION OF DELINQUENCY</u>		
28	Individual Factors: Neuropsychological Risk, Personality, Intelligence, Academic Achievement, Self-esteem	Pages 7-14
30	Social Relations: Social Bond, Social Support, Self-Control, Social Learning	
Oct. 2	Social Structures: Social Disorganization, Strain, Subcultures	
5	Adolescents At-Risk and the Prevention Perspective	Pages 498-501
7	Survey of Model Prevention Programs	
9	Assessment and Early Intervention	
12	Discussion Group on Readings	Pages 503-538, 551-580
14	TEST #2	
<u>SECTION III: ENFORCING THE LAW WITH JUVENILES</u>		
16	Cops and Kids: The Police Role With Juveniles	Pages 117-128
19	Police Discretion in Juvenile Matters	
21	Procedural Due Process in Law Enforcement with Juveniles	
23	Speaker: A Police Officer's Perspective on Working with Juveniles	
26	Discussion Group on Readings	Pages 128-208
28	TEST #3	
<u>SECTION IV: JUVENILE COURT PROCEDURES</u>		
30 & Nov. 2	Intake	Pages 209-219; 220-263
4	Speaker: Probation Officer-Intake Decisions	
6	Transfer to Criminal Court	Pages 265-278; 279-333
9	Adjudication Procedures and Due Process	Pages 335-343
11	Veteran's Day Holiday	
13	Predisposition Reports and Disposition	Pages 343-346
16	Juvenile Courts and the Second Revolution	Pages 346-350 352-401
18	Discussion Group on Readings	Pages 220-263; 279-333; 352-401
20	TEST #4	
<u>SECTION V: JUVENILE CORRECTIONS</u>		
23	Juvenile Corrections and the Second Revolution	Pages 403-405; 417-422
25 - 27	Thanksgiving Holiday	
30	Probation	Pages 410-414
Dec. 2	Community-Based Corrections and BARJ	Pages 414-415
4	Case Example of a Residential Program	
7	<i>DVD: "Who's Watching the Kids"</i>	
9	Residential Placement and Aftercare	Pages 405-409; 415-417
11	Discussion Group on Readings	Pages 424-450
14	TEST #5: Monday, 8:10-10:00^{am}	