CJUS 321 Juvenile Justice

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Introduction
This course is an introduction to juvenile justice system (JJS) in the United States; its history and development, purpose and functions, structure and process, theory and practice, problems and issues. Though not required, the course assumes some basic understanding of United States criminal justice system (CJS). To suggest that JJS assumes an understanding of CJS is not to suggest that JJS and CJS operate the same way. Historically, and as practice today, the two systems cannot be more different in philosophy, organization and process. The CJS exists to vindicate victims and protect the society. JJS is there to protect the best interest of the child. The CJS is there to punish. The JJS is there to rehabilitate.

There are the following objectives to this course:
(1) To acquaint the students with the origin and development of JJS;
(2) To familiarize the students to the philosophy, organization and operations of the JJS;
(3) To help students to understand the basic concepts, theory and research on JJS first as an academic discipline, then as a professional pursuit;
(4) To equip the students with an understanding of the incidence, prevalence, distribution, trend, cause and cure to juvenile crime and delinquencies.

This introduction course is not designed to train experts. It provides the students with the necessary intellectual framework and professional skills set to pursue graduate study and or enter professional services.

Learning community
Conti, Samantha M.
Elliott, Jeannie L.
Gibson, Sydney L.
Kelley, Anna M
Lloyd, Keisha
Miller, Jonathan M.
Attendance
You are expected to participate in class and be ready for discussion and argumentation.

Assessment
Your grade in this course is based on the following four (3) assessment schemes:

(1) **Mid-term**: Test 20% and paper 20% = 40%. Due: Mid-Term @ Week 6.
(2) **Final**: Book Report: *Reforming Juvenile Justice: A Developmental Approach* (National Science Press, 2012) (@Week #17) (3000 words) (30%). Your book report should focus on: First, summarize chapter by chapter of the book demonstrating your understanding of the materials. Second, critically assess how the “developmental approach” contributes to a more effective reaction to and treatment of juvenile delinquency, as informed by lectures, readings and discussion in this course.
(3) Participation (10%).

Instructional resources
*Required*
(2) OJJDP (Office of Juvenile Justice and Delinquency)¹ - Topics²

*Recommended*

Grade curve
I do not curve student performance as a group, i.e. everyone can get an “A”.

Grade scale

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage of Course Grade</th>
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<td>A</td>
<td>93 – 100%</td>
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<td>D-</td>
<td>60 – 62</td>
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Week#1
Orientation
JJ Book
Chapter 1: “Childhood and Delinquency”

Week#2, 3
JJ Book
Chapter 2: “Nature and Extent of Delinquency”
OJDDP, Statistical Briefing Book (specifically FAQ)  
Juvenile Population Characteristics
Juvenile as Victims
Juvenile as Offenders

Week#4
JJ Book
Chapter 3: “Individual Views of Delinquency”
Chapter 4: “Structure, Process, Culture, and Delinquency”

Week#5
JJ Book
Chapter 5: “Social Reaction, Social Conflict, and Delinquency”
Chapter 6: ‘Developmental Theories: Life-Course, Propensity, and Trajectory”

Week# 6
Review

4 http://www.ojjdp.gov/ojstatbb/default.asp
6 http://www.ojjdp.gov/ojstatbb/victims/index.html
Mid Term
Coverage: Week#1 to #5:
   (1) Concepts, Short Answers (20%)
   (2) Write a short paper (1,500 words) (20%) (Part of Mid-Term)
       (2.1) Show how the CJS system developed (500 words)
       (2.2) Show how the CJS and process work (500 words)
       (2.3) Using the data from OJDDP, Statistical Briefing Book describing the nature and extent of JJ and JD, who is doing what to whom and why? (1000 words)

Week#7
JJ Book
Chapter 7: “Gender and Delinquency”

Week#8
JJ Book
Chapter 8: “The Family and Delinquency”

Week#9:
JJ Book
Chapter 9: “Peers and Delinquency”

Week#10:
Chapter 10: “Schools and Delinquency”

Week#11:
JJ Book
Chapter 11: “Drug Use and Delinquency”

Week#12:
JJ Book
Chapter 12: “Delinquency Prevention”

Week#13:
JJ Book
Chapter 13: “Juvenile Justice” Then and Now”

Week#14:
JJ Book
Chapter 14: “Police Work with Juveniles”

Week#15:
JJ Book
Chapter 15: “Juvenile Court Process”

Week#16:
Research and writing of final paper.

**Week 17:**
Final book report due: December 18, 2015 (Friday)

“Knowledge never rests, people do.”
Kam C. Wong, University of Louisville, 1987