



CJ 8204

Policy and Practice in Juvenile Justice

SYLLABUS

Fall 2007

**Tuttleman, Room 403A
Thursday, 3:00 p.m. to 5:30 p.m.**

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Organization of the Course

- Week 1. Thinking about Kids**
- Week 2. Thinking about Policy**
- Week 3. Youth Violence**
- Week 4. Current Policy Issues**
- Week 5. Origins of Juvenile Justice**
- Week 6. Cycles of Juvenile Justice Philosophy**
- Week 7. Adolescent Development and Juvenile Justice**
- Week 8. Case Processing and the Juvenile Court**
- Week 9. Transferring Kids the Adult System**
- Week 10. State and Local Policies**
- Week 11. Current Issues in Juvenile Justice**
- Week 12. Prevention and Correctional Practices**
- Week 13. Visioning: Where is juvenile justice going?**
- Week 14. Review**

Course Description



The juvenile justice had its beginnings in the mid-1800's during a time of intense social reform. Dramatic changes have occurred in its structure and objectives, but much remains of its roots in controlling the behavior of poor, urban children and adolescents. Today, new policy initiatives are eroding the boundaries of juvenile justice and many observers question whether we need a separate court for juveniles.

This course is designed to increase your understanding of the purposes, structure and processes of this distinctly American invention, the juvenile justice system. Together, we scrutinize its recent development and the current policy initiatives that are reshaping its role in our society. We'll examine the juvenile justice system in terms of its underlying aims, its historical foundations, and its sociopolitical contexts, explanations of delinquency, theories of child development, case law, legislation and changes now occurring with respect to its goals. In doing so, we seek to understand the system's limitations, contradictions and strengths. At the same time, we will examine the role that research plays in shaping the policies and programs that constitute this system.

Juvenile justice is about people – adolescents who commit crimes, victims of those crimes, families of young offenders, officials who decide how to proceed with individual cases and policy makers who craft the rules that constrain official decision making. It is critical, then, that we examine the context of juvenile justice as we describe its past and current development.

REQUIREMENTS

You will have an opportunity to lead discussions on selected topics. We will decide on your topic in class. In leading a discussion, the most critical task will be to formulate interesting, thought-provoking discussion questions.

I'd like you to write one paper for this course of approximately twenty pages, and I'd like to give you feedback on a draft of the paper before you hand it in for a grade. Choose some aspect of the juvenile justice system that interests you. The paper should be primarily literature based, but can incorporate personal observation or data analysis. We will discuss strategies for observation or data availability, and I will assist you in gaining access to that part of the system that interests you. In addition, I'd like you to give an oral presentation to the class based on your paper.

The first draft of your paper is due the Monday of Thanksgiving week. I'll try to turn it around in a week. The final draft is due the last day of class. We will schedule the oral presentations together.

I'll be giving you a take-home final exam. It will be handed out on the last day of class and will be due the following Monday.

REQUIRED READING

Many of the readings for this course are taken from articles that will be handed out in class. You will also need to download some materials and cases from the web. Additionally, I have ordered a few books that we will use and that are worth owning.

Books:

David S. Tanenhaus (2004). *Juvenile Justice in the Making*. New York: Oxford University Press. ISBN: 0-19-516045-2

Thomas Grisso and Robert G. Schwartz (2000). *Youth on Trial: A Developmental Perspective on Juvenile Justice*. Chicago: University of Chicago Press. ISBN: 0-226-30912-6

Susan Guarino-Ghezzi and Edward J. Loughran (2004). *Balancing Juvenile Justice* (2nd Edition). New Brunswick, NJ: Transaction Publishers. ISBN: 0-7658-0233-3

I'll also be putting some readings on Blackboard to supplement these books.

Valuable Web Sites

1. National Center for Juvenile Justice: www.ncjj.org
2. Office of Juvenile Justice and Delinquency Prevention: <http://www.ojjdp.ncjrs.gov/>
3. OJJDP Statistical Briefing Book: <http://www.ojjdp.ncjrs.org/ojstatbb/index.html>
4. Coalition for Juvenile Justice: www.juvjustice.org
5. Juvenile Law Center: www.jlc.org
6. Justice Research and Statistics Association, Juvenile Justice Evaluation Center: <http://www.jrsa.org/jjec/>
7. Campaign for Youth Justice: <http://www.campaignforyouthjustice.org/>
8. Harvard Family Research Project Out-of-School Time Database: <http://www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html>

"Good judgment comes from experience, and experience ... well, that comes from poor judgment."

A.A. Milne

COURSE OUTLINE

August 30. Thinking about kids

We will introduce ourselves, review the course requirements and structure, assign responsibility for leading discussions, and talk about the first writing assignment. Importantly, we will build information about specialized knowledge possessed by each of us that can be utilized during the course. We'll also watch a film entitled Girl Trouble.



September 6. Thinking about policy

I will pose some questions that will get us thinking about the juvenile justice system. In preparation, explore each of the websites listed on the previous page, and make some notes about themes that you discover.

September 13. Youth Violence

- Mark Maher, Director of Public Policy for Philadelphia Safe and Sound will join us for the first hour and a half or so to talk about his organization's work in combating violence in Philadelphia.
- Spend some time learning about Safe and Sound before this class. The website is <http://www.philasafesound.org/>
- Reading on gun violence on Blackboard, under Course Documents, Violence Folder
- OJJDP's 2006 report on Juvenile Offenders and Victims is available online. It contains lots of relevant data on juvenile justice. Go to this website and make some notes about juvenile delinquency and the juvenile justice system. <http://www.ojjdp.ncjrs.org/ojstatbb/nr2006/index.html>
- For part 2 of the class, let's talk about what trends you see in these data that you think are valuable for a juvenile justice system planning?

September 20. Current policy issues

George Mosee, Deputy District Attorney for the Juvenile Division of the Philadelphia District Attorney's Office will join us to lead us in a discussion on such policy issues as diversion, waiver (direct file), procedural differences between criminal and juvenile justice, and gun violence. He may also discuss Balanced and Restorative Justice as containing the goals of the juvenile justice system.

I will hand out readings for this class pertaining to Pennsylvania's juvenile justice goals.

September 27. Looking back to the origins of juvenile justice

Read the Tanenhaus book for this class. We will focus our discussion on several questions:

1. What was the social environment like at the time the juvenile court emerged?
2. Why was a separate juvenile court created?
3. What vision drove development of a separate juvenile justice system?
4. What role did the family play in juvenile justice?
5. Why did the juvenile court survive?
6. How did the perception of delinquency as a mental health problem shape the system?
7. How did the sociological perspective of the Chicago School shape the system?

October 4. Cycles of Juvenile Justice Philosophy

Read Chapter 1 and 4 of Guarino-Ghezzi and Loughran

Read materials in Philosophy folder under Course Documents (Blackboard)

October 11. Adolescent Development and Juvenile Justice

Read Parts I and III of Grisso, T. and Schwartz, R.G. (Eds.) (2000). Also read the articles on adolescent development and the Supreme Court's opinion in Roper v. Simmons (2005), all of which are on Blackboard under Course Documents, Adolescent Development.

Arnet, J.J. and Taber, S. (1994). Adolescence terminal and interminable: When does adolescence end? Journal of Youth and Adolescence, 23, 517-537.

Sampson, R. and Laub, J. (1994) Urban Poverty and the Family Context of Delinquency: A New Look at Structure and Process in a Classic Study. Child Development, 65, 2, p523.

Grisso, T., Steinberg, L., Woolard, J., Cauffman, E., Scott, E., Graham, F. L., Reppucci, N. D., and Schwartz, R. (2003).. Juveniles' Competence to Stand Trial: A Comparison of Adolescents' and Adults' Capacities as Trial Defendants. Law and Human Behavior, Vol. 27, No. 4.

October 18. Case Processing and the Juvenile Court

Read Part II if Grisso and Schwartz.

Readings on Blackboard under Case Processing:

- Sanborn, J. (1996). Factors perceived to affect delinquent dispositions in juvenile court: Putting the sentencing decision into context. Crime and Delinquency, 42, 99-113.

- Applegate et al. (2000). Individualization, criminalization, or problem resolution: A factorial survey of judges' decisions to incarcerate youthful felony offenders. Justice Quarterly, 17,309-332.
- Bishop, D.M. and Frazier, C.E. (1988). The influence of race in juvenile justice processing. Journal of Research in Crime and Delinquency, 25, 242-263.
- DeJong, C. and Jackson, K.C. (1998). Putting race into context: Race, juvenile justice processing and urbanization. Justice Quarterly, 15, 487-504.
- McDonald, J. M. and Chesney-Lind, M. (2001). Gender bias and juvenile justice revisited: A multiyear analysis. Crime and Delinquency, 47, 173-195.

October 25. State and Local Policies

Read Chapters 2 and 3 of Guarino-Ghezzi and Loughran
Readings on state policy comparisons on Blackboard

November 1. Transferring Kids to the Adult System

Read the following on Blackboard, under Course Documents, Transfer folder

- Poulos, T. and Orchowsky, S. (1994). Serious Juvenile Offenders: Predicting the Probability of Transfer to Criminal Court. Crime and Delinquency, 40, 3-17.
- Winner, L. et al. (1997). The Transfer of Juveniles to Criminal Court: Reexamining Recidivism over the Long Term. Crime and Delinquency, 43, 548-563.
- Gaardner, E. and Belknap, J. (2002). Tenuous Borders: Girls Transferred to Adult Court. Criminology, 40, 481-518.
- Feld, B. (1999). A Funny Thing Happened on the Way to the Centenary: Social Structure, Race and the Transformation of the Juvenile Court. Punishment & Society, vol. 1, no. 2, pp. 187-214

November 8. Current Issues

You will select one of the following topics read about and provide a summary for the class. No topic can be selected by more than one student.

1. Disproportionate Minority Confinement
2. Juvenile Aftercare or Reentry
3. Gender-responsive services
4. Reducing Gun Violence
5. Evidence-based programs and practices
6. Mental health and juvenile corrections
7. The family and juvenile justice
8. The juvenile sex offender

November 15. Prevention and Corrections

Term Paper Due

Read Chapters 5 and 6 of Guarino-Ghezzi and Loughran

The following readings are under Course Documents, Prevention and Corrections

- Borduin, C.M. et al. (1995). Multisystemic treatment of serious juvenile offenders: long term prevention of criminality and violence. Journal of Consulting and Clinical Psychology, 63, 569-578.
- Altschuler, D.M. (1994). Tough and smart juvenile incarceration. Saint Louis Public Law Review, 16, 217-237.

Nov. 22: Thanksgiving

November 29. Visioning: Where is juvenile justice going?

Read Chapter 7 in Guarino-Ghezzi and Loughran

Readings on Blackboard, Visioning folder in Course Documents

- Schaffner, L. (1997). Families on probation: Court-ordered parenting skills classes for parents of juvenile offenders. Crime and Delinquency, 43, 412-437.
- Roberts, M., Brophy, J. and Cooper, C. (1997). The juvenile drug court movement. Fact Sheet #59. Washington, DC: OJJDP.
- Harrison, P., Maupin, J.R. and Mays, G. L. (2001). Teen court: An examination of procedures and outcomes. Crime and Delinquency, 47, 243-264.
- Moore, M. (1987). Alternative futures (Chapter 6), and Toward juvenile justice (Chapter 7). In Moore, M. From children to citizens: Volume 1, The Mandate for juvenile justice. New York: Springer-Verlag.

December 6. Review for Final Exam and hand out Take-home Exam.

December 13. Exam Due in my office by 3 p.m.