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### SOCI 335.01: Juvenile Justice System

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## JUVENILE JUSTICE SYSTEM

(Sociology 335 - 3 credits)

**When & Where:** 10:00 – 10:50, Monday, Wednesday, and Friday. Stone Hall #304.

**Professor:** [Jim Burfeind](mailto:james.burfeind@umontana.edu), Ph.D. (james.burfeind@umontana.edu). 406-243-4811. Social Science Building #331. Office hours: Monday, Wednesday & Friday from 11:10-12:00; Thursday 9:15-10:15; and by appointment.

**Graduate TA:** [Tessa DeCunzo](mailto:tessa.decunzo@umontana.edu) (tessa.decunzo@umontana.edu). Social Sciences Building #322. Office hours: Monday from 12:30-2:30; Friday from 9:00-9:50; and by appointment.

### REQUIRED TEXT:

John T. Whitehead and Steven P. Lab. 2015. *Juvenile Justice: An Introduction* (8<sup>th</sup> edition). New York and London: Routledge.

### COURSE DESCRIPTION:

This is an upper-division course that encourages students to examine the systems, processes, and practices 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, procedures, and programs. Each part of juvenile justice systems will be examined: police encounters with youth, court proceedings, and correctional programs. Analysis will draw on criminological literature, including theoretical explanations of delinquency, findings on the nature and extent of delinquency, studies of juvenile justice procedures, and evidence-based practices.

### LEARNING OUTCOMES:

1. Students will acquire knowledge and understanding of juvenile justice systems and procedures for handling delinquent youth in the United States.
2. Student learning will move beyond description to the analysis of the theoretical basis and evidence-based practices of contemporary juvenile justice.
3. Students will gain understanding of the prevailing thoughts, issues, and problems inherent in juvenile justice practices and procedures.
4. Students will be exposed to the academic literature and technical reports on juvenile justice. A wealth of information is available on juvenile delinquency and juvenile justice. Students and future juvenile justice professionals are obligated to become familiar with the informational resources that are readily available.

### REQUIREMENTS:

1. **Attendance as Extra Credit Points:** Attendance is essential for success in this course. Attendance will be taken 15 times throughout the semester. If you are on time and attend these days, you will earn 1 point; if you are late or do not attend, you will receive 0 points. Attendance points are extra credit—the only extra credit allowed in the course. If you want extra credit, attend class!
2. **Assigned Readings:** You should come to class having read the assigned readings. Readings from the text are clearly noted on the class schedule. Each unit also includes two reserve readings, which are available on the Moodle course supplement page. Reserve readings are designed to expose students to the academic literature and technical reports on juvenile justice.
3. **Exams:** There are six non-cumulative exams, covering specific chapters from the text, lectures, and reserve readings. There will not be a final exam; instead, the sixth exam will be a unit exam given during finals week. Each exam will be composed of 50 objective questions (multiple choice and true - false), worth 1 possible point each, and two short answer questions, worth 5 possible points each. The short answer

questions for each test will address the reserve reading assignments for that unit. The six tests are worth 360 total possible points.

4. **Speakers:** Juvenile justice professionals will speak during three class periods. If they take time and effort to come to class, you should too! Speaker days are worth 5 possible points each: 2 points for attendance, 2 points for typing out a question before class and handing it in, and 1 point for asking or trying to ask your question (raising your hand). Worth 15 total possible points.
5. **Academic Misconduct:** “Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice President for Academic Affairs.” What is “academic misconduct”? What are the consequences? Please review the [Student Conduct Code](http://www.umt.edu/vpsa/policies/student_conduct.php) ([http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)).

#### **COURSE RESOURCES:**

A course supplement page is available on *UM Online*. The site provides access to announcements, an accessible course syllabus, an individualized grade sheet, lecture slides, study outlines for each section, and pdf files of the reserve readings (Adobe Acrobat Reader required). The course supplement page uses Moodle, the learning management system adopted by UM. Log on to [UM Online](http://umonline.umt.edu) (<http://umonline.umt.edu>) with your network ID and password.

#### **INTENT TO ACCOMMODATE STUDENTS WITH DISABILITIES:**

“Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. ‘Reasonable’ means the University permits no fundamental alterations of academic standards or retroactive modifications.” For more information, visit the [Disability Services for Students Webpage](http://www.umt.edu/dss) (<http://www.umt.edu/dss>) and contact Disability Services in Lommasson Center 154 or 406.243.2243.

#### **GRADES:**

Grades for the course will be based on the total number of points earned throughout the semester--375 total possible points, derived from six unit exams (360 possible points), and three speaker days (15 possible points). You can calculate your grade at any time by dividing the number of points earned by the number of points possible up to that point in the semester.  $\geq 93\% = A$ ;  $90 - 92\% = A -$ ;  $87 - 89\% = B+$ ;  $83 - 86\% = B$ ;  $80 - 82\% = B -$ ;  $77 - 79\% = C+$ ;  $73 - 76\% = C$ ;  $70 - 72\% = C -$ ;  $67 - 69\% = D+$ ;  $63 - 66\% = D$ ;  $60 - 62\% = D -$ ;  $\leq 59\% = F$ .

#### **CLASS SCHEDULE:**

##### **SECTION I: HISTORICAL AND LEGAL CONTEXTS OF JUVENILE JUSTICE**

Aug. 31	Social Construction of “Juvenile Delinquency”	
Sept. 2	Inventing Juvenile Justice	Chapter 2; *NCJFCJ (1998)
<b>5</b>	<b>Labor Day Holiday — No Class</b>	
7 & 9	Reforming Juvenile Justice	Chapters 9 & 14; *NRC (2012)
12	“Juvenile Delinquency” and Juvenile Justice in Statutory Law	
14	Juvenile Justice Structure and Process	
<b>16</b>	<b>TEST #1</b>	

##### **SECTION II: UNDERSTANDING THE PROBLEM OF DELINQUENCY**

19	Data on Delinquency and Juvenile Justice	Chapter 1; *Sickmund & Puzanchera (2014)
21	Extent of <i>Offenses</i>	Chapter 1
23	Social Correlates of <i>Offenders</i>	
26	Developmental Patterns of <i>Offending</i>	

28 Causes of Delinquency: Theory and Research Chapters 3 & 4: \*Farrington (2012)  
30 **TEST #2**

### SECTION III: DELINQUENCY PREVENTION

Oct. 3 Adolescents At-Risk and the Prevention Perspective  
5 Risk/Need Assessment  
7 Evidence-based Practice in Delinquency Prevention  
10 Model Prevention Programs \*Bulman (2014); \*Mihalic & Elliott (2015)  
12 **Exploring Registry Websites** **Worksheet assignment (5 points)—No Class**  
14 **TEST #3**

### SECTION IV: POLICING JUVENILES

17 Cops and Kids: The Police Role with Juveniles Chapter 7; \*Slocum *et al.* (2016);  
19 Discretion and Diversion \*Dudley (2016)  
21 & 24 Due Process Chapter 9:251-255  
26 **Speaker: School Resource Officer**  
28 **TEST #4**

### SECTION V: JUVENILE COURT PROCESSES

#### ***Preliminary Procedures: Detention, Transfer, Intake***

31 Detention Chapter 8; \*Rodriguez (2010)  
Nov. 2 Transfer to Criminal Court  
4 Intake Screening  
7 **Speaker: Chief Probation Officer**

#### ***Formal Procedures: Adjudication and Disposition***

9 Adjudication Hearings  
11 **Veterans Day — No Class**  
14 Predisposition Reports  
16 Formal Disposition \*Scott *et al.* (2015)  
18 Unit Review  
21 **Test #5**

23 - 25 **Thanksgiving Holiday — No Class**

### SECTION VI: JUVENILE CORRECTIONS

28 Probation Chapter 11; \*Haqanee *et al.* (2015)  
30 **Speaker: Juvenile Probation Officer**  
Dec. 2 Community-based Corrections & Restorative Justice Chapter 12  
5 Case Example of a Residential Program: Group Home  
7 Custodial Institutions Chapter 10; \*Inderbitzin (2007)  
9 Parole and Reentry  
12 Unit Review and Evaluate Class (*last day of classes*)  
20 **TEST #6: Tuesday from 8:00<sup>am</sup> – 10:00<sup>am</sup>**

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\*Reserve reading

### RESERVE READINGS

(Available at [UM Online](http://umonline.umt.edu/)--<http://umonline.umt.edu/>)

Bulman, Phil. 2014. "Changing Lives: Prevention and Intervention to Reduce Serious Offending." *Justice Research*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

Dudley, Richard G., Jr. 2015. *Childhood Trauma and Its Effects: Implications for Police*. New Perspectives in Policing Bulletin. Washington, D.C.: U.S. Department of Justice, National Institute of Justice.

- Farrington, David P. 2012. "Predictors of Violent Young Offenders." Pp. 146-171 in *The Oxford Handbook of Juvenile Crime and Juvenile Justice*, edited by B. C. Feld and D. M. Bishop. New York: Oxford.
- Haqanee, Zohrah, Michele Peterson-Badali, and Tracey Skilling. 2015. "Making 'What Works' Work: Examining Probation Officers' Experiences Addressing the Criminogenic Needs of Juvenile Offenders." *Journal of Offender Rehabilitation* 54:37-59.
- Inderbitzin, Michelle. 2007. "A Look from the Inside: Balancing Custody and Treatment in a Juvenile Maximum-Security Facility." *International Journal of Offender Therapy and Comparative Criminology* 51:348-362.
- Mihalic, Sharon F. and Delbert S. Elliott. 2015. "Evidence-Based Programs Registry: Blueprints for Healthy Youth Development." *Evaluation and Program Planning* 48:124-131.
- National Council of Juvenile and Family Court Judges (NCJFCJ). 1998. "The Illinois Juvenile Court Act of 1899." *Juvenile and Family Court Journal* 49:1-5.
- National Research Council (NRC). 2012. "Report Brief—Reforming Juvenile Justice: A Developmental Approach." Committee on Law and Justice, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies.
- Rodriguez, Nancy. 2010. "The Cumulative Effect of Race and Ethnicity in Juvenile Court Outcomes and Why Preadjudication Detention Matters." *Journal of Research in Crime and Delinquency* 47:391-413.
- Scott, Elizabeth, Thomas Grisso, Marsha Levick, and Laurence Steinberg 2015. "Juvenile Sentencing in a Developmental Framework: The Role of the Courts." John D. and Catherine T. MacArthur Foundation, Models for Change.
- Sickmund, Melissa and Charles Puzzanchera (editors). 2014. *Juvenile Offenders and Victims: 2014 National Report*. Pittsburgh, PA: National Center for Juvenile Justice.
- Slocum, Lee Ann, Stephanie Ann Wiley, and Finn-Aage Esbensen. 2016. "The Importance of Being Satisfied: A Longitudinal Exploration of Police Contact, Procedural Injustice, and Subsequent Delinquency." *Criminal Justice and Behavior* 43:7-26.