

JUVENILE DELINQUENCY
(CJUS 415 OR SOCIOLOGY 415)
Fall semester 2006
10:00 - 11:00 MWF
Stubbs 218

Instructor: Alton Braddock

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Text: *The juvenile justice system (5th edition)*

Dean John Champion

Publisher: Pearson/Prentice Hall

ISBN #: 0-13-219374-4

COURSE DESCRIPTION: This course examines how juvenile offenders are defined and classified and draws on current literature to depict significant stages of juvenile processing.

Current and landmark juvenile cases are discussed to illustrate the legal bases for decisions about juveniles. The history of the juvenile court is discussed including crucial events that have influenced the course of juvenile justice. Increasingly juveniles are being extended rights commensurate with adults as more juveniles are being waived to adult court.

COURSE OBJECTIVE: To familiarize the student with the American juvenile justice system to include: a history of the juvenile court; changes in the system from the first juvenile court to the contemporary court; and landmark court cases that have influenced changes in the system. Emphasis is also placed on federal and state legislative action that has affected change in the system.

COURSE GRADES: There will be three(3) examinations(to include the final test) valued at 100 points each. Dates for each examination - except the final test - will be announced in class at least one week prior to the examination. Examination format will be short-answer, such as True/False, fill-in-the-blank, and multiple choice. In addition, all students must complete a special projects facet with a total of 100 points for the total of the project. All graduate students must do a research paper and class presentation. The paper itself will constitute 80% of the grade and the class presentation - approximately 20 minutes - will constitute 20% of the grade. The paper will be formatted consistent with the *Publications manual of the American Psychological Association(5th edition)*. The topic for the research **and paper** must be mutually agreed upon by the student and the instructor but must be timely and may be provocative. A schedule for class presentations will be made by the instructor. Papers will be screened for plagiarism. Some suggested or possible topics would include:
A comparison of juvenile justice systems at the international level
Correlation Between Juvenile Delinquency and Drug Use
Juvenile Death Penalty
History of the Juvenile Court

Alternatives to Incarceration for Juveniles
Sex Crimes Involving Juveniles
Violence in U. S. Schools
Juvenile Gangs
Status Offenders: Definition and Application
Juvenile Boot Camps
Juvenile Offenders Waived to Adult Court

All undergraduate students must complete the following:

(1) an interview - in person or telephonically - with a local official who works in the juvenile justice system about his/her role in the system. A written report will be submitted(3 page minimum) covering the interview (20% of project grade)

(2) review the literature - more than just text - and write a 2 page report of each of the following cases:

Kent v. United States

in re Gault

in re Winship

McKeiver v. Pennsylvania

Roper v. Simmons

People ex rel O'Connel v. Turner

ex parte Crouse

Each report will receive 10% of the project grade for a total of 70%

(3) review the literature - to include publications, internet, etc. - and write a two-page report on the Juvenile Justice and Delinquency Prevention(JJDP) Act of 1974 (10% of project grade).

GRADING SCALE:

A 90 percent and above

B 80-89 percent

C 70-79 percent

D 60-69 percent

F Below 60 percent

BOTH MID-TERM AND FINAL GRADES WILL BE POSTED ON-LINE!

Make-up examinations will be given for excused absences only and should be scheduled as soon as possible. Make-up examinations MAY be in a different format than regularly scheduled examinations and may include discussion and/or essay questions. Therefore, the short-answer stipulation is for regularly scheduled examinations only.

CLASS ATTENDANCE: Class attendance is highly encouraged. Roll call will be taken at each class meeting. Excused absences for make-up examinations must be justifiable and well documented(physician's orders, court orders, etc.) Statements from spouses, parents, room mates et al that you did not feel well on the date of the test will not suffice.

DISABILITY: Any class member with a documented disability which may require accommodation should inform the instructor of the fact immediately and should also contact and notify the ULM Office of Student Life.

COURSE OUT-LINE(corresponding to text chapters to be covered):

- I. Introduction to Juvenile Justice in the United States**
- II. Measuring Delinquency**
- III. Theories of Delinquency**
- IV. An Overview of the Juvenile Justice System**
- V. Legal Rights of Juveniles**
- VI. Juveniles and the Police**
- VII. Intake and Preadjudicatory Processing**
- VIII. Prosecutorial Decision Making in Juvenile Justice**
- IX. Classification and Preliminary Treatment**
- X. The Adjudicatory Process**
- XI. Nominal Sanctions**
- XII. Probation and Community-based corrections**
- XIII. Custodial Sanctions and Aftercare**

CLASS PARTICIPATION IS GREATLY ENCOURAGE BUT MAY BE LIMITED IF THE CLASS IS UNUSUALLY IARGE!