Dr. Inger J. Sagatun-Edwards,  
AJ 206, Th17.30-20.15, MH 526, Fall, 2003  
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Office hrs.: T 13.30-17.30;W 13.30-17.00, Th: 15.00-17.30

SEMINARY IN JUVENILE JUSTICE  
AJ 206, Fall, 2003

History and theory of juvenile justice. Juvenile court structure and processes for juvenile delinquency, status offenses and dependency (child abuse and neglect) cases. Under delinquency we discuss the various court hearings, constitutional issues, transfers to adult court, and correctional issues (including the death penalty for juveniles). Under status offenders we discuss problems with legal definitions and dispositions. Under dependency, we discuss types of cases and roles of professions, child victims in court and expert syndrome testimony, and emerging issues. The role of minors in other court settings, such as family, criminal, and civil courts are included, along with important Supreme Court cases. Emphasis is on current legal and social policy issues related to juvenile justice.

Course Objectives

1) Enable the student to understand the history, philosophy and theories of juvenile justice
2) Enable the student to understand the structure, the processes, and the tasks of Juvenile Court and its relationship to other courts, Juvenile Probation, Department of Social Services, schools and juvenile facilities
3) Enable the student to know the law in California related to juvenile delinquency, status offenders and abused and neglected children
4) Enable the student to discuss and understand current trends and controversies in the law and social policy related to juvenile justice.

Readings

Required books:  
Course Reader, AJ 206 (fall, 2003)  

Recommended books:  
Course Requirements

1) **Class Participation**

   Students are expected to attend class and participate actively and constructively in class discussions. Assigned materials should be read prior to each class meeting. Discussion should indicated knowledge of the subject matter, familiarity with the readings and ability to ask and answer probing questions. Students are encouraged to keep informed about current issues, and bring such issues to the class discussion. Grading on class participation will depend on how well the student participates in class discussions. Obviously, attendance is necessary to receive credit for participation. Attendance and participation will be recorded for each class meeting. Students should call in or send an email with an explanation if they are unable to attend a class meeting, preferably prior to the class meeting.

2) **Class presentations**

   Each student must make an oral presentation, lead a class discussion, and turn in a written report on one of the assigned class topics. Students may select a sub-area within an assigned topic and must base the report on five outside professional sources (from 1995 or more recent). The report is not intended to be a rehash of the regularly assigned materials, but rather an interesting augmentation of outside materials. You may included news-articles as references in addition to the five professional sources. The brief written report must be typed (12 font), double-spaced, and turned in on the day of the presentation (4 pages average; min.3, max. 5, excluding references.). The report will be downgraded ½ grade for each late day.

   In addition, each student must make a brief oral presentation of the term paper project towards the end of the semester. The term paper and the oral presentation must be on different topics.

3) **Term Paper**

   Each student must prepare a term paper on a self-selected, but approved topic within the subject areas of the course. The paper must include a review of the relevant literature, law and cases, summarize and analyze the state of knowledge in the area, discuss problems and make a social policy proposal to meet future needs. Papers will be graded equally on the literature/legal/discussion and the social policy proposal, and on clarity, coherence and creativity. A simple literature review is not adequate. The paper must be typed, double-spaced, with an average of 15 pages, maximum 20 pages, minimum 12 pages.

   The paper must be written specifically for this class, and based on materials/issues discussed in AJ 206. All paper topics must be approved by the instructor, and students must provide an outline and references by Nov. 30. The paper must contain at least 10 professional references outside of class readings, (of these 8 must be from 1995 or more recent). The paper is due on Dec.11, and will be downgraded ½ grade for each late date. Papers must conform to the APA standards, 5th edition.

   The following standards apply to the term paper:
   - Typewritten and double-spaced
   - Correct punctuation, spelling and mechanics
   - Properly footnoted or end-noted
- Appendices where appropriate
- American Psychological Association (APA) reference format, 5th ed.

Grade Evaluation

The course grade will be assigned according to the following weight distribution:

Class Participation: 1/3
Class Presentations/Written Short Report: 1/3
Term Paper: 1/3

AJ 206, Fall 2003
COURSE SCHEDULE

Aug. 28
Course Introduction
Overview of Course Outline
Presentation of Course Outline and Subject Matter
Explanation of Course Requirements
Schedule for Student Presentations

Sept 4
I. Introduction to the Juvenile Justice System
   A. History of the Juvenile Justice System
      Sagatun and Edwards, ch. 1;
      American Juvenile Court, Juvenile and family court journal, 49(4),
      7-16; Scott, E. (2002). The legal construction of
      in the early twentieth century: Beyond the myth of immaculate
      construction; Zimring, F. (2002). The common thread: Diversion in
      the jurisprudence of juvenile courts. All in Rosenheim, M., Zimring,
      F., Tanenbaum, D, & Dorhn, B. (2002). A century of juvenile

   B. The Modern Juvenile Justice System
      West: W & I code, sect. 200-202; 300 (overview), 601, 602.
      Sagatun & Edwards, ch. 5, p. 67-71;
      American government and the politics of youth. In Rosenheim et al;
      journal, 49(4), 39-53.

Sept. 11
II. Delinquency Cases
   A. Overview of Juvenile Justice structure, Court Hearings and Case
      Processing
      W & I code, sects. 625-630.1, 202, 207.1;
      Course Reader:

Sept. 18  B. Constitutional issues: History and Current Debate
Course Reader:

Student Presentations

Sept. 25  Tour of Juvenile Hall/Library Assignment to work on paper outline

Oct. 2  C. Sentencing and Correctional Issues
Course Reader:

Student Presentations

Oct. 9  D. Transfers (Waivers) to Adult Court
West: W & I Code, secs. 707,707.01, 707.1.
Course reader:

Student Presentations

Oct. 16  E. The Death Penalty for Juveniles
Course Reader:
United Nations Convention on Children; materials from NCJFCJ

Student Presentations

Oct. 23 III. Status Offender Cases
A. Legal Definitions and Current Issues
   West: W & I code, sect. 601-601.4
   Course Reader:
   Student Presentations

Oct. 30 IV. Dependency Cases: Abused and Neglected Children and Emerging Issues
A. Types of Cases, Roles of Professionals and Emerging Issues
   West: W & I codes, sect. 300, CRCC 1439-1469;
   Sagatun & Edwards, Ch. 2,3,4,14, 15
   Barth, R. (1996). The juvenile court and dependency cases. The future of children, 6(3);
   Student Presentations

Nov. 6 B. Abuse and Neglect Cases in Juvenile (dependency) court.
   Domestic relations (family) court, Criminal court,
   Civil court
   Sagatun & Edwards: Ch: 5,6,7,8,9
   Course Reader:
   Guest Speaker: Judge Leonard Edwards
   Student Presentations
   Paper Outlines (typed) with 10 APA Style References are due

Nov. 13 C. Children in Court and Controversial Issues
   Sagatun & Edwards: ch. 10,11,12,13
   Student Presentations
   Paper outlines are returned

Nov. 20
Nov. 27

ASC Conference/ Library Assignment to work on Term Paper
Thanksgiving Holiday
Dec. 4  V.  Future of the Juvenile Court and a Comparative Perspective
Course Reader:
Sagatun and Edwards, Conclusion.
Student Presentations

Dec. 11

Brief Student Presentations of Term Papers
PAPERS ARE DUE !!!!

Have a good Holiday