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AJ 206, W 17.30-20.15, MH 526, Spring 2002
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SEMINAR IN JUVENILE JUSTICE
AJ 206, Spring, 2002

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:

Feld, B. (1999). *Readings in juvenile justice administration*. New York: Oxford University Press.

Sagatun, I.J., & Edwards, L. P. (1995). *Child abuse and the legal system*. Chicago, Ill.: Nelson Hall Publishers.

Recommended book:

A digest of cases of the United States Supreme Court as to juvenile and family law, 1988-2000. (2001). Reno, Nevada: National Council of Juvenile and Family Court Judges.
California juvenile laws and court rules, 2002. (2002). St. Paul, Minnesota: West Publishing Company.

Additional readings are indicated in the course schedule.

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 indicate 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 1990 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 include 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 $\frac{1}{2}$ 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, summarize and analyze the state of knowledge in the area, and suggest problems, dilemmas, future trends, research and policy needs. Papers will be graded on their 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 April 10. The paper must contain at least 10 references (of these 8 must be from professional sources, and from 1990 or more recent). The paper is due on May 15, and will be downgraded $\frac{1}{2}$ grade for each late date. Papers must conform to the APA standards, 5th or 4th 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 or 4th 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, Spring, 2002 COURSE SCHEDULE

- Jan. 23 Overview of course outline. Explanation of course mechanics.
- I. Introduction to Juvenile Justice**
- A. History of the Juvenile Justice System
Feld, Part 1: Origins of the Juvenile Court. Introduction and articles by Mack and Platt; Sagatun and Edwards, ch. 1; Ventrell, M. (1998). Evolution of the dependency component of the juvenile court, p. 17-30. *Juvenile and family court journal*, 49(4).
- Jan.30 B. The Current Juvenile Justice System: Cases and Structure
Feld: Part 2: Gateway to the Juvenile Justice Process
West: W & I code, sect. 200-202; 300 (overview), 601, 602.
Sagatun & Edwards, ch. 5, p. 67-71;
Rubin, T. (1996). The nature of the court today. *The future of children: The juvenile court*, 6(3); Ventrell, M (1998). Ibid, pp. 30-33.
- Feb. 6 **II. Delinquency Cases**
- A. Overview of court structure, court hearings and case processing
Snyder (1996). The juvenile court and delinquency cases. *The future of children*, 6(3); W & I code, sects. 625-630.1, 202, 207.1,
Feld: Part 3: Procedural Justice in Juvenile Court: A. Pretrial Detention, article by Snyder & Sickmund
Student Presentations
- Feb. 13 B. Constitutional issues: History and current procedural problems
In re Gault, 387 U.S., 1 (1966). W & I code sects. 675.67, 676. 56.
Feld: Part 3, B. The Right to Counsel, Introduction, Article by Feld:
In re Gault revisited; C: The Right to a Jury Trial, article by Sanborn; Part 6: the future of the juvenile court, articles by Melton, Feld.
Student Presentations
- Feb. 20. C. Transfers (Waivers) to Adult Court: Debate and Solutions

West: W & I Code, sects. 707,707.01, 707.1.
Proposition 21 materials (handouts);
Feld: Part 4: Transfers of serious young offenders to criminal court:
Introduction, Articles by Snyder & Sickmund, Rasmussen & Feld ,
Singer, Bishop, Frazier & Henretta.

Student Presentations

- Feb 27 D. Correctional Issues
Feld: Part 5: Sentencing delinquent offenders: Articles by
Feld, Snyder & Sickmund, Whitehead & Laub, Palmer.
Greenwood, P. (1966). Responding to juvenile crime: lessons
Learned. The Future of Children: The Juvenile Court, 6(3);
Bilchik, S. (May, 1998). A juvenile justice system for the 21st.
Century. OCJP Juvenile Justice Bulletin; OCJP 1999 Report.
- March 6 Field trip to Juvenile Hall
- March 13. E. The Death Penalty for Juveniles?
A digest of cases: Thompson v. Oklahoma, 101 L Ed. 2d 707 (1988).
Stanford v. Kentucky, 492v.s.361 (1989).
Seis, M. and Elbe (1991). The death penalty for juveniles. Justice
Quarterly, 8(4), 465-485;
United Nations Convention on Children; materials from NCJCFJCJ
Student Presentations
- March 20 **III. Status Offender Cases**
 A. Legal definitions and current issues
West: W & I code, sect. 601-601.4
Steinhart, G. (1996). Status offenders. The future of children: The
Juvenile court, 6 (3);
Materials on curfews, run-aways, truants (parents' liability)
Student Presentations
- March 27 Spring Break
- April 3 **IV. Abused and Neglected Cases**
 A. Types of cases, roles of professionals
West :. W & I codes, sect. 300, CRCC 1439-1469;
Sagatun & Edwards, Ch. 2,3,4.
Student Presentations
- April 10. B. Legal response: Dependency cases in juvenile court,
domestic relations (family) court, criminal court,
civil court
Sagatun&Edwards: Ch: 5,6,7,8,9
Barth, R. (1996). The juvenile court and dependency cases. *The*

future of children, 6(3); Hardin, M. (1996). Responsibilities and effectiveness of the juvenile court in handling dependency cases. *The future of children*, 6(3).; 1997;

Student Presentations

Paper Outlines with APA References are due

- April 17 Child Victims in Court
Sagatun & Edwards: ch. 10,11,12,13
A digest of cases: Coy v. Iowa, Maryland v. Craig
- April 24 Emerging issues and comparative systems
Sagatun & Edwards: ch: 14, 15
- May 1 Library Assignment/Work on Term Paper
- May 8 V. **Future of the Juvenile Court**
Edwards, L. (1998). The future of juvenile court: Promising new directions. Sagatun and Edwards, Conclusion.
Feld: Part 3, C. Article by Ainsworth
Hunter, H. (1996). Juvenile court at 100 years of age: The death of optimism. *Juvenile and Family Journal*, 49(4).
Student Presentation
- May 15 Student Presentations of Term Papers
PAPERS ARE DUE