

Dr. Inger J. Sagatun-Edwards, Chair, Justice Studies
JS 206, Th17.30-20.15, MH 526, Spring, 2005
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Office hrs.: W11.00-17.00, Th: 1.00-17.00

SEMINAR IN JUVENILE JUSTICE JS 206, Fall, 2005

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, JS 206 (Spring, 2005)

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

Howell, James C. (2003). *Preventing and reducing juvenile delinquency: A comprehensive framework*. Thousand Oaks, CA: Sage Publications.

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.

Prior to each class meeting, students must email questions pertaining to the class readings; at least one question per readings. These are due by 5.30 prior to the class meeting and will be counted towards the class participation grade.

2) Class presentations

Each student must make an oral presentation 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 1998 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 ½ grade for each late day. Students should also be prepared to answer questions from class-mates about the presentation, and discuss how it relates to the day's class topic. The oral presentation should take about 10 minutes, with 5-10 additional minutes for questions/discussion. Students should prepare a power point- or an overhead presentation to go with the oral delivery, and must turn in copies of all the five outside sources used for the presentation

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 JS 206. All paper topics must be approved by the instructor, and students must provide an outline and references by April 7. The paper must contain at least 10 professional references outside of class readings, (of these 8 must be from 1998 or more recent). The paper is due on May 19 and will be downgraded ½ grade for each late date. Papers must conform to the APA standards, 5th edition. Students must turn

in copies of all reference materials (articles, chapters, books) with the term paper on May 19th. These can be picked up after grades have been recorded.

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

JS 206, Spring, 2005 COURSE SCHEDULE

Jan 27

Course Introduction

Overview of Course Outline
Explanation of Course Requirements
Schedule for Student Presentations

I. Introduction to the Juvenile Justice System

A. History of the Juvenile Justice System

Sagatun and Edwards, ch. 1;

Course Reader: Fox, S. (1998). A contribution to the history of the American Juvenile Court, *Juvenile and family court journal*, 49(4), 7-16;

Krisberg, B. (2005). The historical legacy of juvenile justice, Ch. 3 in *Juvenile Justice: Redeeming our children*. Thousand Oaks, CA: Sage Publications.

Feb. 3

B. The Modern Juvenile Justice System

West: W & I code, sect. 200-202; 300 (overview), 601, 602.

Sagatun & Edwards, ch. 5, p. 67-71;

Howell, J. (2003). Part I. The historical context of current juvenile justice system policies and practices. Chs. 1, 2, 3 in *Preventing and reducing juvenile delinquency*. Thousand Oaks, CA.: Sage Publications

Course Reader: Rubin, T. (1996). The nature of the court today. *The future of children: The juvenile court*, 6(3);

Hurst, H. (1998). The death of optimism. *Juvenile and family court journal*, 49(4), 39-53.

- Feb. 10 **II. Delinquency Cases**
- A. Overview of Juvenile Justice structure, Court Hearings and Case Processing
 W & I code, sects. 625-630.1, 202, 207.1;
 Howell, J. (2003). Ch. 4: Serious, violent and chronic juvenile offender careers, ch. 6: Risk and proactive factors for serious and violent delinquency.
 Course Reader:
 Krisberg, B. (2005). The current juvenile justice system. Ch. 4 in *Juvenile Justice: Redeeming our children*. Thousand Oaks, CA.: Sage Publications.
 Snyder, H., & Sickmund, M. (1999). Ch. 4: Juvenile justice system Structure and process, p. 93-101, and Ch. 6: Juvenile courts and juvenile crime, 141-165. *Juvenile Offenders and Victims, 1999 National Report*, Washington D.C.: Office of Juvenile Justice and Delinquency Prevention.
- Feb. 17
- Tour of Juvenile Hall/Library Assignment to work on paper Outline**
- B. Special populations
 Howell, B. (2003). Ch. 5: Youth gang members as serious, violent and chronic offenders.
 Course Reader:
 Krisberg, B. (2005). Ch. 6: Young women and the juvenile justice System, ch. 5: Juvenile justice and the American dilemma. In *Juvenile Justice*, Thousand Oaks, CA: Sage Publications
- Feb. 24
- C. Constitutional issues: History and Current Debate
 Course Reader:
 In re Gault, 387 U.S., 1 (1966). W & I code sects. 675.67, 676. 56.
 Cohen, C. (1998). Role of the U.S. in drafting the convention on the rights of the child: Creating a new world for children. *Loyola poverty law journal*, (4), 9-46).
 Student Presentations
- March 3
- D. Transfers (Waivers) to Adult Court
 West: W & I Code, sects. 707,707.01, 707.1.
 Course reader:
 Steiner, B., & Hemmens, C. Juvenile waiver 2003: Where are we now? *Juvenile and Family Court Journal*, 54, 1-24; Burrell, S. (2000). Proposition 21 materials Snyder and Sickmund. (1999). Ch. 4, 102-109; ch. 6 , p. 170-183.
 Student Presentations
- March 10
- E. Sentencing and Correctional Issues
 Howell (2003). Ch. 7: What doesn't work in preventing and

reducing juvenile delinquency, ch. 9, Effective prevention and early intervention approaches, Ch. 10: Effective rehabilitation programs for juvenile offenders, ch. 10: Effective rehabilitation programs for juvenile offenders,; ch. 11: The development of comprehensive juvenile justice approaches

Course Reader:

Lerman, P. (2002). Twentieth-century developments in America's institutional systems for youth in trouble (75-109); in Rosenheim et al; United States of America rights for all:

Betraying the young (1998). Amnesty International;

Recommended: Mercury News series on CYA, Fall, 2004

Student Presentations

March 17 F. The Death Penalty for Juveniles

Course Reader:

Cothern, L. (2000). Juveniles and the death penalty. *Coordinating council on juvenile justice and delinquency prevention*.

Washington D.C.: OJJDP.

Thompson v. Oklahoma, 101 L Ed. 2d 707 (1988).

Stanford v. Kentucky, 492v.s.361 (1989).

Roper v. Simmons (no-03-0633; SC 84454, U.S. Supreme Court, Aug. 26, 2003). *Missouri State Supreme Court*

Seis, M. and Elbe (1991). The death penalty for juveniles. *Justice Quarterly*, 8(4), 465-485;

United Nations Convention on Children; materials from NCJCFIJ

Student Presentations

March 24 **III. Status Offender Cases**

A. Legal Definitions and Current Issues

West: W & I code, sect. 601-601.4

Course Reader:

Steinhart, G. (1996). Status offenders. *The future of children: The juvenile court*, 6 (3); Teitelbaum, L. (2002). Status offenses and

status offenders (158-174); Dohrn, B. The School, the child, the court, (267-309), both in Rosenheim et al.

Snyder and Sickmund:ch. 6: 169.

Rubin, T. (2003). Ch. 7: Revisiting status offenders. In *Juvenile justice: Policies, practices and programs*. Kingston, NJ: Civic Research Institute.

Student Presentations

March 31 Spring Break

April 7 **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: Types of child abuse; ch. 3:
Roles of professionals; ch. 4: Who speaks for the child?;
ch. 14: Fetal abuse; ch. 15: Other developments.
Course Reader: Barth, R. (1996). The juvenile court and dependency
cases. *The future of children*, 6(3);
Medaris, M., & Girouard, C. (2002). Protecting children
in cyberspace. *Juvenile justice bulletin*, Washington D.C.:
OJJDP.

Student Presentations

Paper Outlines (typed) with 10 APA Style References are due

- April 14 B. Abuse and Neglect Cases in Juvenile (dependency) court,
Domestic relations (family) court, Criminal court,
Civil court
Sagatun & Edwards: Ch. : Juvenile courts; ch.6:
Domestic relations court; ch. 7: Criminal court; ch. 8:
Civil court; ch. 9: The relationship of different legal
Proceedings.
Course Reader:
Hardin, M. (1996). Responsibilities and effectiveness of the juvenile
court in handling dependency cases. *The future of children*, 6(3).

Student Presentations

Paper outlines are returned

- April 21 C. **Children in Court**
Sagatun & Edwards: ch. 10: The child witness; ch. 11:
Confrontation; ch. 12: Hearsay evidence; ch 13: Expert
witnesses

Student Presentations

- April 28 V. **Future of the Juvenile Court**
Howell, J. (2003). Ch. 11: The development of comprehensive
juvenile justice approaches, Ch. 12: The comprehensive strategy
framework
Sagatun and Edwards, Conclusion
Course Reader:
Edwards, L. (1996). Promising new directions. *The future of
Children: The Juvenile Court*, 6, 131-140.

Feld, B. (1999). Criminalizing the American juvenile court (356-
367), and Rosenberg, I. (1999). Leaving bad enough alone; A
response to the juvenile court abolitionists (367-371), both in Feld,
(1999). *Readings in juvenile justice administration*. New York:
Oxford University Press.

Student Presentations

May 5

**Brief Student Presentations of Term Papers
Summary of Course and Conclusion**

May 12

Library Assignment/Work on Term Paper/No class

May 19

PAPER IS DUE at 5.30 p.m. in Dr. Sagatun-Edwards' office.
Papers are downgraded $\frac{1}{2}$ grade for each late day. Students must turn in copies of all references (articles, etc) used for the paper at the same time.

HAVE A GOOD VACATION!