

CJJ 4010: Juvenile Justice

Instructor Info:

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Course Info:

Academic Term: Spring 2024

Credits: 3 units

Course Schedule: M/W/F 1:20–2:10pm

Course Location: BEL 0116

Course Description: This course provides an examination of the juvenile justice system, including legal and social history, definition and explanation of delinquency, processing of cases from intake to disposition, transfer to juvenile offenders to the criminal justice system, and assessment of delinquency prevention and correctional programs, with emphasis on application of philosophical, legal, and procedural principles to problems and cases of juvenile justice.

Required Textbook: Burfeind, J., Bartusch, D. J., & Hollist, D. R. (2019). *Juvenile Justice: An Introduction to Process, Practice, and Research*. New York: Routledge. ISBN-13: 9781138843226.

Articles will be assigned throughout the course and are available on Canvas.

Student Learning Outcomes: By the end of this course, students will be able to:

- (1) Understand the historical origins of the juvenile justice system, including its similarities and differences from the criminal justice system
- (2) Explain the contemporary structure of the juvenile justice system, including police contact, intake and detention processing, transfer to adult court, and delinquency hearings
- (3) Summarize the various options for juvenile delinquents, including probation, secure placement, and community-based alternatives
- (4) Be able to read and interpret scholarly research related to the juvenile justice system for the abovementioned stages of processing
- (5) Evaluate racial disparities in juvenile justice processing
- (6) Explain alternative approaches to juvenile justice, such as community-based corrections and delinquency prevention
- (7) Compare US juvenile justice systems to foreign juvenile justice systems
- (8) Think critically about juvenile justice reform efforts

Course Calendar:

Week	Dates	Topic	Reading
Week 1	January 8 January 10 January 12	Course introduction Structure of juvenile justice	Chapters 1, 3
Week 2	January 15 January 17 January 19	No class (MLK Jr. holiday) History of the juvenile court: Formation and early years	Chapter 2; Articles
Week 3	January 22 January 24 January 26	History of the juvenile court: The modern era	Chapter 2; Articles
Week 4	January 29 January 31 February 2	Exam 1 Data on juvenile delinquency	Chapters 1–3 Chapters 4–5
Week 5	February 5 February 7 February 9	Policing juveniles	Chapter 7; Articles
Week 6	February 12 February 14 <i>February 16</i>	Policing juveniles <i>No class</i>	Chapter 7; Articles

Week 7	February 19 February 21 February 23	<i>No class</i> The front end: Preadjudication detention & intake	Chapter 8; Articles
Week 8	February 26 February 28 March 1	Transfer to adult court	Chapter 8; Articles
Week 9	March 4 March 6 March 8	Exam 2 Formal processing: Petition, adjudication, disposition	Chapters 4–5, 7–8; Articles Chapter 9; Articles
	March 11 March 13 March 15	Spring break	
Week 10	March 18 March 20 March 22	Juvenile sanctions: Probation and placement	Chapters 10, 12; Articles
Week 11	March 25 March 27 March 29	Community-based corrections	Chapter 11; Articles
Week 12	<i>April 1</i> April 3	<i>No class</i> Delinquency prevention	Chapter 13; Articles

	April 5		
Week 13	April 8 April 10 April 12	Disproportionate minority contact	Chapter 3; Articles
Week 14	April 15 April 17 April 19	Exam 3 Comparative juvenile justice	Chapters 3, 9– 13; Articles Articles
Week 15	April 22 April 24 April 26	Comparative juvenile justice	Articles
Week 16	May 1 @ 12:30pm	Final Exam	Chapters 1–13; Articles

Assignments:

Critical Thinking Questions (25%): Every student will submit weekly “critical thinking” assignments based on the week’s reading from the textbook and accompanying articles. There will be a total of 12 assignments. Critical thinking questions will be posted on Canvas under Assignments, and students will answer one (1) question of their choosing. Answers are to be 250–500 words (approximately 1–2 double spaced pages), turned in via TurnItIn on Canvas.

Assignments will be graded as satisfactory (full credit), not satisfactory (half credit), or zero. Assignments must be turned by **Sunday at 11:59pm** during the assigned week for full credit. Half-credit will be given for late assignments.

Exam 1 (15%): Exam 1 covers chapters 1–3 in the textbook and will be given on **Monday, January 29**. The exam is closed book, closed notes, and consists of 20 multiple-choice questions. Absence on a day of an exam will result in a zero.

Exam 2 (15%): Exam 2 covers chapters 4–5 and 7–8 in the textbook and will be given on **Monday, March 4**. The exam is closed book, closed notes, and consists of 20 multiple-choice questions. Absence on a day of an exam will result in a zero.

Exam 3 (15%): Exam 3 covers chapters 3, 9–13 in the textbook and will be given on **Monday, April 15**. The exam is closed book, closed notes, and consists of 20 multiple-choice questions. Absence on a day of an exam will result in a zero.

Final examination (30%): The final exam will be given on **Monday, May 2 at 12:30–2:30pm**. Please note that this *is not the regularly scheduled class time*. The exam is closed book, closed notes, and consists of 60 multiple-choice questions. *This exam will be cumulative: it covers ALL the assigned readings and class discussions.* Absence on a day of an exam will result in a zero.

Grading and Evaluation:

Final course grades will be determined as follows. There are no extra credit opportunities.

Assignment	Percent of final grade
Critical Thinking Questions	25%
Exam 1	15%
Exam 2	15%
Exam 3	15%
Final Examination	30%

Grading Scale:

Final grade	Percentile
A (4.000)	100 – 93
A- (3.667)	92.9 – 90
B+ (3.333)	89.9 – 87
B (3.000)	86.9 – 83
B- (2.667)	82.9 – 80
C+ (2.333)	79.9 – 77
C (2.000)	76.9 – 73
C- (1.667)	72.9 – 70
D+ (1.333)	69.9 – 67
D (1.000)	66.9 – 63
D- (0.667)	62.9 – 60
F (0.000)	59.9 – below

The above scale is applied without exceptions (i.e., I do not round up).

University Attendance Policy

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)

Academic Success

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

Americans with Disabilities Act

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

- (1) must register with and provide documentation to the Office of Accessibility Services (OAS);
- (2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
- (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
<https://dsst.fsu.edu/oas>

Confidential Campus Resources

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program
University Center A, Rm. 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services
Askew Student Life Center, 2nd floor
942 Learning Way
(850) 644-8255
<https://counseling.fsu.edu/>

University Health Services
Health and Wellness Center
(850) 644-6230
<https://uhs.fsu.edu/>

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.