

Juvenile Justice System

SOCI 335

T-TH 2:00p – 3:20p

UH 210

Fall 2018

Instructor:

- **Dusten Hollist**
- **Office: Social Science 321**
- **Office Hours: T, TH: 3:30p-4:30p; W: 10:00a-11:00a; or by appointment.**
- **Email Address:** dusten.hollist@mso.umt.edu
- **Phone: 243-2843**

Teaching Assistant and Preceptors

Teaching Assistant: Sara Humphers-Ginther	Preceptor: Kaitlynn Lindbo
Office: Social Science 322	Office: University Hall 202A
Office Hours: T, Th: 11:30a -1:30p; W 1:30p–2:30p	Office Hours: M and W: 1p-2p
Email:	Email:

COURSE DESOBJECTIVE

This is an upper-division course that encourages students to examine the systems, processes, and practices for handling delinquent youth in the United States. Students will study the origins and transformation of juvenile justice, including the sweeping change and reorientation that characterize contemporary policies, procedures, and programs. Each part of juvenile justice systems will be examined: police encounters with youth, court proceedings, and correctional programs. Analysis will draw on criminological literature, including theoretical explanations of delinquency, findings on the nature and extent of delinquency, studies of juvenile justice procedures, and evidence-based practices.

LEARNING OUTCOMES

Through the completion of this course, you will:

- Acquire knowledge and understanding of juvenile justice systems and procedures for handling delinquent youth in the United States.
- Analyze the theoretical basis and evidence-based practices of contemporary juvenile justice.
- Gain an understanding of the prevailing thoughts, issues, and problems inherent in juvenile justice practices and procedures.
- Be exposed to the academic literature and technical reports on juvenile justice. A wealth of information is available on juvenile delinquency and juvenile justice. Students and future juvenile justice professionals are obligated to become familiar with the informational resources that are readily available.

REQUIRED TEXT

- Burfeind, James W., Dawn Jeglum Bartusch, and Dusten R. Hollist. 2018. *Juvenile Justice: An Introduction to Process, Practice, and Research*. Routledge: London and New York.

COURSE REQUIREMENTS

Moodle Page:

A course supplement page is available. The site provides access to announcements, an accessible course

syllabus, an individualized grade sheet, lecture slides, study outlines for each section, and pdf files of the reserve readings (Adobe Acrobat Reader required). The course supplement page uses Moodle, the learning management system adopted by UM. Log on to [UM Online](http://umonline.umt.edu) (<http://umonline.umt.edu>) with your network ID and password.

Assigned Readings:

You should come to class having read the assigned readings. This will allow you to more fully understand the material presented in class.

Exams:

There are five non-cumulative exams, covering specific chapters from the text, related class lectures and discussions. The exams will be composed of 20 multiple choice, four short answer, and two essay questions. The essay questions will require full paragraph responses with complete sentences. Spelling, grammar, and writing style will be considered in scoring the essay responses. Each exam will be worth 100 total possible points.

Grades:

Your grade will be based upon the total number of points earned throughout the semester. There are 500 total possible points. Grades will be calculated on a straight percentage basis, dividing the number of points earned by the total number of points possible. Final grades will be computed by dividing the total points scored by the 500 total points available in the term. Grades will be assigned according to the following cut-off:

Letter Grade	Grade Percent
A	90-100 percent
B	80-89 percent
C	70-79 percent
D	60-69 percent
F	59 percent or below

Class Policies:

This class will begin promptly at 2:00p and will run until 3:20p each day, if you need to arrive late or leave early please make prior arrangements with me. Tardiness or early departure from class will not be tolerated. Questions are welcome at any time. However, talking out of turn, sleeping, reading the paper and other disruptive behaviors will not be tolerated. Cell phones are permitted in class if they are shut off and remain stowed away throughout the duration of the meeting time.

It is essential that you attend class every day. In the event that you cannot attend, approach a classmate for notes. ***I will not provide notes for days that are missed; neither will the teaching assistants or preceptors.*** In order to get the maximum benefit out of the course, you need to come to class prepared. This means that you have read the daily readings beforehand and are able to participate in discussions about them. Each day we will engage in discussion regarding topics addressed in the book you are assigned to learn from. Reading the material beforehand will facilitate and strengthen our discussions.

Each of the exams must be taken at the place and time identified in the daily schedule below. Exceptions will be made only for documented medical or family problems; university sanctioned activities must be identified in advance so accommodations can be made. Changes in the reading and exam schedule may occasionally occur. Advance notice of these changes will be made.

Disability Accommodation

Reasonable accommodations will be made for students who have a documented disability. Please notify me during the first week of class of any accommodations that are needed for the course. Late notification may

result in the requested accommodations not being available. All accommodations must be approved through Disability Services for Students (DSS) in Lommasson Center 154 (243-2243).

Academic Honesty and Integrity (UM official statement):

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the university. All students must be familiar with the [Student Conduct Code](#). The code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

Final Note:

Feel free to come and see me if you need to discuss the course material or anything else related to your academic concerns. Our relationship will work best if we are able to openly discuss issues. I have an open door policy and although students should make every effort to see me during office hours. I will remain responsive to issues and concerns that arise.

Reading and Quiz Schedule

Changes in the reading and quiz schedule may occasionally be made. Advance notice of these changes will be made during class time.

TUESDAY	THURSDAY
August 28 th : Course Introduction, Ch. 1	Aug 30 th : The Study of Juvenile Justice, Ch. 1
Sept 4 th : Origins and Transformation of Juvenile Justice, Ch. 2	Sept 6 th : Juvenile Justice Law, Structure, and Process Ch. 3
Sept 11 th : Juvenile Justice Law, Structure, and Process Ch. 3	Sept 13 th : Exam #1
Sept 18 th : Data on Delinquency and Juvenile Justice, Ch. 4	Sept 20 th : The Nature of Delinquency, Ch. 5
Sept 25 th : Causes of Delinquency, Ch. 6	Sept 27 th : Causes of Delinquency, Ch. 6
Oct 2 nd : Guest Speaker: Juvenile Probation	Oct 4 th : Exam #2
Oct 9 th : Policing Juveniles, Ch. 7	Oct 11 th : Policing Juveniles, Ch. 7
Oct 16 th : Detention, Transfer, and Intake Ch. 8	Oct 18 th : Adjudication and Disposition Ch. 9
Oct 23 rd : Guest Speaker: Policing Juveniles	Oct 25 th : Exam #3
Oct 30 th : Juvenile Probation Ch. 10	Nov 1 st : Community-Based Corrections Ch. 11
Nov 6 th : Election Day – No Classes	Nov 8 th : Residential Placement and Aftercare Ch. 12
Nov 13 th : Guest Speaker: Juvenile Court	Nov 15 th : Exam #4
Nov 20 th : Delinquency Prevention Ch. 13	Nov 22 nd : Thanksgiving Holiday - No Classes
Nov 27 th : Delinquency Prevention Ch. 13	Nov 29 th : Linking Systems of Care Ch. 14
Dec 4 th : Linking Systems of Care Ch. 14	Dec 6 th : Correlation and Regression, Healey Ch. 13
Dec 11 th : Exam #5 (3:20p-5:20p)	