Juvenile Justice Course Summer 2020

**Syllabus**

This is a 3 Credit course meeting for 8 days online. The class will cover the history and evolution of the juvenile courts, the recent US Supreme Court rulings pertaining to juvenile law, and analysis of the juvenile justice system.

Students will be assigned to read and respond in writing and orally on important topics. Students will also be assigned to argue pro or con in selected case examples. On the last day of classes, students will make presentations on their ideas for new directions in juvenile justice and submit a written outline of the presentation. Grading will be based upon class participation, written and oral assignments.

Professors: Judge Amy Davenport email: davenport.amy.marie@gmail.com

 Anna Saxman email: anna.saxman@gmail.com

**July 6 Monday CLASS 1** Introduction and History of Juvenile Courts

 Assignment: Read *History of Juvenile Courts* summary on TWEN course materials.

**July 7 Tuesday CLASS 2** *In re Gault*-- Due Process in the Juvenile courts

Assignment: Read *In re Gault* synopsis in course materials on TWEN. Students will be divided into groups of 2 - each pair will discuss an assigned topic from *Gault.*

**July 8 Wednesday CLASS 3** How are Juveniles Different? The Age of Science

Assignment: Students will be assigned to read one of the following case summaries: *Roper* *v. Simmons; Graham* *v. Florida*; *J.D.B*. v. *North Carolina* and should be prepared to discuss how the Court looks at differences between juveniles and adults.

### Class will watch:

### [The mysterious workings of the adolescent brain -](https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain?language=en)

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**July 9 Thursday CLASS 4** Arrest to Disposition

 Class lecture will cover the Juvenile System as compared to the Adult Criminal System; the Youthful Offender hybrid; and Status Offenses.

Assignment: Read handout on “Defining Delinquency” and fact patterns on Motions to Transfer or Motion to Dismiss assigned on TWEN. Students will be assigned to a specific fact pattern to argue pro and con for the questions presented.

\*Weekend Homework Assignment: Choose a Topic for your final New Directions presentation and begin research.

**July 13 Monday CLASS** **5 Characteristics of Youth in the Juvenile Justice System**

This class will cover many of the characteristics of youth in the JJ system: mental health, education, competency, LGBTQ issues, girls, homelessness, poverty and racism.

Assignment: Read: *Transforming Justice: Bringing Pennsylvania Young People Safely Home from Juvenile Justice Placements,* Pilnik, Schwartz, Lindell, Fellerman, and Sorenson <https://www.aecf.org/resources/transforming-justice/>

Also watch and respond to:

<https://www.ted.com/talks/adam_foss_a_prosecutor_s_vision_for_a_better_justice_system?language=en>

**July 14 Tuesday CLASS 6** Pretrial Detention and Disposition Outcomes in Juvenile Court

This class will cover the use of pretrial detention in juvenile court and the traditional outcomes in delinquency cases - juvenile probation or, for the more serious cases, placement in a residential program. How is the decision made? How well do these programs meet the needs of juveniles? Are there better alternatives?

  Assignment: Read *Transforming Juvenile Probation*

<https://www.aecf.org/resources/transforming-juvenile-probation/>

**July 15 Class 7** Restorative Justice: Effective Use of pre- and post-charge diversion and other restorative justice options in Juvenile Justice proceedings

 Class will discuss what pre-charge and post-charge diversion and post-disposition alternatives are effective.

Assignment: students will be divided into pairs and assigned a topic in the following article. Each pair will prepare a short written outline of the topic and present it in class.

 Read:

     <https://cjjr.georgetown.edu/wp-content/uploads/2019/07/A-Roadmap-to-the-Ideal-Juvenile-Justice-System-Digital-Release.pdf>

Guest Speaker on Diversion TBA

**July 16 Class 8** Students present on New Directions