



HAMLINE UNIVERSITY
 School of Law
 COURSE SYLLABUS

Faculty: **Professor Carol Weissenborn**

Course: **Law of Juvenile Delinquency**

Semester: **Fall 2010**

Meeting Schedule: **Sundays, 9:15-11:15**

Room:

Textbook	Primary Text	Primary Text	Recommended not required
Author	Feld, Barry C.		
Title and edition of text	Cases & Materials on Juvenile Justice Administration, 3d ed		
Publisher/year	West, 2009		
ISBN	978-0-314019206-6		

Learning Outcomes for the Course: This course will examine the development and operation of a separate juvenile court system with a focus on certain animating tensions in juvenile justice: public safety versus the rehabilitative ideal; judicial discretion versus due process; the typical role of counsel in an adversarial system versus the child’s best interests; informality versus order. A juvenile courtroom can be a more benevolent place than its criminal counterpart, but it is also a more ambiguous one. Our adult system is predicated to a large degree on the premise that criminal defendants are autonomous actors. How should we apply this system to children? How shall we think about children and criminal responsibility?

Course Expectations: The course will embrace both policy and practice. The issues examined in class will be incorporated into hypothetical fact situations, and students will be asked to assume the roles of the prosecuting and defense attorneys and to make persuasive courtroom arguments.

Juvenile justice is a policy-driven area of law. Instead of a final exam, there will be a final paper (15-20 pages) on a selected topic of juvenile justice or youth and crime policy.

HUSL Policies on attendance, lateness and preparation

The program of instruction at the School of Law is based on an active and informed exchange between instructor and student and between student and student. Regular, prepared class attendance helps develop skills essential to the competent practice of law. A student who violates the attendance policy, including the instructor's specification of class expectation described below, may lose his or her right to take the exam in the course, to receive course credit or may receive other penalties described below and in Academic Rule 108. Persistent or frequent lateness or unpreparedness may also be the basis for reduction of the grade awarded in a course. See Academic Rule 108 for further details.

Attendance Policies in this Course: Please be on time and prepared for each class. If you have more than two unexcused absences, your grade may be lowered one-half point. If you are going to miss class, please contact me ahead of time and let me know why you will be absent.

Punctuality/Preparation Policies in this Course: Before each class, you are expected to read the assigned materials thoroughly; know the cases and materials well enough that you can give a summary if you are called upon to do so; decide what issues the cases raise and what rules of law or principles/definitions apply to the issue; and be familiar with the arguments that the opinions give to justify their application of the rules of law to the particular facts.

Policy on Laptop Use in Class: Students may use computers in the classroom for purposes relating to the class. Web surfing or emailing during class is not allowed.

Grading Components: Grades will be based on the final policy paper, which should be between 15 and 20 pages. Papers will be evaluated on the basis of their conceptualization of the research problem, the evidence and materials presented, and the synthesis and analyses developed. Your analysis should lead to policy recommendations—what would you advise a court, administrative agency, or legislature to do about the problem you studied.

Initial reading assignments (first two weeks):

August 15—Chapter 1; Development of Juvenile Justice System

JJA 1-4; 8-12; 20-29; 29-35; 42-54

August 22—Chapter 2; Juvenile Insanity & Competence

JJA 74-97; 97-122

