



DEV: ⁶“Do not deny justice to your poor people in their lawsuits. ⁷Have nothing to do with a false charge and do not put an innocent or honest person to death, for I will not acquit the guilty. Exodus 23: 6-7

Attendance/ Business: Nyack Scholars Symposium, Thursday, April 1, 2021, Report for extra credit!
 LT. Basem Zaghoul interview –Review the interview that took place on 3/17, see YouTube Video, and write 300 words that relate interview statements to course content, facts, theories (be specific, demonstrate knowledge).

03/29 Wk.11	Ch 7	Juvenile Justice Procedures, Preliminary conferences, Juvenile rights, Petition, Adjudicatory/Disposition hearing	BMK3	BMK 3. Select ONE <i>peer-reviewed scholarly journal article</i> (PRSJA) related to your topic (2013-20). For each article write a 250-word review using the following guidelines (2 sources). <ul style="list-style-type: none"> • What was the stated social problem and research question? Why was it important? (50 words) • <i>Methodology:</i> Briefly explain how the research was done (50 words) • <i>Results:</i> What were the <i>researchers’ findings</i> of each article? (50 words) • <i>Significance:</i> How did the ideas and results shape your thinking on the topic? (100) 	3/28
				250	

Lesson Goal: Purpose of Juvenile Courts and Juvenile Court Acts (**Read JJ, Chap. 6**)

Know the **key terms** found on pg. 179

What is the Uniform Juvenile Court Act, 1968?

The National Conference of Commissioners on Uniform State Laws, 1968, had as its goal the creation of a *common purpose, scope and procedures for national juvenile justice* (p. 114). The definitions and terms of the UJCA (1968) can be found on pages 395-416 of your text. There are **59 sections** to the act that address *jurisdiction, age of responsibility, access to juvenile records, due process, double jeopardy*, and many other subjects (Open and read the section addressing “age of responsibility”).

TOPIC: What are the due process rights of juveniles (Gault, 1967)

1. Notice of charges /allegations – 6th Amendment
2. Right to counsel – 6th Amendment
3. Confront and cross-examine witnesses – 6th Amendment
4. Remain silent in court – 5th Amendment

Legal Supports for youth during the *delinquency* hearing process – Read p. 164-170

Guardian ad Litem – person who is appointed as guardian when having parent is not conducive

Totality of circumstances – the consideration of all facts, youth characteristics, events in youth’s life, etc.

Interrogation in presence of parents/ attorney – youth may be intimidated and feel coerced to talk. The presence of parents, school administrators is based on the *policies of the state jurisdiction*.

Fourth Amendment Rights: regarding privacy, search and seizure, arrest, warrant, etc.

Warrantless custody – person in need of supervision (PINS), minor’s well-being is endangered

Doctrine of parens patriae – the government’s responsibility to address the needs of vulnerable minors

What is blended sentencing?

Blended sentencing refers to a *shared jurisdiction* and combined disposition/sentence. This is done in more serious cases where the youth court or the adult court judge wants to impose a youth detention disposition that will “roll over” into the guilty party’s adult years with an adult sentence.

In some cases, the second (adult) sentence may be dropped if the court determines the youth is rehabilitated.

Double jeopardy? The legal aspect of *blended sentencing* which can accommodate a *follow-up sentence* has been challenged as *waiver or dismissal of the 5th Amendment protection against double jeopardy*.

VIDEO: The Case of Sarah Kruzan – 6:02 min.

<https://www.youtube.com/watch?v=O8jiU9gYz7c>

Critical thinking:

1. In the case of Sarah Kruzan, what elements of her crime influenced the decision for an adult trial?
2. Do you, and how would you differentiate between the suspect and the nature of the crime committed?

The Sentencing Project - <http://www.sentencingproject.org/publications/juvenile-life-without-parole>

NOTE: The U.S. Supreme Court in, *Montgomery v. Louisiana (2016)* ruled that youth could not be sentenced to life without possible parole. The Sentencing Project is an organization that advocates for fair sentencing.

VIDEO: New Beginnings and the DC's Juvenile Justice System – 20:11 min.

<http://www.youtube.com/watch?v=YnhvuT5zzIs>

1. How was Judge Eugene Hamilton's idea of offering a "continuum of treatment" reflected in the reforms?
2. What is the distinction between *punitive and therapeutic* approaches?
3. How do youth detention centers function as places of socialization? teaching of criminal habits and thinking?
4. What is the role of mentoring, is it realistic?

Lesson Goal: Philosophical differences of justice programs to produce *accountability for crime and change*:

Punitive approaches assume that punishment produces *accountability for crime and change*.

Therapeutic approaches assume offenders can change and therapy produces *accountability for crime and change*.

DEF: Recidivism: The *measure of reoffending* by persons who have been processed by a court system. *Adult recidivism rates* usually assume a 3-year post incarceration period as the basis of the measure. *Youth recidivism rates* are based on them returning to a juvenile court.

Lesson Goal: What are youth courts?

1. Do you believe youth should have the power/authority to judge other youth?
2. Does the issue of age of responsibility play a role in giving youth authority to judge?

VIDEO: Reach for Youth, Inc. Teen Court - Juvenile Justice – 15:49 min.

<https://www.youtube.com/watch?v=R3maqbs262I>

Do you agree or disagree that youth courts address (1) accountability for crime, and (2) change?

How do youth courts differ from traditional juvenile justice courts?

VIDEO: Time Dollar Youth Court: Second Chance – 3:33 min.

<https://www.youtube.com/watch?v=Hqp8MzJzm4M>

1. What is the non-youth court recidivism rate?
2. What is the youth court recidivism rate?