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Juveniles in the Justice System
PSYC 6342 – Special Topics in Psychology and the Law
Spring 2019

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Course Description and Objectives:

Each year, increasing numbers of children and adolescents around the world come into contact with the legal system as victims, witnesses, and/or defendants. These youth encounter a system designed with adults in mind. This course is intended to provide graduate students with an overview of how the fields of developmental psychology and law intersect. By the end of this course you should understand how developmental characteristics, capacities, and limitations affect juveniles' ability to participate effectively in the legal system; how developmental research and theory can be applied to legal issues; and how legal decisions and policies affect the direction of psychological research concerning children and adolescents. Students will have acquired specific knowledge about the intersection of developmental psychology and the legal system with respect to several topics, including the interrogation of juvenile suspects, developmentally appropriate punishment, how juveniles come to form their attitudes and understanding of the legal system, and the culpability of juvenile offenders. Research relevant to this seminar is interdisciplinary. Thus, this seminar is relevant for students whose research concerns legal psychology/law, developmental psychology, and/or criminology. The course will cover three general areas:

ADOLESCENT DEVELOPMENT

Guiding questions: What is adolescence? What are the major areas of development that occur during adolescence? What can development tell us about why adolescents take risks and commit crimes? Is delinquency normal?

JUVENILE DELINQUENCY

Guiding questions: Why do juveniles commit crimes? What is the age-crime curve? Are juveniles as responsible for their crimes as adults are?

THE JUVENILE JUSTICE SYSTEM

Guiding questions: How are delinquent youth treated in the justice system? How does the juvenile justice system differ from the criminal justice system? Is the system effective at reducing delinquency? Does the system treat juveniles in ways that are developmentally appropriate?

Readings:

Readings assembled for this seminar (see below) include empirical, theoretical, and review articles, book chapters, and legal materials (e.g., amicus briefs, legal cases). The readings were selected to sample from various disciplines (e.g., psychology, law, criminology); article types (e.g., empirical research,

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review articles); and research strategies (e.g., laboratory analogs, file reviews, field work). Please be sure to read the assigned readings **before** the associated class date. The majority of readings can be accessed via the class Blackboard website.

Student Requirements

1. **Attendance and participation (20%)**

All students are expected to come to class prepared, having read the assigned readings ahead of time and ready to engage in active discussion of the course material. This course is largely discussion-based; therefore, students are expected to contribute to the discussion in a thoughtful manner that is respectful of other students' views.

2. **Weekly discussions and questions (20%)**

Students *must* read the assigned material prior to each class and participate in class discussion. Class meetings will focus on reading, thinking critically about, and integrating the readings to understand key developmental principles and topics in juvenile justice and delinquency. To encourage critical thinking and engagement with the material (not just passive absorption of it), students will be required to write between 3-5 questions or comments about the readings. These questions need to be emailed to me by noon on the day before class and should be integrative and thoughtful, demonstrating that students have not only read the material but attempted to integrate the ideas. The questions/comments can tie in prior week's topics as well.

3. **Discussion leader (20%)**

Students will each sign up to independently lead the class discussion of the readings for one week of the course. All students will be required to read the readings ahead of time and engage in class discussion every week; however, it will be the primary responsibility of one student to lead the discussion for his or her designated week. The format of this presentation/discussion is flexible and may be decided by the student.

4. **Writing assignment (40%) – DUE APRIL 30th**

a. **Select from options below:**

- i. **Literature review for journal submission.** Select a topic related to juvenile delinquency or juvenile justice and conduct a thorough literature review. Prepare a written review for submission according to journal guidelines.
- ii. **Grant proposal.** Identify an appropriate funding mechanism and follow the guidelines established for that mechanism. Propose a project related to juvenile delinquency or juvenile justice.
- iii. **Manuscript for journal submission.** Using a dataset (your own, your advisors, mine, a public dataset), you will develop and test a research question and hypothesis relevant to juvenile delinquency or juvenile justice. Identify a journal and prepare a publication-ready manuscript including standard APA sections (Abstract, Introduction, Literature Review, Method, Results, Discussion, References). Aim for 20-35 pages double-spaced (including tables, figures, and references).
- iv. **FOR UNDERGRADS ONLY:** Write a letter to your local government representative about an issue relevant to developmental psychology and the law. Take a stance on the issue and provide evidence from developmental science to support your arguments. Aim for between 4-6 pages double spaced. Attach an annotated bibliography of 5 sources (in APA format). Sources must be empirical and post-2005.

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- b. Assignment option and topic must be approved by instructor by February 25. You should indicate which journal or grant you will be submitting to (if appropriate).**

Policies

Academic Dishonesty

It is the official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Cheating or plagiarism in this class will result in penalties that may include a letter in the student's file as well as failing the course. The academic honesty code is available online at: <http://sa.utep.edu/osccr/academic-integrity/>

Accommodations

If you require accommodation, please contact the Center for Accommodations and Support Services (CASS) at 915-747-5148 or via e-mail (cass@utep.edu) during the first week of the semester or visit their office located in UTEP Union East, Room 106. They will help you with the required paperwork necessary to obtain accommodation. For additional information, please visit the CASS website at www.sa.utep.edu/cass

Discussion Ground Rules

1. **Respect Each Other.** In order to create a climate for open and honest dialogue and to encourage the broadest range of viewpoints, it is important for class participants to treat each other with respect. Name calling, accusations, verbal attacks, sarcasm, and other negative exchanges are counterproductive to successful teaching and learning about topics.
2. **Discuss with the Purpose of Generating Greater Understanding.** The purpose of class discussions is to generate greater understanding about different topics. The expression of the broadest range of ideas, including dissenting views, accomplishes this goal. However, in expressing viewpoints, students should try to raise questions and comments in way that will promote learning, rather than defensiveness and conflict in other students.
3. **Don't Personalize the Dialogue.** Keep the discussion and comments on the topic, not on the individual. Don't personalize the dialogue. Rather than personalizing the dialogue, please direct challenging comments or questions to the instructor or the entire class.
4. **Agree to Disagree.** Remember that it is OK to disagree with each other. The purpose of dialogue and discussion is not to reach a consensus, nor to convince each other of different viewpoints. Rather, the purpose of dialogue in the classroom is to reach higher levels of learning by examining different viewpoints and opinions.
5. **Participate and Share.** Everyone is expected to share. Keep in mind that the role of the instructor is to make sure that everyone's voice is heard in class.

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COURSE AGENDA & ASSIGNED READINGS

Week 1 – The Juvenile Justice System; Issues in Development and Crime (January 22)

1. Reppucci, N.D. & Crosby, C.A. (1993). Law, psychology, and children: Overarching issues. *Law & Human Behavior, 17*, 1-10.
2. Cauffman, E., Cavanagh, C., Donley, S., & Thomas, A. G. (2015). A developmental perspective on adolescent risk-taking and criminal behavior. In A. Piquero (ed.) *The handbook of criminological theory* (pp. 100-120). Oxford: Wiley-Blackwell.
3. Juvenile justice system structure and process. In M. Sickmund & C. Puzanchera (Eds), *Juvenile Offenders and Victims: 2014 National Report* (pp. 83-114). Pittsburgh, PA: National Center for Juvenile Justice.

Week 2 - Adolescent Development (January 29)

1. Steinberg, L., Cauffman, E., Woolard, J., Graham, S., & Banich, M. (2009). Are adolescents less mature than adults?: Minors' access to abortion, the juvenile death penalty, and the alleged APA "flip flop." *American Psychologist, 64*, 583-594.
2. Baird, A., & Fugelsang, J. A. (2004). The emergence of consequential thought: Evidence from neuroscience. *Philosophical Transactions of the Royal Society of London, 359*, 1797-1804. doi: 10.1098/rstb.2004.1549
3. Casey, B.J., Jones, R., & Somerville, L. (2011). Braking and accelerating of the adolescent brain. *Journal of Research on Adolescence, 21*, 21-33.
4. Telzer, E. H. (2016). Dopaminergic reward sensitivity can promote adolescent health: A new perspective on the mechanism of ventral striatum activation. *Developmental Cognitive Neuroscience, 17*, 57-67.

Week 3 – Adolescent Social Development (February 5)

1. Blakemore, S.-J., & Mills, K. L. (2013). Is adolescence a sensitive period for sociocultural processing? *Annual Review of Psychology, 65*(9), 9.1-9.21.
2. Cohen, A. O., Breiner, K., Steinberg, L., Bonnie, R. J., Scott, E. S, & Casey, B. J. (2016) When is an adolescent an adult? Assessing cognitive control in emotional and nonemotional contexts. *Psychological Science, 1*-14. doi: 10.1177/0956797615627625
3. Steinberg, L. & Monahan, K. (2007). Age differences in resistance to peer influence. *Developmental Psychology, 43*(6), 1531-1543.
4. Chein, J., Albert, D., O'Brien, L., Uckert, K., & Steinberg, L. (2011). Peers increase adolescent risk taking by enhancing activity in the brain's reward circuitry. *Developmental Science, 14*(2), F1-F10.
5. Dishion, T., McCord, J., & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist, 54*, 755-764.

Optional:

6. O'Brien, L., Albert, D., Chein, J., & Steinberg, L. (2011). Adolescents prefer more immediate rewards when in the presence of their peers. *Journal of Research on Adolescence, 21*(4), 747-753. doi: 10.1111/j.1532-7795-2011.00738.x

Week 4 – Dual Systems Models of Adolescent Risk Behavior (February 12)

1. Steinberg, L. (2010). A dual systems model of adolescent risk-taking. *Developmental Psychobiology, 52*(3), 216-224. doi: 10.1002/dev.20445.

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2. Casey, B. J., Jones, R. M., & Hare, T. A. (2008). The adolescent brain. *Annals of NY Academy of Science*, 1124, 111-126.
3. Pfeifer, J. H., & Allen, N. B. (2012). Arrested development? Reconsidering dual-systems models of brain function in adolescence and disorders. *Trends in Cognitive Science*, 16(6), 322-329. doi: 10.1016/j.tics.2012.04.011
4. Shulman, E. P., Smith, A. R., Silva, K., Icenogle, G., Duell, N., Chein, J., & Steinberg, L. (2016). The dual systems model: Review, reappraisal, and reaffirmation. *Developmental Cognitive Neuroscience*, 17, 103-117. <http://dx.doi.org/10.1016/j.dcn.2015.12.010>

Week 5 – Social Models of Adolescent Risk Behavior (February 19)

1. Catalano, R. F., & Hawkins, J. D. (1996). The social development model: A theory of antisocial behavior. In J. D. Hawkins (Ed.) *Delinquency and Crime: Current Theories* (pp. 149-197). Cambridge: Cambridge University Press.
2. Dodge, K. A., & Pettit, G. S. (2003). A biopsychosocial model of the development of chronic conduct problems in adolescence. *Developmental Psychology*, 39(2), 349-371.
3. Junger, M., Greene, J., Schipper, R., Hesper, F., & Estourgie, V. (2013). Parental criminality, family violence, and intergenerational transmission of crime within a birth cohort. *European Journal of Crime Policy Research*, 19, 117-133. doi: 10.1007/s10610-012-9193-z
4. Monahan, K., Dmitrieva, J., & Cauffman, E. (2014). Bad romance: Sex differences in the longitudinal association between romantic relationships and deviant behavior. *Journal of Research on Adolescence*, 24(1), 12-26. doi: 10/1111/jora.12019
5. Gault-Sherman, M. (2012). It's a two-way street: The bidirectional relationship between parenting and delinquency. *Journal of Youth and Adolescence*, 41, 121-145. doi: 10.1007/s10964-011-9656-4

Week 6 – The Role of Context in Juvenile Crime (February 26)

1. Bronfenbrenner, U., & Morris, P. A. (2006). The Bioecological Model of Human Development. In W. Damon & R. M. Lerner (Eds.) *Handbook of child psychology* (pp. 793-828). Hoboken, New Jersey: John Wiley & Sons, Inc.
2. Stewart, E. A., & Simons, R. L. (2010). Race, code of the street, and violent delinquency: A multilevel investigation of neighborhood street culture and individual norms of violence. *Criminology*, 48(2), 569-605.
3. Rodriguez, N. (2013). Concentrated disadvantage and the incarceration of youth: Examining how context affects juvenile justice. *Journal of Research in Crime and Delinquency*, 50(2), 189-215. doi: 10.1177/0022427811425538
4. Kerr, M., Stattin, H., & Burk, W. J. (2010). A reinterpretation of parental monitoring in longitudinal perspective. *Journal of Research on Adolescence*, 20(1), 39-64. doi: 10.1111/j.1532-7795.2009.00623.x

Week 7 – Crime Across the Lifespan (March 5)

1. Moffitt, T. (1993). Adolescence-limited and life-course persistent antisocial behavior: A developmental taxonomy. *Psychological Review*, 100, 674-701.
2. Roisman, G. I., Monahan, K. C., Campbell, S., B., Steinberg, L., Cauffman, E., & the NICHD Early Child Care Research Network (2010). Is adolescence-onset antisocial behavior developmentally normative? *Development and Psychopathology*, 22, 295-311.

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3. Piquero, A. (2008). Taking stock of developmental trajectories of criminal activity over the life course. In A. Liberman (Ed.) *The Long View of Crime: A Synthesis of Longitudinal Research*. Springer.
4. Cauffman, E., Fine, A., Thomas, A. G., & Monahan, K. (2017). Trajectories of violent behavior among females and males. *Child Development*, 88(1), 41-54.
5. Monahan, K. C., Steinberg, L., Cauffman, E., & Mulvey, E. P. (2013). Psychosocial (im)maturity from adolescence to early adulthood: Distinguishing between adolescence-limited and persisting antisocial behavior. *Development and Psychopathology*, 25, 1093-1105. doi: 10.1017/S0954579413000394

Week 8 – Legal Socialization (March 12)

1. Piquero, A. (2018). Why children follow rules: Legal socialization and the development of legitimacy. *Police Practice and Research*, 19(2), 202-204. doi: 10.1080/15614263.2018.1418158
2. Fine, A., Cavanagh, C., Donley, S., Steinberg, L., Frick, P., & Cauffman, L. (2015). The role of peer arrests on the development of youths' attitudes toward the justice system. *Law and Human Behavior*, 40(2), 211-218.
3. Cavanagh, C., & Cauffman, E. (2015). Viewing law and order: Mothers' and sons' justice system legitimacy attitudes and juvenile recidivism. *Psychology, Public Policy, and Law*, 21(4), 432-441.
4. Fine, A., & Thomas, A. G. (under review). Developmental correlates of youths' perceptions of the law.
5. Tyler, T. R., Fagan, J., & Geller, A. (2014). Street stops and police legitimacy: Teachable moments in young urban men's legal socialization. *Journal of Empirical Legal Studies*, 11(4), 751-785.

SPRING BREAK (March 19 - no class)

Week 9 - Juvenile Competence & Legal Knowledge (March 26)

1. Grisso, T., Steinberg, L., Woolard, J., Cauffman, E., Scott, E., Graham, S., Lexcen, F., Reppucci, N. D., Schwartz, R. (2003). Juveniles' competence to stand trial: A comparison of adolescents' and adults' capacities as trial defendants. *Law and Human Behavior*, 27, 333- 363.
2. Viljoen, J., Klaver, J., & Roesch, R. (2005). Legal decisions of preadolescent and adolescent defendants: Predictors of confessions, pleas, communication with attorneys, and appeals. *Law and Human Behavior*, 29, 253–278.
3. Redlich, A.D., Silverman, M., & Steiner, H. (2003). Pre-adjudicative and adjudicative competence in juveniles and young adults. *Behavioral Sciences and the Law*, 21, 393– 410.
4. O'Donnell, P. C., & Gross, B. (2012). Developmental incompetence to stand trial in juvenile courts. *Journal of Forensic Sciences*, 57(4), doi: 10.1111/j.1556-4029.2012.02093.x

Week 10 – Juvenile Confessions and Interrogations (April 2)

1. Malloy, L.C., Shulman, E.P., & Cauffman, E. (2014). Interrogations, confessions, and guilty pleas among serious adolescent offenders. *Law and Human Behavior*, 38, 181-193.
2. Honts, C. R., Kassin, S. M., & Craig, R. A. (2014). 'I'd know a false confession if I saw one': A constructive replication with juveniles. *Psychology, Crime, & Law*, 20(7), 695-704. Doi: 10.1080/1068316X.2013.854792
3. Pimentel, P.S., Arndorfer, A., & Malloy, L.C. (2015). Taking the blame for someone else's wrongdoing: The effects of age and reciprocity. *Law and Human Behavior*, 39, 219-231.
4. Redlich, A. (2010). The susceptibility of juveniles to false confessions and false guilty pleas. *Rutgers Law Review*, 62, 943-957.

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5. Cleary, H. M. D. (2017). Applying the lessons of developmental psychology to the study of juvenile interrogations: New directions for research, policy, and practice. (1), 118-130.

Week 11 – Juvenile Culpability (April 9)

1. Cauffman, E., & Steinberg, L. (2000). (Im)maturity of judgment in adolescence: Why adolescents may be less culpable than adults. *Behavioral Sciences and the Law*, 18, 741– 760.
2. Hughes, J. S., & McPhetres, J. (2016). The influence of psychosocial immaturity, age, and mental state beliefs on culpability judgments about juvenile offenders. *Criminal Justice and Behavior*, 43(11), 1541-1557. doi: 10.1177/0093854816655377
3. *Amici curiae brief submitted to Roper v. Simmons*, 543 U.S. 551 (2005).
4. Steinberg, L. (2013). The influence of neuroscience on US Supreme Court decisions about adolescents' criminal culpability. *Nature Reviews Neuroscience*, 14(7), 513-518.

Week 12 – Juvenile Transfer to Criminal Court (April 16)

1. Woolard, J. L., Odgers, C., Lanza-Kaduce, L., & Daglis, H. (2005). Juveniles within adult correctional settings: Legal pathways and developmental considerations. *International Journal of Forensic Mental Health*, 4, 1-18.
2. Redding, R. E., & Fuller, E. (2004). What do juvenile offenders know about being tried as adults? Implications for deterrence. *Juvenile and Family Court Journal*, 35-44.
3. Jordan, K. L. (2012). Juvenile transfer and recidivism: A propensity score matching approach. *Journal of Crime and Justice*, 35(1), 53-67.
4. Kurlychek, M. C., & Johnson, B. D. (2004). The juvenile penalty: A comparison of juvenile and young adult sentencing outcomes in criminal court. *Criminology*, 42(2), 485-517.
5. Loughran, T. A., Mulvey, E. P., Schubert, C. A., ... & Losoya, S. (2010). Differential effects of adult court transfer on juvenile recidivism. *Law and Human Behavior*, 34, 476-488. Doi: 10.1007/s10979-009-9210-z
6. Bechtold, J., Cauffman, E. (2014). Tried as an adult, housed as a juvenile: A tale of youth from two courts incarcerated together. *Law and Human Behavior*, 38(2), 126-138.

Week 13 - Effects of Justice Involvement on Youth (April 23)

1. Lambie, I., & Randell, I. (2013) The impact of incarceration on juvenile offenders. *Clinical Psychology Review*, 33, 448-459.
2. Monahan, K. C., Goldweber, A., & Cauffman, E. (2011). The effects of visitation on incarcerated juvenile offenders: How contact with the outside impacts adjustment on the inside. *Law and Human Behavior*, 35(2), 143-151.
3. Bernburg, J. G., & Krohn, M. D. (2003). Labeling, life chances, and adult crime: The direct and indirect effects of official intervention in adolescence on crime in early adulthood. *Criminology*, 41(4), 1287-1318.
4. Dierkhising, C. B., Lane, A., Natsuaki, M. N. (2014). Victims behind bars: A preliminary study of abuse during juvenile incarceration and post-release social and emotional functioning. *Psychology, Public Policy, and the Law*, 20(2), 181-190. doi: 10.1037/law0000002
5. Sweeten, G. (2006). Who will graduate? Disruption of high school education by arrest and court involvement. *Justice Quarterly*, 23(4). 462-480. doi: 10.1080/07418820600985313
6. Gatti, U., Tremblay, R. E., & Vitaro, F. (2009). Iatrogenic effect of juvenile justice. *Journal of Child Psychology & Psychiatry*, 50(8), 991-998. doi: 10.1111/j.1469-7610.2008.02057.x

Week 14 – Developmentally Informed Policy Change (April 30)

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1. Grisso, T., & Kavanaugh, A. (2016). Prospects for developmental evidence in juvenile sentencing based on *Miller v. Alabama*. *Psychology, Public Policy, and Law*, Advance online publication. <http://dx.doi.org/10.1037.law0000090>
2. Loeffler, C. E., & Chalfin, A. (2017). Estimating the crime effects of raising the age of majority: Evidence from Connecticut. *Criminology & Public Policy*, *16*(1), 45-71. doi: 10.1111/1745-9133.12268
3. Cauffman, E., Donley, S., & Thomas, A. G. (2017). Raising the age: Raising the Issues. *Criminology and Public Policy*, *16*(1), 73-81. doi: 10.1111/1745-9133.12257
4. Lamb, M. (2015). Toward developmentally aware practices in the legal system: Progress, challenge, and promise. *American Psychologist*, *70*(8), 686-693.
5. Scott, E., Grisso, T., Levick, M., & Steinberg, L. (2016). Juvenile sentencing reform in constitutional framework. *Temple Law Review*, *88*(4), 675-716.

Week 15 – Student’s Choice (May 7)

TBD