

Juvenile Delinquency

Sociology 3562-010 Spring 2013

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Consultation: By Appointment

Course Description

The objective of this course is to acquaint the student with fundamental terms, concepts, theories, and modalities in juvenile delinquency. The orientation of this course is towards a comprehensive understanding of the causes and treatment of juvenile delinquency. Attention will be given to both conventional and non-conventional theoretical perspectives and solutions to the juvenile crime problem. Topics to be covered include: the nature of delinquency, theories in delinquency, female delinquency, juvenile justice system operation, gang behavior, constitutional law, and institutional care.

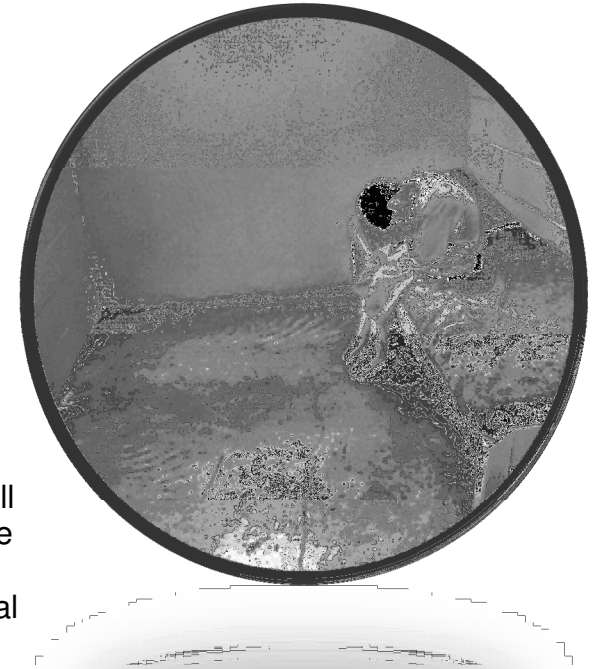
The format of the class is based on a lecture format. Course content includes lectures, assigned readings in the text, online discussions, and other supplemental material.

Course Objectives

- Understand what is meant by the concept of juvenile delinquency
- Appreciate the differences between offenses committed by juvenile vs. offenses committed by adults
- Become knowledgeable of key court cases that have impacted the development of the juvenile justice system
- Become familiar with historical events leading up to the operation of the contemporary juvenile justice system
- Gain an understanding of various theories that attempt to explain the occurrence of juvenile delinquency
- Understand the juvenile court process
- Become familiar with the reasons why juveniles join gangs
- Be able to describe the major characteristics of gangs
- Understand various approaches related to rehabilitating juvenile offenders

Required Text

Siegel, Larry J. and Welsh, Brandon C. *Juvenile Delinquency: The Core*, 4th. Ed. Belmont, CA: Wadsworth Cengage Learning. 2011. ISBN13: 978-0-495-80986-9.



Chapter Titles

1. Childhood and Delinquency.
2. The Nature and Extent of Delinquency.
3. Individual Views of Delinquency.
4. Sociological Views of Delinquency.
5. Developmental Views of Delinquency.
"New Directions in Preventing Delinquency: Primary Prevention Efforts: Early Childhood."
6. Gender and Delinquency.
7. The Family and Delinquency.
8. Peers and Delinquency: Juvenile Gangs and Groups.
9. Schools and Delinquency.
10. Drug Use and Delinquency.
"New Directions in Preventing Delinquency: Secondary Prevention Efforts: Family and Community."
11. The History and Development of Juvenile Justice.
12. Police Work with Juveniles.
13. Juvenile Court Process: Pretrial, Trial, and Sentencing.
14. Juvenile Corrections: Probation, Community Treatment, and Institutionalization.
"New Directions in Preventing Delinquency: Tertiary Prevention Efforts: The Role of the Juvenile Justice System." Concluding Notes: American Delinquency.

Appendix: Excerpts from the U.S. Constitution.

Notes.

Glossary.

Name Index.

Subject Index.

Grading

The final grade will be based on three multiple choice exams each worth 25 percent of the total grade, PowerPoint project worth 15 percent of the final grade, and class participating worth 10 percent of the grade. Grading Scale: A (100-93) A- (92-90) B+ (89-87) B (86-83) B- (82-80) C+ (79-77) C (76-73) C- (72-70) D+ (69-67) D (66-63) D- (62-60) E (<60)

PowerPoint Assignment

Students will be assigned to groups and ask to prepare a PowerPoint presentation on a topic related to juvenile delinquency. Group assignments and PowerPoint assignments will be made shortly after the semester begins.

Special Accommodations

In accordance with the American Disabilities Act (ADA), persons with disabilities requiring special accommodations to meet the expectations of the course are encouraged to bring this to the attention of the instructor as soon as possible. Written documentation of the disability should be submitted during the first week of the quarter along with the request for special accommodations. Contact the Center for Disabled Student Services (160 Union, 1-5020) to facilitate requests.

Academic Honesty

Unfortunately, academic dishonesty has become a serious problem on many campuses. The purpose for including the following statement is to prevent any misunderstanding about what constitutes academic dishonesty and what consequences will result if it is detected.

Academic honesty is expected. An act of academic dishonesty will result in a failing course grade of "E" and may result in a recommendation of additional disciplinary action. (The University of Utah Student Code provides for these sanctions and provides appeal rights.)

1. Cheating (as defined in Article XI of the Student Code) generally includes the giving or receiving of any unauthorized assistance on any academic work.
2. Plagiarism, as defined in Article XI of the Student Code, is "the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit."
3. Falsification. Any untrue statement, either oral or written concerning one's own academic work or the academic work of another student, or the unauthorized alteration of any academic record.
4. Original work. Unless specifically authorized by the instructor, all academic work undertaken in this course must be original. Work that has been submitted in a prior or existing course may not be submitted in a course being taken concurrently.