

## **Juvenile Delinquency Sociology 3562-090 Spring Semester 2014**

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Consultation: By Appointment

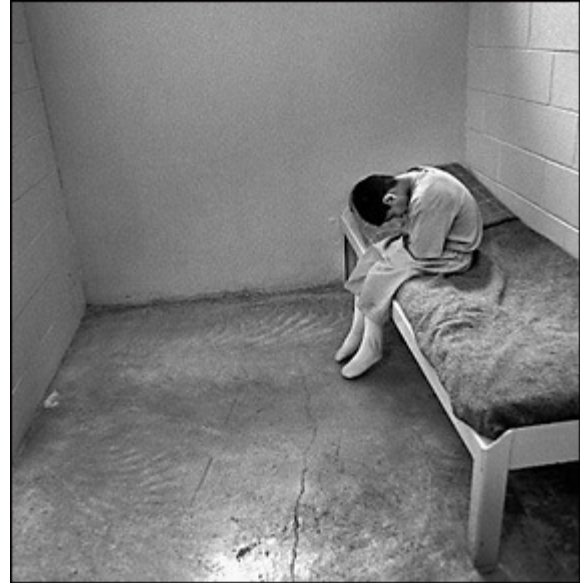
### **Course Description**

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 an “online” learning style format. Course content includes assigned readings in the text supplemented by online discussions and additional material provided by the instructor. Please check Canvas on a daily basis for announcements and updated course information. All class communication will be received via Canvas or by email.

### **Course Objectives**

- Understand what is meant by the concept of juvenile delinquency
- Appreciate the differences between offenses committed by juveniles 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*, 5th. Ed. Belmont, CA: Wadsworth Cengage Learning. 2014. ISBN13: 978-1-285-06760-5.

### 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.
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.
11. Delinquency Prevention and Juvenile Justice Today
12. Police Work with Juveniles.
13. Juvenile Court Process: Pretrial, Trial, and Sentencing.
14. Juvenile Corrections: Probation, Community Treatment, and Institutionalization.

Notes.

Glossary.

Name Index.

Subject Index.

## **Grading**

The final grade will be based on three multiple choice exams each worth 20 percent of the total grade, participation in 5 online class discussions each worth 4 percent of the final grade, and a group PowerPoint project worth 20 percent of the final 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 in juvenile delinquency. Group assignments and details on the PowerPoint assignment will be made approximately two weeks after the semester begins.

## **Online Exams**

The exams will be available for you to take during a **24 hour time period** on Canvas starting at 8:00 A.M. in the morning and will be available until 8:00 A.M. the next day. You will have 55 minutes to answer approximately 45 multiple choice questions. The exams will not be comprehensive and will cover the material since the last exam. Please plan to take the exams when scheduled.

### **Discussions**

You are **required** to participate in each of the 5 discussion sessions. All discussions will be offered through Canvas. You are expected to make a meaningful and thoughtful response to the discussion question. Dialogue with other students is encouraged. Discussion sessions will not be extended beyond the end date. "Makeup" discussion sessions will not be offered. If you miss a discussion session you should plan on participating in the next discussion. Please keep track of the discussions that you participate in. The discussions will last for approximately 4 days.

**Readings** (*Please note that all of the below readings will be placed on E-Reserve during the first week of the semester*)

Has Roe v. Wade Reduced U.S. Crime Rates? Examining the Link between Mother's Pregnancy Intentions and Children's Later Involvement in Law Violating Behavior," *Journal of Research in Crime and Delinquency* 43:36-66 (2006).

Michael F. Caldwell, Michael Vitacco, and Gregory J. Van Rybroek, "Are Violent Delinquents Worth Treating? A Cost-Benefit Analysis," *Journal of Research in Crime and Delinquency* 43:148-168 (2006).

Doris Layton MacKenzie, Evidence-Based Corrections: Identifying What Works," *Crime and Delinquency* 46:457-471 (2000).

J.C. Barnes and Robert Morris, "Young Mothers, Delinquent Children: Assessing Mediating Factors Among American Youth," *Youth Violence and Juvenile Justice* 10:172-189 (2012).

Elaine Eggleston Doherty, Kerry Green, and Margaret Ensminger, "The Impact of Adolescent Deviance on Marital Trajectories," *Deviant Behavior* 33:185-206 (2012).

Thomas Vander Ven, Francis Cullen, Mark Carrozza, and John Paul Wright, "Home Alone: The Impact of Maternal Employment on Delinquency," *Social Problems* 48:236-257 (2001)

Christina Stahlkopf, Mike Males, and Daniel Macallair, Testing Incapacitation Theory: Youth Crime and Incarceration in California," *Crime and Delinquency* 56:253-268 (2010).

Kareem Jordon and David Myers, "Juvenile Transfer and Deterrence: Reexamining the Effectiveness of a Get-Tough Policy," *Crime and Delinquency* 57: 247-270 (2011).

Chris L. Gibson, Christopher J. Sullivan, Shayne Jones, and Alex R. Piquero, "Does It Take A Village? Assessing Neighborhood Influences on Children's Self-Control," *Journal of Research in Crime and Delinquency* 47:31-62 (2010).

### **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.