

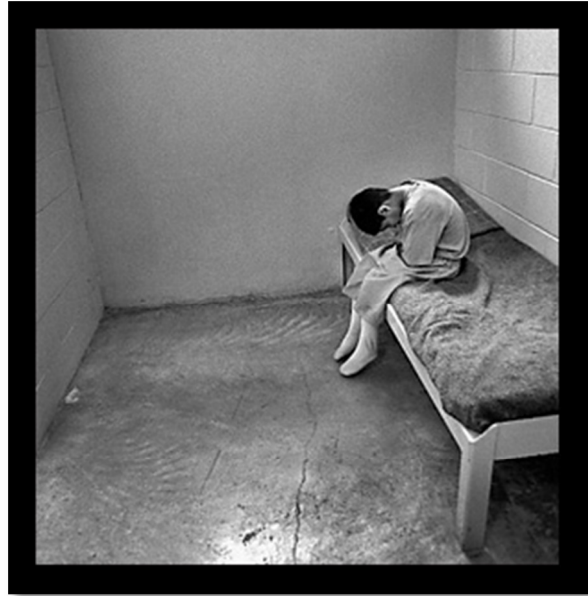
Juvenile Delinquency

Sociology 3562-090 Summer 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 class is based on an “online” learning style format. Course content includes assigned readings in the texts, online discussions, lectures, and assignments. Please check Canvas on a daily basis for announcements and updated course information. All class communication will be received via Canvas or by email. **All of the exams for this class will be administered online.**

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

Grading

The final grade will be based on three multiple choice exams each worth 21 percent of the total grade, participation in 5 online class discussions worth 20 percent of the final grade, and a group PowerPoint project worth 17 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)

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.
- 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. Group PowerPoint assignments must be submitted by email to the instructor at lbench@comcast.net.

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.

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 semester along with the request for special accommodations. Contact the Center for Disabled Student Services (160 Union, 1-5020) to facilitate requests.

Expectation of 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 is defined by 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, that is, it must not have been submitted in a prior course nor may it be submitted for a course that is being taken concurrently.

Updated February 26, 2014