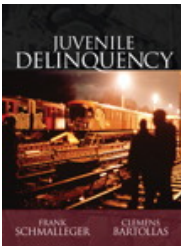


CJ396.01 – Juvenile Delinquency and Juvenile Justice

Instructor: Dr. Jennifer L. Schulenberg
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Class Hours: Monday/Wednesday/Friday 11:00 – 11:50 a.m.
Classroom: CJC A190
Office Hours: Wednesday 1:00 – 4:00, Friday 10:00 – 11:00, or by appointment

Required textbook:



Schmallegger, Frank, & Bartollas, Clemens (2008). *Juvenile Delinquency*. Boston, MA: Pearson Allyn and Bacon. [bundled with My Crime Lab]

McAnich, Tom (2008). *Study Guide for Juvenile Delinquency*. Boston, MA: Pearson Allyn and Bacon. [Recommended book]

Course Description:

Juvenile delinquency is one of the most complex, interesting, and challenging phenomena. Youths who violate the law receive considerable attention from law enforcement officials, social service agencies, criminologists, and social and behavioral scientists. This is not surprising since approximately one-third of all property crime and one-sixth of crimes against the person in the United States are committed by juveniles. Then factor in the high profile crimes such as gang violence and school shootings. Understanding why juveniles commit crime and what should occur once they do continues to be the subject of great debate.

This course is guided by the basic premise that juvenile delinquency is inherently part of a developmental process. We will, therefore, look at delinquency as it relates to and emerges from the youth's family, neighborhood, school, peer group, social class, and the overall cultural and social environment that create both pathways and turning points into and out of delinquency. We will work towards understanding the nature of juvenile delinquency and its causes and correlates, as well as the current strategies being used to control or eliminate its occurrence. In this vein, we will discuss the

history and philosophy of the juvenile justice system, theoretical explanations for delinquent behavior, the relationship between delinquency and various social factors, prevention and intervention options for the juvenile offender, and the operation of the juvenile justice system in the United States and abroad.

Learning Objectives:

- Identify basic definitions, measurement techniques and concepts in the study of juvenile offenders.
- Understand the theoretical perspectives related to juvenile delinquency.
- Become familiar with the life course and developmental perspective which helps to explain continued antisocial behavior into adulthood.
- Develop the ability to think critically about juvenile crime and its causes.
- Identify the impact that gender, race, social class, and place of residence can have during adolescence.
- Understand the operation of the juvenile justice system and the actors involved in that process.
- Understand and discuss prevention and intervention options available to delinquent youth.

POLICIES AND NOTIFICATIONS:

Attendance Policy: Class attendance requirements will be followed in accordance with Academic Policy Statement 800401. Students are expected to attend all class sessions and actively participate in the class. In accordance with the University attendance policy, each student is allowed a maximum of three class hours of absences. Absences in excess of three class hours will be penalized with a deduction of 5 points per absence. It is the student's responsibility to obtain missed material from other class members. Please see the instructor to discuss attendance concerns or excessive absences. Although this course is held in the auditorium, participation and engagement on the part of the student will be an integral part of this course.

Academic Dishonesty:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

Disabled Student Policy:

http://www.shsu.edu/~vaf_www/aps/811006.html

Services for Disabled Students:

<http://www.shsu.edu/~counsel/sswd.html>

Student Absences on Religious Holy Day Policy:

<http://www.shsu.edu/catalog/scholasticrequirements.html#holyday>

Cellular Phone Policy: All cell phones, pagers, and other forms of communication must be silenced during the class period. If you need to have your device on for emergency purposes inform Dr. Schulenberg as well as take steps to minimize the disturbance to the class.

Make-up Examinations: If more than one term test is missed, make-up exams will not be given unless a student can provide appropriate cause for missing the exam. Examples of this would be:

- An illness that is certified with a licensed physician's note stating that the student should avoid participating in class functions.
- A certifiable death or other cataclysmic life course event that can be documented and/or verified.

COURSE REQUIREMENTS and GRADING COMPONENTS:

This course contains three different methods of evaluation. The first is the traditional in-class examination format. There will be four scheduled term tests (3 in-class and 1 during the final exam period) consisting of multiple choice, true/false, and fill-in-the-blank questions. Each term test is worth up to 60 points. A bonus question is included on each term test (up to 3 points). **PLEASE BRING A SCANTRON TO ALL EXAMS.** Students are responsible for all of the assigned readings as well as material covered during the lectures.

Term Tests – Worth up to 180 points

Four term tests are scheduled covering approximately 4 chapters per test. However, the best 3 out of 4 term test grades will be used in the calculation of the final grade. Thus, if you are forced to miss one term test or, alternatively, do not do as well as you would have liked, upon taking all 4 term tests the lowest grade will be dropped.

Test #1 – Monday, September 17 – Chapters 1-4

Test #2 – Friday, October 12 – Chapters 5-8

Test #3 – Friday, November 9 – Chapters 9-12

Test #4 – Wednesday, December 12 – Chapters 13-16

The second method of evaluation involves the submission of written work conducted in small groups during the class period.

Small Group Participation – Worth up to 50 points

Periodically throughout the semester you will be asked to work in groups of two to three students. The task at hand will be to apply theories that were discussed in lecture within the context of a case study. Class time will be allocated for the group work and these are to be handed in at the end of the class period. Each is worth up to 10 points. Each student participating within a group will receive credit for their contributions.

The third method of evaluation involves the submission of two short assignments scheduled for the periods of time when the class will not be meeting as a group.

Assignments – Worth up to 20 points

The first assignment is due on Monday, October 1st and the second assignment is due on Monday, November 19th. The assignments will build on small group work, lecture material, and may involve some additional research. The assignment and instructions will be posted in the “Assignments” folder on Blackboard. Each assignment will be worth up to 10 points each.

All components are **required** for course completion. The breakdown of the final grade is as follows:

3 Term Tests	180 points
Small group participation	50 points
<u>Assignments</u>	<u>20 points</u>
Total	250 points

The final grade will be based upon the following grading scale:

A	225 – 250 points
B	200 – 224 points
C	175 – 199 points
D	150 – 174 points
F	149 points or less

Extra Credit – DUE December 5 – Worth up to 10 points

Submit a 1-2 page typed response to ONE of the following three questions.

- (1) Is the abolition of the juvenile court desirable or plausible? What would be better or worse if abolition were to occur? What changes, if any, would you make in criminal court to accommodate the influx of juvenile offenders? Use material from the course.
- (2) Suppose the governor of your home state seeks your advice about how to control juvenile violence. The governor states that she is thinking of mandating that all juveniles convicted of minor violent crimes serve at least 30 days in a boot camp and that all juveniles charged with serious violent crimes be tried in an adult court. Would you try to discourage the governor from taking these actions? If so, using material from the course state why. What alternative actions would you recommend?
- (3) Imagine that a family member or a friend asks you: (1) What causes delinquency? and (2) What should we do to reduce delinquency? Use material from the course in your answer.

COURSE OUTLINE:

DATE	TOPIC	READINGS DUE
August 20	Introduction Review course syllabus	
August 22/24	Adolescence and Delinquency	Chapter 1
August 27/29	The Measurement and Nature of Delinquency	Chapter 2
August 31	Individual Causes of Delinquency	Chapter 3

September 3	No class – Labor Day	
September 5/7	Individual Causes of Delinquency	Chapter 3
September 10/12	Social Structural Causes of Delinquency	Chapter 4
September 14	Review for Term Test 1	
September 17	Term Test 1 (<i>Chapter 1-4</i>)	
September 19/21	Social Process Theories of Delinquency	Chapter 5
September 24/26	Social Interactionist Theories of Delinquency	Chapter 6
September 28	No class – Assignment #1	Due October 1
October 1/3	Environmental Influences on Delinquency	Chapter 7
October 5/8	The Family and Delinquency	Chapter 8
October 10	Review for Term Test 2	
October 12	Term Test 2 (<i>Chapters 5-8</i>)	
October 15/17/19	The School and Delinquency	Chapter 9
October 22/24/26	Gangs and Delinquency	Chapter 10
October 29/31	Drugs and Delinquency	Chapter 11
November 2/5	Preventing and Controlling Delinquency	Chapter 12
November 7	Review for Term Test 3	
November 9	Term Test 3 (<i>Chapters 9-12</i>)	
November 12	The Juvenile Justice Process	Chapter 13
November 14/16	No class – American Society of Criminology meetings – Assignment #2	Due November 19
November 19	The Police and the Juvenile	Chapter 14
November 21/23	No class – Thanksgiving	
November 26	The Police and the Juvenile	Chapter 14
November 28/30	The Juvenile Court	Chapter 15

December 3/5	Juvenile Corrections Review for Term Test 4 available on Blackboard	Chapter 16
December 12	Term Test 4 (<i>Chapters 13-16</i>)	11:00 – 1:00
