

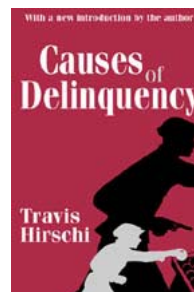
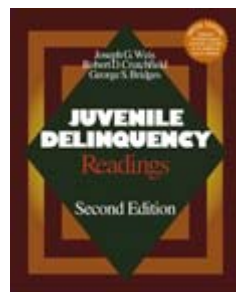
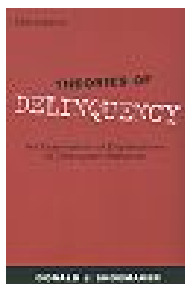
## CJ563.01 – THE JUVENILE OFFENDER

---

**Instructor:** Dr. Jennifer L. Schulenberg  
**Campus Office:** C-129  
**Office Phone:** (936) 294-4480  
**Email:** [jls011@shsu.edu](mailto:jls011@shsu.edu)  
**Class Hours:** Monday 12:00 – 2:50 p.m.  
**Classroom:** CJC A213  
**Office Hours:** Wednesday 1:00 – 4:00, Friday 10:00 – 11:00, or by appointment

---

### Required textbooks:



Shoemaker, D.J. (2005). *Theories of Delinquency: An Examination of Explanations of Delinquent Behavior* (5<sup>th</sup> ed.). New York, NY: Oxford University Press.

Weis, J.G., Crutchfield, R.D., & Bridges, G. (eds.) (2001). *Juvenile Delinquency: Readings* (2<sup>nd</sup> ed.). Boston, MA: Pine Forge Press.

Hirschi, T. (1969/2001). *Causes of Delinquency*. Somerset, NJ: Transaction Books.

Miller, J. (2000). *One of the Guys: Girls, Gangs, and Gender*. New York, NY: Oxford University Press.

---

### Course Description:

Juveniles account for a disproportionate amount of the crime committed in the United States. Preventing such behavior and responding to its occurrence are matters of concern to society at large and to the juvenile justice system in particular. The subject area of juvenile delinquency is quite broad. Not only does this field of inquiry rely heavily on a rich tradition of multidisciplinary criminological

theory, the policies and practices that have been invoked to deal with juvenile delinquents has also been many and varied.

Thus, this course will focus on understanding the concept of delinquency by examining the theoretical perspectives surrounding the creation of childhood as a social construct as well as the etiology of juvenile offending. Particular attention will be paid to the impact of systemic influences such as the family, schools, and peers. In doing so, we will look at the development of the juvenile justice system, theories and correlates of delinquency, and the formal and informal responses to juvenile offending. Thus, this course will cover three main areas:

- First, we will examine the development of the concepts of juvenile offender and the juvenile justice system in the United States.
- Second, the major theories that have been proposed as explanations of delinquent behavior will be reviewed and evaluated based on the research conducted that tests the applicability of each theory.
- Finally, we will relate theories to the control and prevention of delinquency. In this vein, we will examine four general strategies to control delinquency: the 'get tough' strategies of deterrence and incapacitation and the 'liberal' strategies of rehabilitation and prevention.

#### **Learning Objectives:**

Students will be expected to do the following upon completion of the course.

- Discuss historical trends of juvenile delinquency.
- Critique the various ways in which juvenile delinquency is defined and measured.
- Demonstrate an understanding of the major theoretical approaches to explaining juvenile delinquency.
- Describe the major correlates and risk factors associated with juvenile offending.
- Understand the role of external factors such as family, friends, and schools in child development and delinquency.
- Ability to apply knowledge on the causes of delinquency to the prevention and control of delinquency.

---

#### **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. Therefore, students will be excused for no more than one missed class without proper documentation or prior approval. It is the student's responsibility to obtain missed material from other class members. Participation and engagement on the part of the student will be an integral part of this graduate course.

**Academic Dishonesty:**

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

**Disabled Student Policy:**

[http://www.shsu.edu/~vaf\\_www/aps/811006.html](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>

**Make-up Examinations:** 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:**

**Reaction papers – Each worth up to 10 points (for a combined total of up to 50 points)**

You will respond in writing to course materials six times during the semester. All six reaction papers will be graded but the lowest grade will be dropped in the calculation of the final grade. Each of these 2-3 page typed reaction papers should demonstrate your familiarity with the readings and in-class materials as well as incorporate your reaction to them. For instance, when we cover how learning theory presumes that peers and peer pressure are very important for delinquency, you can use readings and lectures to explain the argument made by learning theorists and then explicate your own ideas on the subject. Any topic that is analytical, thoughtful, and utilizes course content will be considered acceptable. However, a strong reaction paper will take a stance on the substantive topic and use course material to support and/or refute that position.

**Article summaries – Sign up for a topic – Each worth up to 20 points (for a combined total of up to 40 points)**

During the first class session, students will sign up for a research article presentation date. Students are to identify a research article as it relates to a theoretical or substantive topic covered in that day's class. The presentation should provide a short synopsis of the theory and methods, present the major findings, the implications, and discuss with the class the linkage between theory and research (i.e. do the research findings support the relationships described in the theory). Handouts and/or Powerpoint presentations are strongly encouraged. Please submit a copy of the research article to me at least three

days prior to the presentation date. If using Powerpoint, please email a copy of the presentation to me prior to class. Presentation of a research article will be graded on substantive content, professionalism, clarity, organization, accuracy, and the linkage to the theoretical concepts.

***Presentation/Class Discussion – Sign up for topics – Worth up to 20 points***

During the first class session, students will select a class session and topic area from the Weis, Crutchfield, and Bridges (2001) reader for which they will assume primary responsibility for leading class discussion. The discussion will focus on the assigned readings. As such, an overview of the assigned readings is to be provided along with a set of questions for the class to discuss. Discussion leaders are expected to summarize key themes and issues in a manner that stimulates in-depth discussion. Handouts may be useful in facilitating the discussion process. Discussion leadership will be graded on the level of preparation, clarity, organization, and thoroughness.

***Midterm Exam – October 29 – Worth up to 40 points***

This exam will be an open book, in-class exam comprised of a set of essay questions covering all reading and class material covered in the course up to this point. It will incorporate your knowledge of theory, policy and practice as related to juvenile offenders.

***Research paper – December 3 – Worth up to 60 points***

The research paper involves a thorough review of academic research literature on a specific topic or issue. Your topic must be approved by the third week of the semester. The expectation is the submission of a paper 15-20 pages long (double spaced, 12 point type) including references which should follow the APA format. Possible topics include delinquency programs, school violence, gangs, drugs, child abuse and neglect, or the application and testing of a particular theoretical perspective. A draft of the paper is due on **November 19** for review and comments. This draft will not be formally graded. The final, completed version of the research paper is due on **December 3**. No papers will be accepted after **December 7**.

***Final exam – Due December 10 – Worth up to 40 points***

The exam is a comprehensive take-home final that you will have one week to complete. The exam is due at 2:00 in the scheduled final exam time slot. The exam will be a combination of short answer and long answer essay questions that will draw on the material covered in the readings and in class. The take-home final exam is to be completed individually. Exams must be typed. The expectation is for the use of published work in the exam (i.e. references to readings, article summaries presented, et cetera). Thus, please attach a reference list to your exam that follows the APA citation style.

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

|                               |                   |
|-------------------------------|-------------------|
| Reaction papers (5)           | 50 points         |
| Article summaries (2)         | 40 points         |
| Presentation/Class discussion | 20 points         |
| Midterm exam                  | 40 points         |
| Research paper                | 60 points         |
| <u>Final exam</u>             | <u>40 points</u>  |
| <b>Total</b>                  | <b>250 points</b> |

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

|   |                                 |
|---|---------------------------------|
| A | 234 – 260 points or 90% to 100% |
| B | 208 – 233 points or 80% to 89%  |
| C | 182 – 207 points or 70% to 79%  |
| F | 181 points or less              |

**COURSE OUTLINE:**

S = *Theories of Delinquency* (Shoemaker)

R = *Juvenile Delinquency Readings* (Weis, Crutchfield, & Bridges)

H = *Causes of Delinquency* (Hirschi)

M = *One of the Guys* (Miller)

| DATE         | TOPIC   | READINGS DUE   |
|--------------|---|--|
| August 20    | Introduction<br>Review of course syllabus<br>History of the juvenile justice system             | Chapter 1 (S)<br>Pages 3-21, 496-504<br>(R)              |
| August 27    | History of the juvenile justice system<br>Nature and extent of juvenile delinquency             | Chapter 1 (S)<br>Pages 3-21, 25-54,<br>89-123 (R)        |
| September 3  | <b>HOLIDAY – Labor Day</b>  |  |
| September 10 | Classical School: Issues of Choice and Reasoning<br><b>Reaction Paper #1 Due</b>                | Chapter 2 (S)<br>Pages 505-520 (R)                       |
| September 17 | Biological and Biosocial Explanations<br>Psychological Theories<br><b>Reaction Paper #2 Due</b> | Chapter 3 (S)<br>Chapter 4 (S)<br>Pages 189-228 (R)      |
| September 24 | Interpersonal and Situational Explanations  | Chapter 7 (S)<br>Pages 124-140, 149-<br>156, 290-319 (R) |

|             |  |   |
|-------------|--|---|
| October 1   | Labeling Theory<br><b>Reaction Paper #3 Due</b>  | Chapter 9 (S)<br>Pages 425-454 (R)                    |
| October 8   | Control Theories<br>Causes of Delinquency  | Chapter 8 (S)<br>Chapters 1-5 (H)                     |
| October 15  | Causes of Delinquency  | Chapters 6-8 (H)<br>Pages 560-587 (R)                 |
| October 22  | Causes of Delinquency<br><b>Reaction Paper #4 Due</b>  | Chapters 9-12 (H)<br>Pages 363-371 (R)                |
| October 29  | <b>MIDTERM EXAM</b>  |   |
| November 5  | Social Disorganization and Anomie  | Chapter 5 (S)<br>Pages 229-266, 320-353 (R)           |
| November 12 | Lower-Class Based Theories<br><b>Reaction Paper #5 Due</b>   | Chapter 6 (S)<br>Pages 141-148, 157-167, 267-289 (R)  |
| November 19 | Female Delinquency<br>One of the Guys: Girls, Gangs, and Gender<br><b>Draft Research Paper Due</b> | Chapter 11 (S)<br>Chapters 1-4 (M)                    |
| November 26 | Female Delinquency<br>One of the Guys: Girls, Gangs, and Gender<br><b>Reaction Paper #6 Due</b>    | Chapters 5-9 (M)<br>Pages 529-547 (R)                 |
| December 3  | Delinquency Theory: An Integrative Approach<br><b>Final Research Paper Due</b>                     | Chapter 12 (S)<br>Pages 372-424, 521-528, 588-614 (R) |
| December 10 | <b>FINAL EXAM (2:00-4:00)</b>  |   |

---