

CJ 396W
JUVENILE DELINQUENCY AND JUVENILE JUSTICE
SPRING 2008

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Class hours: We 6:00-8:50 PM
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Classroom: University Center

Textbook:
Frank Schmalleger and Clemens Bartollas (2008) Juvenile Delinquency (Boston: Allyn and Bacon), ISBN 0-205-51524-X.

Recommended reading and websites: This is not required for the class, but may be useful for the term paper and for general knowledge in the area of juvenile delinquency. My top four recommended journals to check for articles on juvenile delinquency and juvenile justice are (1) Criminology, (2) Justice Quarterly, (3) Journal of Research in Crime and Delinquency, and (4) Crime and Delinquency. Websites worth checking out include the Department of Justice's Office of Justice Programs (<http://www.ojp.usdoj.gov>), which has links to the National Institute of Justice (NIJ), the Office of Juvenile Justice and Delinquency Prevention (OJJDP), and other justice programs; and the National Institute on Drug Abuse (<http://www.nida.nih.gov>) for information on substance use and abuse. The OJJDP website, in particular, includes links to publications like Juvenile Offenders and Victims (various years), probably the best compendium of information on juvenile delinquency and juvenile victimization, and the National Youth Gang Survey (various years). The website for the Center for the Study and Prevention of Violence (<http://www.colorado.edu/cspv/resources/links.html>) at the University of Colorado has links to a number of websites of interest in the areas of adult and juvenile violence (victimization and perpetration), and programs aimed at violence prevention, particularly for juveniles.

Course description: [**Catalog description**] Nature and extent of delinquency, explanatory models and theories: the juvenile justice system; history, philosophy, and evaluation of the juvenile court, juvenile court practices and procedures; the role of the police officer and the correctional officer. Credit 3. [**Writing enhanced course**] A writing enhanced course is one in which fifty percent or more of the student's grades are based on written assignments.

Beginning freshmen are required to complete six writing-enhanced courses before graduation: English 164, English 165, two courses in the major, and two additional courses in any discipline. The letter W, which stands for writing enhanced, will appear after the designated courses, e.g., CJ 396W. [**My supplemental description**] In the study of illegal behavior, increasing attention is being paid to the life course as both a context and an explanation for crime. This course focuses on a critical period in the life course, childhood and adolescence, which plays a major role in shaping adult involvement in or abstention from criminal activity. Topics, in order of presentation, include definitions of basic concepts necessary for understanding juvenile delinquency; methods for obtaining information about delinquency; theories of delinquency; application of those theories to understanding delinquency as it is influenced by different social contexts such as family, school, and neighborhood; and finally an examination of efforts to prevent, reduce, and control juvenile delinquency, focusing primarily but not exclusively on the juvenile justice system. As a writing enhanced course, emphasis will be given to skills in written communication, with some attention also to oral communication as a foundation for written communication. More detail is provided below in the sections on objectives and grading policy. The course will be presented in a lecture/discussion format, in which I will alternate between (a) presenting material myself and (b) asking you to participate in discussions in which we consider issues raised either by me or by you regarding the material being covered in the course.

Course objectives (phrased in terms of the faculty evaluation form):

- (1) Gaining factual knowledge (terminology, classifications, methods, trends). Students will learn the terminology used in the study of juvenile delinquency, classifications of different types of offenses and offenders, methods of studying juvenile delinquency, and trends in juvenile delinquency as well as juvenile victimization and adult crime and victimization.
- (2) Learning fundamental principles, generalizations, or theories. Students will learn the major theories used to explain juvenile delinquency and the empirical research currently available to assess those theories individually and in comparison to one another.

(3) Learning to apply course material (to improve thinking, problem solving, and decisions). In both the examination questions and in the term paper, students will apply knowledge obtained in the course to evaluate and make recommendations regarding policies for the prevention, reduction, and control of juvenile delinquency. More broadly, I hope to provide information that students will be able to apply in their personal or professional life, as criminal justice practitioners or researchers or simply as good citizens, to make informed decisions regarding public policy and personal practice as it is related to juvenile delinquency.

(4) Developing skill in expressing oneself orally or in writing. Through essay examinations and the term paper, students will demonstrate effective written communication skills; this will be supplemented and supported by the use of effective oral communication in class discussions.

(5) Learning to analyze and critically evaluate ideas, arguments, and points of view. Students will learn to critically evaluate (a) theories of delinquency and (b) policies related to juvenile delinquency in light of empirical evidence and, where relevant, personal experience. This will form at least part of the basis for applying the course material (objective 3 above).

Attendance policy: I will take attendance frequently, especially during the early part of the course when I am learning which names go with which faces. Attendance will not directly affect your grade, but will affect it indirectly, insofar as it affects constructive class participation (see grading policy below) and how well you will do on the examinations.

Grading policy: Grades in the class will be based on four examinations, including the final examination; a term paper; and constructive class participation.

(1) **Examinations** will be essay examinations, consisting of two to five essay questions. Questions will be passed out two weeks prior to each examination. The questions may cover material in the book (including the Critical Thinking Questions at the end of each chapter) or in the lectures (or both). Each examination will be worth 15% of the total grade, and each (including the final) will focus on one of the four sections of the course; however, for the second and subsequent examinations, knowledge of material covered in prior sections of the course will be assumed. Because you will have the examination questions in advance, you will have time to prepare your answers before the examination period (almost like a take-home exam), but the answers must be written in class during the examination period. Exams will be closed-book, closed-notes exams. Make-up exams: Make-up examinations will be administered

during the scheduled final examination period, as described below. The questions from which the make-up exam questions are selected will be the same as for the regular exam, but the actual questions included may or may not include any or all of the questions on the regularly scheduled exam.

(2) **Final examination:** (a) Students who have taken the first four examinations and are satisfied with their grade based on the first four examinations may elect to accept that grade and waive the final examination. (b) Students who have taken the first four examinations and who are not satisfied with their grade may earn extra credit by taking the final examination. For these students, if the grade on the final examination is *lower* than the lowest grade on the first four examinations, the final examination grade will be dropped, and no extra credit will be earned; but for students who do *better* on the final examination than on the lowest of the first four examinations, the lowest grade from the first four examinations will be dropped and will be replaced by the grade on the final examination. (c) Students who miss any of the first four examinations will be required to take the final examination. The final examination will be individually constructed for them, and will be equal in length to *all* of the examinations (combined) that they have missed. This means that if you miss all four of the regularly scheduled examinations, 60% of your grade will depend on the final examination, and you will need to answer 8-20 questions (in a time period really suited for answering half that many) on the final exam. No other options for making up missed examinations will be available. Until you have taken the last of the four regularly scheduled examinations, you should plan on taking the final exam. After that, it will be up to you. No early final exams will be given, and failure to take the final exam (if required) at the designated time will result in an F for the course.

(3) **The term paper** will be approximately 20 pages long, on a topic approved by the instructor, and will be completed in four phases:

- (a) a topic and outline, worth 5 percent of the final grade.
- (b) an annotated bibliography, worth 5 percent of the final grade,
- (c) a first draft (both hardcopy and electronic: MS Word .doc (not .docx), Word Perfect, or .pdf).
- (d) a final draft (also both hardcopy and electronic: MS Word, Word Perfect, or .pdf).

The hardcopy of the first draft must be submitted and approved (stamped) by the writing center.

Students will be given the option of accepting the grade on the first draft, or revising the first draft and handing in a final draft by May 7. If no revised draft is handed in by May 7, the first draft becomes the final draft. The term paper will count as 30 percent of the final grade (5

percent for the outline, 5 percent for the bibliography, and 20 percent for the completed paper). Details on term paper format will be presented in a separate handout. Failure to deliver a completed final draft of the term paper by the date of the final exam will result in an F for the course.

Late delivery of any of (a)-(d) above will be penalized one point per day (Monday-Friday).

(4) **Constructive class involvement** means participation in class discussions (hard to do if you are not there), and presenting your questions or points of view in a way that is likely to be effective in leading others to think seriously about them, and perhaps persuade them to reconsider their own positions if their positions are in disagreement with your own. The first and foremost requirement of effective communication is respect for the person presenting ideas with which you disagree, even if you vehemently disagree with their ideas. Disrespect may elicit cheers from those who already support your position, but will alienate not only those with whom you disagree, but also those who may not yet have decided which position they support; hardly a recipe for *effective* communication. The second requirement, as important as the first, is that your own position be an informed position, supported by facts and logic, not just personal opinion or emotional intensity. Facts include personal experience as well as empirical research, but it should be readily apparent that the common experience of many people will be more persuasive than the unique experience of a single person. You will gain points (up to 10% of the total grade) for constructive class involvement; you may have points deducted from your grade (up to 10%) for involvement that is disrespectful or disruptive (and hence ineffective). Seriously disruptive behavior will result in dismissal from the class. Asking questions to help clarify or provide more detail on material covered in the class lecture/discussions or in the assigned reading (including but not limited to critical questions that raise the possibility that the presented material may be incorrect or misguided) counts as constructive involvement.

(5) **Final grades** for the course will be as follows: 90-100 A; 80-89.99 B; 70-70.99 C; 60-60.99 D; and anything below 60 is an F. Depending on the grade distribution at the end of the course, I reserve the right to move the lower boundary of the grade downward (for example, if the highest F is 59 and the next highest F is 51, I reserve the right to move the 59 up to a D). One semester (fall 2006) I gave one A and several Fs; last semester, I gave one F and several As. I prefer giving more As and fewer Fs. Here is how you can help:

(a) Show up for each class. This is a really easy way to earn points.

(b) Do the reading. All of it. On time. Good for participation. Good for exams. Good.

(c) Most importantly, when I hand out the study questions for the exams, go home and write out the answer to every one of the study questions; and if you are unsure about any of them, come in and see me for office hours or contact me via email. Believe it or not, I actually want everyone to do well on the exams - but not enough to give good grades for poor quality work.

(d) Get the work done for the paper on the time line I have laid out in this syllabus or earlier. Start early, get the feedback early, and get this out of the way early. This will give you a margin for error if things do not go quite as planned. Life will be easier and more pleasant.

(e) Don't get lazy or try to get away with copying the work of others on the term paper. I do use turnitin.com. I also have read a lot in the area of juvenile delinquency over the past 30 or so years. Two of the Fs I gave in fall 2006 were the result of plagiarism. If you are unsure what constitutes plagiarism, (a) pay attention to the discussion of the requirements for the term paper in class and (b) see me for office hours. (See also the paragraph on Academic Honesty below.)

SHSU Writing Center: The Sam Houston Writing Center, located in Wilson 114, is open Monday through Thursday from 8:00 AM to 7:00 PM, Friday from 8:00 AM to 3:00 PM, and Sunday from 2:00 PM to 7:00 PM. Writing tutors will work with you individually to help you generate, organize, or revise a draft of any assignment on any subject. You can drop by to work with a tutor, or call 936-294-3680 to schedule an appointment. For this class, students are **required** to take their first full draft of the term paper to the Writing Center before turning it in. This is a one-time trip to the Huntsville campus; writing center approval is required only on the first draft, not on subsequent drafts of the paper.

Tobacco products: Use of tobacco products is not allowed in the classroom at any time. The first violation of this policy will result in a warning; the second violation will result in your dismissal from the class.

Recording classes: Students are free to make audio recordings of class lectures and discussions with the understanding that no copies or transcripts of these lectures or recordings

are sold or otherwise distributed for use by others. The instructor also reserves the right to record classroom lectures and discussions.

Cell phones and other electronic equipment: Please make sure that cell phones and any other electronic communication devices are set to “silent” mode during class. Use of cell phones and other electronic equipment does not constitute constructive class involvement, and if it becomes disruptive, may result in a loss of points from your final grade (see grading policy above).

Academic Honesty: The faculty of the College of Criminal Justice expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in failure of a course and dismissal from the university. Academic dishonesty includes but is not limited to cheating on a test, plagiarism, collusion (the unauthorized collaboration with another person in preparing work offered for credit), the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college. The University’s policy on academic honesty and appeal procedures can be found in the manual entitled Student Guidelines, distributed by the Division of Student Services (Reference Section 5.3 of the SHSU Student Guidelines). Students are encouraged to review the statements presented in the SHSU Guidelines that refer to instances of academic dishonesty, available in the Office of Student Life or online at <http://www.shsu.edu/students/guide/studlife.html#conduct>. Also, I will submit the term paper for this course be for an evaluation through Turnitin.com, so all work must include appropriate citations, and must represent the original work of the student with appropriate source citations.

Disabled student policy and services for disabled students: In accordance with SHSU policy, “Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.” The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (ext. 1720). Any student in the class may request special learning assistance by submitting a written statement describing your particular need. If necessary, you will be directed to the SHSU Counseling Center for additional assistance. For more detail on university policy regarding special learning needs, see the website at <http://www.shsu.edu/students/guide/studlife.html#disabilities>; see also

http://www.shsu.edu/~vaf_www/aps/811006.html regarding disabled student policy, and <http://www.shsu.edu/~counsel/sswd.html> regarding services for disabled students.

Student absences on religious holy day policy: Consistent with the Texas Education Code and SHSU policy 861001, students who desire to be absent from a scheduled class in order to observe a religious holy day will present the professor with a written statement concerning the religious holy day(s). Should the religious holy day fall on a day when an assignment is due, the assignment will be due on the next class day. Should the religious holy day fall on a day when an examination is given, a makeup examination will need to be taken during the scheduled final examination period. If the religious holy day falls on the date of the final examination, see me, and we will arrange an alternative date.

COURSE OUTLINE	
Week/Chapter	Topics, Examinations, and Assignments
Unit 1: Defining and Measuring Delinquency	
Jan 16 Chapter 1	Introduction; definitions of delinquency and related concepts. Course requirements.
Jan 23 Chapter 2	Measurement of delinquency and sources of data on juvenile offending.
Jan 30 Chapter 11	Drugs and delinquency. <i>Study questions for first examination passed out in class.</i>
Unit 2: Theories of Delinquency	
Feb 6 Chapter 3	Individual-level explanations of delinquency: biology and psychology. <i>Outline and topic for term paper due.</i>
Feb 13 Chapter 4	Social structural theories: social disorganization, subcultures, and strain. <i>Corrected outlines for term papers returned.</i> <i>First Examination (Unit 1, Chapters 1, 2, 11).</i>
Feb 20 Chapter 5	Social process theories of delinquency: learning, control, and integrated theories.
Feb 27 Chapter 6	Societal reaction theories: labeling and conflict. <i>Revised outline and annotated references for term paper due.</i> <i>Study questions for second examination passed out in class.</i>
Unit 3: The Social Context of Delinquency	
Mar 5	TERM PAPER DAY: Review of requirements for term paper; plagiarism issues <i>Corrected outline and annotated references for term paper returned.</i>
Mar 12	SPRING BREAK
Mar 19 Chapter 7	Gender, ethnicity, biology, victimization, and violence <i>Second examination (Unit 2, Chapters 3-6; also chapters 1, 2, 11).</i>
Mar 26 Chapter 8-9	Family, school, and delinquency. Applying theory to family and school delinquency.
Apr 2 Chapter 10	Peer groups, gangs, and youth subculture. <i>Study questions for third examination passed out in class.</i>
Unit 4: The Juvenile Justice System	
Apr 9 Chapter 12	Delinquency prevention and diversion from the juvenile justice system. <i>First draft of term paper due with stamp from Writing Center.</i>
Apr 16 Chapter 13-14	Overview of the juvenile justice system. Police and juveniles. <i>Third Examination (Unit 3, Chapters 7-10; also 1-6 and 11).</i>
Apr 23 Chapter 15	The juvenile court system; legal rights of juveniles. <i>Study questions for fourth examination passed out in class.</i> <i>First draft of term paper returned to students; begin revision of paper.</i>
Apr 30 Chapter 16	Juvenile corrections: probation, community corrections, and incarceration.
May 7 (None)	Juvenile Justice Policy. Continuation of unfinished topics. Review and conclusion. <i>Fourth Examination (Unit 4, Chapters 12-16; also 1-11); Final draft of term paper due.</i>
May 14	8:00-10:00 PM Final Examination Period: Final Exam and Makeup Exams

CJ 396W: JUVENILE DELINQUENCY AND JUVENILE JUSTICE
RESEARCH PAPER REQUIREMENTS

(1) The research paper for this course will be on a topic selected by the student and approved by the instructor. The proposal for the research topic is due no later than the fourth week of class, but may be submitted earlier.

(2) The topic must be approved in advance by the instructor, and must fall under the general topic of juvenile delinquency and juvenile justice.

(3) References from the paper must be drawn from scholarly work in criminology. From the textbook, you should get a good idea of where to look for these, and I can suggest additional sources (starting with the recommended journals and websites mentioned in the syllabus).

(4) A proposed annotated bibliography is due the ninth week of class. Annotated means that in addition to the references, you present a brief description of what is in each reference, and what it will contribute to your paper. Examples of annotated bibliographies will be provided. Once you turn in your annotated bibliography, I may or may not suggest additional references to be incorporated into the paper. I would strongly recommend that in preparing your bibliography, you go through a four-step process.

(a) Look at the references cited in the book on the topic in which you are interested. Here, in addition to journal articles, you may find relevant books and book chapters on the topic you have chosen.

(b) Look through the major criminology and criminal justice journals for the past 3-5 years. Major criminology and criminal justice journals include *Criminology*, *Justice Quarterly*, *Journal of Research in Crime and Delinquency*, *Crime and Delinquency* (no, that is not a repetition, it is a separate journal), *Journal of Criminal Justice*, and *Criminal Justice and Behavior*.

(c) Take notes on or make copies of the relevant articles and chapters from parts (a) and (b) above, read through the material, and identify *important* chapters and articles cited by the references you have already collected.

(d) Repeat steps (a) and new sources should eventually taper off to zero as you come across the same sources being cited over and over again. This four-step process should help you produce a fairly thorough and complete review of the literature on the topic you have selected.

(5) If there are just too many references on a topic, you have three options. (a) Do a lot of reading. It takes a lot of time, but you will be better informed at the end of the process. (b) Considering narrowing the topic to something more specific, and if you decide that this is how you want to proceed, come to me and we will discuss a revised topic for the term paper (the revised topic still needs to be approved in advance). (c) Rely more on reviews than on the original sources. This can be a time saver, but it can also be dangerous; sometimes reviews misrepresent the original articles. It is a good idea to at least check some of the original articles to see whether your interpretation matches the reviews.

(6) Wikipedia is not an acceptable source for the paper. Other online encyclopedias are not acceptable sources. Interviews with other individuals are not acceptable sources unless approved by me, in advance, at the same time I approve the annotated bibliography. One problem with interviews is that you may need Human Subjects approval, and we really will not have time to go through that whole process in time to complete the paper. The Encyclopedias of Criminology or Crime and Deviance may be helpful in finding sources, but do not count toward the 12 sources I am expecting.

(7) Information from websites is acceptable, but you must have a ratio of at least three scholarly references per website; and of the scholarly references, at least two of the three per website must be journal articles.

(8) Structure of the paper.

(a) Introduction, describing the topic and indicating why the reader should be interested. Most often, this will include the statement of one or more questions you want to ask and answer, and some discussion of how important the question(s) would be, if at all, for juvenile justice policy.

(b) Review of the literature, including a presentation of the major findings from other people's work, as they are related to your question(s).

(c) Assessment of the quality of the information on which the findings are based; given the information in the first part of the course, is the information really good enough to support the conclusions?

(d) Conclusion: based on the evidence or information you have presented, what is the answer to (each of) your question(s)? Do we really have enough evidence for a conclusive answer? If not, what sort of evidence or information or research would be needed to adequately answer the question(s)? Also, what, if any, are the implications of your conclusions for juvenile justice policy?

(9) Format of the paper: WordPerfect, Microsoft Word, or .pdf electronic file, plus hardcopy; double spaced throughout; format consistent with any one of the six major journals recommended in part (4-b) above. MLA and Turabian are also acceptable.

(9) Grading will be based on four criteria, each counting for 25% of the total paper grade. (a) Content: have you adequately covered the topic? Typically, I would expect about 12 references (more is perfectly acceptable), no more than three of which would be websites and no more than three of which would be textbooks. (b) Analysis: how well have you used the information on the topic, including assessment of the adequacy of the existing information and its implications for policy (if any)? (c) Organization: is the material presented in logical order that makes it easy for the reader to follow the presentation? (d) Mechanics: have you used correct grammar, punctuation, spelling, and appropriate journal referencing format?

(10) It is required that you have your first draft approved (stamped) by the SHSU Writing Center before handing it in. Since mechanics and organization count for 50% of the paper grade, getting feedback from the writing center (or from any other source that can give you really good feedback on this) goes a long way toward getting a good grade on the paper.

(11) You will be given the opportunity to revise the first draft of the paper for an improved grade. If you are satisfied with your grade on the first draft of the paper, a second draft is not required.