SOC 201:  JUVENILE DELINQUENCY  
SPRING 2017

1.   INSTRUCTOR INFORMATION:

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2.   COURSE LEVEL:  200 - Second Year

3.   COURSE TITLE:  SOC 201 JUVENILE DELINQUENCY  
                    Room GH 203  
                    Tuesdays & Thursdays 2:30PM-4PM

               Juvenile Justice; Policies, programs, and practices (4th ed.),  

5.   COURSE DESCRIPTION:

    This course covers youthful crime: its volume, causes and trends. The prediction,  
    prevention, treatment and control of juvenile delinquency by social control agencies  
    is examined relative to social policies needed to reduce its incidence. The organization  
    and procedures of the juvenile justice system are also explored.

6.   COURSE OBJECTIVES:

    Upon successful completion of this course, the student will demonstrate the ability to:

    I. Describe the juvenile justice system.  (GEO #1)  
       A. Describe the historical origins of the juvenile justice system.  
       B. Differentiate between the juvenile and adult criminal justice systems.  
       C. Differentiate between the different types of juvenile offenses.  
       D. Describe the different stages in the juvenile justice process.  
       E. Define terms specific to juvenile justice.
II. Examine the nature and extent of juvenile crime in the United States. *(GEO #2)*
   A. Describe the different sources of juvenile crime statistics.
   B. Identify key findings for each source of juvenile crime data.
   C. Explain trends and patterns associated with juvenile crime

III. Examine various theories of juvenile delinquency. *(GEO #2,5)*
   A. Differentiate between the classical and positive schools of criminology.
   B. Explain choice and deterrence theory.
   C. Explain different biological, psychological, and sociological theories of delinquency.

IV. Examine the relationship between the family and juvenile delinquency. *(GEO #5)*
   A. Identify the key role that the family plays in the socialization of children and its relationship to delinquency.
   B. Describe the nature and extent of child abuse and neglect.
   C. Explain the relationship between parental abuse/neglect and delinquency.

V. Explain the relationship between schools, gangs and drugs and juvenile delinquency. *(GEO #5)*
   A. Describe how peer relations and schools can influence delinquent behavior.
   B. Identify the extent of the gang problem and why youths join gangs.
   C. Differentiate between the different types of gangs and identify major responses to the gang problem.
   D. Explain the nature and extent of drug use by juveniles.
   E. Identify the characteristics of “special populations” of juveniles

VI. Examine delinquency prevention and intervention programs. *(GEO #5)*
   A. Describe the different types of delinquency prevention programs.
   B. Contrast effective and ineffective delinquency prevention programs.

VII. Explain the role of law enforcement in the juvenile justice system. *(GEO #3,5)*
   A. Identify the role of the police through the history of juvenile justice.
   B. Differentiate between the different police styles.
   C. Explain police procedures for handling juveniles.
   D. Identify factors that influence police discretion.

VIII. Examine how the law relates to juvenile justice. *(GEO #2,5)*
   A. Explain landmark U.S. Supreme Court cases in juvenile justice.
   B. Identify key provisions of Maryland juvenile law.
   C. Identify current legal issues in juvenile justice.
   D. Compare rights and procedures in juvenile proceedings with rights and procedures in criminal trials.

IX. Describe the juvenile court system. *(GEO #5)*
   A. Describe the jurisdiction of juvenile court.
   B. Identify the primary functions of key juvenile court personnel.
   C. Describe the different methods by which youths are transferred to adult courts.
   D. Explain the major steps in the juvenile court process.
X. Examine the role of juvenile corrections. (GEO #5)
   A. Describe different types of community-based programs.
   B. Describe the different types of institutional facilities.
   C. Identify the different types of educational, vocational, and treatment programs.

General Education Objectives Addressed by this Course:

GEO 1: Express ideas objectively through oral and written communication.
GEO 2: Think critically and reason logically.
GEO 3: Read and analyze a written text.
GEO 5: Evaluate individual, societal, and cultural relationships.

7. COURSE CONTENT:

I. The Juvenile Justice System
   A. Origins of the Juvenile Justice System
   B. Juvenile Court Jurisdiction
      1. Defining Delinquency
      2. Defining a Juvenile
   C. The Language of Juvenile Justice
   D. Overview of the Juvenile Justice System
      1. Law Enforcement and Other Referral Services
      2. Juvenile Court
      3. Disposition
   E. Comparison of Juvenile and Criminal Justice Systems

II. History of the Juvenile Justice System
   A. The Changing Shape of the Juvenile Justice System
   B. Historical Treatment of Juveniles
      1. Juvenile Justice under the English Common Law
      2. Juvenile Justice in Colonial America
      3. Disposition
   C. Early American Juvenile Institutions
      1. Houses of Refuge
      2. The Development of Pares Patriae and Reform Schools
   D. Early Juvenile Justice in the United States
      1. Juvenile Justice during the Victorian Era
   E. The Traditional Model of Juvenile Justice (1900s-1960s)
   F. The Due Process Model of Juvenile Justice (1960s-1980s)
   G. The Punitive Model of Juvenile Justice (1980s-Present)
   H. The Shifting Assumptions of Juvenile Justice in the United States
   I. Cyclical Changes in Juvenile Justice: History Repeating Itself

III. Juvenile Crime, Criminals, and Victims
   A. Issues in the Management of Juvenile Crime
   B. Measuring the Extent of Juvenile Crime
      1. Official Records and Measures
      2. Victimization Statistics and Measures
4. Comparison of the Three Methods
C. Trends in Juvenile Crimes and Statistics
D. Juvenile Victimization Rates and Trends
E. Risk and Protective Factors in Juvenile Delinquency
   1. Biology and Genetics
   2. Family
   3. Personality
   4. Social Environment
   5. Ecological Environment
   6. Education
   7. Behavior and Lifestyle
   8. Cumulative Effects of Risk Factors
   9. Outcomes and Opportunities

IV. Choice, Deterrence, Biological and Psychological Theories
A. Theories of Juvenile Delinquency
B. Classical and Positive Schools of Thought
   1. Classical School
   2. Positive School
C. Choice Theory
   1. Routine Activities
D. Deterrence Theory
E. Biological Theories
   1. Morphological Theory
   2. Genetics and Inherited Factors
   3. Biochemical and Neurological Approach
F. Psychological Theories
   1. Psychoanalytical Approach
   2. Moral Development and Delinquency
   3. Personality Disorders
   4. Learning Theories

V. Social Structure, Social Process, and Social Reaction Theories
A. Social Theories of Delinquency
B. Social Structure Theories
   1. Ecological Theory
   2. Strain Theory
   3. Subculture Theory
C. Social Process Theories
   1. Learning Theory
   2. Social Control Theory
D. Life Course Theories
   1. Thornberry's Interactional Theory
   2. Sampson and Laub's Age-Graded Theory
F. Social Reaction Theories
   1. Labeling Theory
   2. Conflict Theory
VI. Delinquency Prevention and Intervention
   A. Delinquency Prevention Programs
   B. The Theory of Delinquency Prevention
   C. Early Pre-Delinquent Intervention and Prevention
      1. Risk-Focused Prevention Programs
      2. Family Treatment and Intervention
   D. Diversion
      1. Diversion Programs
      2. Diversion Effectiveness
   E. School-Based Programs
   F. Community-Based Programs
      1. Mentoring
      2. Job Services
      3. Recreational and Time-Occupying Programs
   G. Teen Courts
      1. Teen Court Models and Process
      2. Teen Court Effectiveness
   H. Programs Focusing on Status Offenses
   I. What Doesn't Work
      1. Scared Straight
   J. What Does Work?
      1. Cost Effectiveness of Prevention

VII. Police and Juveniles
   A. The Central Role of Police Agencies in the Juvenile Justice System
   B. Role of the Police in Dealing with Juvenile Offenders
      1. Early Policing in Juvenile Justice and Police Matrons
      2. The Changing Role of the Police
      3. Definitions of Police Roles and Responsibilities
      4. Community and Problem-Oriented Policing
      5. Processing of Juvenile Delinquents by Police
      6. Policing Status Offenders and Abused or Neglected Children
   C. Police Discretion in Dealing With Juvenile Offenders
      1. Police Attitudes toward Juveniles
      2. Juveniles' Attitudes toward Police
   D. Police-Based Programs for Juveniles
      1. D.A.R.E and Other School-Based Programs
   E. New Directions in Working with Juveniles in Policing

VIII. Juvenile Law and Procedure
   A. The Development of Juvenile Law and Procedures
   B. Early Juvenile Law
   C. Landmark U.S. Supreme Court Cases in Juvenile Justice
      1. Kent v. United States
      2. In re Gault
      3. In re Winship
      4. McKeiver v. Pennsylvania
      5. Impact of the Landmark Cases
   D. Issues in Juvenile Law
      1. Juvenile Waiver of Rights
      2. Juvenile Right to Counsel
3. Search and Seizure
4. Interrogations and Confessions
5. Juvenile Proceedings
6. Juvenile Records
7. Bail
8. Detention
9. Juvenile Right to Jury Trial
10. Juvenile Correctional Law
11. Right to Treatment
12. Juvenile Rights at School
13. Victims' Rights in Juvenile Justice
14. Curfew Laws
E. Adult Criminal Trials versus Juvenile Adjudicatory Proceedings

IX. The Juvenile Court
A. The First Juvenile Justice Courts
B. The Juvenile Court Today
   1. Categories of Delinquency
   2. Delinquency Case Outcomes
C. Juvenile Court Personnel
   1. Juvenile Court Judge
   2. Juvenile Court Referee
   3. Prosecuting Attorney
   4. Defense Attorney
   5. Probation Officer
D. Intake
   1. Decision to Detain
   2. Qualified Right to Post Bail
   3. Decision to Petition the Case
E. Prosecutor Decision Making
F. Adjudication
   1. Arraignment
   2. Adjudication Hearing
G. Disposition
   1. Predisposition Report
H. The Future of the Juvenile Court

X. Juveniles in the Criminal Justice System
A. Changing Beliefs about the Purpose of Juvenile Justice
B. Waiver to Adult Court
   1. Purpose of Waiver to Adult Court
   2. Types of Waiver to Adult Court
   3. Trends in the Use of Waiver to Adult Court
   4. Effectiveness of Waiver to Adult Court
   5. Public Attitudes toward Waiver to Adult Court
C. Blended Sentencing
   1. Types of Blended Sentencing
D. Juveniles in Adult Prisons
E. Death Penalty for Juvenile Offenders
   1. Prevalence and Use prior to Roper
   2. United States Supreme Court Cases prior to Roper

XI. Community-Based Corrections for Juveniles
A. Introduction and Overview of Juvenile Corrections
B. History of Juvenile Corrections
C. Juvenile Community Corrections
D. Juvenile Probation
   1. Juvenile Probation Process
   2. Probation Caseload
   3. Probation Conditions
   4. Issues in Juvenile Probation
   5. Working in Juvenile Probation
E. Variations in Juvenile Probation
   1. Intensive Supervision Probation (ISP)
   2. Shock Probation
   3. School-Based Probation
   4. House Arrest and Electronic Monitoring
F. Alternative Sanctions in Juvenile Community Corrections
   1. Mediation
   2. Restitution
   3. Community Service
G. Community Correctional Alternatives to Incarceration
   1. Counseling and Specialized Treatment Programs
   2. Day Treatment Programs
   3. Foster Care
   4. Group Homes
   5. Wilderness and Adventure Programs
   6. Vocational and Apprenticeship Programs
H. Aftercare for Juveniles, juvenile Parole, and Parolee Services
I. Qualities of Effective Juvenile Correction Programs

XII. Institutional Corrections for Juveniles
A. Juvenile Placement
B. The Population of Institutional Corrections
   1. Public versus Private Facilities
C. Institutional Facilities for Juveniles
   1. Detention
   2. Short-Term Secure Facilities
D. Programming in Institutional Facilities
   1. Correctional Treatment
   2. Correctional Education
   3. Correctional Industry and Vocational Training
   4. Specialized Treatment and Programs
   5. Programs for Serious and Repeat Juvenile Delinquents
E. Institutional Life for Juveniles
F. Suicide in Juvenile Corrections
G. Sexual Abuse in Juvenile Facilities
H. Working in Institutional Corrections
XIII. Gangs and Delinquency

A. Gangs in Society
B. Defining Gangs
   1. What is a Gang?
   2. Who is a Gang Member?
   3. Why Do Youths Join Gangs?
   4. What is Gang-Related Crime?
C. The Extent of the Gang Problem
D. Types of Gangs
   1. Other Categories of Gangs
E. Characteristics of Gangs
   1. Age
   2. Race and Ethnicity
   3. Gender-Females and Gangs
   4. Gang Migration
   5. Communication
   6. Delinquent Activity
F. Responses to Gangs
G. Controlling Gang Activity
   1. Law Enforcement Efforts
   2. Prosecution Efforts
   3. Nuisance Abatement
   4. Legislative Efforts
H. The Future of Gangs

8. TENTATIVE SCHEDULE: (First Class January 17, 2017)

Week One: Course Orientation, Chapter One
Week Two: Chapter Two
Week Three: Chapter Three, Pre-Test (Chapters 1,2,3)
Week Four: Exam One (Chapters 1,2,3), Chapter Four Classroom
Week Five: Chapter Five
Week Six: Chapter Six, Pre-Test (Chapters 4,5,6)
Week Seven: Exam Two (Chapters 4,5,6), Chapter 7 Classroom
Week Eight: Chapter Eight
Week Nine: Chapter Nine, Pre-Test (Chapters 7,8,9)
Week Ten: Exam Three (Chapters 7,8,9) Chapter Ten Classroom
Week Eleven: Chapter Eleven
Week Twelve: Chapter Twelve, Electronic Assignment Due
Week Thirteen: Chapter Thirteen, Pre-Test (Chapters 10,11,12,13)
Week Fourteen: Review for Final Exam, Research Project due.
Week Fifteen: Final Exam, (Chapters 1-13), April 25, 2017
9. EVALUATION AND GRADING:

Three exams and three pre-tests will be given at appropriate intervals. The pre-tests are non-credit quizzes, utilized to prepare for the three exams. Test questions are based upon the text, Power Point presentations, lecture material, and any hand-outs, if so provided. The final examination is comprehensive and includes information covered throughout the semester. Exams are expected to be taken during their scheduled times.

Make-Up Exams:
Will only be permitted for legitimate reasons and must be taken within one week of the originally scheduled date. Students must contact the instructor in advance if unable to take an exam. If not, the student will receive a zero for the exam. Final exams must be taken when scheduled because final exams must be submitted to the registrar within 24 hours.

Grading will be as follows:

- A = 90% - 100% (450-500 points)
- B = 80% - 89% (400-449 points)
- C = 70% - 79% (350-399 points)
- D = 60% - 69% (300-349 points)
- F = 0% - 59% (0-299 points)

Weighting will be as follows:

- 3 exams (100 points each) 300 points
- Final Exam (100 points) 100 points
- Research Project (75 points) 75 points
- Electronic Assignment (25 points) 25 points
- TOTAL possible points 500 points

10. RESEARCH PROJECT:

Students are required to complete a three page research paper on a topic covered in the course. Suggested topics include gangs, juvenile crime, child abuse/neglect, juvenile victimization, causes of delinquency, delinquency prevention, and the juvenile justice system. This assignment is worth 75 points and will be graded on content, organization, and grammar. I will hand out a list of possible topics. See me, if you need help.

Text should be double spaced with one-inch margins using a 12 font. The paper should include a title page with the student’s name, date, title, instructor’s name and course title. A minimum of four professional references are required (do not use the text). At least one reference should be from the college’s research database. A.P.A. guidelines should be followed.
11. **ELECTRONIC ASSIGNMENT:**

**Description and Instructions:**

The student must research, access and evaluate THREE web sites of the student's choice related to some aspect of juvenile delinquency. The student must then evaluate each of the three web sites using the below mentioned format.

**Web Site Title:**
**Web Site Address:**
**Date Accessed:**
**First Impression:**
**Overview of Contents:**
**Ease of navigation:**
**Graphics:**
**Links:**
**Value to Course Content:**

**Example:**

**SITE:** Office of Juvenile Justice and Delinquency Prevention

**WEB ADDRESS:** www.ojjdp.gov

**DATE ACCESSED:** 01/02/17

**FIRST IMPRESSION:** The home page for this federal government agency is well organized and appears inviting, with pictures of kids strategically placed. There is a pick list of topics on the left hand side of the site that is well organized, as to topics for research.

**OVERVIEW OF CONTENTS:** This site is filled with information on juvenile justice. The site contains statistical information on the demographic population of juvenile offenders and juvenile victims of crimes. There is so much information available, that it initially appears overwhelming. The site often refers to publications dealing with varying aspects of juvenile justice, such as offenders, victims, and correctional programs. Once the viewer is able to access publications, much reading is required to get any specific data on a particular topic.

**EASE OF NAVIGATION:** The site is well organized with a pick list of topics on the left hand side of the site. Once you access a topic, however, the information provided largely directs you to publications you must read before getting your desired information. This requires much effort and time, which could have been prevented with data provided directly from the governmental agency.
GRAPHCIS: Except for the friendly logo and picture on the home page of this site, no graphics were found on this site. Basically, you were directed to publications, by topic, from a pick list on the left hand column. This is basically a text-only web site.

LINKS: Links are provided for each topic on the pick list, including offender and victimization data. There are links to court, probation, corrections, and law enforcement data involving juveniles. Each major topic covered on the site has a related links site, which is easy to access.

VALUE TO COURSE CONTENT: This website is a repository site that directs the visitor to governmental data on juvenile justice. This site is a valuable demographic site that provides useful statistical data needed in research. The student should, however, be aware that much reading shall be required, before data is sifted from publications, that they are directed to.

Scoring Rubric: Electronic Assignment:

Content: 60%
Grammar, punctuation, and style: 20%
Organization: 10%
Research: (APA) 10%

12. LABORATORY/INTERNSHIP/PRACTICA/FIELD EXPERIENCE/ CLINICAL EXPERIENCE, ETC.

Not applicable

13. ACADEMIC HONESTY POLICY:

Students must comply with the standards of conduct mandated by college policy as outlined in the Appendix of the college catalogue (pgs. 198-201). Any student caught plagiarizing or cheating on an assignment in violation of that policy will not receive credit for that assignment. At the discretion of the instructor, the student may also be referred to the Student-Faculty Committee.

Classroom Etiquette:

Please place all cell phones and other electronic devices on “silent” or “vibrate” mode before class. Text messaging in the classroom is not permitted. If it is necessary to immediately respond to an electronic message, please leave the classroom, make your response, and return to class. No side conversations or other distracting behaviors will be tolerated during class. Please respect others by being polite and considerate.
Attendance:

Students are expected to attend class and be on time. If a student is absent, excused or unexcused, more than three times for this night class, the Dean of Students will be advised. If arriving late, please minimize disruption to the class.

14. EMERGENCY INFORMATION STATEMENT:

In the event of a flu epidemic or other emergency that results in the suspension of classes, faculty will be communicating with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via Blackboard. Students will be responsible for completing all these assignments in accordance with class policies. Information about the resumption of classes will be communicated via the College’s website and email system.

15. BLACKBOARD STATEMENT:

Blackboard is being used as supplementary site for this course. To access course content in Blackboard you need to have access to a computer with an internet connection (other requirements may apply). Computers that meet these requirements are available on campus in MTC 200, AAB 217, HH100, GH 204. WDC 305, and AHB 108.

Please follow these directions to gain access to the course syllabus, Power Point Presentations, and study guides.

Login Information:

1. From the Wor-Wic home page, point to “Quick Links” (top right) and click the “Blackboard Login” link.

2. Enter your Wor-Wic user ID and password (same as your Wor-Wic email user ID and password. If you do not know your Wor-Wic User ID and Password, Contact Student Services.

3. You should then see a list of courses in which you are currently enrolled. Click On the link for SOC 201.

4. Find and click on the folder for the course resource you are looking for; i.e. course Syllabus, Power Point presentations, study guides, etc.
Required Statement Concerning Use of Academic Integrity and Computer Usage Policy:

All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of College resources as described in the college catalog. Wor-Wic Community College considers the following as violations of the computer usage policy:

- Using the campus computing network and facilities to violate the privacy of other individuals.
- Sharing of account passwords with friends, family members or any unauthorized individuals.

Violators are subject to college disciplinary procedures.

16. ONLINE COURSE EVALUATIONS:

This course is participating in a college-wide pilot project to investigate converting the end-of-course evaluation from a paper to an online process. The College has selected SmartEvals as the vendor with whom to conduct the pilot. SmartEvals maintains the highest level of security with the evaluation information and the information resides only on SmartEvals’ computer servers. Faculty are unable to identify individual evaluations and any data which has the potential to reveal the identity of a student (i.e. the only male in a class) is blocked from viewing. Please disable your pop-up blockers on your internet browser in order to access the evaluation. Your cooperation in completing the online evaluation at the designated time is greatly appreciated. The results from the course evaluation provide valuable feedback to your instructor in order to make changes as needed with curriculum and teaching. Please direct any questions about the online course evaluation system to Hope Ellis at hellis@worwic.edu

SmartEvals for this course will be available April 10 and end April 24.

17. SERVICES FOR STUDENTS WITH DISABILITIES:

Wor-Wic provides reasonable accommodations for students with disabilities, in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are in need of accommodations, please contact the counseling office at (410) 334-2900. For more information, see Wor-Wic’s Services for Students with Disabilities web page.