Course Description & Objectives
This course will examine the extent and nature of juvenile crime in the United States and American society’s response to it. We will begin by describing and evaluating the nature of adolescence, the history of childhood and juvenile justice. We will also study the major theories and explanations of delinquency, our aim being to develop a national agenda for delinquency prevention.

Student Learning Outcomes
Upon completion of this course student will be able to

- Describe and explain the nature of adolescence and the history of childhood over time.
- Describe the extent and nature of juvenile delinquency in the U.S. today and the sources of these data.
- Understand and analyze the major explanations and theories of delinquency.
- Describe and evaluate the social, community, and environmental influences on delinquency, explaining the relationship between gangs, drugs, gender, schools, the family and delinquency.

Required Reading
Larry Siegel & Brandon C. Welsh, Juvenile Delinquency: Theory, Practice & Law, Tenth Edition

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>August 25</td>
<td>Introduction &amp; Overview</td>
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<tr>
<td>August 30 &amp; September 1</td>
<td>The Nature of Adolescence &amp; Delinquency</td>
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<tr>
<td>September 5</td>
<td>Happy Labor Day!</td>
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<th>DATE</th>
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<tr>
<td>September 6 &amp; 8</td>
<td>Cognitive Development in Adolescence</td>
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Readings: S&W, Chapter 1

September 13  Sexuality & Youth
Baby Think it Over Project

September 15  Juvenile Justice: Then & Now
Readings: S&W, Chapter 13

September 20 & 22  The Nature and Extent of Juvenile Delinquency
Readings: S&W, Chapter 2

September 27  Examination One

**Theories of Delinquency**

September 29 & October 4  What is a Theory?

October 6 & 11  Social Structure & Delinquency
Readings: S&W, Chapter 4

October 13  Social Process & Delinquency
Readings: S&W, Chapter 4 (pp. 134-149)

October 18  Social Process & Delinquency continued

October 20  Supervising and Counseling the Juvenile Client
John Milam, Director, Nueces County Juvenile Probation
Or guests from Texas Youth Commission’s York House

October 25  Examination Two

October 27  Film: *Children of Violence*

November 1  Social Reaction & Conflict Theories
Readings: S&W, Chapter 5

November 3, 8, 10  The Family & Delinquency
Readings: S&W, Chapter 8
Guest speakers from Attorney General’s Task Force on Child
Support and Juvenile Counseling Services

**Social, Community, and Environmental Influences on Delinquency**

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<th>DATE</th>
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<tr>
<td>November 15</td>
<td>Peers &amp; Delinquency: Juvenile Gangs &amp; Groups</td>
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<td>Readings: S&amp;W, Chapter 9</td>
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<td>November 17</td>
<td>Peers &amp; Delinquency: Juvenile Gangs &amp; Groups continued</td>
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<td>Detective Albert Armendarez, CCPD JET Team</td>
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<td>November 22</td>
<td>Race, Ethnicity &amp; Delinquency</td>
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<td>Distinctive Concerns of Hispanic Youth</td>
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<td>November 24</td>
<td>Happy Thanksgiving!</td>
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<td>November 29</td>
<td>Schools &amp; Delinquency</td>
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<td>Readings: S&amp;W, Chapter 10</td>
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<td>December 1</td>
<td>Drug Use &amp; Delinquency</td>
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<td>Readings: S&amp;W, Chapter 11</td>
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<td>Guests from Shoreline, Inc.</td>
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<td>December 6</td>
<td>Conclusions &amp; Review for Final Examination</td>
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**Important Dates to Remember**

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>September 27</td>
<td>Examination One</td>
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<tr>
<td>October 25</td>
<td>Examination Two</td>
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<tr>
<td>December 8</td>
<td>Final Examination (Thursday 11:00 a.m.)</td>
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*Schedule Subject to Change*
COURSE REQUIREMENTS

* Examinations: Three examinations, including final. Examinations will include multiple choice, true/false, short answer, and essay questions. Make-up examinations will be given in exceptional circumstances or with a doctor’s note. See section on Expectations below.

* Attendance. Attendance is required for a passing grade in the course. Final grade will be lowered 2 points for each absence after the third.

The final course grade will be determined as follows:

3 Examinations 33 1/3% each

Final course grades will be assigned based on the following total percentages.

Over 90% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60 = F
STUDY GUIDES FOR EXAMINATIONS

FOR EXAMINATION ONE - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING:
Identify and describe the problems of youth in American society.
Describe the nature of adolescence and the history of childhood over time.
Describe the nature of cognitive development in adolescence.
Describe the extent and nature of juvenile delinquency in the US today and the sources of these data.

FOR EXAMINATION TWO - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING:

FOR THE FINAL EXAMINATION - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING:
Describe the link between family relationships and juvenile delinquency.
Describe the relationship between family breakup and delinquent behavior.
Describe and evaluate the relationship between discipline, supervision styles and juvenile crime.
Identify and evaluate how parental and sibling misconduct influences delinquent behaviors.
Identify and evaluate the relationship between child abuse and delinquent behavior.
Describe the relationship between peers and delinquency.
Discuss the history of gangs in the US.
Describe the nature and extent of gang activity.
Identify and evaluate the theories of gang development and why youth join gangs.
Describe how police departments are undertaking gang prevention and suppression.
Discuss the crisis in American education and the relationship between schools and delinquency.
Discuss the linkages between delinquent behavior and student experiences within the educational system.
Explain the causes of student alienation from the educational experience.
Discuss recent school attacks.
Discuss the relationship between drug use and delinquency.
Describe the extent and nature of the drug problem among American youth today.
Discuss how teenage drug use in this country has changed over time.
Discuss the main explanations for why youths take drugs.
Argue the pros and cons of government use of drug-control strategies.
Discuss changes in the female delinquency rate over time and the nature and extent of female delinquency today.
Discuss cognitive differences between males and females.
Discuss differences in socialization between boys and girls and how it might affect their behavior.
Describe the treatment girls receive by the juvenile justice system and how it differs from the treatment of boys.
Describe the difference between delinquency prevention and delinquency control.
POLICIES

CLASSROOM ETIQUETTE
Students are reminded that once they enter the classroom, they are expected to behave courteously and respectfully to everyone. They are expected to turn off cell phones, refrain from talking to neighbors and eating, and they should not leave the classroom unless absolutely necessary to use the bathroom or in case of emergency. The use of personal computers will be reserved for students with special needs. The teacher reserves the right to ask students to turn off computers.

EXPECTATIONS
Classes will begin at the scheduled time and run the full session (until 12:15 p.m.) Please be certain to arrive on time and be prepared to stay until class is dismissed. If you have work obligations that interfere with your ability to do this, please change your work schedule or consider dropping the course. Students are expected to avoid private conversations with their classmates during class. As if you were on an airplane, please turn off your electronic devices upon entering the classroom. Attendance will be taken each class. Please arrange with a fellow student to get handouts, notes and assignments if you miss class. Make-up examinations will be given only with a doctor's excuse or under exceptional circumstances that should be discussed with the professor before the examination. If a true emergency arises and you miss an examination, please notify the professor within 24 hours so that we can arrange an alternate time for you to take an exam.

ACADEMIC HONESTY
Students are reminded of the university's strict prohibition against cheating and plagiarism. Students should be aware that all quoted material must be put in quotation marks and the reference cited. Paraphrasing requires completely rewriting the material, putting it into your own words. Passing off others' work as your own is a violation of university academic policy, as is submitting the same paper to another class. Punishment for same may include expulsion from the university and a grade of F. No academic dishonesty will be tolerated. If academic dishonesty is suspected, the disciplinary guidelines in the TAMUCC student code of conduct will be followed.

ACADEMIC ADVISING
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

NOTICE TO STUDENTS WITH DISABILITIES
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities
Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

GRADE APPEAL PROCESS
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. If the problem cannot be resolved at this level, the student may take the steps below.
1. Presentation of grievance to instructor. (This step must be taken within fourteen calendar days after the beginning of the next term.)
2. Appeal to department chair or area coordinator.
3. Written appeal to the University Academic Standards Grievance Committee.
4. Preliminary review and advising by an ombudsman appointed by the Provost.
5. Submission of file by department chair to the chair of the University Academic Standards Grievance Committee.
6. Review of file by committee chair and submission of case to committee.
7. Proceedings of the University Academic Standards Grievance Committee. (Committee holds hearing, reviews data, presents findings to all parties, and makes recommendation to Provost.)
8. Decision by Provost.
9. Final appeal in writing to the Provost if student or instructor thinks appropriate procedures have not been followed.
For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.