COURSE DESCRIPTION
This course will examine the nature, extent and causes of juvenile delinquency in the United States, as well as American society’s response to it. We will begin by developing an understanding of adolescence and the history of childhood and juvenile justice over time. We will study the major theories of delinquency, as well as the influence of family, gangs, drugs, and schooling on delinquent behavior.

LEARNING OUTCOMES
Upon completion of this course, the student will be able to
- Describe 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 theories of delinquency.
- Describe and evaluate the influence of family, gangs, drugs, and school on delinquent behavior.

MAJOR COURSE REQUIREMENTS
3 Examinations 25% each
1 Event Response Analysis 25%

REQUIRED READING

COURSE 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, computers and ear pods, and place them out of sight, 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. Laptops are to be used only by students with special needs as determined by the campus office responsible for this and after receiving permission from the professor.
GRADE APPEALS PROCESS
As stated in University Procedure 13.02.99.C2.03, 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. 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 Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

DISABILITY SERVICES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

ATTENDANCE/TARDINESS
Attendance is required. Classes will begin at the scheduled time and run the full session. Please be certain to arrive on time and be prepared to stay until class is dismissed, not before. If you have work obligations that interfere with your ability to do this, please change your work schedule or drop the course. Late arrivals and early departures will not count as full attendance. Attendance will be taken each class. Students who miss more than 1/3 of the classes will not receive a passing grade in the course. The final grade will be lowered 4 points with each absence after the third. If you miss class, please arrange with a fellow student to get handouts, notes and assignments.
LATE WORK AND MAKE-UP EXAMS
Make-up examinations are reserved for exceptional circumstances. If you must miss an exam, please contact the instructor immediately, preferably before the exam is given. If you miss an exam for medical reasons, you must provide a doctor’s excuse or note from the campus health service. Make-up examinations are 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, you must notify the professor within 24 hours. The university now charges up to $50 for a proctor if make-up exam is agreed to. In fairness to fellow classmates, late assignments/papers will not receive full credit – 10 points will be deducted from the grade for each day late.

CELL PHONE/ELECTRONIC DEVICE USAGE AND CLASS COMPORMENT
Students are reminded that once they enter the classroom, they are expected to turn off cell phones, computer devices, remove ear pods and Bluetooth devices and place them out of sight, 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 and require a letter from Student Special Services. The teacher reserves the right to ask students to turn off all electronic devices and to remove them from their desks and laps.

ACADEMIC INTEGRITY/PLAGIARISM
Students are reminded of the university’s strict prohibition against cheating and plagiarism. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of 0.

Plagiarism is the presentation of the work of another as one’s own work. 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. With regard to take-home examinations, students are on their honor to do their own work and not to consult with others. Violation of this rule constitutes academic misconduct. No academic dishonesty will be tolerated. If academic dishonesty is suspected, the disciplinary guidelines in the TAMUCC student code of conduct will be followed.

CLASSROOM/PROFESSIONAL BEHAVIOR
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Students are expected to behave courteously and respectfully to everyone. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and be subject to disciplinary sanction outlined in Article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including traditional
classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**DROPPING A CLASS**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 8 is the last day to drop a class with an automatic grade of “W” this term.

**STATEMENT OF CIVILITY**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**STATEMENT OF ACADEMIC CONTINUITY**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**CLASS SCHEDULE**

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<tr>
<th>DATE</th>
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<tbody>
<tr>
<td>August 27</td>
<td>Introduction &amp; Overview</td>
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<tr>
<td>August 29 &amp; September 3</td>
<td>The Nature of Adolescence &amp; Delinquency Readings: S&amp;W, Chapter 1 Film: The House of Tomorrow Rites of Passage to Adulthood</td>
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<tr>
<td>September 5</td>
<td>Cognitive Development in Adolescence</td>
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<td>September 10</td>
<td>Adolescent Sexual &amp; Cognitive Issues Baby Think It Over Program</td>
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<tr>
<td>September 12 &amp; 17</td>
<td>Juvenile Justice: Then &amp; Now</td>
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<td>September 19 &amp; 24</td>
<td>The Nature and Extent of Juvenile Delinquency</td>
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<td>September 26</td>
<td>Examination One</td>
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<td>October 1</td>
<td>Thug Life in D.C</td>
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<td>October 3 &amp; 8</td>
<td>What is a Theory?</td>
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<td>October 10 &amp; 15</td>
<td>Social Process &amp; Delinquency</td>
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<td>October 17</td>
<td>Social Reaction &amp; Conflict Theories</td>
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<td>October 22</td>
<td>Usefulness of Theory</td>
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<td>October 24</td>
<td>Bullying &amp; Teen Suicide</td>
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<td>October 29</td>
<td>Examination Two</td>
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<td>October 31</td>
<td>The Family &amp; Delinquency</td>
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**Theories of Delinquency**

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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Readings</th>
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<tbody>
<tr>
<td>November 5 &amp; 7</td>
<td>Substance Abuse &amp; Delinquency</td>
<td>S&amp;W, Chapter 11</td>
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<tr>
<td>November 12 &amp; 14</td>
<td>Peers &amp; Delinquency: Juvenile Gangs &amp; Groups</td>
<td>S&amp;W, Chapter 9</td>
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<tr>
<td>November 19 &amp; 21</td>
<td>Schools &amp; Delinquency</td>
<td>S&amp;W, Chapter 10</td>
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<tr>
<td>November 26</td>
<td>Substance Abuse &amp; Delinquency continued</td>
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Paper consultations

DATE       TOPIC

November 28   Happy Thanksgiving!
December 3    Conclusions & Review for Final Examination

Important Dates to Remember

September 26   Examination One
October 29     Examination Two
November 26    Event Response Analysis due by 3 p.m.
December 12    Final Examination (Thursday 11:00 a.m.)

Schedule Subject to Change
COURSE REQUIREMENTS

1. EXAMINATIONS
   Three examinations, including final. Examinations include multiple choice, true/false, short answer questions.

2. EVENT RESPONSE ANALYSIS
   Students will be asked to prepare a report on the content of films or guest speaker presentations. The report will be a minimum of 6 pages in length. This report calls for:
   
   1) A detailed, accurate description of the event (a minimum of 2.5 pages in length)
   
   2) A summary of research of literature into the area you are covering, e.g., peers and delinquency, drugs and delinquency, family and delinquency, schools and delinquency, citing research sources using proper bibliographical format (minimum of 3 pages in length, citing a minimum of three academic sources).
   
   3) An in-depth analysis of the impressions, thoughts, and feelings engendered by viewing or participating in it (a minimum of 1/2 page in length)
   
   This exercise will help students develop the important professional skills of:
   
   1) Preparing clear, factual descriptions of events and individuals, and
   
   2) Distinguishing personal feelings, thoughts, prejudices, and concerns from accurate presentation of facts.
   
   The paper should be at least four pages in length, doubled-spaced, word processed, grammatical and spell-checked. In fairness to fellow classmates, late papers will not receive full credit – 10 points off for each day late.

3. ATTENDANCE
   Attendance is required. The final grade will be lowered 4 points with each absence after the third absence. Students who miss more than 1/3 of the classes (10) cannot receive a passing grade in the course since the course depends on student participation and learning from class events. After the 10th absence, 40 points will be deducted from the final grade.

   The final course grade will be determined as follows:

   3 Examinations 25% each
   1 Event Response Analysis 25%
Final course grades will be assigned based on the following total percentages.

- 90% – 100% = 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: (Chapters 1, 2, 7, 13)
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 and individual views of delinquency.
Describe the extent and nature of juvenile delinquency in the U.S. today and the sources of data.
Discuss issues of teen sexuality and cognitive development.

FOR EXAMINATION TWO - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING: (Chapters 4, 5)
Identify, describe and evaluate the sociological views of delinquency: Social Structure Theories and Social Process Theories. Identify, describe and evaluate developmental theories of delinquency. Identify, describe and evaluate Social Reaction Theories and Social Conflict Theory. Discuss the key principles of supervising and counseling juvenile clients.
Discuss the role of Juvenile probation in working with juvenile offenders.
Discuss the sentence of Juvenile Life Without Parole, its consequences and challenges.

FOR THE FINAL EXAMINATION - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING: (Chapters 8, 9, 10, 11)
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 link between delinquent behavior and 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.

Exam will include some questions from earlier in the semester.