

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: HUMS 206
Course Title: Juvenile Delinquency

Year: 2020-2021
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

Attention is directed to an analysis of the demography of delinquency and gangs, the selective characteristics of delinquents and gangs, the societal processes related to their causes, theories concerning causes and prevention, and the evaluation of empirical studies and programs provided by youth agencies and the juvenile justice system. Students research and analyze landmark cases of the U.S. Supreme Court. Cross-listed as SOCI 206. HUMS 206 fulfills the SUNY General Education Social Sciences requirement. Prerequisites: SOCI 101; MATH 090 and RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 101. 3 Cr. (3 Lec.) Spring semester.

Course Context/Audience

This is a required course for Criminal Justice, A.S. degree majors. It fulfills the CRJU Elective requirement for the Criminal Justice A.A.S. degree program. It is cross-listed under HUMS 206 and can be taken as a HUMS elective by Human Services majors. The course is designed to provide knowledge in relation to juvenile delinquency and juvenile justice theoretical explanations and applications, methods of intervention and legal terms and cases related to this field of study. This course is appropriate for persons choosing law enforcement, human services, juvenile justice, legal, education and related fields of study or careers or for those currently involved in such. Students should consult with their academic advisors concerning how this course may be taken in specific fields of study.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M2 Completed MATH 090 (if needed) - Course requires only the use of basic mathematical skills.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

1. Students will learn the history of juvenile delinquency and the juvenile justice system and basic terms and definitions associated with these.
2. Students will learn basic theories of juvenile delinquency causation and gang formation.
3. Students will learn the processes of the juvenile justice system and landmark juvenile justice court cases and analyze their impact upon the juvenile justice system.
4. Students will analyze and learn effective intervention strategies for juvenile delinquency.

Course Objectives/Topics

Objective/Topic	% Course
Examination of basic terms and definitions associated with juvenile delinquency, the juvenile justice system and related processes.	10%
Analysis of the history of juvenile delinquency and the juvenile justice system and applications to contemporary society.	10%
Examination and analysis of causation theories of juvenile delinquency, school violence and gang formation.	30%
Analysis of processes of the juvenile justice system, landmark juvenile justice court cases and their impact upon the juvenile justice system.	25%
Discussion and analysis of effective intervention strategies in juvenile delinquency.	25%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)

<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students are provided problems and predicaments related to the analysis and application of juvenile delinquency theories of causation. Lectures, discussion and films; implementation of related assignments, group discussion and projects, student presentations, and other appropriate assessment tools. Individual and group critical thinking assignments and research projects are created. Library and internet databases and videos are utilized by instructors and students. Juvenile delinquency case scenarios are analyzed.</p> <p>Students collect and analyze data from preferred research databases and academic journals. As they analyze problems, they review multiple approaches and solutions.</p> <p>Students work in groups on various assignments such as analyses of juvenile case histories, landmark court cases, and juvenile gangs to collaboratively analyze problems. Others' analyses and solutions are discussed and evaluated in the process.</p>
<p>SOCIAL/GLOBAL AWARENESS OUTCOMES</p>	<p>HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)</p>
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Global perspectives, cultural differences and ethnocentric approaches in our juvenile justice system and applications of theories of delinquency are examined. Discussion occurs in relation to influences form and differences among other cultural approaches. Lectures, discussion and films; implementation of related assignments, group discussion and projects, student presentations, and other appropriate assessment tools.</p> <p>Topics, laws, deviant and illegal motivations and actions of juveniles are scrutinized under the analysis of theories and crime typologies. Manners in which choices and actions affect outcomes are analyzed.</p> <p>Students analyze juvenile delinquents and status offenders and how society labels and treats them. Cross comparisons with the criminal justice system are examined. Discussion of social rejection and isolation occurs and is observed through class activities and speakers as deemed appropriate by instructors. Cross cultural comparisons also occur.</p> <p>Discussions and analyses occur in relation to discriminatory laws, political ventures and treating juveniles as adults and their impacts on other cultures and our culture. Students examine the applications of punitive approaches to children and their social and physical environmental consequences.</p>

Instructional Methods

Appropriate instructional methods include group discussion, individual discussions and lecture. Active student

participation should be required. Individual and group projects and assignments (homework) should also be required. The order of topics should be terms and definitions, history of delinquency, causation theories, school violence and gangs, substance abuse and other contributing factors, the juvenile justice system processes and landmark cases, and intervention strategies.

It is recommended that instructors create a supplemental course web page through a proper platform or software support by TC3 Campus Technology.

Methods of Assessment/Evaluation

Method	% Course Grade
Required: Exams or quizzes - these may include objective questions but should also include essay responses. Written take home options may be used as an alternative.	20-75%
Required: Written Research Assignment: A minimum of a five page assignment or its equivalent must be used; for example, research papers, position papers, research reviews, annotated bibliography assignments, oral presentations with written components, juvenile case history analyses; group projects with written components. The assignment should require a minimum of three sources and a bibliography using American Psychological Association (APA) style. For projects weighted more than 20% of the final course grade, additional pages must be required.	20-50%
Required: attendance and participation: periodic class assignments or homework should be given. These will involve critical thinking exercises or analyses of contemporary problems in juvenile justice. Individual and group assignments should be utilized. Each instructor will have the discretion of designing these assignments.	10-30%
Optional: Presentations - individual and group presentations may be used as desired. These may involve oral and written components and may be graded as individual or group projects.	10-30%

Text(s)

Recommended for classroom, required for on-line sections: Latest Edition of Juvenile Justice: An Introduction, Whitehead, John T. and Lab, Steven P., 7th Edition, © 2013 Lexis Nexis Publishing

Bibliography

Adler, Freda, Mueller, Gerhard and Laufer, William. © 2001. Criminology, 4th edition. Madison, WI: McGraw Hill.

Bohm, Robert. © 1997. A Primer on Crime and Delinquency. Belmont, CA: Wadsworth.

Curran, Daniel and Renzetti, Claire. © 2001. Theories of Crime, 2nd edition. Boston, MA: Allyn and Bacon.

Chesney-Lind, Meda and Shelden, Randall. © 1998. Girls, Delinquency and Juvenile Justice, 2nd edition. Belmont, CA: Wadsworth.

Hess, Karen. 2010. Juvenile Justice, 5E. Cengage.

Langman, Peter,, Phd. 2009 Why Kids Kill: Inside the Minds of School Shooters. Pallgrave MacMillan, St. Martin's Press, New York, NY.

Siegel, Larry and Welsh, Brandon. 2011 Juvenile Delinquency" The Core, 4e. Cengage

Other Learning Resources

Audiovisual

You Tube videos are encouraged.

Female Gangs, Prentice Hall Videos (Available from the Program Chair)

Gangs, video (Available from the Program Chair)
Violent Youth, video (Available from the Program Chair)

Electronic

<http://www.ncjrs.gov>
<http://www.ojjdp.gov>
<http://www.ncjj.org>
<http://www.ojp.usdoj.gov/nij/>

Other

No resources specified