

**Tompkins Cortland Community College**

**Master Course Syllabus**

**Course Discipline and Number: HUMS/SOCI 206**

**Year: 2023-2024**

**Course Title: Juvenile Delinquency**

**Credit Hours: 3**

**I. Course Description:** This course focuses on 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. SOCI/HUMS 206 fulfills the SUNY General Education Social Sciences requirement. Prerequisites: SOCI 101; RDNG 116 if required by placement; prior completion of, or concurrent enrollment in, ENGL 101. 3 Cr. (3 Lec.) Spring semester.

**II. Additional Course Information:**

1.	This is a required course for the Criminal Justice, A.S. degree. It may fulfill a CRJU Elective requirement for the Criminal Justice A.A.S. degree.
2.	This course may be used as a Human Services elective in the Human Services A.S., A.A.S. or Certificate.
3.	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.
4.	Students should consult with their academic advisors concerning how this course may be utilized in other programs of study.

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1.	Explain the history of juvenile delinquency and the juvenile justice system and basic terms and definitions associated with these.
2.	Analyze and apply scientifically-based theories that explain the causes of juvenile delinquency, acts of violence and gang formation and behavior.
3.	Discuss the processes of the juvenile justice system and analyze landmark juvenile justice court cases and their impact upon the juvenile justice system.
4.	Evaluate and describe effective intervention strategies for juvenile delinquency.

**IV. Tompkins Cortland General Education & SUNY Competency Goals**

**☒ Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)**

Students are provided problems and predicaments to critically analyze and solve that are related to the analysis and application of juvenile delinquency theories of causation. In addition, the roles of racism, ethnic discrimination and social injustice are discussed and analyzed. Students participate in group discussion and projects, student presentations, and complete 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. Students collect and analyze data from preferred research databases and academic journals. As they analyze problems, they review multiple approaches and solutions.

### ☒ **Social/Global Awareness**

Global perspectives, cultural differences and ethnocentric approaches in our juvenile justice system and applications of theories of delinquency are examined. Analytical discussion occurs in relation to cross-cultural influences and approaches especially in areas of gang development, proliferation, and intervention.

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.

Students analyze juvenile delinquents and status offenders and how society labels and treats them. Cross comparisons with the criminal justice system are examined. Students engage in the assessment of social rejection and isolation that occurs among juveniles as a result of discriminations, ~~and~~ societal labeling, and social injustice.

### ☒ **Information Management**

Library and internet databases and videos are utilized by instructors and students. Students collect and analyze data from preferred electronic and internet research databases and academic journals. As they analyze problems, they review multiple approaches and solutions.

☐ This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

## **V. Essential Topics/Themes**

1. Examination of the history, basic terms, and definitions associated with juvenile delinquency, the juvenile justice system, and related processes.
2. Examination and analysis of causation theories of juvenile delinquency, drug use, school violence and gang formation.
3. Analysis of the legal stages and processes in the juvenile justice system, landmark juvenile justice court cases, and their impact upon the juvenile justice system.
4. Discussion and analysis of effective intervention strategies in juvenile delinquency.

## **VI. Methods of Assessment/Evaluation**

Method	% Course Grade
1. Required: Exams and/ 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%
2. Required: Written Research Assignment: A minimum of a five page assignment or its equivalent that focuses on students' application of critical thinking and problem solving must be used; for example, research papers, position papers, research reviews, juvenile case history analyses. The assignment should require a minimum of three sources and a reference page using American Psychological Association (APA) style. For projects weighted more than 20% of the final course grade, additional pages should be required.	20-50%
3. 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%
4. Optional: Presentations - individual and group presentations are encouraged, especially in traditional synchronous learning modalities. These may involve oral and written components and may be graded as individual or group projects. Projects should focus on application of delinquency causation theories and intervention strategies to groups such as but not limited to gangs, juvenile drug users and addicts, youth who engage in	0-30%

school shootings, juvenile delinquents with histories of child abuse or maltreatment victimizations.	
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**VII. Texts – ☐ Required      ☒ Recommended      ☐ Used for more than one course (list courses)**

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| 1. Whitehead, John T. & Steven P. Lab. 2018 <i>Juvenile Justice: An Introduction</i> , 9th Ed., Routledge and Anderson Publishing ISBN-13 978-0815358404 |
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*Editions listed are current as of date of syllabus. More recent editions may be used.*

**VIII. Bibliography of Supplemental Materials**

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| 1. Adler, Freda, Mueller, Gerhard and Laufer, William. <i>Criminology</i> . 2018. 9th Ed., Madison, WI: McGraw Hill.                                 |
| 2. Bohm, Robert. <i>A Primer on Crime and Delinquency</i> . 1997, Belmont, CA: Wadsworth.  |
| 3. <i>Legal Information Institute</i> . 2020, 2019, 2018, Cornell Law School <a href="https://www.law.cornell.edu/">https://www.law.cornell.edu/</a> |
| 4. Curran, Daniel and Renzetti, Claire. <i>Theories of Crime</i> . 2001. 2nd Ed., Boston, MA: Allyn and Bacon.                                       |
| 5. Chesney-Lind, Meda and Shelden, Randall. <i>Girls, Delinquency and Juvenile Justice</i> . 1998. 2nd Ed., Belmont, CA: Wadsworth.                  |
| 6. Hess, Karen. <i>Juvenile Justice</i> . 2010, 5 <sup>th</sup> Ed., Cengage.  |
| 7. Langman, Peter, PhD. <i>Why Kids Kill: Inside the Minds of School Shooters</i> . 2009, Pallgrave MacMillan, St. Martin's Press, New York, NY.     |
| 8. Siegel, Larry and Welsh, Brandon. <i>Juvenile Delinquency-"The Core"</i> . 2011, 4 <sup>th</sup> Ed., Cengage.                                    |

*Editions listed are current as of date of syllabus. More recent editions may be used.*

**IX. Other Learning Resources**

<b>Audiovisual:</b>
<b>Electronic:</b> <a href="https://www.ojp.gov/topics/juvenile-justice">https://www.ojp.gov/topics/juvenile-justice</a> , <a href="https://ojdp.ojp.gov/">https://ojdp.ojp.gov/</a> , <a href="https://www.samhsa.gov/">https://www.samhsa.gov/</a> , <a href="https://ocfs.ny.gov/main/">https://ocfs.ny.gov/main/</a> , <a href="http://ypdcrime.com/fca/">http://ypdcrime.com/fca/</a>
<b>Other:</b>

**Attendance Policy:** To achieve academic success, 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 adhere to college attendance policies. Instructors may create additional reasonable attendance policies. The attendance policies must be distributed in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors and the college. 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 shall discuss the absence in advance with their instructors. See college catalog for more information. Students who are veterans of United States military service are legally permitted to observe Veteran's Day, which includes an excused absence from class. Students who are military veterans and plan to be absent from classroom activity on Veteran's Day shall discuss the absence in advance with their instructors.

**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 academic adjustments. All course materials are available in alternate formats upon request.

**Academic Integrity:** Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.