

CJ 5317: Juvenile Delinquency

Sul Ross State University – Spring 2020

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Class hours : Online **Web Page** : <https://sinfo.sulross.edu/fs/9180>
Office hours : Tuesday and Thursday, 10:30 AM - 12:00 PM and by appointment.

Required Texts

- 1) Robert Agnew and Timothy Brezina (2018) Juvenile Delinquency: Causes and Control, Sixth Edition, <https://oup-arc.com/access/agnew-6e>
- 2) American Psychological Association (October 2019), Publication Manual of the American Psychological Association, Seventh Edition, <https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>
- 3) Additional readings (e.g., articles, reports) will be posted on Blackboard.

Regarding scientific journal articles, Byrian Wildenthal Memorial Library of SRSU has an extensive database infrastructure. You can get detailed information and advising from libraries website <https://library.sulross.edu>

Once you logged in to your Sul Ross Account on Blackboard you should be automatically connected to the library webpage as well. Thus, you can browse the online databases of the University and reach the articles on the additional reading list.

Course Description

This course will focus on the nature and extent of delinquent behavior, theories of delinquency and their implications for intervention, cultural and social factors related to delinquency, as well as the philosophy and functioning of the juvenile justice system. Emphasis will be placed on school related delinquency, the role of the media in creating delinquency panics, and the differences between males and females.

The course is divided into four sections, with each section being organized around one or more major questions about delinquency.

- 1) The Nature and Extent of Delinquency. The first section will deal with some basic "facts" about delinquency. We will answer four questions: 1) What is delinquency and, in particular, how does it differ from adult crime? 2) How much delinquency is there? 3) Is delinquency increasing?, and 4) What types of people tend to commit delinquent acts?
- 2) Theories of Delinquency. After answering the above questions, we will focus on what is probably the most frequently asked question about delinquency: "What causes juveniles to break the law?" We will examine the five major sociological theories or explanations of delinquency: strain, social learning, control, labeling, and life course theories. We will also examine situational factors effecting delinquency.

- 3) Research on the Causes of Delinquency. We will then examine research inspired by or at least compatible with the above theories. This research examines the extent to which delinquency is caused by individual traits (e.g., low intelligence, negative emotionality), family factors (e.g., “broken homes,” poor discipline), school factors, delinquent peer groups and gangs, and other factors.
- 4) The Control and Prevention of Delinquency. In the final section of the course, we will ask, "How can we control or prevent delinquency?" We will spend the first part of this section examining what the juvenile justice system (police, juvenile court, juvenile correctional agencies) does to control delinquency. Three questions will guide our analysis: 1) How do these agencies operate -- what do they do to control delinquency? 2) To what extent do these agencies violate the rights of individuals and groups in their efforts to control delinquency? and 3) How effective are these agencies and what can they do to be more effective? We will then examine four general strategies to control delinquency: the “get tough” strategies of deterrence and incapacitation, and the “liberal” strategies of rehabilitation and prevention.

Course Learning Objectives

This graduate course will help you make the transition from student to independent researcher/scholar in the field of juvenile delinquency. This is a graduate course and you are expected to go beyond reading the course materials. You should be able to critically analyze the readings and develop an in-depth understanding of this topic. This is an intensive reading course which involves the students reading in detail with specific learning aims and tasks. Graduate education is mostly about reading intensively various sources in your area. You really need to be organized while you are taking online courses to meet this course’s requirement. At the end of this seminar, you will be able to:

- Develop a sociological perspective to understand delinquency as a social phenomena and juvenile justice, through an array of topics, ideas, issues, and terms used by those who study crime and social control.
- Engage critical debates on juvenile issues, such as delinquency prevention and incarceration.
- Approach delinquency from a sociological perspective, rooted in the scientific method.
- Develop evidence-based critical thinking and problem-solving skills.
- Become smart consumers of news reports, political rhetoric, and public discussion about delinquency and juvenile justice.
- Communicate effectively in written English as exemplified by proper use of APA citation format, following writing guidelines and writing clearly and concisely.

Class Attendance/Participation

This class is a fully online course; there are no class meetings. However, I want you to introduce yourself to all of us. This “Introduction” is a chance for you to ‘meet’ your colleagues in the class and an opportunity to introduce yourself to your professor. You are also expected to log into the class at the earliest opportunity to check the class website every day for announcements. All assignments and examinations are to be completed online no later than the final due dates for each assignment. If you have questions regarding the reading material, quizzes, and exams, you e-mail me.

Reaction Papers (10 Points Each)

You will write a reaction paper every week. The articles for this assignment will be posted on BlackBoard. Each paper must be 1 page and 1.5-spaced in 12-point Calibri font. Reaction papers will be about the articles assigned other than the course book. When there is more than one reading assignment, then you should read all required readings but write reaction paper on one of them. A reaction paper is not a summary; rather, it should include your perspective, ideas, and critique about the reading. The due dates for the reaction papers will be Sunday 11:59 PM every week.

Weekly Quizzes (10 Points Each)

You will take a quiz for every week to measure the knowledge of the week's required readings. The questions will be posted Friday 1:00 PM and due date will be Sunday 11:59 PM every week.

Midterm Exam (100 Points)

There will be a midterm exam which will cover the assigned chapters and other relevant material covered in the course up to the date of the examination. The midterm exam is worth 100 points. No make-up test will be given, unless an uncontrollable emergency or illness arises (written proof required).

Final Paper (200 Points)

You will write a final paper on any of the subjects covered in this course. You will submit a written proposal by the end of the 4th week outlining your plan and intended subject. You will then continue writing your paper after my approval.

The paper should;

- a) be 10 to 15 pages (not including cover page and list of references)
- b) be typed, double-spaced, 1 inch margins, 12-point Calibri font,
- c) include at least five scholarly citations other than the ones we covered in the class (not website articles, wikipedia, news agencies, magazines, and etc.),
- d) be written according to APA formatting and citation style.

A plagiarism detection software (SafeAssign) is used in this course. SafeAssign will detect and report all instances of plagiarism including where the student copied and pasted directly from a source. Students will receive a grade of "0" in these instances, and possibly fail the course. Your weekly reaction papers and final paper will be submitted through SafeAssign.

Academic Integrity

Sul Ross State University students are responsible for reading, understanding, and abiding by the "Sul Ross Student Code of Conduct." Student Code of Conduct, Responsibilities, Procedures, and Rights are found in the University website.

Sul Ross State University and the instructor of this course both place a high priority on the academic integrity of their student scholars. As a result, all institutional guidelines and instructional policies concerning academic integrity will be strictly and uniformly enforced with all students regardless of context.

Academic integrity includes, but is not limited to, the following activities: cheating, plagiarism, collusion, fabrication, obtaining an unfair advantage, and falsifying academic records. In addition, academic

dishonesty can include both actions and omissions to act in regards to academic exercises and activities.

Cheating is defined here as:

the obtaining of information (electronic or otherwise) during an examination, the unauthorized use of books, notes, or other sources of information prior to or during an examination, the unauthorized use of books, the removal of faculty examination materials, the alteration of documents or records, or actions identifiable as occurring with the intent to defraud or use under false pretenses.

Collusion is defined here as:

helping other students engage in acts of academic dishonesty, whether the student involved obtains any direct academic advantage from these acts.

Plagiarism is defined here as:

the submission of the ideas, words, or artistic productions of another, without giving due credit or when attempting to falsely represent them as one's own.

APA Style

This course will use the American Psychological Association (APA) Seventh Edition formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a number of resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation the course academic honesty standards. Beside numerous online sources you can also visit the following link for help with APA https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

Student Support Services and Blackboard Help Desk

Sul Ross State University has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of academic support services, visit the Student Support Services at <https://www.sulross.edu/section/311/student-support-services>. For more information, students are encouraged to contact SSS at (432) 837-9118 or visit Ferguson Hall Room 105. For Blackboard help visit <https://www.sulross.edu/bb> or call (432) 837-8523 (M-F 09:00 am-06:00 pm).

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. You can get The Distance Education Handbook at <https://tvpb.sulross.edu/start/index.html>.

Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

Late Assignment Submission Policy

Students are supposed to finish their coursework on time and assignments must be submitted before the deadlines. In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments and take their exams in a timely manner.

If an assignment/exam is missed or late the students are expected to show an appropriate cause for this issue. Late assignments will not be accepted unless there is an excuse that is recognized by the university. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments and exams.

Grading

There are 12 weekly quizzes and 1 Midterm exam throughout the semester, with questions drawn from the readings and the supplemental materials posted on the Blackboard. The Midterm is worth 100 points. There will be no makeup exams. Every week there will be a quiz for the related chapter(s). Each quiz is worth 10 points. The total points will be 120 for all quizzes. Weekly reaction papers is worth 10 points each. The total points for reactions papers will be 130. Your final paper is worth 200 points.

1 Midterm Exam	100 points
12 Weekly Quizzes	120 points (10 points each)
13 Reaction Papers	130 points (10 points each)
1 Final Paper	200 points
Total	550 points

Final Grading Scale

A 550 - 495

B 494 - 440

C 439 - 385

D 384 - 330

F 329 & below

Weekly Course Schedule

Week	Dates	Topics	Readings
1	January 13 - 17	Introduction of Syllabus What is delinquency and how does it differ from adult crime?	Agnew & Brezia, Ch - 1
2	January 20 - 24	How is delinquency measured?	Agnew & Brezia, Ch - 2 Reading 1 on Blackboard Quiz 1 & Reaction Paper 1
3	January 27 - 31	How much delinquency is there and is delinquency increasing? Who is most likely to engage in delinquency?	Agnew & Brezia, Ch - 3 & 4 Reading 2 on Blackboard Quiz 2 & Reaction Paper 2
4	February 3 - 7	What is a theory and how do we test theories? Strain Theory	Agnew & Brezia, Ch - 5 & 6 Reading 3 on Blackboard Quiz 3 & Reaction Paper 3
5	February 10 - 14	Social Learning Theory Control Theory	Agnew & Brezia, Ch - 7 & 8 Reading 4 on Blackboard Quiz 4 & Reaction Paper 4
6	February 17 - 21	Labelling Theory The Life Course	Agnew & Brezia, Ch - 9 & 10 Reading 5 on Blackboard Quiz 5 & Reaction Paper 5
7	February 24 - 28	Is delinquency more likely in certain types of situations? Group Differences in Delinquency	Agnew & Brezia, Ch - 11 & 12 Reading 6 on Blackboard Quiz 6 & Reaction Paper 6
8	March 2 - 6	***Midterm Exam***	Reading 7 on Blackboard Reaction Paper 7
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9	March 16 - 20	Individual Traits The Family	Agnew & Brezia, Ch - 13 & 14 Reading 8 on Blackboard Quiz 7 & Reaction Paper 8
10	March 23 - 27	The School Delinquent Peers and Gangs	Agnew & Brezia, Ch - 15 & 16 Reading 9 on Blackboard Quiz 8 & Reaction Paper 9
11	March 30 - April 3	Other Social Influences Pulling It All Together	Agnew & Brezia, Ch - 17 & 18 Reading 10 on Blackboard Quiz 9 & Reaction Paper 10
12	April 6 - 10	Policies and Programs The Police	Agnew & Brezia, Ch - 19 & 20 Reading 11 on Blackboard Quiz 10 & Reaction Paper 11
13	April 13 - 17	Juvenile Court and Corrections The Juvenile Justice System	Agnew & Brezia, Ch - 21 & 22 Reading 12 on Blackboard Quiz 11 & Reaction Paper 12
14	April 20 - 24	The Strategies of Deterrence & Incapacitation The Strategies of Prevention & Rehabilitation	Agnew & Brezia, Ch - 23 & 24 Reading 13 on Blackboard Quiz 12 & Reaction Paper 13
15	April 27 - 29 April 30 May 1	What should we do to reduce delinquency? Dead Day Final Examinations	Agnew & Brezia, Ch - 25
16	May 4 - 6	Final Examinations	

****Syllabus is subject to updates and changes by announcement, always look to the course announcements and reminders for updates. The faculty member reserves the right to amend this syllabus as needed****

End of Course Evaluations

Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.