

Juvenile Delinquency

Fall Semester 2026

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As I think about the direction of our class, I remember a high school counselor (also a student in my class) asking me, “why are juveniles so violent?”

We can make assumptions about repercussions from certain environments.

We can even go so far as to say (like certain comedians) that certain elements are dispositive.

Society is changing because individuals are perceiving themselves differently.

Is there a “moral challenge” to understanding the juvenile group?

We all seem to understand that children are our greatest asset; do we need convincing that we have a moral obligation to help and serve them?

Course Description:

This “Juvenile Justice” course examines topics in the Jurisprudence of Juvenile Justice. Our reading includes case law, articles, and influential writings that can shed light on this elusive topic. Your professor for this class welcomes your insight and will conduct the course in a Seminar format.

Course Objectives- upon completion of the course students will be able:

1. To communicate about the various topics that shape the Jurisprudence of Juvenile Justice and Juvenile Delinquency;
2. Think and write critically about these topics;
3. Think critically about their own ideologies that they bring in to our study;
4. Appreciate and respect the views of their classmates;
5. Through group inquiry participate in a dialogue that will be informative;
6. Work on reaching a level of logical precision in expressing and writing their ideas.

Texas Domain III Competency 19: The educator understands and applies critical thinking knowledge and skills to plan, organize/implement instruction, and assess learning.

Texas Domain III Competency 23: The educator understands and applies knowledge of core concepts including ways that individuals and groups achieve their goals through distinct and unique systems and approaches for thought.

Americans with Disability Act Statement:

In order to receive accommodations on exams or assignments, proper documentation must first be provided to the Office of Counseling and Accessibility Services. Students must contact SRSU's Accessibility Services Coordinator at 432-837-8203. The office is located on the first floor of Ferguson Hall (Suite 112), and the mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Attendance and Plagiarism Policies:

Each class meeting informs subsequent class meetings. Participation and regular class attendance is the minimal expectation of each student. Please communicate to inform me that you will miss class.

Sul Ross State University has a zero-tolerance policy on cheating, plagiarism, or collusion. Procedures for dealing with these acts are addressed in the Scholastic Dishonesty Policy. Plagiarism is a serious matter; thus, if anyone needs “clarification” please let me know.

Libraries:

The Bryan Wildenthal Memorial Library in Alpine offers free resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website: library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123). The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website: library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Our duty to each other:

The atmosphere in our classroom requires that we are each accountable for what we say and what we do. Please conduct yourself in a manner that demonstrates your

observance of the Golden Rule. The University should be a place where we exchange ideas and points of view on a variety of issues. We should all feel comfortable and safe by trusting our atmosphere in order to express our point of view with clarity, precision, and measured language. *With the advent of email, the communication between teacher and student is better served. I will respond to your communication(s); I expect for you to respond to mine.

No Electronic Devices:

Our classroom will resemble a Seminar. Our subject matter is complicated, our reading is dense, our discussions will be lively (and stimulating); thus, it is necessary to omit the trappings (and distractions) of electronic devices during our meetings.

There is no required textbook for this course (mostly all readings are part of the public domain; you will be furnished with some readings that are not easy to locate online).

Grading:

Each student will take 2 exams: Midterm and a Final Exam

Midterm Exam: 35% of your grade

Final Exam: 35% of your grade

Journal (due each Friday): 30% of your grade

Grading system: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 59 and below.

A separate course calendar will be provided.

**This course schedule serves as our guide; however, it is subject to change at instructor's discretion.

