

# General Education Course Proposal

NOV 7  
Office of the Associate Provost

Proposed Course: Crim 120      Juvenile Delinquency Units 3  
Prefix      No.      Title  
Department: Criminology      School: College of Social Sciences

### GE Category (Indicate one category only):

Foundation: A1\_\_\_; A2\_\_\_; A3\_\_\_; B4\_\_\_  
Breadth: B1\_\_\_; B2\_\_\_; C1\_\_\_; C2\_\_\_; D\_\_\_; E\_\_\_  
Integration: B\_\_\_; C\_\_\_; D\_X; International/Multicultural\_\_\_

ORIGINAL

Existing Course X; Revised Course \_\_\_; New Course \_\_\_  
Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.  
Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Patterns and trends in juvenile delinquency. Critical examination of contributing factors; Evaluation of the impact of delinquency on society and of the agencies established to respond to it. Cannot be used for GE credit by criminology majors.

Enrollment limit per section: 50  
Expected number of sections per semester – Year 1: 5; Year 3: 5

### Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

### Approval for Inclusion in General Education

Hauptwax 4/30/01  
Department Chair      Date

Ellen Gruenbaum 11/6/01  
School Dean (previously signed)      Date

J. Zherema 5/2/02  
Associate Provost      Date

Robert J. Polanco 11-6-01  
School Curriculum Committee      Date

Robert D. Merrill 5/2/02  
General Education Subcommittee      Date

Forward Original and TWELVE copies to:  
Associate Provost for Academic Affairs, M/S TA 54

## ATTACHMENT 2

### COMMON ELEMENTS TO ALL SECTIONS

A statement of elements common to all sections of Criminology 120, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, participation, attendance, and examinations.

#### *1. Course Goals and Objectives.*

The primary goal of this course is for students to emerge from this experience with a broad range of knowledge about juvenile delinquency and a level of understanding that will enable them to critically analyze the problems presented by young offenders in our society. There are a number of specific objectives to achieving our overall course goal. These objectives include:

1. to introduce the students to the key issues confronting the juvenile justice system from a historical perspective and into the new millennium;
2. to provide the basis for understanding the criminalization of juvenile behaviors;
3. to provide the basis for understanding the theoretical constructs used to explain delinquency;
4. to gain an understanding of how crime committed by children has an impact upon the quality of life in society;
5. to provide the basis for understanding the criminalization of specific behaviors by juvenile offenders as a dynamic process;
6. to supply the student with information to make critical assessments of problems within the juvenile justice system; and
7. to present students with opportunity to use critical thinking skills developed in foundational courses by applying them to the challenges presented to the juvenile justice system.

#### *2. The Writing Requirement.*

Students will be required to complete two three-stage research papers of 2,000 to 2,500 words each, which specify and analyze a current issue in juvenile delinquency. A typewritten single-page outline of the proposed topic for the first paper (to include at least three of the references that will be used to develop the paper) must be submitted at the beginning of the third week of instruction for written approval by the instructor. A type-written draft of the paper will be due the fifth week of classes for review and

written comment by the instructor. The final research paper will be due during the seventh week of classes. Students will be required to include primary sources in the research and be encouraged to use electronic data base resources (e.g., Lexis-Nexis and web-sites of specific agencies conducting research on crime and delinquency). The second research paper follows the same course of development with the following deadlines: the outline is due at the end of the eighth week, the draft during the eleventh week, and the final submission at the beginning of the fourteenth week of classes.

### *3. Representative Texts.*

Siegel, L, & Senna, J. (2000). Juvenile delinquency: Theory, practice and law (7<sup>th</sup> Ed.). Belmont, CA.: Wadsworth.

Regoli, R. M. & Hewitt, J. D. (2000). Delinquency in society. (4<sup>th</sup> Ed.). New York: McGraw Hill.

Bartol, C. R. & Bartol, A. M. (1997). Delinquency and justice (2<sup>nd</sup> Ed.). Englewood Cliffs, N.J.: Prentice Hall.

### *4. Examinations and Grading Policy.*

Criminology 120 will require three examinations, each worth 25% of the final course grade. The first examination will be administered approximately one-third of the way through the semester (end of week 5), the second examination will be administered approximately two-thirds of the way through the semester (end of week 10), and the third examination at the end of the semester as scheduled by the Registrar. The final is comprehensive and each examination is a cumulative exercise building upon previous learning. The format of the examinations will include a combination of essay, short-answer, and multiple-choice items. However, each examination does not have to utilize all three types of questions. The remaining 25% of the final course grade will be met by two short research papers, each worth 12.5% of the course grade, and each to delineate and analyze a current issue related to juvenile delinquency. The final course grade will be determined as follows:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
below 60%	F

### *5. Common Topical Outline.*

Criminology 120 will be presented in primarily a lecture-discussion/ debate format, supplemented with films, videotapes, and guest lecturers.

I. The first quarter of the semester will cover the topic areas of defining and measuring delinquency as follows:

a) defining and measuring juvenile delinquency, including its conceptual foundations and relation to criminal law

Students will be introduced to a series of basic concepts (e.g., societal norms; deviance; formal and informal sanctions; crime; and delinquency) as a way of setting the foundation for their understanding of delinquency and our responses to it. The importance of how the concept of delinquency is operationalized by researchers and by the juvenile justice system is explored and underscored. During this initial quarter, students will also be introduced to the history of the evolution of the juvenile court.

b) survey of methodological approaches used to measure and study delinquency. Official (e.g., police-based data; juvenile court statistics) and unofficial sources (e.g., academic sources) of information about delinquency are presented, compared, and critiqued.

c) examination of juvenile crime data (in terms of patterns and trends of juvenile criminal behavior)

This segment of the course acquaints students with the nature and extent of crimes perpetrated by juveniles in the United States. These data will be examined in terms of, for example, demographic variables, such as gender, age, race, socioeconomic status of the offenders.

II. The second quarter of the semester will cover the topic areas of defining and measuring delinquency as follows:

a) introduction to theory as a general topical area (e.g., dependent and independent variables, hypotheses)

b) introduction to the theories put forward by researchers (e.g., sociologists, psychologists, biologists) to explain delinquency

Students will become acquainted with a history of the ideas put forward over time as explanations of delinquent behavior: from early supernatural theories to modern deterministic theories.

III. The third quarter of the course will cover the topical area of the social and institutional context of delinquency as follows:

a) an examination of the social contexts in which delinquency occurs. Specific agents of socialization (e.g., family, schools, peers, the juvenile justice system) are examined in terms of their respective roles in the etiology of and response to delinquency

IV. The final quarter of the semester will cover the topic area of the juvenile justice system as follows:

- a) an examination of the role of police in responding to delinquency
- b) an overview of the judicial process in juvenile justice
- c) an overview of hallmark legal cases constituting the evolution of legal rights of juveniles in court proceedings
- d) an overview of juvenile corrections, including diversionary and rehabilitation strategies

In addition to acquainting students with the workings of the juvenile justice system, they will be introduced to different perspectives of discipline of children in different countries—which stem from different conceptualizations of children (and, thus, their degree of culpability).

## ATTACHMENT 3

### Criminology 120

#### JUVENILE DELINQUENCY

##### Syllabus

##### DESCRIPTION

This course examines the problem of juvenile delinquency in society. It presents a portrait of delinquency in terms of descriptive statistics, and examines causal factors, agencies of justice, and correctional/treatment strategies for the control and prevention of delinquency. We will examine the extent and nature of delinquent behavior, and investigate different traditions of explanations for the causes of juvenile delinquency. A basic purpose of this course is to provide critical thinking applications in: a) distinguishing fact from judgment, and belief from knowledge; b) the relationship of language and logic; c) reaching factual or judgmental conclusions after evaluating arguments; and, d) argumentation covering both sides of an issue. The necessity of interdisciplinary study is underscored and an appreciation for the interactions between complex factors is cultivated through a critical examination of the research on delinquents from different disciplines. The course seeks to provide the student with an informed basis for critically evaluating our responses, both as individuals and collectively as a society, to juvenile delinquency.

##### OBJECTIVES

Students will be presented with the many diverse views and perspectives that characterize the study of juvenile delinquency and represent its interdisciplinary nature. Juvenile misbehavior is a major concern in modern society. Criminology 120 is a course designed to acquaint students with the concepts and theories of juvenile delinquency, as well as the sub-themes and concerns about the juvenile justice system. It seeks to achieve this through the following objectives:

1. to introduce the students to the key issues confronting the juvenile justice system from a historical perspective and into the new millennium;
2. to provide the basis for understanding the criminalization of juvenile behaviors;
3. to provide the basis for understanding the theoretical constructs used to explain delinquency;
4. to gain an understanding of how crime committed by children has an impact upon the quality of life in society;

5. to provide the basis for understanding the criminalization of specific behaviors by juvenile offenders as a dynamic process;
6. to supply the student with information to make critical assessments of problems within the juvenile justice system; and
7. to present students with opportunity to use critical thinking skills developed in foundational courses, by applying them to the challenges presented to the juvenile justice system.

### REQUIRED TEXT

The following textbook is required:

Siegel, L., & Senna, J. (2000). Juvenile delinquency: Theory, practice and law (7<sup>th</sup> Ed.). Belmont, CA.: Wadsworth.

Or,

Regoli, R. M. & Hewitt, J. D. (2000). Delinquency in society. (4<sup>th</sup> Ed.). New York: McGraw Hill.

Or,

Bartol, C. R. & Bartol, A. M. (1997). Delinquency and justice (2<sup>nd</sup> Ed.). Englewood Cliffs, N.J.: Prentice Hall.

### SUGGESTED READINGS

Greenwood, P., & Zimring, F. (1985). One more chance, the pursuit of promising intervention strategies for chronic juvenile offenders, Santa Monica, CA: Rand Corp.

Short, J., & Nye, F. I. (1958). Reported Behavior as a Criterion of Deviant Behavior, Social Problems, 5, 207-13.

Wolfgang, M., Figlio, R., & Sellin, T. (1972). Delinquency in a birth cohort. Chicago: University of Chicago Press.

### LEGAL CASES

*Bethel School District No. 403 v. Fraser*, 478 U. S. 675 (1986).

*Breed v. Jones*, 421 U.S. 519, 95 S.Ct. 1779 (1975).

*Hazelwood School District v. Kuhlmeier*, 484 U. S. 260 (1988).

*In re Gault*, 387 U.S. 1, 87 S.Ct. 1428 (1967).

*In re Winship*, 397 U.S. 358, 90 S.Ct. 1068 (1970).

*Kent v. United States*, 383 U.S. 519, 86 S.Ct. 1779 (1966).

*McKeiver v. Pennsylvania*, 403 U.S. 528, 91 S.Ct. 1976 (1971).

### TENTATIVE COURSE OUTLINE

Week No.    Readings

Topic

#### SECTION I: DEFINING AND MEASURING DELINQUENCY

1	Ch 1	Introduction/Course Objectives//Basic Concepts
2	Ch 12	Concept of Delinquency/The "Child Savers" Movement/ Evolution of the Juvenile Court
3	Ch 2	Measuring Delinquency/Official & Unofficial Data Outline of First Paper Due

#### SECTION II: EXPLAINING DELINQUENCY

4		Introduction to Theory Film: "Biology and Crime" Biological and Psychological Theories
	Ch 3	
5	Ch 4, 5	Sociological Theories: Social Structure and Social Process Theories Draft of First Paper Due
		Review for First Examination

(end of week 5)

#### FIRST EXAMINATION

6	Ch 6	Return Examinations/Labeling and Conflict Theories
7	Ch 6 cont'd	Differential Oppression Theory First Paper Due

#### SECTION III: SOCIAL AND INSTITUTIONAL CONTEXT OF DELINQUENCY

8	Ch 8, 10	Family/Adolescence/Schools Outline of Second Paper Due
9	Ch 7, 11	Drugs/Females and Delinquency
10	Ch 9	Peers and Gangs Film: "Drugs: Youth Gangs" Review for Second Examination

(end of week 10)

#### SECOND EXAMINATION

#### SECTION IV: THE JUVENILE JUSTICE SYSTEM



<u>Week No.</u>	<u>Readings</u>	<u>Topic</u>
11	Ch 13	Return Examinations/Police Draft of Second Paper Due
12	Ch 15	Judicial Process in the Juvenile Justice System/Juvenile Court Film: "Juvenile Offenders"
13	Ch 16	Juvenile Corrections/Diversion
14	Ch 17	Juvenile Institutions Second Paper Due
15	Ch 17 cont'd	Rehabilitation Strategies Film: "Juvenile Rehabilitation" Review for Final Examination

(date determined by Registrar)      **FINAL EXAMINATION**

### **COURSE FORMAT**

Criminology 120 will be presented primarily in a lecture/discussion format, supplemented with films, videos, and guest lecturers.

### **DESCRIPTION OF COURSE REQUIREMENTS**

Grades for the course will be based upon three examinations, each worth 25% of the final course grade. In addition, each student is required to write two analytical papers of no less than 2,000 words, each worth 12.5% of the final grade.

#### **The Examinations**

The format for the examinations will be a combination of essay and short-answer responses, as well as multiple-choice items. Examinations are successively cumulative; that is, each examination is a cumulative exercise building upon previous learning. The final examination is comprehensive, based upon all course material. Content for the examinations will be drawn from all of the lectures, class discussions, home assignments, information from video-tapes, and course-based readings.

Each student is expected to take **ALL** examinations when they are administered. **There will be no make-up examinations unless a student provides written and verifiable documentation for medical or bereavement reasons.**

#### **The Short Papers**

Each research paper is to delineate and analyze a current issue related to juvenile delinquency. Two research papers are required, each covering a specific issue related to juvenile delinquency. Papers must be neat, clean, typewritten, double-spaced, 12 to 14 font, and the body of the paper to be of no less than 2000 words in length.

Students will be required to complete this requirement of the course in three stages. A typewritten single-page outline of the proposed topic for the first paper (to include at least three of the references that will be used to develop the paper) must be submitted at the beginning of the third week of instruction for written approval by the instructor. A type-written draft of the paper will be due at the end of the fifth week of classes for review and written comment by the instructor. The final research paper will be due at the end of the seventh week of classes. Students will be required to include primary sources in their research are encouraged to use electronic data base resources (e.g., Lexis-Nexis and web-sites of specific agencies conducting research on crime and delinquency).

The second research paper follows the same course of development as the first paper, but with the following deadlines: the outline is due at the end of the eighth week, the draft at the end of the eleventh week, and the final submission at the beginning of the fourteenth week of classes.

Grading of the research papers will focus upon assessing the research paper(s) for analytical content, clear communication of ideas, and the application of critical thinking. Late papers will not be accepted.

### **GRADING SCALE**

The final course grade will be determined as follows:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
below 60%	F

Students are not to petition the instructor for an incomplete grade once they have determined they are failing the course. Conditions and justifications of "I" grades are outlined in the General College Catalog. There will be no exceptions.

### **CLASS ATTENDANCE**

Attendance is necessary for all students enrolled in the course. It is a must for those who have an interest in learning, participating in class discussions, being exposed to informative films, achieving the course objectives and dramatically improving the odds of performing well on examinations. A poor attendance record has been found to be directly correlated with students receiving poor grades in university courses.

**Note:** Non-attendance does not guarantee that you will be dropped from the course. If you wish to drop, you must file the proper form in accordance with University policies. Otherwise, you may receive an "F" grade for failing to fulfill the requirements of the course.

## **EXTRA CREDIT**

There will be no extra credit assignments in this course.

## **WITHDRAWAL**

Withdrawing from class is considered to be the responsibility of the student. Hence, this must be done in accordance with University regulations pertaining to the subject if a student is desirous of getting a "W" out of the course.

## **LEGAL NOTICES**

Students are to carefully read the Legal Notices section of the current Schedule of Courses to know University policy with regard to matters such as Cheating and Plagiarism, Disruptive Classroom Behavior, Drug-Free Workplace, Nondiscrimination, and Privacy policies related to student records. All such policies will be strictly enforced.

California State University Fresno regulations regarding Cheating and Plagiarism apply to all written assignments in all Criminology courses at both the undergraduate and graduate levels. Any student wishing to submit a written assignment that is the partial or entire product of work completed for another course must FIRST obtain WRITTEN permission from the instructor specifying the extent to which the earlier work is acceptable, and also include a copy of the earlier work with the current submission. Failure to comply with these requirements will result in the initiation of actions regarding breaches of policy on cheating and plagiarism.

## **STUDENTS WITH DISABILITIES**

The Department of Criminology cooperates with the Office of Services to Students with Disabilities (S.S.D.) to make reasonable accommodations for qualified students with disabilities (cf: Americans with Disabilities Act, Sec. 504, Rehabilitation Act).

All students with learning disabilities must register with the S.S.D. at the beginning of the semester. Students are to provide the professor with necessary forms from disabled students office during the first week of the classes. This will enable the professor to address students' needs in an appropriate manner. Those students failing to inform the professor of learning needs during the first week of classes will be required to meet the course requirements as outlined here, with no exceptions.

If you experience any problem in getting reasonable accommodation, please contact the Chair of the Department of Criminology or S.S.D. (278-2811).

### **OTHER CONSIDERATIONS**

The Department of Criminology complies with the university policies concerning discrimination and sexual harassment. If you have any complaints please contact the department chair.

Because of the nature and reality of work in the criminal justice system, real life examples, verbal and non-verbal expressions, and role playing by the instructor and/or students will be used to demonstrate to the class important learning points. These learning points do not necessarily reflect this instructor's personal or professional values, or those of students. These examples, verbal and non-verbal expressions, and role playing are not meant to demean or insult any group or individual, but simply to give students an understanding of the reality that exists in this profession and prepare them to deal with different types of people and situations in a more professional manner. Teaching and learning, for our profession, cannot take place in a sterile educational environment without demonstrating its direct connection to the reality of the workplace.

Regarding all electronic devices such as cellular telephones and pagers, students are required to turn the volume off during class so as not to disturb class proceedings.