COURSE DESCRIPTION:
This course is concerned with the evolution of juvenile delinquents and juvenile crime. Specific attention is paid to the theoretical explanations to juvenile crime. Attention is also paid to the history of the juvenile justice system, how delinquency is measured and counted, legal aspects of the juvenile justice process, including the processing of non-criminal youth. This course includes a review of the rights of students in schools and an examination of the death penalty for juvenile offenders. This course concludes with an examination of the past, present, and future directions of dealing with juvenile delinquency in the United States.

COURSE OBJECTIVES:
The primary goal of this course is that you understand how juvenile delinquents are processed through the juvenile justice system. The secondary goal of this course is that you realize that no one official, agency, or court makes all decisions concerning juvenile processing. Juvenile justice, like criminal justice, depends on a number of different agencies and their personnel to accomplish the goal of juvenile intervention and processing. To make the study of juvenile justice even more complex, significant variations exist both within and between states and their jurisdictions.

At the completion of this course:

- Understand the basic theories of juvenile delinquency.
- Understand the nature and prevalence of delinquency in the United States.
- Understand how the roles of family, school, and peers impact delinquent behavior.
- Understand the differences between juvenile delinquent behavior and adult criminal behavior.
- Understand the differences between the juvenile and adult justice systems.
- Understand the differences between adult and juvenile correctional facilities.

TEXTBOOKS:
The assigned texts listed below are required for all students enrolled in this class. Reading assignments are noted in the course calendar. All students are expected to read the assigned chapters prior to the date specified in the course calendar. The assigned readings will serve as a foundation for the discussion of issues in class as well as examination material.
Required Texts:

   Oxford University Press

2. Beyond Bad Girls
   Meda Chisney-Lind & Katherine Irwin
   Routledge Publishing 2008

3. Last Chance in Texas: The Redemption of Criminal Youth
   John Hubner
   Random House 2005

COURSE REQUIREMENTS:
The following section lists the required components of this course as well as the points that may be earned toward the final course grade for each component.

Readings:
Students should follow the schedule of reading assignments found on the course calendar. The reading assignments need to be read before you come to class. This will not only facilitate class discussion, but will also allow you time to formulate questions as we go over the material in class. In addition to the required texts, the course will utilize video presentations, additional handouts, and guest lectures that concern issues pertinent to the study of ethical problems. Information from all sources (textbook, lectures, video presentations, handouts, guest speakers) may be included on course examinations.

Examinations:
Each exam will consist solely of multiple choice, matching, true/false questions or essay. Note that any material covered in the textbook, class discussions, or any supplemental material (such as extra assigned readings, in-class movies, etc.) is “fair game”. All exams are closed book and closed note. The use of listening devices (MP3 players, etc.) and electronics (including cell phones) is prohibited during testing. Anyone answering cell phone calls, text messages, etc. during the exam will receive a 0. If you have an extreme exception, please see me prior to the exam.

IMPORTANT: Make-up exams will absolutely NOT be considered unless there is documented proof of a hospitalization or emergency and I am contacted BEFORE THE EXAM BY EMAIL. Your doctor saying you are sick or you feeling sick is NOT A VALID EXCUSE FOR A MAKEUP EXAM. All makeup examinations will be full essay and will be administered on a date at my discretion. PLEASE DO NOT TRY TO MAKE UP AN EXCUSE IF YOU MISS THE EXAM! If an emergency situation comes up on test day please notify me immediately by calling my office or the undergraduate office. For any other questions please contact instructor.
Blackboard Assignments:
During the semester the instructor will assign various blackboard discussion assignments. The Blackboard discussion tool is a great place to post assignment questions so that everyone in class may follow the discussion/solution. I will reply to assignment questions in the discussion forum. When you have assignment questions, check the discussion forum first to see if an answer to your question has already been posted.

Assignments for discussion sections are posted on Blackboard. They will include additional readings, video clips, discussion questions, and projects. These assignments need to be completed before the next class period. These online assignments might take place in lieu of our standard class period.

Blackboard Assignments Dates: TBD by Instructor

Class Participation: The class participation component of each student’s grade will be based on the number of times that the student actually participates in the discussions of class material. Students may volunteer to participate and they will be called upon to participate. A student will be awarded up to 20 points each time that the student participates in class, up to a maximum of 100 points for the semester. No points will be deducted from or added to the student’s class participation score if the student gives an incorrect answer, is unable to respond to a question in class, or asks a question in class.

- Students that miss more than 5 class sessions may be administratively dropped according to University Guidelines.

GRADE BREAKDOWN: Grades are based on your earned point totals for the semester.
Test #1 ----------------------------------------------- 22%
Test #2 ----------------------------------------------- 22%
Test #3: Last Chance in Texas----------------------------- 22%
Test #4----------------------------------------------- 22%
Attendance/Participation (Class and Online)---------------------- 12%
Total---------------------------------------------------------- 100%

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

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

I. 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? (4) What types of people tend to commit delinquent acts?
II. 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 four major sociological theories or explanations of delinquency: strain, social learning, control, and labeling theories. We will also discuss the life course perspective.

III. 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.

IV. 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? (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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and Survey</td>
<td>Agnew and Brezina, Chapter 1</td>
</tr>
<tr>
<td>Week 1</td>
<td>What Is Delinquency?</td>
<td>Agnew and Brezina, Chapter 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Explaining Delinquency</td>
<td>Agnew and Brezina, Chapter 2</td>
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<tr>
<td>Week 2</td>
<td>How Is Delinquency Measured?</td>
<td>Agnew and Brezina, Chapter 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>How Much Delinquency Is There?</td>
<td>Agnew and Brezina, Chapter 3</td>
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<tr>
<td>Week 3</td>
<td>Who Is Most Likely to Engage in Delinquency?</td>
<td>Agnew and Brezina, Chapter 4</td>
</tr>
<tr>
<td>Week 4</td>
<td>What is a Theory</td>
<td>Agnew and Brezina, Chapter 5</td>
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<tr>
<td>Week 4</td>
<td>Strain Theory</td>
<td>Agnew and Brezina, Chapter 6</td>
</tr>
<tr>
<td>Week 5</td>
<td>Social Learning Theory (TEST 1)</td>
<td>Agnew and Brezina, Chapter 7</td>
</tr>
<tr>
<td>Week 5</td>
<td>Control Theory</td>
<td>Agnew and Brezina, Chapter 8</td>
</tr>
<tr>
<td>Week 6</td>
<td>Labeling Theory</td>
<td>Agnew and Brezina, Chapter 9</td>
</tr>
<tr>
<td>Week 6</td>
<td>The Life Course</td>
<td>Agnew and Brezina, Chapter 10</td>
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<tr>
<td>Week 7</td>
<td>Applying the Theories</td>
<td>Agnew and Brezina, Chapter 11</td>
</tr>
<tr>
<td>Week 7</td>
<td>Individual Traits</td>
<td>Agnew and Brezina, Chapter 13</td>
</tr>
<tr>
<td>Week 8</td>
<td>The Family</td>
<td>Agnew and Brezina, Chapter 14</td>
</tr>
<tr>
<td>Week 8</td>
<td>The School</td>
<td>Agnew and Brezina, Chapter 15</td>
</tr>
<tr>
<td>Week 9</td>
<td>Delinquent Peer Groups and Gangs</td>
<td>Agnew and Brezina, Chapter 16</td>
</tr>
<tr>
<td>Week 9</td>
<td>Religion, Work, Mass Media</td>
<td>Agnew and Brezina, Chapter 17</td>
</tr>
</tbody>
</table>
Week 10  Drugs, Guns (TEST 2)  Agnew and Brezina, Chapter 17
          Agnew and Brezina, Chapter 12
Week 11  Controlling/Preventing  Agnew and Brezina, Chapter 18
Week 12  The Police, Courts and Corrections (TEST 3-Last Chance in Texas)  Agnew and Brezina, Chapter 20
          Agnew and Brezina, Chapter 21
Week 13  Does the Juvenile Justice System Discriminate?  Agnew and Brezina, Chapter 22
Week 14  Deterrence and Incapacitation  Agnew and Brezina, Chapter 23
          Prevention and Rehabilitation  Agnew and Brezina, Chapter 24
Week 15  Control Delinquency?  Agnew and Brezina, Chapter 25
Week 16  Review For Final/Final

*Final Exam will cover all material from Test 2 and Chesney-Lind's Beyond Bad Girls
Final Exam: TBA

*This reading schedule includes any University holidays. Even if we do not have class you will be still responsible for the material covered. The following schedule reflects the approximate schedule for required readings. Dates for examinations are also included. Additional readings may be handed out during class. The professor reserves the right to deviate from the schedule as needed.

ATTENDANCE POLICY:
No specific records will be kept regarding student attendance. Attendance, however, will strongly affect course grades because 1) at least 50% of each exam will be drawn from lectures, 2) lectures will elaborate on and review text materials, and 3) each student will be responsible for the content of all lectures, as well as for any announcements, schedule changes, etc. that are made in class. (4) I am aware of the students that do not show up to class. If you are one of those students, you will not receive any help from me regarding recommendation letters, borderline grades etc.

The professor expects that each student regularly and promptly attend class sessions. A student who is absent from a class session is responsible for the subject matter discussed during that particular session. It will be extremely difficult for you to obtain an acceptable grade in this course if you consistently miss class.
Bonus assignments might be given at the discretion of the professor. You must be present in class to receive credit for the bonus assignments and bonus points will be added to test grades.

ACADEMIC HONESTY:
It is expected that each student will do his/her own work. Cheating, including plagiarism, on any assignment will result in a zero for that assignment. This is criminal justice, how could anyone even contemplate cheating when you are studying to work in a system based on trust and honor? With that said, I reserve the right to pursue the formal channels
for plagiarism/cheating set down in the UNT Policy Manual. All students are urged to read the UNT Code of Student Conduct and Discipline located in the UNT Policy Manual (Section 5.2). Academic dishonesty will be handled on a case-by-case basis with the final disposition being at the discretion of the professor.

**A GRADE OF “INCOMPLETE”**
I – Incomplete; a non-punitive grade given only during the last one-fourth of a semester and only if a student (1) is passing the course; (2) has justifiable reason (medical or other emergency circumstance) why the work cannot be completed on a schedule; and (3) arranges with the professor before the end of the semester to finish the course at a later date by completing specific requirements that the professor must list on the grade sheet. All work in the course must be completed within the specified time (not to exceed one year after taking the course). If you do not meet the specifications for this grade, you will need to see the Registrar’s Office about resigning from the University.

**INTELLECTUAL PROPERTY:**
My lectures are protected by state and common law and by applicable federal copyright laws. You are not authorized to make any commercial use of them without express prior permission from myself. Persons who do make use of my lecture notes for commercial purposes (i.e. sell your class notes to an internet site or other commercially-related business) will be held legally liable.

**ADA STATEMENT:**
It is the policy of UNT not to discriminate on the basis of race, color, religion, sex, age, national origin, disability (where reasonable accommodations can be made), disabled veteran status or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the University, through its diversity policy declares harassment based on individual differences (including sexual orientation) inconsistent with its mission and educational goals. Direct questions or concerns to the equal opportunity office, (940) 565-2456, or the dean of students, (940) 565-2648.

I will make every attempt possible to accommodate anyone with a documented disability. Please let me know in advance of exams or other class requirements so I have enough time to send exams or other materials to ODA. You must provide me with the appropriate exam request forms from ODA prior to the exam in order to take the exam at ODA.

**GENERAL CLASSROOM POLICIES:**
**Cell Phones and Pagers:** Please turn all cell phones and pagers to vibrate if you have that setting or silent if you do not. Please do not make a habit of text messaging during class. I understand emergencies arise. If you receive an emergency call that you must take, please leave class immediately and take the call or page.

**Laptops:** A student may use a laptop or PDA to take notes but the sound must be turned off. If you are using a laptop or other electronic device to take notes, I expect that you will be taking notes, not “surfing” the Internet or working on other course assignments.
Talking During Class: Students should only be talking during class when they are addressing a comment to the class, asking a question, or participating in class discussion. Now, admittedly you will always have one or two things to share with a neighbor or friend in the class. What I am referring to here is engaging in a lengthy conversation or overly loud talking with another person(s) while we are having a class discussion, watching a video, or while I’m lecturing.

Sleeping: Sleeping during class will not be tolerated. If a student is found sleeping, he/she will be asked to leave the classroom immediately. While I understand that you may be extremely tired, lying down and sleeping is not only rude, but also distracting.

Children in the Classroom: Due to University policy, liability concerns, and the course material, children are not permitted in this class, no exceptions.

Civility: Students are expected to display tolerance for others’ views and statements given in class. When disagreement occurs, students are to act considerately. All comments and language should be respectful and appropriate for a college community. If you feel you cannot act respectfully or appropriately, please exit the classroom and return only when your emotions and language are under control. I understand that every once in awhile a student may need to exit the class early. If you know you will need to leave early, please sit near the door so you do not distract other students when you exit.

Grades: Every semester, at least a couple of students come to my office around the end of the semester asking, “What can I do to raise my grade?” My policy and statement concerning that question is this:

• If you focus on learning and being responsible (i.e., keeping up with assignments, completing extra credit when given, etc.), your final grade will reflect this.
• I do not give individual extra credit. If and when I offer an extra credit assignment it will be offered to the entire class. I suggest you take advantage of extra credit whenever it is offered.
• Borderline grades will be evaluated on a case by case basis and my policy is this: if a student is 0.5 percentage points away from the next letter grade (borderline grade), has completed all extra credit opportunities, and has not missed more than the allotted number of absences, I will bump them to the next letter grade. I will not raise any grades that are not borderline grades. Not all borderline grades will be raised. Grades are not based on how much I like a person. They are based on work and performance, period.

ALL GRADES ARE FINAL AFTER ENTERED IN THE COMPUTER. The final decision on whether or not to raise a grade is solely at the discretion of the professor.

FINAL POINTS:
Please do not hesitate to come to me with any questions, problems, or issues you may have. Do not wait to address these issues until it is too late for you to receive an acceptable grade. I think you will find me to be very approachable and eager to address any problems with you in a professional manner.
1. To do well in this class the student must complete all assigned readings prior to that class date. (READ!, READ!!, READ!!!) This will allow for a better discussion and understanding of the material. I take test questions from the book and discussions!!!

2. DO NOT highlight and copy text from the internet and turn it in as your own work. It is easy for me to catch you doing this. I type a sentence into Google or Yahoo and it will pull up the entire text. You will not receive a good grade for doing this!! This includes Blackboard Assignments.

3. If you are having academic or even a personal problems please feel free to talk to me. I am here to help. I might understand more than you think!

Although we will attempt to adhere to the schedule of topics listed and described below, the course schedule should be viewed as highly flexible. I am not interested in covering the material as fast as possible simply for the sake of covering it. Rather, I want to cover the material that we do cover thoroughly, and at a pace that is conducive to learning the material instead of simply covering the material. Consequently, it is your responsibility to come to class, know where we are in the listing of assigned readings irrespective of this schedule, and know the material that we have covered prior to any reading assessment, examination, and/or presentation. Further, there may be additional items added to the calendar throughout the course of the semester (i.e. video presentations and/or handouts). It will be your responsibility to keep up with these as well.