

**Credit Hours: 3 Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

## **COURSE DESCRIPTION AND OUTCOMES**

### **Course Description:**

This course begins with a historical review of youth, adolescence, delinquency, and the U.S. juvenile justice system. Students examine major theories that explain causes of delinquency, and this includes the study of police, courts, corrections, and legal aspects as applied to youth in order to recognize the problems and issues associated with the extent of juvenile crime.

### **Course Overview:**

This course will provide you with an overview of the history and principles of the American juvenile justice system. The course material lays out some of the historical research on the causes of juvenile delinquency and shares some of the most recent findings and recommendations of researchers and scholars. You will investigate various issues of juvenile justice and how these problems are addressed and adjudicated by the youth justice system. Issues of police interactions with juveniles and due process rules which apply to youths before courts will be addressed, as will recent legal rulings on issues of juvenile justice and the rights of children in school and in the courts. In the last part of the course, you will investigate innovative ways to intervene with juvenile offenders, and you will explore some of the criticisms and possible reforms of the American juvenile justice system.

### **Course Learning Outcomes:**

1. Distinguish the important differences between the adult and juvenile justice systems.
2. Identify

the major U.S. Supreme Court cases that have shaped critical issues and practices in the juvenile justice system. 3. Understand the basic procedures and important aspects associated with the adjudication of the juvenile

court and intake via policing with processes of juvenile justice. 4. Recognize the goals and processes of Diversion and Community Corrections, including Juvenile

Probation and Parole. 5. Compare and contrast the various theories of juvenile justice. 6. Examine restorative justice and its application within the juvenile justice system. 7. Critique the issues of illegal drugs and juvenile youth gangs.

## **PARTICIPATION & ATTENDANCE**

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first seven days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

## **COURSE MATERIALS**

### **Required:**

Bates, K. A., & Swan, R. S. (2017). *Juvenile delinquency in a diverse society*. Thousand Oaks, CA: Sage Publications, Inc. ISBN 978-1412998123

### **Suggested:**

N/  
A

## **COURSE SCHEDULE**

## Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT, and peer responses posted by Sunday at 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the Opening Exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The Opening Exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake Mastery Exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

## WEEKLY READING AND ASSIGNMENT DETAILS

### Module 1

#### Readings

- Chapter 1 & 2 of Juvenile Delinquency in a Diverse Society
- Sachs, M. (2017). A sad and odious history: The problem of child begging in late nineteenth-century Paris. *Journal of the History of Childhood and Youth*, 10(2), PP. 188-205.
- Winterdyk, J., Antonopoulos, G., Corrado, R. (2016). Reflections on Norway's juvenile justice model: A comparative context. *Crime Prevention and Community Safety*, 18(2), 105-121.

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Critical Thinking (70 points)** Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

**Option 1: Rehabilitation in Juvenile Justice** Much scholarly debate centers on the basic ideology of rehabilitation in juvenile justice. Examine this basic belief in the juvenile system in terms of the historical aspects of rehabilitation of juveniles.

- What types of programs could be found during the “Progressive Era” of the 1920s?
- What vocations were trained for in the reform schools in America?
- Who made up the majority of delinquents in these training programs? What was the impact of these training programs on youth and society?
- How do the programs and juvenile system of the “Progressive Era” compare with your current understanding of juvenile programs and systems today?

Your well-written, concise paper should meet the following requirements:

- Two to three pages in length, not including cover and reference pages
- Formatted according to the CSU-Global Guide to Writing and APA.
- Cite a minimum of two scholarly sources to support your responses that are not provided in, or linked from, the course. The CSU-Global Library is a great place to find these scholarly sources.

**Option 2: Fear vs. Evidence** In 1999, a school shooting at Columbine High School shocked the nation. In the years that followed, there have been a significant number of school shootings. Some scholars have suggested that, despite what seems to be an epidemic of school shootings, the fear of being a victim in a school shooting is the result of a moral panic rather than based on the statistical evidence. Discuss whether you agree or disagree with this assessment. In your paper, be sure to address the following:

- What is a moral panic?
- What do the statistics reveal about the likelihood of being victimized in a school shooting?
- What role does the media play in fueling concerns about school shootings?
- Does the fear seem to be in line with the evidence?
- What image is portrayed of juvenile delinquency?

Your well-written, concise paper should meet the following requirements:

- Two to three pages in length, not including cover and reference pages
- Formatted according to the CSU-Global Guide to Writing and APA
- Cite a minimum of two scholarly sources to support your responses that are not provided in, or linked from, the course. The CSU-Global Library is a great place to find these scholarly sources.

## Module 2

### Readings

- Chapters 4, 5, & 6 in *Juvenile Delinquency in a Diverse Society*
- Li, C., Holt, T., Bossler, A., & May, D. (2016). Examining the mediating effects of social learning on the low self-control – Cyberbullying relationship in a youth sample. *Deviant Behavior*, 37(2), 126-138.
- Kroska, A., Lee, J., & Carr, N. (2016). Juvenile delinquency and self-sentiments: Exploring a labeling theory proposition. *Social Science Quarterly*, 98(1), 73-88.

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

**Critical Thinking (70 points)** Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

**Option 1: Delinquency Theories** Ben is a high school senior who has struggled in school throughout much of his academic career. A combination of low grades and delinquent friends seemed to put him on a path to delinquency early in life. In grade school, he was doing well and had aspirations of becoming a police officer. As he went through grade school was less stable – his father was in and out of jail throughout Ben’s adolescence, and when he was home, he was not supportive of Ben’s education and engaged in drinking and verbal abuse.

Beginning in seventh grade, Ben began hanging out with a tough crowd. They frequently shoplifted and smoked marijuana. As the years went by, they progressed to prescription pills as well as crack and meth. In order to pay for his new drug habit, Ben has broken into many of the homes of his former middle- school friends. When asked about why he committed the robberies, he states the families he stole from did not need the money or the items he stole from them.

They have the money to replace the items that had been taken. The teachers at Ben's school are worried that this once bright and optimistic child will never get back on the right path and are afraid that his delinquent friends and troubled family will impede his academic career. Provide an analysis of this case study by addressing the following questions:

1. Provide two theories of delinquency that can be applied to explain Ben's trajectory into

delinquency. In your paper, be sure to include a brief discussion of each theory you have chosen. 2. In what way(s) can labeling theory be applied to Ben's story? 3. What methods might Ben's teachers use to help turn him around? Provide basis and support for your suggestions from the theories introduced in this module and in Chapter 4 of your text. Your well-written paper should meet the following requirements:

- Three to four pages in length, not including cover and reference pages
- Formatted according to the CSU-Global Guide to Writing and APA
- Cite a minimum of two scholarly sources to support your responses that are not provided in, or linked from, the course. The CSU-Global Library is a great place to find these scholarly sources.

**Option 2: Differential Association Theory** Differential Association Theory is often utilized to explain how juvenile delinquency is linked to and influenced by interactions with peers rather than by parental guidance. Using this theory as the basis for your analysis, appraise how youth behaviors are learned from peers and how they differ from traditional behaviors that would result in an arrest in the adult system. Include behaviors such as "status offenses," smoking, and truancy in your analysis.

Your well-written paper should meet the following requirements:

- Three to four pages in length, not including cover and reference pages
- Include a discussion providing the tenets of differential association theory.
- Formatted according to the CSU-Global Guide to Writing and APA
- Cite a minimum of two scholarly sources to support your responses that are not provided in, or linked from, the course. The CSU-Global Library is a great place to find these scholarly sources.

**Portfolio Milestone (25 points)** Please provide a two-paragraph summary of the topic you

are considering for your portfolio project, detailing the subject of your paper. Additionally, please provide at least two sources you are proposing to use and how these sources are relevant to the major components of your paper.

The sources should be cited according to CSU-Global Guide to Writing & APA.

### Module 3

#### Readings

- Chapters 9 & 10 in *Juvenile Delinquency in a Diverse Society*
- Dong, B., & Krohn, M. (2016). Dual trajectories of gang affiliation and delinquent peer association during adolescence: An examination of long-term offending outcomes. *Journal of Youth and Adolescence*, 45(4), 746-762. **Opening Exercise (0 points)**

#### Discussion (25 points)

#### Mastery Exercise (10 points)

**Critical Thinking (70 points)** Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

**Option 1: Evaluation of Gang Intervention** Gang activity is pervasive in some communities. The amount of crime attributed to gang members is growing, and events such as drive-by shootings are not uncommon. Communities have demanded the police and courts get tough on gangs. Parents and the schools argue that getting tough will be effective in disbanding the gangs.

First, read this article:

[https://ec.europa.eu/epale/sites/epale/files/eu\\_gang\\_summative\\_report.pdf](https://ec.europa.eu/epale/sites/epale/files/eu_gang_summative_report.pdf)

After reading this article, along with the readings assigned for this week, evaluate the effectiveness of gang intervention by addressing the following questions:

- What are the most common police and system responses to gang activity both in the U.S. and the E.U.?
- What is considered to be the most effective intervention by law enforcement officials for responding to gangs? Why is it the most effective intervention?
- What is the most common educational intervention for ganging? What impact has it had on youth involved in gangs?

- Are the programs instituted in the E.U. substantively different from the programs in the U.S.? Do they appear to be more effective?

Your well-written, concise paper should meet the following requirements:

- Two to three pages in length, not including cover and reference pages
- Formatted according to the CSU-Global Guide to Writing and APA
- Cite a minimum of two scholarly sources to support your responses that are not provided in, or linked from, the course. The CSU-Global Library is a great place to find these scholarly sources.

**Option 2: Typologies of Youth Gangs** First, read this article:  
[https://ec.europa.eu/epale/sites/epale/files/eu\\_gang\\_summative\\_report.pdf](https://ec.europa.eu/epale/sites/epale/files/eu_gang_summative_report.pdf)

After reading this article, along with the readings assigned for this week, compare and contrast the different typologies of youth gangs in the United States and how these may differ from gangs in the EU.

In your analysis, examine the following in relation to each gang type:

- History
- Membership
- Use of drugs
- Violence
- Community protection
- Impact on the communities in which they reside.

Your well-written, concise paper should meet the following requirements:

- Two to three pages in length, not including cover and reference pages
- Formatted according to the CSU-Global Guide to Writing and APA
- Cite a minimum of two scholarly sources to support your responses that are not provided in, or linked from, the course. The CSU-Global Library is a great place to find these scholarly sources.



## Module 4

### Readings

- Chapters 11 & 12 in *Juvenile Delinquency in a Diverse Society*
- Rasmussen, H., Ramos, M., Han, S., Pettit, C., & Margdin, G. (2017). How discrimination and perspective-taking influences adolescents' attitudes about justice. *Journal of Adolescence*, 62, pp. 70-81.

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

**Critical Thinking (80 points)** Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

**Option 1: Minority Confinement** You are a judge in Central City Juvenile Court. After 15 years on the bench, it is clear to you that many minority youths come before you in Court. In fact, you have asked the Records Office to give you some statistics. Those statistics confirm that a higher percentage of minority youths, compared to their proportion in the County, come into Juvenile Court. You are convinced that the problem is larger than juvenile court. You believe that a significant reason for this problem is structural inequality and poverty.

Prepare an article intended to raise public awareness which addresses the following questions:

- What are the root causes of disproportionate minority confinement?
- What additional factors affect disproportionate minority confinement and minority youth?
- What can a judge, police respondents, and the community do about this problem?

Your well-written article should meet the following requirements:

- Two to three pages in length, not including cover and reference pages
- Formatted according to the CSU-Global Guide to Writing and

APA

- Cite a minimum of two scholarly sources to support your responses that are not provided in, or linked from, the course. The CSU-Global Library is a great place to find these scholarly sources.

**Option 2: Case Studies** Analyze the following U.S. Supreme Court cases and their influence on policing and due process in juvenile justice:

- In re Gault 387 U.S. 1  
(1967)
- In re Winship 397 U.S. 358  
(1970)

Your analysis should specifically address the following questions:

- How did these cases influence police arrests and how police interact with juveniles?
- How did these cases change victim court procedures in juvenile justice?

Your well-written, concise paper should meet the following requirements:

- Two to three pages in length, not including cover and reference pages
- Formatted according to the CSU-Global Guide to Writing and APA
- Cite a minimum of two scholarly sources to support your responses that are not provided in, or linked from, the course. The CSU-Global Library is a great place to find these scholarly sources.

## Module 5

### Readings

- Chapter 12 in *Juvenile Delinquency in a Diverse Society* Opening Exercise (0 points)

**Discussion (25 points)**

**Mastery Exercise (10 points) Portfolio Milestone (25 points)**

Research the option/topic that you have selected for your Final Portfolio project and prepare an outline of Portfolio Project and provide an annotated bibliography that includes at least six academic sources according to CSU-Global Guide to Writing & APA.

(For tips on how to develop an effective outline, visit the Online Writing Lab.)

## Module 6

### Readings

- Chapter 13 in *Juvenile Delinquency in a Diverse Society*

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Critical Thinking (80 points)** Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

**Option 1: Juvenile Probation Analysis** You have just been appointed the Probation Director of Metropolitan County Juvenile Probation Department. You have 10 years of experience in probation. You have a master's degree in Criminal Justice and Criminology, as well as one in Social Work.

- What are some of the current trends in juvenile probation?
- What are some problems in probation that you should be aware of?
- Every year you have to present your budget to the County Legislature. How might you do this in such a way as to get the necessary resources for your agency?

Your well-written paper should meet the following requirements:

- Three to four pages in length, not including cover and reference pages

- Formatted according to the CSU-Global Guide to Writing and APA
- Cite a minimum of two scholarly sources to support your responses that are not provided in, or linked from, the course. The CSU-Global Library is a great place to find these scholarly sources.

**Option 2: Electronic Monitoring** Analyze the success of electronic monitoring by addressing the following questions:

- What is electronic monitoring (EM)? How does it work?
- What are some of the challenges with EM?
- What are the recidivism rates?
- Is electronic monitoring effective? Why or why not?

Your well-written, concise paper should meet the following requirements:

- Three to four pages in length, not including cover and reference pages
- Formatted according to the CSU-Global Guide to Writing and APA
- Cite a minimum of two scholarly sources to support your responses that are not provided in, or linked from, the course. The CSU-Global Library is a great place to find these scholarly sources.

## Module 7

### Readings

- Chapters 14 in *Juvenile Delinquency in a Diverse Society*

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

## Module 8

### Readings

- Chapters 14 in *Juvenile Delinquency in a Diverse Society* (from *The Future of Prevention*, to the end of the chapter)
- Tanenhaus, D., Nystrom, E. (2016). "Let's change the law": Arkansas and the puzzle of juvenile justice reform in the 1990s. *Law and History Review*, 34(4), pp. 957-997.

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

**Portfolio Project (300 points)** There are two (2) options to complete the Portfolio Project. Choose only one (1) option to complete the assignment. Identify your assignment choice in the title of your submission.

**Option 1: Solution in Juvenile Justice System** Analyze a major problem facing today's juvenile justice system and evaluate a way in which the juvenile justice system has or has not addressed the problem. Propose a solution to the issue that you have selected.

Some possible topics for this project include:

- disproportionate minority confinement
- recidivism
- gang issues
- growing influence of female gangs
- drug use
- juvenile curfews
- zero tolerance policy for/with school searches
- socio-economic factors affecting delinquency
- parental liability for juvenile offenses.

Your project must include:

- An introduction to summarize and define your topic, including a clear statement of the problem or issue of concern.
- Summaries of current, relevant research from at least six credible sources (which can be found in the CSU Global Library).
- Discussion of the implications of proposed solutions for the juvenile justice system.
- Your evaluation and conclusions regarding possible methods of managing or addressing the problem. You are encouraged to add your own opinions; however, those opinions should be carefully considered, logical, and supported by evidence or outside rationale.

**Week 3 Milestone:** By the end of Week 3, you should secure approval from your instructor regarding your Portfolio Project Option and topic.

**Week 5 Milestone:** By the end of Week 5, submit a detailed outline of your Portfolio Project paper for review and feedback from your instructor. No points will be given for this interim assignment. However, failure to submit these parts of the Portfolio timely will result in a loss of points from the final Portfolio grade. Moreover, you will be expected to account for the instructor's feedback in your final version of the paper.

## **Paper**

### **Requirements:**

- Eight to ten pages in length, not including cover and reference pages
- Formatted according to the CSU-Global Guide to Writing and APA
- Cite a minimum of six scholarly sources to support your responses that are not provided in, or linked from, the course. Sources should be a combination of scholarly works, textbook and primary sources. The CSU-Global Library is a great place to find these scholarly sources.

**Option 2: Restorative Topics and Community Justice** Analyze the topics of restorative justice and community justice. Be sure to include how these new directions are changing the old trial and punishment model of court and correction processes in the juvenile justice system. Also, evaluate whether or not these approaches provide solutions to current issues in juvenile justice.

Your project must include:

- An introduction to summarize and define your topic, including a clear statement of the problem or issue of concern.

- Summaries of current, relevant research from at least six credible sources (which can be found in the CSU Global Library).
- Discussion of the implications of proposed solutions for juvenile justice system.
- Your evaluation and conclusions regarding possible methods of managing or addressing the problem. You are encouraged to add your own opinions; however, those opinions should be carefully considered, logical, and supported by evidence or outside rationale.

**Week 3 Milestone:** By the end of Week 3, you should secure approval from your instructor regarding your Portfolio Project Option and topic.

**Week 5 Milestone:** By the end of Week 5, submit a detailed outline of your Portfolio Project paper for review and feedback from your instructor. No points will be given for this interim assignment. However, failure to submit

these parts of the Portfolio in a timely manner will result in a loss of points from the final Portfolio grade. Moreover, you will be expected to account for the instructor's feedback in your final version of the paper.

**Paper Requirements:**

- Eight to ten pages in length, not including cover and reference pages
- Formatted according to the CSU-Global Guide to Writing and APA
- Cite a minimum of six scholarly sources to support your responses that are not provided in, or linked from, the course. Sources should be a combination of scholarly works, textbook and primary sources. The CSU-Global Library is a great place to find these scholarly sources.

**COURSE POLICIES**

**Grading Scale**

**Course Grading**

A 95.0 – 100

20% Discussion Participation

A- 90.0 – 94.9

0% Opening Exercises 8% Mastery Exercises

B+ 86.7 – 89.9

37% Critical Thinking Assignments 35% Final Portfolio Project B 83.3 – 86.6

B- 80.0 – 83.2

C+ 75.0 – 79.9

C 70.0 – 74.9

D 60.0 – 69.9

F 59.9 or below

**IN-CLASSROOM  
POLICIES**

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

**Academic Integrity** Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see CSU-Global Guide to Writing & APA for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and internet resources.

**Citing Sources with APA Style** All students are expected to follow the CSU-Global Guide to Writing & APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

**Disability Services Statement** CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

**Netiquette** Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature, and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.