

The University of Alabama: School of Social Work
SW 208 – Juvenile Delinquency
Spring Semester 2008
Three Credit Hours
Monday, Wednesday, & Friday 10:00 am to 11:50 am
206 Little Hall

Instructor: Wesley T. Church II, Ph.D., LGSW
Office: 210 Little Hall
Phone: 348-3933
E-Mail: wchurch@sw.ua.edu
Office Hours: Monday: 9 a.m. to 10 a.m.
Tuesday: 1p.m. to 2 p.m.
or by appointment

Course Description

This course examines the nature and extent of delinquency. Theories of causation and the structure, function and problems of the justice system are explored. The course will review programs and services for the prevention, control, and treatment of offenders and their families: evaluating the capacity and strengths of offenders and their families, peer groups and the community. This course evaluates how oppression, deprivation, and various forms of discrimination affect the juvenile offender and victims. Agency practices regarding juveniles and their families will also be covered.

Objectives

After having completed the course, the student should be able to:

- A. Know and understand how the interaction of life events and life transitions impact delinquency.
- B. Identify the goals of the juvenile court as established by statute
- C. Describe how the social problems of poverty racism, and structural barriers to opportunities contribute to delinquency
- D. Identify and discuss major etiological theories of delinquency
- E. Identify and discuss selected approaches to the prevention, control, and treatment of delinquency
- F. Describe how the juvenile justice system works
- G. Evaluate policies, services, and recommendations aimed at meeting the needs of youth
- H. Identify how multigenerational interdependency and diversity impact delinquency
- I. Understand and apply evidenced-based practices in working with delinquency

Prerequisite

Undergraduate standing in the University

Major Content Areas

- A. Apply critical and reflective thinking to understanding the nature and extent of youth delinquency
- B. Theories of delinquency and services to youth, their families, and their support system
- C. Prevention, intervention, and control of youth crime in the local community
- D. Public policy and other issues confronting the juvenile justice system on ~~in~~ the local, state, nation and international level
- E. Public policy issues relating to juvenile crime and service delivery
- F. Research issues pertaining to juvenile delinquency
- G. Structural barriers to opportunities within society including race, ethnicity, sexual orientation, cultural diversity, class, age, physical or mental ability, religion, and gender
- H. How services (or the lack thereof) to the poor and underserved affect delinquency.
- I.

Required Textbooks:

Siegel, L. & Welsh, B., (10th ed.). *Juvenile Delinquency: Theory, Practice and Law*. CA: Wadsworth

Course Requirements:

There are three requirements at the foundation of this introductory course. Satisfactory completion of these requirements as demonstrated through the receipt of a satisfactory evaluation of student work by the instructor is necessary to receive credit for this course. These requirements are non-negotiable; thus, all student work must be completed as outlined in the requirement descriptions below. Unsatisfactory completion of one or more of these requirements will result in a loss of points to a student's final grade.

1. *Attendance, Participation and Engagement:* students are expected to arrive on time and remain the entire class period. **YOU CAN EARN AN EXTRA FIVE POINTS FOR MISSING 2 OR FEWER CLASSES.**
2. *Course Readings:* course readings are listed *as due dates* in your syllabus. Students are expected to be prepared to discuss the course readings during the class period.
3. *In-Class Examinations:* **THREE (3)** in-class examinations will be given throughout the semester:
 - September 15, 2008
 - October 13, 2008
 - Final exam

4. *Case study*: students are expected to complete a case study on a significant case in juvenile justice. A list of cases will be provided.

Make-ups are at the discretion of the instructor. If a make-up exam is given it will be given the following class period with a documented excused absence that explains your absence during the exam.

Evaluation:

In-class exercises	= 100 points (10 points per 10 exercises)
Tests	= 150 points (50 points per test)
Case Study	= 50 points
Possible extra credit	= 5 points

Total (w/out EC) = 300 points

Total (w/ EC) = 305 points

Grading:

A+ = 100-98%	A = 97-94%	A- = 93-91%	B+ = 90-87%	B = 86-82%
B- = 81-80%	C+ = 79-76%	C = 75-71%,	C - = 70-69%	D+ = 68-65%
D = 64-61%	D- = 60-55%,	below 55% = F		

Attendance:

Students are expected to arrive on time and remain the entire class period. You are expected to actively participate in class discussions as well as the in class activities.

Academic Misconduct Policy:

All academic dishonesty, including cheating, plagiarism, fabrication, and misrepresentation, is prohibited by the University of Alabama Academic Misconduct Policy, which is printed in the BSW Student Handbook. Academic dishonesty is also prohibited by the NASW Code of Ethics. Penalties for academic misconduct range from a reprimand to indefinite suspension. Students are responsible for informing themselves about what constitutes academic misconduct. Cases of academic misconduct will be reported to the School's Academic Misconduct Monitor.

Disability Policy:

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services (348-4285). This office will prepare letters to the student's instructors that indicate the accommodation to which the student is entitled. **It is the student's responsibility** to present the accommodation letter to each of his/her instructors. Questions or concerns about special arrangements or accommodations should be directed to the Office for Disability Services and/or the Office of the Associate Dean in the School of Social Work.

<i>Due Date</i>	<i>Topic to be discussed this week</i>	<i>Reading due this week</i>	<i>Lecture Discussion & Planned Events for the class meetings</i>
Week 1 Aug 20 Aug 22	Concept of delinquency	Siegel, Welsh, and Senna Chapter 1	Introduction to the course
Week 2 Aug 25 Aug 27 Aug 29	Delinquency theories: Individual views	Siegel, Welsh, and Senna Chapter 3	Discussion will center around: <ol style="list-style-type: none"> 1. Separate legal category for youth 2. grouping by offense or age 3. state jurisdiction of offenders 4. age of culpability 5. "Born criminal" 6. Deterrence of offenders Impact of media and advertisements on aggression, drinking, precocious sex and anti-social behavior
Week 3 Sept 1 Sept 3 Sept 5	Delinquency theories: Sociological views	Siegel, Welsh, and Senna Chapter 4	SEPT 1---LABOR DAY, NO CLASS Discussion will center around: Poverty and delinquency <ol style="list-style-type: none"> 2. Economic classes and their values systems 3. Economic classes and different offenses

<p>Week 4</p> <p>Sept 8 Sept 10 Sept 12</p>	<p>Delinquency theories: Developmental</p>	<p>Siegel, Welsh, and Senna Chapter 5</p>	<p>Discussion will center around:</p> <ol style="list-style-type: none"> 1. “Bad behavior” and “good behavior” 2. Latent traits towards delinquency 3. Delinquency as a factor of environment and socialization
<p>Week 5</p> <p>Sept 15 Sept 17 Sept 19</p>	<p>Social, Community and Environmental influences on delinquency</p>	<p>Siegel, Welsh, and Senna Chapter 6: Gender and delinquency</p>	<p>SEPT 15—TEST 1-- Chapters 1, 3, 4 and 5. Students will be given the entire class period to complete the exam</p> <p>Discussion will center around:</p> <ol style="list-style-type: none"> 1. Social factors impacting delinquency 2. Community factors impacting delinquency 3. Environmental factors impacting delinquency
<p>Week 6</p> <p>Sept 22 Sept 23 Sept 24</p>	<p>Family and delinquency</p>	<p>Siegel, Welsh, and Senna Chapter 7: Family and Delinquency</p> <p>The Landers Family (Child with unidentified Anger issues) Moore v, City of East Cleveland</p>	<p>Discussion will center around:</p> <ol style="list-style-type: none"> 1. As sex roles become more homogenous, will female delinquency become more identical to male delinquency 2. Is control stratified across class lines 3. Are females victims of unfairness at the hands of the justice system or do they benefit from chivalry? 4. Multigenerational families

<p>Week 7</p> <p>Sept 20 Oct 1 Oct 3</p>	<p>Peers and delinquency</p>	<p>Siegel, Welsh, and Senna Chapter 8: Juvenile gangs and groups</p> <p>Video: Gangland</p>	<p>Discussion will center around:</p> <ol style="list-style-type: none"> 1. Differences between gangs and fraternities? 2. Do gangs serve a purpose? Fulfill a need? 3. Gang relationship with peers; with families. 4. Gangs and guns
<p>Week 8</p> <p>Oct 6 Oct 8 Oct 10</p>	<p>Schools and delinquency</p>	<p>Siegel, Welsh, and Senna Chapter 9</p>	<p>Discussion will center around:</p> <ol style="list-style-type: none"> 1. Are school responsible for delinquency 2. Delinquency prevention in schools 3. Factors linked to school violence <p>OCT 10—NO CLASS</p>
<p>Week 9</p> <p>Oct 13 Oct 15 Oct 17</p>	<p>Drug Use</p>	<p>Siegel, Welsh and Senna Chapter 10</p>	<p>OCT 13—TEST 2-- Chapters 6, 7, 8, and 9. Students will be given the entire class period to complete the exam</p> <p>Discussion will center around:</p> <ol style="list-style-type: none"> 1. Is the term “drug” too broad 2. Strategies to reduce teen drug use 3. Media images of drinking and smoking 4. DARE

<p>Week 10</p> <p>Oct 20 Oct 22 Oct 224</p>	<p>Corrections</p> <p>Adjudication Process & Probation and Treatment</p>	<p>Siegel, Welsh, and Senna Probation Chapter 15</p>	<p>Discussion will center around:</p> <ol style="list-style-type: none"> 1. Advantages/concerns/problems 2. Duties and responsibilities of officers 3. Treatment and restitution 4. Adjudication process. 5. Dispositional alternatives. 6. Pre-dispositional report 7. Advantages of probation. 8. Duties and responsibilities of probation officers. 9. Community-based programs
<p>Week 11</p> <p>Oct 27 Oct 29 Oct 31</p>	<p>Corrections</p> <p>Adjudication Process & Probation and Treatment</p>	<p>Siegel, Welsh, and Senna Institutions Chapter 17</p>	<p>OCT 29 & 31 DR. CHURCH OUT OF TOWN, JULIE TAYLOR WILL COVER CLASSES...ATTENDENCE IS EXPECTED</p> <p>Discussion will center around:</p> <ol style="list-style-type: none"> 1. Advantages/concerns/problems 2. Duties and responsibilities of officers 3. Treatment and restitution 4. Adjudication process. 5. Dispositional alternatives. 6. Pre-dispositional report 7. Advantages of probation. 8. Duties and responsibilities of probation officers. 9. Community-based programs

<p>Week 12</p> <p>Nov 3 Nov 5 Nov 7</p>	<p>Corrections</p> <p>Adjudication Process & Probation and Treatment</p>	<p>Siegel, Welsh, and Senna Chapter 14; McKeiver v. Pennsylvania</p>	<p>Discussion will center around:</p> <ol style="list-style-type: none"> 1. Advantages/concerns/problems 2. Duties and responsibilities of officers 3. Treatment and restitution 5. Adjudication process. 6. Dispositional alternatives. 7. Pre-dispositional report 8. Advantages of probation. 9. Duties and responsibilities of probation officers. 10. Community-based programs
<p>Week 13</p> <p>Nov 10 Nov 12 Nov 14</p>	<p>Juvenile justice system</p> <p>Police Work with juveniles</p>		<p>Discussion will center around:</p> <ol style="list-style-type: none"> 1. Social and judicial consequences of New York House of Refuge 2. Parallels of Child Saving movement today 3. Similarities and differences in juvenile and adult system 4. Factors affecting discretion 5. Should youth be “mirandized”? 6. Police and community partnerships
<p>Week 14</p> <p>Nov 17 Nov 19 Nov 21</p>	<p>Juvenile justice system</p> <p>Police Work with juveniles</p>	<p>Siegel, Welsh, and Senna Chapter 12</p>	<p>Discussion will center around:</p> <ol style="list-style-type: none"> 1. Social and judicial consequences of New York House of Refuge 2. Parallels of Child Saving movement today 3. Similarities and differences in juvenile and adult system 4. Factors affecting discretion 5. Should youth be “mirandized”? 6. Police and community partnerships
<p>Week 15</p> <p>Nov 24 Nov 26 Nov 28</p>			<p>Nov 24-28 THANKSGIVING BREAK, NO CLASS</p>

<p>Week 16</p> <p>Dec 1</p> <p>Dec 3</p> <p>Dec 5</p>	<p>Juvenile justice system</p> <p>Police Work with juveniles</p>	<p>Siegel, Welsh, and Senna Chapter 13</p>	<p>Discussion will center around:</p> <ol style="list-style-type: none"> 1. Social and judicial consequences of New York House of Refuge 2. Parallels of Child Saving movement today 3. Similarities and differences in juvenile and adult system 4. Factors affecting discretion 5. Should youth be “mirandized”? 6. Police and community partnerships <p>DEC. 5th--CASE STUDY DUE</p>
<p>DEAD WEEK</p>			
<p>FINAL EXAM – CHECK UA SCHEDULE</p>			

Bibliography

- Brown, V. (2002). *Child Welfare: Case Studies*. Boston: Allyn & Bacon.
- Campbell, A. (1993). *Men, women, and aggression*. New York: Basic Books.
- Carroll, L & Jackson, P.I. (1983). "Inequality, Opportunity, and crime rates in Central cities," *Criminology* 21:178-94.
- Cicourel, A. (1968). *The social organization of juvenile justice*. New York: Wiley.
- Cloward, R & Ohlin, L. (1960). *Delinquency and opportunity: A theory of delinquent gangs*. Glencoe, IL: Free Press.
- Davey, A., Murphy, M. and Price, S. (2000). Aging the family: Dynamics and therapeutic interventions. *Handbook of Family Development and Intervention*. Pp. 235-252
- Fagan, J. (1998). *Adolescent Violence: A View from the Street*. NIJ Research Preview (Washington, D.C: National Institute of Justice,.
- Fagan, J. (1990). "Social and legal policy dimensions of violent juvenile crime," *Criminal Justice and Behavior* 17: 93-133.
- Golden, M. (1995) *Saving our sons: raising black children in a turbulent world*. New York: Doubleday.
- Greene, R. (2000). Serving the aged and their families in the 21st century using a revised practice Model, *Journal of Gerontological Social Work*, 34(1).
- Harris, J.R. (1998). *The nurture assumption: Why children turn out the way they do*. New York: The Free Press.
- Hedge, S.J., www.massuicide.com, U.S. News and World Report 7 April, pp. 26-31.
- Henggler, S. (1989). *Delinquency in adolescence*, Newbury Park, CA: Sage.
- McCall, N. ((1997). *What's going on*. New York: Random House.
- McPherson, S., McDonald, L. and Ryer, C. (1983) Intensive counseling with families of juvenile

- offenders. *Juvenile and Family Court Journal*, 34, 27-34.
- Moore, J. (1991). *Going down to the barrio: Homeboys and hometown girls in change*. Philadelphia: Temple University Press.
- Morris, A. (1987). *Women, crime and criminal justice*. Oxford England: Basil Blackwell.
- Oakes, J. (1985). *Keeping track, how schools structure inequality*. New Haven, Conn: Yale University Press.
- Platt, A. (1969). *The child savers: The invention of delinquency*. Chicago: University of Chicago Press.
- Pollack, D. (1997). *Social Work and the courts*. New York: Garland Publishing.
- Rubin, H.T. (1985). *Behind the black robe – juvenile court judges and the court*. Beverly Hill, CA: Sage.
- Sampson, R. & Laub, J. (1993). *Crime in the making: Pathways and turning points through life*. Cambridge: Harvard University Press.
- Sarri, R. (1983). "Gender Issues in Juvenile Justice," *Crime and Delinquency* 29: 381-97.
- Schwartz, I. (1992). *Juvenile justice and public policy*. New York: Lexington Books.
- Schwartz, I. (1989). *Justice for juveniles: Rethinking the best interests of the child*. Lexington, Mass: D.C. Heath.
- Spergel, I. (1995). *The youth gang problem: A community approach*. New York: Oxford Press.
- Staples, B. (1994). *Parallel time: growing up in black and white*. New York: Pantheon Books.
- Thornberry, T. (1987). Toward an interactional theory of delinquency. *Criminology*. 25, 863-891.
- Vollmer, A. (1936). *The police and modern society*. Berkeley: University of California Press.
- Walker, S. (1983). *The police of America*. New York: McGraw-Hill.
- Weeks, H.A. (1956). *Highfields*. Ann Arbor: University of Michigan Press.

Wilson, J.Q. (1975). *Thinking about crime*. New York: Basic Books.

Witherspoon, F. (1998). *African-American males and the law*. New York: University Press.