

SYLLABUS

CCJ4934 SECTION 28711

Juvenile Delinquency

Spring, 2024

Instructor: Wonki Lee

LIT 0127 (M,W,F 5)

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Office Hours: Tuesday 15:00-18:00 TUR 3347 or by appointment

COURSE OBJECTIVES & DESCRIPTION:

The course is designed to provide an overview of issues regarding the study of juvenile delinquency, criminological theories for explaining it, and delinquency prevention strategies. The course is divided into four sections: 1) Understanding the definition and characteristics of delinquency, 2) An introduction to theoretical approaches to juvenile delinquency, 3) An examination of the relationship between diverse institutions and juvenile delinquency, and 4) Designing delinquency prevention strategies based on previous research. By the end of the semester, students will have a comprehensive understanding of juvenile delinquency.

RECOMMENDED TEXTS:

- ♦ Robert Agnew & Timothy Brezina. *Juvenile Delinquency: Causes and Control*, 7th Edition. Oxford University Press. ISBN: 9780197653173
- ♦ Articles will be uploaded on Canvas

COURSE REQUIREMENTS:

Exams (60%): There will be three (3) exams in this course. Exams will take place during class. Each exam will consist of 30 multiple-choice questions both from the lectures and required readings. Each exam is worth 20% of your grade.

Writing Assignment (15%): Analyze a book, TV episode, or movie that portrays a criminological issue or topic by employing the criminological theories we have learned. Students need to analyze or interpret the behavior of characters or specific situations related to delinquent behaviors using criminological theories. Detailed structure is as follows: 1) summarize/descriptions of the main characters/situations (1 page, 2.5%), 2) Apply at least one theory we learned to explain why the character committed delinquency or why the situations occur (1-3 pages, 10%), and 3) Conclusion (1 page, 2.5%). Ensure that your essay is understandable to an audience unfamiliar with the media source. The essay should be no more than 5 pages except references, double-spaced, 12-point Times New Roman font, in APA format citations. A late assignment will be penalized one-half letter grade for each three days the assignment is late. No late submissions will be accepted after a week. This assignment aims to practice analyzing cases of juvenile delinquency using criminological theory.

Group Project (20%): Each team will have 20 minutes to present their team project. The main goal of this team assignment is related to in-depth learning and analyzing the issues of juvenile delinquency and improving communication skills. The presentation will be graded based on the following criteria: 1) Evidence of understanding the topic with appropriate materials (10%) and 2) Clarity, conciseness, and logical/sequential form of the presentations (10%). Each team will choose one of the topics below and present it:

- ♦ Collateral consequences of contact with juvenile justice system from a labeling perspective
- ♦ Effect of delinquent peers and gangs from a developmental perspective
- ♦ Criminological approach to the relationship between juvenile delinquency and extra-legal factors
- ♦ Effectiveness of get-tough approach to juvenile offenders
- ♦ Rehabilitate approach to the juvenile justice system and its importance

Attendance (5%): Attendance will be taken each class session. Excused absences are allowed (UF attendance policy)

Make up Exams: Make-up exams will be allowed only in those circumstance in which you cannot take an exam for a valid reason according to UF policy. In that case, students should contact instructor before the start of the examination. Also, students will need to provide valid documentation within a week to justify the absence (<http://shcc.ufl.edu/forms-records/excuse-notes/>). Failure to comply with these rules will result in a zero score for the missed exam.

STUDENTS WITH DISABILITIES:

Students needing special assistance or accommodation should contact the Dean of Students Office to begin the process of making such arrangements. The DRC has the 4 business day policy to submit Accommodated Testing Requests (ATRs). The testing date, holidays, and weekends do not count as business days. Submit any ATRs as early as possible (or at least a week in advance) to avoid missing the deadline. Please notify the instructor as soon as possible if you will be requesting testing at the DRC (<https://disability.ufl.edu/students/accommodated-testing-request/>).

COURSE SCHEDULE:

TIMELINE	DATE	TOPIC
Week 1	Jan. 17	Definition of Delinquency
	Jan. 19	Measurement of Delinquency
Week 2	Jan. 22, 24	Trends of Juvenile Delinquency
	Jan. 26	Who Is Most Likely to Engage in Delinquency 1
Week 3	Jan. 29	Who Is Most Likely to Engage in Delinquency 2
	Jan. 31	What is a Theory and How Do We Test Theories
Week 4	Feb. 2	Strain theory and Juvenile Delinquency
Week 5	Feb. 5, 7	Social Learning Theory and Juvenile Delinquency, Control Theory
	Feb. 9	Labeling Theory
Week 6	Feb. 12, 14	Exam 1 Reviews
	Feb. 16	Exam 1
Week 7	Feb. 19, 21	The Life-course Perspective on Juvenile Delinquency, Delinquency & Types of Situations
	Feb. 23	Group Differences Delinquency
Week 8	Feb. 26, 28	Individual Traits and Juvenile Delinquency
	Mar. 1	The Family Factors and Juvenile Delinquency
Week 9	Mar. 4, 6	The School Factors and Juvenile Delinquency Writing Assignment Due (Mar. 6)
	Mar. 8	The Role of Delinquent Peers and Gangs
Week 10	Mar 11, 13, 15	No classes (Spring Break)
Week 11	Mar. 18	Other Social Influences on Juvenile Delinquency Team presentation (Effect of delinquent peers and gangs from a developmental perspective)
	Mar. 20, 22	Pulling It All Together: Integrated Approach on Juvenile Delinquency
		Team presentation (Criminological approach to the relationship between juvenile delinquency and extra-legal factors)
Week 12	Mar. 25. 27	Exam 2 Reviews
	Mar. 29	Exam 2
Week 13	Apr. 1, 3	Policies and Programs on Juvenile Delinquency, Juvenile Court and Corrections
	Apr. 5	Understanding on Juvenile Justice System Team presentation (Collateral consequences of contact with juvenile justice system from a labeling perspective)
Week 14	Apr. 8, 10	The Strategies of Deterrence and Incapacitation Team presentation (Effectiveness of get-tough approach to juvenile offenders)
	Apr. 12	Rehabilitative Approach to Juvenile Justice System
Week 15	Apr. 15	Team presentation (Rehabilitate approach to the juvenile justice system and its importance)
	Apr. 17, 19	Exam 3 Reviews
Week 16	Apr. 22	Exam 3

COVID-19 Policy:

Masks are welcomed during class and within buildings. In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones (<https://coronavirus.ufhealth.org/>).

GRADING SCALE:

A	93 – 100	C	73 – 76.99
A-	90 – 92.99	C-	70 – 72.99
B+	87 – 89.99	D+	67 – 69.99
B	83 – 86.99	D	63 – 66.99
B-	80 – 82.99	D-	60 – 62.99
C+	77 – 79.99	F	0 – 59.99

COURSE EVALUATION:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

ACADEMIC RESOURCES:

Library Support	http://cms.uflib.ufl.edu/
Teaching Center	Broward Hall, 352-392-2010 or 352-392-6410 http://teachingcenter.ufl.edu/ Assistant with study skills and tutoring
Writing Studio	2215 Turlington Hall, 352-846-1138 http://writing.ufl.edu/writing-studio/ Assistant with brainstorming, formatting, and writing papers
Student Complaints	https://flexible.dce.ufl.edu/student-complaints/