COURSE DESCRIPTION:
Juvenile delinquency includes many types of unlawful behaviors and status offenses committed by adolescents. Since a majority of violent crimes are committed between late teens and mid-twenties, criminologists have been interested for a long time in explaining criminal/delinquent behaviors among juveniles and young adults. Many empirical studies also found various risk/protective factors for juvenile delinquency in several contexts of family, school, and peers. This course thus examines those theories and social contexts to understand juvenile delinquency. This course also examines the structure of juvenile justice system. Specifically, questions such as how the juvenile justice system is different from adult criminal justice system or why we need a separate juvenile justice system will be discussed in this course as well.

LEARNING OBJECTIVES:
At the end of this course, students will be able to:
1. define the concept of juvenile delinquency.
2. describe current trends in juvenile delinquency across sociodemographic characteristics such as gender, race/ethnicity, and class.
3. explain key theoretical terms and concepts of micro-level, macro-level, and critical theories of juvenile delinquency.
4. demonstrate family, school, and peer contexts in which juvenile delinquency is more likely to occur.
5. analyze structure of juvenile justice system and philosophical/empirical grounds for why a separate juvenile justice system is needed.

REQUIRED TEXTBOOK:
- Note: Do not purchase/rent the first edition of this book. Make sure that you order the second edition.

- Students can order a print and/or an electronic copy of the textbook through the following link: https://us.sagepub.com/en-us/nam/juvenile-delinquency-in-a-diverse-society/book249350#resources

**GRADING POLICIES:**
Your final grade will be based on the sum of the scores of your attendance (40 points), four (4) exams (240 points; 60 points each), and one (1) research paper (120 points). Note that your final grades are **NOT** negotiable unless I make an error in calculating your grades.

<p>| Attendance: | 40 points |
| Exams:      | 240 points (60 points * 4 exams) |</p>
<table>
<thead>
<tr>
<th>Research Paper:</th>
<th>120 points</th>
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<tbody>
<tr>
<td><strong>Total:</strong></td>
<td>400 points</td>
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A: 400-360 points  
B: 359.99-320 points  
C: 319.99-280 points  
D: 279.99-240 points  
F: below 239.99 points

**ATTENDANCE:**
Students are expected to attend all scheduled classes. Students who fail to attend the lecture more than SIX times will receive an F unless they drop the course. Students are also encouraged to be on time and not to leave early. If you arrive after the lecture starts or leave early before the lecture is over, your attendance will not be recorded. Attendance credit will be given as following:

- Students who have one or fewer absences:  40 points
- Students who have two or three absences:  35 points
- Students who have four or five absences:  30 points
- Students who have six or more absences:  0 points / will receive an F.

UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact me in advance of the excused absence and arrange to make up missed work or examinations. If students are unable to attend the lecture due to family emergency and medical issues, proper documentation that proves emergent incidents stated above (e.g., doctor’s note, etc.) need to be submitted to avoid reduction of absence.
**EXAM:**
There will be a total of four (4) exams during the semester. Each exam will cover three chapters respectively, and will not be cumulative. Exams will include multiple choice and true/false questions. Students are strongly encouraged to arrive at the classroom on time for exams. Students more than 15 minutes late will NOT be allowed to take exams. Keep in mind that no make-up exams will be given to students except for a few emergent situations that can be proven by proper documentation (e.g., death of immediate family, admission to a hospital). Make-up exams will only include essay-type questions rather than multiple choice and true/false questions.

**RESEARCH PAPER:**
One (1) research paper assignment will be given to students in this course. This written assignment requires students to 1) select one of the research questions relevant to the topics discussed in this course (a set of research questions will be provided), 2) find THREE academic empirical studies related to the research question selected, 3) summarize their findings and implications, and 4) write your thoughts, suggestions, criticism, or reflection about the studies that you choose.

Three academic empirical studies must be published in peer-reviewed academic journals such as *Criminology*, *Justice Quarterly*, *Journal of Quantitative Criminology*, *Crime & Delinquency*, *Journal of Research in Crime and Delinquency*, *Criminal Justice & Behavior*, *Criminology & Public Policy*, etc. Students can access those peer-reviewed journals via the University library (www.utrgv.edu/library). Note that you are NOT allowed to use newspaper articles, Wikipedia, Blog postings, etc. Those sources are not peer-reviewed sources.

The summary of your empirical article should include: key research questions (or research hypotheses), sample characteristics, findings/implications, and your review of the study (suggestions, criticism, reflection, etc.). Do not simply copy and paste the abstract of each article. This is plagiarism so it will be strongly enforced.

Note that your research paper must:
1) meet a word minimum (at least 1,500 words).
2) include a cover page.
3) include a reference list.
4) include in-text citations.
5) follow APA format.

*Assignment is due 11:59pm, April 16.* Students must submit the assignment through Blackboard by the due date. Again, no late submissions will be accepted except in the case of emergency situations that can be proven by proper documentation.
IMPORTANT NOTES:
1. Students are expected to read assigned chapters prior to every class.
2. Students are encouraged to ask questions if you have anything unclear over the semester. Students can use the time after class or office hours. Students may also contact me via email. I will respond to students' emails within 24 hours unless they are irrelevant to the course or written in a rude/aggressive manner.
3. Students are NOT allowed to use cell-phones during the lecture.
4. Recording lectures and taking pictures/videos in class are prohibited.
5. This syllabus is subject to change. If changes are necessary or desired during the course, I will immediately inform students of the change in class as well as via email.

TENTATIVE COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Note</th>
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<tbody>
<tr>
<td>Jan 15</td>
<td>Overview of syllabus</td>
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<tr>
<td>Jan 17</td>
<td>Introduction of juvenile delinquency</td>
<td>Ch.1</td>
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<tr>
<td>Jan 22 / 24</td>
<td>History of juvenile delinquency</td>
<td>Ch.2</td>
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<tr>
<td>Jan 29 / 31</td>
<td>Data, correlates, and trends of juvenile delinquency</td>
<td>Ch.3</td>
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<tr>
<td>Feb 5</td>
<td>Exam 1</td>
<td></td>
<td>Covers Ch.1-Ch.3</td>
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<tr>
<td>Feb 7 / 12 / 14</td>
<td>Micro-level theories of juvenile delinquency</td>
<td>Ch.4</td>
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<tr>
<td>Feb 19 / 21 / 26</td>
<td>Macro-level theories of juvenile delinquency</td>
<td>Ch.5</td>
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<tr>
<td>Feb 28 / Mar 5</td>
<td>Critical theories of juvenile delinquency</td>
<td>Ch.6</td>
<td></td>
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<tr>
<td>Mar 7</td>
<td>Exam 2</td>
<td></td>
<td>Covers Ch.4-Ch.6</td>
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<tr>
<td>Mar 12 / 14</td>
<td>NO CLASS - Spring Break</td>
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<tr>
<td>Mar 19 / 21</td>
<td>Juvenile delinquency in family contexts</td>
<td>Ch.7</td>
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<tr>
<td>Mar 26 / 28</td>
<td>Juvenile delinquency in school contexts</td>
<td>Ch.8</td>
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<tr>
<td>Apr 2 / 4</td>
<td>Effects of peers on juvenile delinquency</td>
<td>Ch.9</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Chapter(s)</td>
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<td>Apr 9</td>
<td>Exam 3</td>
<td>Covers Ch.7-Ch.9</td>
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<tr>
<td>Apr 11 / 16</td>
<td>Overview of juvenile justice system</td>
<td>Ch.11</td>
<td></td>
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<tr>
<td></td>
<td>Research Paper Due (Apr 16)</td>
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<tr>
<td>Apr 18 / 23</td>
<td>Policing and the process of the juvenile court</td>
<td>Ch.12</td>
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<tr>
<td>Apr 25 / 30</td>
<td>Juvenile corrections</td>
<td>Ch.13</td>
<td></td>
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<tr>
<td>May 2</td>
<td>NO CLASS - Study Day</td>
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<tr>
<td>May 7</td>
<td>Final Exam</td>
<td>Covers Ch.11-Ch.13</td>
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**STUDENTS WITH DISABILITIES:**
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact **Student Accessibility Services (SAS)** as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

**Student Accessibility Services**
**Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:**
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:
SCHOLASTIC INTEGRITY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE:
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES:
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services
Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- **Learning center:** BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- **Writing center:** BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- **Advising center:** BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- **Career center:** BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)