COURSE OUTLINE
Juvenile Delinquency and Justice

Course Description
CJ 116. Juvenile Delinquency and Justice. 3 hours credit. This course will enable the student to understand the complex phenomena of juvenile delinquency and adolescent criminal behavior and to critically assess causes and solutions. The student will study the origins, approaches and theories of juvenile delinquency; the juvenile justice system, including police and courts; the juvenile correctional system; and societal response to the delinquency problem, as well as the cross-cultural perspective regarding juvenile delinquency.

Required Materials
For complete material(s) information, refer to https://bookstore.butlercc.edu

Butler-Assessed Outcomes
The intention is for the student to be able to
1. Develop a solid theoretical foundation to critically evaluate the juvenile delinquency problem.
2. Develop and employ cross-cultural perspectives regarding juvenile delinquency.
3. Apply juvenile delinquency theory to understand how juveniles and the agencies that handle them function.

Learning PACT Skills that will be developed and documented in this course
Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Analytical Thinking Skills
- Critical thinking - Through written assignment and other activities, the student will develop critical thinking skills by analyzing juvenile delinquency problems.

Major Summative Assessments Task(s)
These Butler-assessed Outcome(s) and Learning PACT skill(s) will be demonstrated by
1. Completing an essay or writing project that evaluates the juvenile delinquency problem from a theoretical foundation and applies juvenile theory and cross cultural perspectives to understand juveniles and the agencies that handle them.

Skills or Competencies
These actions are essential to achieve the course outcomes:
1. Compare and contrast the adult and juvenile justice systems.
2. Differentiate between the sources of official data.
3. Explain the development of the juvenile justice system.
4. Apply juvenile justice theories to practical situations.
5. Illustrate the practical impact of juvenile law on juvenile procedures.
6. Distinguish main procedural differences between adult and juvenile court.
7. Summarize juvenile court and corrections options following adjudication.
8. Explore juvenile behaviors, characteristics, and risk factors that lead to juvenile crime properties.
9. Identify factors that influence police discretion.
10. Demonstrate appropriate intervention strategies for juvenile offenders.

Learning Units
I. Juvenile justice and delinquency in the United States
   A. Origins of the juvenile justice system
   B. Juvenile court jurisdiction
   C. Language of juvenile justice
   D. Overview of the juvenile justice system
   E. Comparison of juvenile and criminal justice systems

II. History of the juvenile justice system
   A. Changing shape of the juvenile justice system
   B. Historical treatment of juveniles
   C. Early American juvenile institutions
   D. Early juvenile justice in the United States
   E. Traditional model of juvenile justice
   F. Due process model of juvenile justice
   G. Punitive model of juvenile justice
   H. Shifting assumptions of juvenile justice in the United States
   I. Cyclical changes in juvenile justice

III. Juvenile crime, criminals, and victims
    A. Issues in the measurement of juvenile crime
    B. Measuring the extent of juvenile crime
    C. Trends in juvenile crime and statistics
    D. Juvenile victimization rates and trends
    E. Risk and protective factors in juvenile delinquency

IV. Choice, deterrence, biological, and psychological theories
    A. Theories of juvenile delinquency
    B. Classical and positive schools of thought
    C. Choice theory
    D. Deterrence theory
    E. Biological theories
    F. Psychological theories

V. Social structure, social process, and social reaction theories
A. Social theories of delinquency
B. Social structure theories
C. Social process theories
D. Life course theories
E. Social reaction theories

VI. Delinquency prevention and intervention
A. Delinquency prevention programs
B. Theory of delinquency prevention
C. Early pre-delinquent intervention and prevention
D. Diversion
E. School-based programs
F. Community-based programs
G. Teen Courts
H. Programs focusing on status offenses
I. What doesn’t work / what does work

VII. Police and juveniles
A. Central role of police agencies in the juvenile justice system
B. Role of the police in dealing with juvenile offenders
C. Police discretion in dealing with juvenile offenders
D. Police-based programs for juveniles
E. New directions in working with juveniles in policing

VIII. Juvenile law and procedure
A. Development of juvenile law and procedure
B. Early juvenile law
C. Landmark united states supreme court cases in juvenile justice
D. Issues in juvenile law
E. Adult criminal trials versus juvenile adjudicatory proceedings

IX. Juvenile court
A. First juvenile justice courts
B. Juvenile court today
C. Juvenile court personnel
D. Intake
E. Prosecutor decision making
F. Adjudication
G. Disposition
H. Future of the juvenile court

X. Juveniles in the criminal justice system
A. Changing beliefs about the purpose of juvenile justice
B. Waiver to adult court
C. Blended sentencing
D. Juveniles in adult prisons
E. Death penalty for juvenile offenders

XI. Community-based corrections for juveniles
   A. Overview of juvenile corrections
   B. History of juvenile corrections
   C. Juvenile community corrections
   D. Juvenile probation
   E. Variations in juvenile probation
   F. Alternative sanctions in juvenile community corrections
   G. Community correctional alternatives to incarceration
   H. Aftercare for juveniles, juvenile parole, and parolee services
   I. Qualities of effective juvenile correctional programs

XII. Institutional corrections for juveniles
   A. Juvenile placement
   B. Population in institutional corrections
   C. Institutional facilities for juveniles
   D. Programming in institutional corrections
   E. Institutional life for juveniles
   F. Suicide in juvenile corrections
   G. Sexual abuse in juvenile facilities
   H. Working in institutional corrections

XIII. Gangs and delinquency
   A. Gangs in society
   B. Defining gangs
   C. Extent of the gang problem
   D. Types of gangs
   E. Characteristics of gangs
   F. Responses to gangs
   G. Controlling gang activity
   H. Future of gangs

XIV. Special populations
   A. Juveniles and violence
   B. Mentally ill juvenile offenders
   C. Juvenile drug offenders
   D. Juvenile sex offenders
   E. Chronic juvenile offenders
   F. Violent juvenile offenders
   G. Juvenile victimization and exploitation

XV. Future directions in juvenile justice
   A. Juvenile court will change
B. Current directions in juvenile justice
C. Balanced and restorative justice model
D. Final thoughts: future directions in juvenile justice

Learning Activities
Learning activities will be assigned to assist the student to achieve the intended learning outcome(s) through lecture, instructor-led class discussions, guest speakers, group activities, drills/skill practice and other activities at the discretion of the instructor. These activities may be either face-to-face or online.

Grade determination
The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: daily work, quizzes, chapter or unit tests, comprehensive examinations, projects, presentations, class participation, and other methods of evaluation at the discretion of the instructor.