SOC 206  Juvenile Delinquency

Common Course Outline

Course Information

Description
This course will provide a survey of sociological perspectives on juvenile delinquency. Juvenile delinquency has only existed as a distinct subdiscipline of criminology for about 100 years. The change in ideas reflects the unique challenges in dealing with delinquents: children commit different kinds of crimes in different ways, their motivations differ from adults, and the effective correction of these behaviors is distinct and separate from adult corrections. This course will survey sociological perspectives of these issues, how delinquents develop, how to identify delinquents and target them for interventions, as well as various "best practices" when it comes to dealing with delinquents.  (Prerequisite: Completion of READ 0090 with a grade of C or higher or a score of 78 or above in Reading comprehension on the Accuplacer; MNTC Goal Areas 5 and 9; History and Social Sciences, Ethical and Civic Responsibility)

Total Credits 3.00
Total Hours 48.00

Types of Instruction

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Pre/Corequisites
Prerequisite: Completion of READ 0090 with a grade of C or higher or a score of 78 or above in Reading comprehension on the Accuplacer

Institutional Core Competencies

1 Civic knowledge and engagement- local and global: Students will understand the richness and challenge of local and world cultures and the effects of globalization, and will develop the skills and attitudes to function as “global citizens.”

2 Ethical reasoning and action: Students will develop ethical and social responsibility to self and others, and will collaborate with others to address ethical and social issues in a sustainable manner.

3 Intercultural knowledge and competence: Students will recognize and understand the rich and complex ways that group and individual inequalities and interactions impact self and society.

External Standards

Title MN Transfer Goals

Target Standards
GOAL 5. HISTORY AND THE SOCIAL AND BEHAVIORAL SCIENCES To increase students’ knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas.

5.a Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.

5.b Examine social institutions and processes across a range of historical periods and cultures.

5.c Use and critique alternative explanatory systems or theories.

5.d Develop and communicate alternative explanations or solutions for contemporary social issues.

GOAL 9. ETHICAL AND CIVIC RESPONSIBILITY To develop students’ capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship.

9.a Examine, articulate, and apply their own ethical views.

9.b Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.

9.c Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.

9.d Recognize the diversity of political motivations and interests of others.

9.e Identify ways to exercise the rights and responsibilities of citizenship

Course Competencies

1. Explain the theoretical and legal historical contexts of juvenile delinquency
   Learning Objectives
   Demonstrate understanding of the development of criminological theory
   Demonstrate understanding of the change in criminological theory that led to juveniles being treated as a distinct class
   Demonstrate understanding of the legal shift of delinquency under English Common Law as it pertains to the United States

2. Evaluate empirical historical context of juvenile delinquency
   Learning Objectives
   Demonstrate understanding of how delinquency behavior has changed over time - namely, that delinquent behavior has dropped significantly relative to 100 years ago
   Hypothesize and defend why the shift in delinquent behavior has occurred
   Judge and justify why the public continues to believe that delinquency is rampant despite strong evidence to the contrary

3. Estimate the contribution of delinquency to overall crime rates
   Learning Objectives
   Evaluate the additive effect of delinquency to crime overall
   Synthesize and refine the categories of crime that tend to increase or decrease given specific varieties of delinquency and why this occurs

4. Debunk the "specialization" and "gateway" effects and myths of delinquency
   Learning Objectives
   Quantify the criminal specialization among delinquents
   Evaluate and criticize the evidence of the cooling-out effect of delinquency
   Critique the evidence supporting a "criminal gateway" thesis of delinquency

5. Explain the methods used to identify budding delinquents
   Learning Objectives
Demonstrate understanding of the role of schools in identifying delinquents
Demonstrate understanding of the role of parents in identifying delinquents
Demonstrate understanding of the role of law enforcement in identifying delinquents
Demonstrate understanding of the role of social service professionals in identifying delinquents

6 Explain the general methods of study used in the sociological / crimino logical analysis of juvenile delinquency

Learning Objectives
Demonstrate understanding of qualitative methods and analysis
Demonstrate understanding of quantitative methods and analysis

7 Quantify and qualify the various facets of human diversity (race, culture, class, education, etc) as they relate to delinquency

Learning Objectives
Evaluate the racial variations in delinquency
Evaluate the parental socioeconomic status variations in delinquency
Evaluate the gender variations in delinquency
Evaluate the cultural variations in delinquency

8 Postulate and evaluate the intervention and correction strategies related to delinquency

Learning Objectives
Evaluate the efficacy of various interventions
Ethically analyze the implications of various interventions
Demonstrate knowledge of the various interventions currently and formerly used with delinquents

9 Analyze the various ethical implications of juvenile delinquency, including all previous competencies

Learning Objectives
Analyze the ethical implications of juvenile delinquency as it pertains to the perpetrator and victim
Judge and justify the ethical implications of correctional policy & stigmatization
Formulate own ethical positions on the inequalities resulting from delinquency

SCC Accessibility Statement
If you have a disability and need accommodations to participate in the course activities, please contact your instructor as soon as possible. This information will be made available in an alternative format, such as Braille, large print, or cassette tape, upon request. If you wish to contact the college ADA Coordinator, call that office at 507-389-7222.

Disabilities page http://southcentral.edu/academic-policies/disability-rights.html