3 Steps to Getting Started

1. **Read your syllabus. See page 1 of your course booklet.**
   Check RaiderNet to find out if your class has any mandatory orientations, meetings, or proctored exams.
   - Log into RaiderNet through PipelineMT.
   - Click on Student.
   - Click on Registration.
   - Click on Student Detail Schedule.

2. **Begin working on assignments.**
   - **Submit assignments to your instructor:**
     Kevin Breault
     MTSU Box 10
     1301 East Main Street
     Murfreesboro, TN 37132
     Kevin.Breault@mtsu.edu
   - Assignments must be completed in sequence and are due to your instructor by the due dates listed below. Due dates are dates the assignments must be in the instructor’s office, **NOT** postmarked.
   - The dates listed on the back of this page are the last date assignments are accepted. For timely feedback, mail them earlier.
   - You may email assignments as attachments following the instructions above EXACTLY. Label your assignments with file names as follows:
     Last name_Firstname_1010_Assignment number, i.e., John_Smith_1010_1.
     Mislabeled papers will be returned for correction and resubmission.
   - Since mail is less reliable, I recommend you email your assignments. The turnaround time if they are emailed will be much faster.
   - When submitting an assignment by email, use the return receipt requested option so you receive confirmation of when your assignment was received.
   - **Cover sheets.** Please use one cover sheet (located in the back of your booklet) with each group of assignments due on the same date. Assignments due together should be mailed together if possible.

**Due dates are listed on the back of this page.**
3. Submit assignments by the assigned due dates.

Assignments and Due Dates

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topics</th>
<th>Read Chapters</th>
<th>Written Assignment</th>
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</thead>
<tbody>
<tr>
<td>September 3</td>
<td>Defining and Measuring Delinquency</td>
<td>1 and 2</td>
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<td>Written Assignment: Chapters 1 and 2</td>
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<tr>
<td>September 10</td>
<td>Violent Youth Crime</td>
<td>3</td>
<td>TWO</td>
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<td>Written Assignment: Chapter 3</td>
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<td>September 17</td>
<td>Illegal Drug Use</td>
<td>4</td>
<td>THREE</td>
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<td>September 24</td>
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<td>FOUR</td>
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<td>Written Assignment: Chapter 5</td>
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<td>October 1</td>
<td>Sociological Theory—The Mainstream</td>
<td>6</td>
<td>FIVE</td>
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<td>Written Assignment: Chapter 6</td>
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<td>Sociological Theory—The Alternatives</td>
<td>7</td>
<td>SIX</td>
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<td>Written Assignment: Chapter 7</td>
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<tr>
<td>TBA</td>
<td>Midterm Exam</td>
<td></td>
<td>MIDTERM</td>
</tr>
<tr>
<td>October 22</td>
<td>Developmental Theories and Female Delinquency</td>
<td>8 and 9</td>
<td>SEVEN</td>
</tr>
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<td></td>
<td>Written Assignment: Chapters 8 and 9</td>
<td></td>
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<tr>
<td>October 29</td>
<td>The Family</td>
<td>10</td>
<td>EIGHT</td>
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<td></td>
<td>Written Assignment: Chapter 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 5</td>
<td>The Schools</td>
<td>11</td>
<td>NINE</td>
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<td></td>
<td>Written Assignment: Chapter 11</td>
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<tr>
<td>November 12</td>
<td>Peer Groups and Gangs</td>
<td>12</td>
<td>TEN</td>
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<tr>
<td></td>
<td>Written Assignment: Chapter 12</td>
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<tr>
<td>November 19</td>
<td>The Police</td>
<td>13</td>
<td>ELEVEN</td>
</tr>
<tr>
<td></td>
<td>Written Assignment: Chapter 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 3</td>
<td>Juvenile Court and Corrections</td>
<td>14 and 15</td>
<td>TWELVE</td>
</tr>
<tr>
<td></td>
<td>Written Assignment: Chapters 14 and 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>FINAL EXAM</td>
<td></td>
<td>FINAL</td>
</tr>
</tbody>
</table>

Any corrections or updates to the printed material will be posted within the D2L shell for this course or sent by MTSU email.
If you do not have internet access, please notify your instructor immediately.
Juvenile Delinquency
Student Services
Area Code: 615

Admissions 898-2111 www.mtsu.edu/admissions.php
Bookstore, Phillips 898-2700 www.mtsu.edu/~phillips/
Child Care Complaint Hotline 313-4820 1-800-462-8261
MTSU Child Care Lab 898-2970 www.mtsu.edu/childcare/
Correspondence Courses 898-5332 www.mtsu.edu/universitycollege/distance/correspondence.php
Disabled Student Services 898-2783 www.mtsu.edu/dssemail/
Distance Learning Student Services 898-5332 www.mtsu.edu/universitycollege/distance/students.php
Distance Learning Testing Center 898-2743 www.mtsu.edu/universitycollege/distance/testing.php

Email
Email accounts are automatically created when you apply.
Check your email at least once a week via PipelineMT.

Evening School Services 898-5332 www.mtsu.edu/universitycollege/distance/evening_school.php
Information Technology Help Desk 898-5345 www.mtsu.edu/itdcommunications/helpdesk/
Library, Walker 898-2817 http://library.mtsu.edu
Distance Education Library Services 898-2549
Hours and Information 898-2817
Reference Desk 904-8539
June Anderson Center for Women and Nontraditional Students 898-5989 www.mtsu.edu/jac/
Parking and Transportation 898-2850 www.mtsu.edu/parking/
Records 898-2600 www.mtsu.edu/records/
Scheduling Center 898-5800 www.mtsu.edu/records/

SMARTHINKING Online Tutoring http://services.smarthinking.com
Your user name is your complete MTSU email address (i.e., jhz2a@mtmail.mtsu.edu).
Your password is “MTSU.” If you have problems logging in, please call 898-5332.

University Writing Center 904-8237 www.mtsu.edu/uwc/students.php
A Tennessee Board of Regents University

0714-0983 - Middle Tennessee State University is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Executive Director of Institutional Equity and Compliance, 1301 E. Main Street, CAB 220, Murfreesboro, TN 37132, 615-898-2185.

The MTSU Title IX coordinator, designated to monitor and oversee Title IX complaints, may be contacted at Sam Ingram Building, 2269 Middle Tennessee Blvd., Murfreesboro, TN 37132, 615-898-5133, or via this webpage: www.mtsu.edu/titleix/.
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## Appendix
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SOC 4540  
Juvenile Delinquency  
3 Semester Hours  

Instructor  
See enclosed sheet for instructor information.  

Course Objectives  
1. To help students develop an understanding of the nature and extent of delinquency including the definition and measurement of delinquency, violent crime, and illegal drug use;  
2. Develop an understanding of the theories of juvenile delinquency including individual theories, sociological theories, developmental theories, and theories of female delinquency;  
3. Develop an understanding of the social context of delinquency including the family, schools, and peer groups and gangs;  
4. Develop an understanding of the juvenile justice system including policy and the juvenile court and corrections; and  
5. To enhance students’ personal and intellectual growth through written class assignments involving the use of critical thinking.  

Required Textbook  

Assignments  
The course consists of 12 written assignments and two papers that will count as the midterm and final exam.  

Written Assignments  
The written assignments consist of answering questions based on each chapter (17 questions for each assignment). These questions are intended to encourage independent and original thought. The answers should reveal that you have  
1. read the material carefully;  
2. thought out your answer to each question; and  
3. composed a complete answer to each question, elaborating when possible.  
Each assignment has questions that require short and long answers. For the long questions (typically the first and second questions), you will need to go beyond the book for various ex-
exercises, although you may use any material in the book. Some of these questions require your own opinion based on the materials you have mastered. The short questions can be answered entirely from the book. Each question has a minimum page/sentence requirement that, depending on content, is generally equivalent to an average grade of B. Ordinarily, students wanting a higher grade should increase the lengths of their answers. Of course, lengthy answers without quality content will be graded accordingly.

Submission of one assignment each week is expected, and Assignments 1–6 must be completed and submitted prior to the scheduled midterm exam. Assignments 7–12 must be submitted at least prior to the scheduled final exam.

Instructions for Written Assignments

1. Answers are to be typed, double-spaced, in black print using a standard 12-point font with one-inch margins. Use only one side of standard-sized, white paper if submitting via regular mail. You may use email to send Word documents or documents in Rich Text Format (.rtf). Another alternative is to use the DropBox in D2L—more information will be sent to you at the beginning of the class. Email or the DropBox is preferred. Whatever method you use, it is important to use correct grammar and spelling. Although assignments will not be graded particularly on spelling and grammar, a lack of proper usage (especially with computerized spelling and grammar checks) conveys a certain image on your part.

2. Each question should be numbered using the same numbers used in the assignment. Each question should be written out and immediately precede the answer. Questions should be underlined or in boldface type. If you use the words or ideas of others, you MUST give full bibliographic citations. For the internet, give full URL and authorship and/or website sponsorship.

3. Remember to demonstrate your understanding of the material in your written responses because what you write is all I have to judge your grasp of the material. Remember, it is better to err in the direction of too much explanation rather than too little.

4. Fill out the Assignment Cover Sheet and use it as a cover sheet for each written assignment if you submit your assignments by regular mail. Include the cover sheet information on the first submission if submitting by email. From then on just make sure your name, along with the assignment information from above, is included within the document. If your address (or preferred address) changes during the semester, use the cover sheet to call that to my attention. Also, notify the Correspondence Course Office as well (615-898-5332).

5. Written assignments are due by the dates shown on the reading schedule.

6. Papers that do not follow the above guidelines will be returned and not be graded until the guidelines are followed.
Terms to Know
Although any given assignment may not require exact usage of these terms, I suggest you become familiar with them. Expect some of these terms and applications related to these terms to appear on exams.

Grading
Written Assignments
There will be 12 written assignments. Each will consist of 17 questions, one or two worth 20 points and the others worth 5 points (total 1,200).

Papers
There will be two papers that will count as the midterm and final exams for this course. More information will be distributed once class begins.

90–100% = A  
80–89% = B  
70–79% = C  
60–69% = D  
0–60% = F

Tips
• Keep your priorities straight: don’t get behind in your assignments.  
• Ask for help as soon as you need it.  
• If you have questions, call or email me, or include your questions with your assignments.

General Instructions/Policies
• Follow all given instructions for each written assignment.  
• All work must be completed in sequence. First, read each lesson (terms) as outlined in this handbook. Then read the textbook assignment. Your examination is drawn from the reading assignments and tests your understanding of these readings.  
• Written assignments are mailed, faxed, or emailed to the instructor.  
• Policy requires that you finish all written assignments exactly as outlined and take all exams before a final grade can be assigned.  
• Use your own words for each answer; however, when quoting from the text or other materials, use quotation marks and cite the source.  
• Always use one cover sheet for each assignment. The cover identifies your work as it is evaluated. Number and initial each page in your completed written assignment (see bullet 4 above).
• If you mail your assignments, use regular, number 10, business-size envelopes to send them to your instructor’s address. If you mail your assignments on campus, include your return P.O. box address and name on the envelope. The MTSU Post Office will not deliver mail without a return address AND name. The return address MUST be your MTSU Post Office box. If neither of these is shown, your mail will not be delivered. If you do not have a P.O. box, you must pay postage when mailing assignments to your instructor.
• Make a copy. If your work is lost before a grade is recorded, it must be resubmitted. If you email your assignments, in addition to keeping a copy, ask for an automatic read receipt upon delivery.
• Use the correct postage. More than four pages may require extra postage.

Communication Guidelines
E-mail
• Always include a subject line.
• Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
• Use standard fonts.
• Do not send large attachments without permission.
• Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
• Respect the privacy of other class members

Accessing Your Course with a Web Component
Log onto www.mtsu.edu/pipelinemt, then click on the course under the My Courses tab. If you have questions about using D2L, call Information Technology Help Desk at 898-5345.

Library
Walker Library provides services for the distance learner (including students taking online, correspondence, and videoconferencing courses) at ulibnet.mtsu.edu/distance/. Services include library research assistance, instruction in using the online catalog and full-text electronic databases, and the ability to borrow books from the library. Students are eligible to request that books and copies of periodical articles be mailed to them. Reference services via e-mail and telephone are also available.

The distance learning librarian will be happy to assist students with their academic and research needs, and may be reached at (615) 898-2535 or via e-mail at ulibnet.mtsu.edu/distance/.

Students need valid student IDs to use the Walker Library on the MTSU campus. If you cannot come to campus, you may request materials through interlibrary loan at your local public or school library.
The University Writing Center (UWC) offers free writing assistance for any writing assignment in any class. The UWC staff, composed of English graduate assistants, works with students to develop the skills necessary to become confident, competent writers by providing one-on-one consultations and helpful handouts. The Writing Center offers many online services as well, including a grammar hotline for quick questions, a D2L email drop box and chat room, and a website filled with helpful handouts, exercises, and resource links for individual work. The center is open Monday through Saturday, and access to online services is available 24/7.

SMARTHINKING Online Tutoring Service

SMARTHINKING is the leading provider of online tutoring. Students connect to live tutors from any computer that has Internet access. SMARTHINKING is a virtual learning assistance center. It provides online tutoring 24 hours a day, 7 days a week. SMARTHINKING is a free service for MTSU students. To use this service at services.smarthinking.com, use the following username and password information:

Username: full MTSU e-mail address (example lmm2r@mtmail.mtsu.edu)
Password: MTSU

If you have trouble logging in, please call 615-898-5332.

Students with Disabilities

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the Office of Disabled Student Services (DSS) (www.mtsu.edu/dssemail/). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the Office of Disabled Student Services. It is the student’s responsibility to initiate contact with the DSS staff and to follow the established procedures for having the accommodation notice sent to the instructor.

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes by telephone, individual e-mail communication (if e-mail is used), or by the U.S. Postal Service.
Technical Support
If your course has an online component and you experience problems when logging in, timing out, using Web site tools, or other technical problems are experienced, please contact the MTSU Help Desk by calling (24/7) (615) 898-5345, or by going to the Web site at www.mtsu.edu/itdcommunications/helpdesk/.

Academic Misconduct
The use of a third party to submit a student’s work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and dean of Student Affairs. Students should be familiar with the MTSU Students Rights and Responsibilities handbook which outlines academic misconduct defined as “plagiarism, cheating, fabrication, or facilitating any such act,” a statement of community standards of civil behavior, and code of computer use. The handbook can be accessed at www.mtsu.edu/~handbook/rights.pdf.

Scholarship Information
Hope (Lottery) Scholarship
To retain Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, or I in this class may negatively impact TELS eligibility. Dropping a class after 14 days may also impact eligibility. If you withdraw from this class and it results in an enrollment status of less than full time, you may lose eligibility for your lottery scholarship. For additional lottery scholarship rules please refer to your Lottery Statement of Understanding form, review lottery scholarship requirements on the web at www.mtsu.edu/scholarships/, or contact the MTSU Financial Aid Office at 898-2830.

Dennis Bain Scholarship
Dennis Bain Scholarship applications are open to any student who has taken at least one distance learning course (i.e. correspondence, online, RODP, or videoconferencing) over the past year, is currently enrolled, and who is an adult student. (See application for further details.) Applications are due by February 15 each year. For more information, please see https://mtsu.scholarships.ngwebsolutions.com/ScholarX_ScholarshipSearch.aspx. Type Dennis Bain in the Description and Name Search.

Test and Examination Information
Plan on taking your exam at the time scheduled for your course as listed on the enclosed “3 Steps to Getting Started” page. If you are unable to come to your scheduled time or location, exams can be proctored at the Academic Outreach and Distance Learning Testing Center in KUC, Room 107. The extenuating circumstances for your need to reschedule (class conflict, work schedule, etc.) will be verified by the Testing Center.
Makeup Exams

Students must register at www.mtsu.edu/universitycollege/distance/testing.php or call (615) 898-2743 for an appointment since the Testing Center is not staffed continuously. Students must

- read the Flextest Web site carefully. **Instructors may have a makeup deadline. It is the student’s responsibility to know and adhere to this deadline;**
- reschedule as soon as they know of a conflict (space is limited);
- **have an appointment** to take the exam at the Testing Center; and
- show student ID or driver’s license to take the exam.

Off-Campus Exams

Students who live **more than 50 miles** away from the MTSU Murfreesboro campus may have their exams sent off-campus to an approved proctor. To do this, please follow these steps:

- Plan ahead, a two-week notice to the Testing Center is required.
- Locate a public institution near you (public library, community college, etc.).
- At that institution, locate a proctor who is willing to administer the exam. The proctor must be a librarian, administrator, or teacher and have at least a bachelor’s degree and cannot be related to you.
- Set up a mutually convenient date and time for you to take your exam.
- Obtain the proctor’s mailing address and phone number. MTSU will provide postage for the exam to be mailed and returned, if needed; however, you will be responsible for any fees charged by the proctor. MTSU will mail or e-mail all exams to the proctor (exams cannot be faxed).
- Request your exam be sent off-campus by completing an online request at www.mtsu.edu/universitycollege/distance/testing.php or by calling (615) 898-2743.

*Expanded hours are offered during exam weeks. See Web site for current testing hours. Remember, students MUST have an appointment to take their exams at the Testing Center.*
# Reading Assignments and Exam Schedule

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>ASSIGNMENT # and CHAPTER(S)</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td><strong>Defining and Measuring Delinquency</strong></td>
<td>Assignment 1; Chapters 1, 2</td>
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<tr>
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<td>Written Assignment for Chapters One and Two</td>
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<tr>
<td>WEEK 2</td>
<td><strong>Violent Youth Crime</strong></td>
<td>Assignment 2; Chapter 3</td>
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<tr>
<td></td>
<td>Written Assignment for Chapter Three</td>
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<tr>
<td>WEEK 3</td>
<td><strong>Illegal Drug Use</strong></td>
<td>Assignment 3; Chapter 4</td>
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<tr>
<td></td>
<td>Written Assignment for Chapter Four</td>
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<tr>
<td>WEEK 4</td>
<td><strong>Individual Theories</strong></td>
<td>Assignment 4; Chapter 5</td>
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<tr>
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<td>Written Assignment for Chapter Five</td>
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<tr>
<td>WEEK 5</td>
<td><strong>Sociological Theory—The Mainstream</strong></td>
<td>Assignment 5; Chapter 6</td>
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<tr>
<td></td>
<td>Written Assignment for Chapter Six</td>
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<tr>
<td>WEEK 6</td>
<td><strong>Sociological Theory—The Alternatives</strong></td>
<td>Assignment 6; Chapter 7</td>
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<tr>
<td></td>
<td>Written Assignment for Chapter Seven</td>
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<td>WEEK 7</td>
<td><strong>MIDTERM</strong></td>
<td>Chapters 1–7</td>
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<tr>
<td>WEEK 8</td>
<td><strong>Developmental Theories</strong></td>
<td>Assignment 7; Chapters 8, 9</td>
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<tr>
<td></td>
<td>and <strong>Female Delinquency</strong></td>
<td>Written Assignment for Chapters Eight and Nine</td>
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<tr>
<td>WEEK 9</td>
<td><strong>The Family</strong></td>
<td>Assignment 8; Chapter 10</td>
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<td></td>
<td>Written Assignment for Chapter Ten</td>
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<td>WEEK 10</td>
<td><strong>The Schools</strong></td>
<td>Assignment 9; Chapter 11</td>
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<td>Written Assignment for Chapter Eleven</td>
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<tr>
<td>WEEK 11</td>
<td><strong>Peer Groups and Gangs</strong></td>
<td>Assignment 10; Chapter 12</td>
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<td>Written Assignment for Chapter Twelve</td>
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<tr>
<td>WEEK 12</td>
<td><strong>The Police</strong></td>
<td>Assignment 11; Chapter 13</td>
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<td></td>
<td>Written Assignment for Chapter Thirteen</td>
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<tr>
<td>WEEK 13</td>
<td><strong>Juvenile Court and Corrections</strong></td>
<td>Assignment 12; Chapters 14, 15</td>
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<td>Written Assignment for Chapters Fourteen and Fifteen</td>
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<td>WEEK 14</td>
<td><strong>FINAL</strong></td>
<td>Chapters 8–15</td>
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</tbody>
</table>
Study Schedule—Plan Now for Success!

Success in learning by correspondence courses begins with a regular study schedule such as a student would maintain in a regular class. Plan for your success now by using the enclosed Time Management Workshop and the form below to keep and record your progress. This will not be graded; it is simply for your records and to help you from falling behind. The correspondence course lessons are approximately one week of classroom instruction and six to eight hours of study time.

We recommend you complete about 1 lesson per week.

START: I began this course on __________________________

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Planned Date</th>
<th>Actual Date Sent</th>
<th>Date Received</th>
<th>Grade</th>
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<tbody>
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<td>__________</td>
<td>__________</td>
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Assignment 1: Defining and Measuring Delinquency

Reading Assignment

Chapter One and Two, Robert M. Regoli and John D. Hewitt, *Delinquency in Society*

Some Terms (People) to Know

**Chapter 1**
- Achieved Status
- Baby Boomers
- Chronic Status Offender
- Mary Ellen
- Juvenile Delinquent
- Parens Patriae
- Status Offense
- Emily Thompson

- Ascribed Status
- Child Savers
- Commonwealth v. Fisher
- Juvenile Delinquency
- Juveniles
- Status
- Stubborn Child Law

**Chapter 2**
- Adolescent-limited Offenders
- Aging-out Phenomenon
- Continuity of Crime
- Crimes of Interest
- John Donohue and Steven Levitt
- Falsely Accused
- Richard Herrnstein
- Incidence
- National Crime Victimization Survey
- National Youth Survey
- Racial Profiling
- Self-report Studies
- Charles Tittle
- Victimization Survey
- Marvin Wolfgang

- Age-Crime Curve
- Chronic Offenders
- Crime Index
- Dark Figure of Crime
- Ecological Fallacy
- Sheldon and Eleanor Glueck
- Hierarchy Rule
- Juveniles
- National Opinion Research Center
- Prevalence
- Secret Delinquents
- Status Offenses
- Uniform Crime Reports
- James Q. Wilson

Written Assignment One

Question 1 is worth 20 points. Answer all parts. The answer should be *at least* two pages long.

1. Juvenile delinquency is often associated with the existence of “dangerous” or “criminal” classes of people. What groups of people are usually in these classes? Which social changes in England and the United States contributed to the construction of juvenile delinquency? Do you think these changes still have an impact on how delinquency is defined and enforced?
Questions 2–17 are worth 5 points each (total 80). Each answer should have at least four sentences. Explain and elaborate why each of the statements below is false.

2. Most juvenile delinquency involves major matters such as drug dealing, aggravated assault, and robbery.

3. According to the text, to understand delinquency one must only understand adolescence.

4. By the Colonial era, Americans were beginning to define childhood as a unique period in life.

5. The parens patriae doctrine requires that parents take responsibility for their children.

6. One of the original goals of the juvenile court was to control children by institutionalizing them.

7. According to the text, the goal of the new juvenile court was to both punish and rehabilitate wayward children.

8. According to a legalistic definition of delinquency, there are many categories of both children and delinquency.

9. Child abuse is counted separately in Part II of the Uniform Crime Reports.

10. The National Youth Survey is an example of victimization data.

11. According to the “broken windows” thesis, once juveniles begin to vandalize property, they cannot stop.

12. The United States has the lowest incarceration rate in the world.

13. According to Donohue and Levitt, legal abortion is unrelated to the crime rate.


15. The Uniform Crime Reports was designed to be a measure of juvenile delinquency.

16. The age-crime curve is the well-established fact that crime rates peak between ages 13 and 15, then decline steadily.

17. Sheldon and Eleanor Glueck found that career delinquents are just as likely as other juveniles to have experienced strained family relations.
Assignment 2: Violent Youth Crime

Reading Assignment
Chapter Three, Robert M. Regoli and John D. Hewitt, Delinquency in Society

Some Terms (People) to Know
Brady Bill Delbert Elliott
Infanticide Kansas City Gun Experiment
Walter Miller Operation Ceasefire
Joseph Sheley and James Wright United States v. Lopez
Frank Zimring

Written Assignment Two
Questions 1 and 2 are worth 20 points each (total 40). Each answer should be at least two pages long.
1. In the mid-1990s, social scientist John Delulio (and others) predicted that a frightening wave of violent “super-predator” youth would terrorize America starting around 2010. Why did Delulio eventually back away from his prediction?

2. Research how other Western nations view firearms-related issues. In your research, include statistics on youth firearm violence in those nations.

Questions 3–14 are worth 5 points each (total 60). Each answer should have at least four sentences. Explain and elaborate why each of the statements below is false.

4. The increase in youth violence during the mid-1980s was related to an increase in the distribution of heroin.

5. Aggravated assault is the most commonly reported crime against juveniles.

6. Nearly 1 out of every 5 high school students was the victim of dating violence in 2003.

7. In 2000, about 15 percent of suicides committed by young people involved firearms.

8. According to Wilcox and Clayton, students whose parents own guns were no more likely than other students to carry weapons to school.
9. The police are “outgunned” by the weapons used by juveniles.

10. The 1994 Violent Crime Control and Law Enforcement Act made it a federal crime for juveniles to possess a handgun.

11. Parent training programs have little effect in reducing children’s antisocial behaviors.

12. Exposure to hostile and punitive parenting is minimally related to youth violence.

13. Community-based programs such as the Chicago Area Project try to break the link between racism and violence.

14. Older, male, minority youth are about as likely to be victims of violence as are younger, female, white youth.
Assignment 3: Illegal Drug Use

Reading Assignment
Chapter Four, Robert M. Regoli and John D. Hewitt, Delinquency in Society

Some Terms (People) to Know
Annual Prevalence  Board of Ed. of Pottawatomie Co. v. Earls
Richard Cloward and Ronald Ohlin  Decriminalization
Drug Abuse Resistance Education (D.A.R.E.)  Erich Goode
Harm Reduction  Legalization
Lifetime Prevalence  Monitoring the Future Survey
Vernonia School District 47J v. Acton

Written Assignment Three
Questions 1 and 2 are worth 20 points each (total 40). Each answer should be at least two pages long.

1. In the late 1990s, parents around the country expressed an interest in testing their own children for drug use. Research this issue. What technologies make it possible for parents to address this problem in this way? What are the implications of this new approach for parent-child relationships?

2. To what extent is drug use among adolescents related to weakened social controls? How might you research this contention?

Questions 3–14 are worth 5 points each (total 60). Each answer should have at least four sentences. Explain and elaborate why each of the statements below is false.

3. The National Crime Victimization Survey provides comprehensive information on drug violations.

4. UCR data grossly overestimate the prevalence and incidence of adolescent drug use.

5. Minority youth accounted for most of the juvenile drug offense arrests in 2003.

6. The annual prevalence measure of drug use refers to the use of a drug at least once in a person’s life.

7. Juveniles account for more than half of arrests for drug abuse violations.
8. Among younger adolescents, cocaine is the drug of choice.

9. Misuse of over-the-counter medications is an infrequent part of the juvenile drug problem.

10. Surveys of adolescent drug use are likely to overestimate the problem in part because of which youths are part of the surveys and which are not.

11. Neither eighth-graders nor high school seniors see drug use as especially risky.

12. Youths who participate in juvenile drug courts are less likely than youths on standard probation to use cocaine.

13. Studies show that mandatory school drug testing reduces the use of marijuana and other illicit drugs.

14. Participation in preschool education programs is unrelated to future drug use.
Assignment 4: Individual Theories

Reading Assignment
Chapter Five, Robert M. Regoli and John D. Hewitt, Delinquency in Society

Some Terms (People) to Know
Atavistic Beings
Albert Bandura
Behavior Theory
Classical School
Dizygotic Twins
Free Will
Hutchings and Mednick
Individual Justice
Intelligence
Justice Model
Mitigating Circumstances
Murray and Herrnstein
Positive School
Rational Choice Theory
Routine Activities Theory
B. F. Skinner
Theories
Utilitarian Punishment Model

Attention Deficit/Hyperactivity Disorder
Cesare Beccaria
Jeremy Bentham
Determinate Sentences
Eugenics
Indeterminate Sentences
Individual Theories
IQ Score
Cesare Lombroso
Monozygotic Twins (MZ)
Neoclassical School
Psychodynamic Theory
Retribution
William Sheldon
Stigmata
Token Economy
Wilson and Herrnstein

Written Assignment Four
Questions 1 and 2 are worth 20 points each (total 40). Each answer should be at least two pages long.

1. According to routine activities theory, before a crime will occur there must be suitable targets for criminal activity as well as an absence of people to deter would-be offenders. Some argue that the increased entry of women into the paid labor force has made many neighborhoods more likely targets for offenders. Evaluate this idea.

2. In response to the school violence of the late 1990s, many adults expressed the fear that violence in the media, particularly in music, television, movies, and music videos, produces violence in juveniles. What do the artists who create this music, etc., say about the impact of their work? What do juveniles say about the impact?
Questions 3–14 are worth 5 points each (total 60). Each answer should have at least four sentences. Explain and elaborate why each of the statements below is false.

3. Theories are evaluated on the basis of three criteria: testability, truth, and simplicity.

4. Beccaria’s ideas are reflected in children’s rights found in the United States Constitution, such as the right to a speedy trial and to a trial by jury.

5. Although people are generally assumed to be rational, factors such as age, gender, and mental disease are mitigating circumstances that influence their ability to make decisions.

6. In routine activities theory, the movement of women into the paid labor force is blamed for increases in street crime.

7. According to rational choice theory, criminals rarely weigh the payoffs and risks of their behaviors.

8. To Lombroso, criminals had stigmata, which separated them from their neighbors who did not have mental illness.

9. One alternative explanation of the concordance findings in twin studies is that twins spend no more time together than do other delinquents.

10. About 10 percent of American children, disproportionately boys, suffer from ADHD.

11. Recent research on ADHD and delinquency suggest that ADHD is equally distributed in the delinquent and nondelinquent populations.


13. In Bandura’s research with the “Bobo” doll, he found that some children are innately aggressive.

14. In a controversial case, NBC was found liable for damages in a case involving a “copycat” rape committed after three children watched the movie Born Innocent.
Assignment 5: Sociological Theory—The Mainstream

Reading Assignment

Chapter Six, Robert M. Regoli and John D. Hewitt, Delinquency in Society

Some Terms (People) to Know

<table>
<thead>
<tr>
<th>Term</th>
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<tr>
<td>Bond</td>
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<td>Techniques of Neutralization</td>
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Written Assignment Five

Questions 1 and 2 are worth 20 points each (total 40). Each answer should be at least two pages long.

1. Are the theories discussed in this chapter gendered? Do girls and women experience the same kinds of pressure boys and men do to achieve material success in American society? Research wealth, income, and unemployment data on women in American society. Some criminologists suggest that this data, if Merton’s ideas are right, demonstrates than women should be among America’s most frequent innovators.

2. If school is such a central variable in creating juvenile delinquency, as Cohen and others argue, what kinds of changes should be made in American schools in order to reduce delinquency?

Questions 3–14 are worth 5 points each (total 60). Each answer should have at least four sentences. Explain and elaborate why each of the statements below is false.

3. Shaw and McKay demonstrated that immigrants to the United States who are poor, unskilled, and criminogenic bring their deviant behavior patterns with them into the zone of transition.

4. Shaw and McKay linked patterns of delinquency to specific immigrant groups.

5. Shaw and McKay found that areas high in delinquency at the turn of the century had solved their delinquency problems by the mid-1930s.
6. Differential social organization is the argument that delinquency-prone neighborhoods are poorly organized.

7. Kornhauser agrees with Shaw and McKay that all people share conventional values.

8. According to differential association theory, in order to produce a juvenile delinquent, all that is really needed is the transmission of criminal techniques.

9. Sutherland’s work should lead American parents to monitor their children’s movie going, video game playing, and television watching very carefully.

10. Miller blamed lower-class men for abandoning their families and failing to correctly socialize their male children.

11. The culture of poverty is an idea that suggests that the government maintains an underclass of poor in order to keep the rest of society functioning.

12. One benefit of applying strain theory to delinquency is that so much delinquent behavior is related to money.

13. In general strain theory, Agnew argues that most of the strain on youth comes from fear of economic failure and poor school performance.

14. To Hirschi, delinquency is something few adolescents do unless some obstacle is put in their path.
Assignment 6: Sociological Theory—The Alternatives

Reading Assignment
Chapter Seven, Robert M. Regoli and John D. Hewitt, *Delinquency in Society*

Some Terms (People) to Know

- Howard Becker
- Mark Colvin
- Conduct Norms
- Crime Norms
- Differential Oppression Theory
- Dualistic Fallacy
- John Hagan
- Labeling Theory
- Karl Marx and Friedrich Engels
- Primary Deviation
- Robert Regoli and John Hewitt
- Secondary Deviation
- Thorsten Sellin
- John Braithwaite
- Mark Colvin and John Pauly
- Conflict Theory
- Differential Coercion Theory
- Disintegrative Shaming
- Falsely Accused
- Integrated Structural-Marxist Theory
- Edwin Lemert
- Master Status
- Radical Nonintervention
- Reintegrative Shaming
- Secret Deviant

Written Assignment Six

Questions 1 and 2 are worth 20 points each (total 40). Each answer should be **at least two pages long.**

1. Many conflict theorists emphasize the role of capitalism in producing and maintaining delinquency. What kinds of delinquent and/or criminal behavior occur in societies with economic systems other than capitalism?

2. What will be the impact of the increasing ethnic and religious diversity in American society on the discussion about consensus and conflict and values?

Questions 3–14 are worth 5 points each (total 60). Each answer should have **at least four sentences.** Explain and **elaborate** why each of the statements below is false.

3. According to the text, Willie Bosket himself has claimed that his position in the capitalist structure caused much of his criminal behavior.

4. Becker argues that criminologists must study the characteristics of rule breakers that make them deviant.

5. Becker argues that most children are secret deviants who have not been officially labeled.
6. One reason that the delinquent label is powerful is that juveniles fail in their attempts to negotiate their status with the adults in the juvenile court.

7. In “The Saints and the Roughnecks,” Chambliss found that lower-class families produce more than their share of delinquents.

8. When labeling theory is tested scientifically, researchers find that labeling youths who are serious offenders has a negative effect on them.

9. Conflict theorists argue that law is the result of the forceful taking of legislative power.

10. In Sellin’s work, conduct norms are widely accepted statements of societal consensus on right and wrong.

11. Hagan has found that most egalitarian families produce high levels of delinquency in both their sons and their daughters.

12. One criticism of conflict theory is that it portrays American society as being too homogeneous.

13. When conflict theory is tested scientifically, its hypotheses about the relationship of the political and economic systems to delinquency are confirmed.

14. The fact that there is little delinquency in middle-class and upper-class groups supports the link between capitalism and delinquency.
Assignment 7: Developmental Theories and Female Delinquency

Reading Assignment
Chapters Eight and Nine, Robert M. Regoli and John D. Hewitt, *Delinquency in Society*

Some Terms (People) to Know

**Chapter 8**
- Adolescence-limited Offenders
- Assortative Mating
- Cumulative Disadvantage
- Delinquent Career
- Incident Measure
- Terrie Moffitt
- Prevalence Measure
- Turning Points

**Chapter 9**
- Meda Chesney-Lind and Randall Shelden
- Chivalry Hypothesis
- Gender-role Identities
- Gisela Konopka
- Liberation Hypothesis
- Patriarchy
- Power-control Theory
- Clyde Vedder and Dora Somerville

Written Assignment Seven

Questions 1 and 2 are worth 20 points each (total 40). Each answer should be *at least* two pages long.

1. Is it the case that the families of higher status youth differ significantly from those of their less affluent peers? Find research that addresses the relationship between parental involvement with children and social class.

2. Research the history of Title IX. Consider the current state of girls, women, and athletics. As girls become normatively “stronger,” is it likely that we will see an increase in violent delinquency among girls?
Questions 3–14 are worth 5 points each (total 60). Each answer should have at least four sentences. Explain and elaborate why each of the statements below is false.

3. The age-crime curve suggests that youths experience no more strain than do people of other ages.

4. The idea of “precocious transitions” does not help explain why children become delinquent and why delinquents “go straight.”

5. Research on developmental theories has found no evidence that these explanations apply in non-Western societies.

6. In implementing Moffitt’s approach, schools should not separate difficult children from their peers in “special” classrooms.

7. Life-course persistent offenders find supportive relationships with other life-course persistent offenders.

8. The apparent superiority of boys over girls reflects innate differences in their natures.

9. Children begin to learn their gender roles when they enter school.

10. According to the text, American schools do little to inculcate gender roles in children.

11. Because of the nature of gender socialization, girls only have to defend their sexual reputations to boys.

12. In his study of gangs, Thrasher analyzed girls’ involvement in gangs as evidence that they were sexual delinquents.

13. According to Merton, female crime rates are high because females are denied access to normative means of meeting cultural goals.

14. To Albert Cohen, female delinquency is an attempt for girls to establish relationships with boys.
Assignment 8: The Family

Reading Assignment
Chapter Ten, Robert M. Regoli and John D. Hewitt, Delinquency in Society

Some Terms (People) to Know
Authoritarian Parents Authoritative Parents
Grace Barnes and Michael Farrell Bruce Chadwick and Brent Top
Robert Coles Emile Durkheim
Linda Gordon and Sara McLanahan Mavis Hetherington
Travis Hirschi Travis Hirschi and Rodney Stark
Indifferent Parents Indulgent Parents
Latchkey Children Maltreatment
Single-parent Families Socialization
James Snyder and Gerald Patterson Laurence Steinberg
Terrence Thornberry Judith Wallerstein and Joan Kelly
Judith Wallerstein and Sandra Blakeslee James Q. Wilson
Marc Zimmerman

Written Assignment Eight
Questions 1 and 2 are worth 20 points each (total 40). Each answer should be at least two pages long.

1. In power-control theory, Hagan argues that some families are “egalitarian” and that their influence on delinquency differs from that of “patriarchal” families. What evidence supports Hagan’s argument that “egalitarian” families exist? How does day-to-day life look in such a family? How is it different from life in a “patriarchal” family? How many mothers work in “positions of authority” in the paid labor force? How many fathers do?

2. Talk with a member of your family about the role conflicts produced by being a parent and being in the paid labor force at the same time. Were any of the conflicts mediated by gender? Social class? Occupational type?

Questions 3–14 are worth 5 points each (total 60). Each answer should have at least four sentences. Explain and elaborate why each of the statements below is false.

3. Hirschi and Stark found that religious adolescents are not delinquent.

4. In 1900, most children living in single-parent homes were living with a parent who had never married.
5. One of the most significant trends in American family life is the recent reduction in female-headed households.

6. The poverty rate for single-parent families is about twice as high as that for two-parent families.

7. Teen fatherhood is equally distributed among the American social classes.

8. Hetherington has found that divorce has a devastating effect on young children, leading them to become “predelinquents.”

9. The idea of a “good divorce” helps explain why most children from divorced families are not delinquent.

10. With the majority of mothers now in the paid labor force, fathers are increasingly taking on childrearing tasks on an equal basis with mothers.

11. According to Steinberg, latchkey children create a supportive peer-group culture to substitute for the parental supervision they need.

12. Children raised by authoritarian parents are likely to be responsible, self-assured, adaptive, creative, curious, and socially skilled.

13. Even children who are emotionally close to their parents are likely to become delinquents because their peers are more important to them.

14. In Lemmon’s study of male juveniles, maltreated boys were as likely as other boys to engage in serious delinquency.
Assignment 9: The Schools

Reading Assignment
Chapter Eleven, Robert M. Regoli and John D. Hewitt, *Delinquency in Society*

Some Terms (People) to Know
- Baker v. Owen
- Pottawatomie County v. Earls
- Compulsory School Attendance Law
- Garcia v. Miera
- Hall v. Tawney
- Ingraham v. Wright
- Sweep Search
- Tinker v. Des Moines School District
- Vernonia School District 47J v. Acton
- Bethel School District No. 403 v. Fraser
- Bullying
- Corporal Punishment
- Goss v. Lopez
- Hazelwood District v. Kuhlmeier
- New Jersey v. T.L.O.
- Thompson v. Cathage School District
- Tracking
- West Virginia Board of Ed. v. Barnette

Written Assignment Nine
Question 1 is worth 20 points. The answer should be at least two pages long.

1. What would students in your area identify as the five most serious problems confronting them in school today? Would adults involved with the school system prepare the same list of problems?

Questions 2–17 are worth 5 points each (total 80). Each answer should have at least four sentences. Explain and elaborate why each of the statements below is false.

2. The National Institute of Child Health and Human Development estimates that about 50 percent of students had bullied others “sometimes” or “weekly.”

3. Jackson Toby argues that the age at which students may legally leave school should be raised to 18, so that they can immediately enter the paid labor force full-time.

4. The U.S. Supreme Court has ruled that corporal punishment in schools violates the Eighth Amendment to the U.S. Constitution.

5. Historically, corporal punishment has been used successfully to teach unruly students how to adapt to an educational environment.

6. Search and seizure rules are different in schools because adults agree that students should not have much privacy at school.
7. In a nationwide opinion poll, nearly three-quarters of respondents agreed that teachers should be allowed to inflict corporal punishment.

8. Research on the long-term effects of corporal punishment tends to show that the more children are spanked, the more they respect the rules.

9. In New Jersey v. T.L.O., the U.S. Supreme Court ruled that school authorities may refuse to publish certain articles in student newspapers.

10. Students who participate in school extracurricular activities may not be required to submit to involuntary drug tests.

11. The Tinker decision allows students to protest government policies, as long as those protests are limited to wearing black armbands.

12. In the Hazelwood case, the U.S. Supreme Court upheld the right of high school journalism students to investigate controversial school issues.

13. In the Fraser decision, the court upheld a student’s First Amendment right to political speech.

14. One explanation for discipline problems currently facing American high school is the rigor of the curriculum.

15. According to Coleman, parochial schools have about the same amount of behavior problems as public schools.

16. Even students who do poorly in school and have degrading experiences in class tend to resist being involved in delinquency.

17. One benefit of tracking is that students can move from one track to another as needed.
Assignment 10: Peer Groups and Gangs

Reading Assignment
Chapter Twelve, Robert M. Regoli and John D. Hewitt, Delinquency in Society

Some Terms (People) to Know
Martin Jankowski       Malcolm Klein
Klikas                 Member-based Definition
Walter Miller          Motive-based Definition
Peer Groups            Frederic Thrasher
Turf                   Lewis Yablonsky
Youth Gang

Written Assignment Ten
Questions 1 and 2 are worth 20 points each (total 40). Each answer should be at least two pages long.

1. “Rites of passage” to mark the transition from adolescence to adulthood in American society? Are gang initiation rituals related to marking this kind of change?

2. If juvenile gangs are by their very natures secretive and age-based, how will adults ever gain credible information about them?

Questions 3–14 are worth 5 points each (total 60). Each answer should have at least four sentences. Explain and elaborate why each of the statements below is false.

3. A youth is about twice as likely to engage in delinquency if he or she can convince a close friend to become engaged in delinquency.

4. Recent studies show that children who spend a great deal of time with their families are as involved in gang delinquency as are other youth.

5. Most states have specific, legislatively determined definitions of juvenile gangs.

6. In Yablonsky’s research on violent gangs, gang leaders were chosen in an almost consensus-like process.

7. The spread of gang activity from the nation’s larger cities to its smaller ones is largely explained by gangs meeting the demand for drugs in the smaller cities.

8. Native American gangs often reflect longevity over decades, including multiple generations of family members.
9. The most frequent and violent crime against non-Hmong gang members is aggravated assault.

10. Most criminologists agree that there is little distinction between street gangs and drug gangs.

11. According to the text, “hot stop targeting” of known gang members and their hideouts had little impact on gang-related violence in Dallas in the late 1990s.

12. RICO and STEP laws are used to charge gang members with being part of an adult-run criminal conspiracy.

13. Current gang intervention and prevention programs target youths before they have committed serious crimes as gang members.

14. Gangs are permanent features of the urban, suburban, and rural landscape.
Assignment 11: The Police

Reading Assignment
Chapter Thirteen, Robert M. Regoli and John Hewitt, *Delinquency in Society*

Some Terms (People) to Know

- Booking: Chimel v. California
- Community Policing: Delbert Elliott and Harwin Voss
- Exclusionary Rule: In re Gault
- Mapp v. Ohio: Miranda v. Arizona
- One-arm’s-length Rule: Police Discretion
- Probable Cause: James Q. Wilson
- Yarborough v. Alvarado

Written Assignment Eleven

Questions 1 and 2 are worth 20 points each (total 40). Each answer should be *at least two pages long*.

1. In the late 1990s, police departments across the country were accused of using the questionable practice of “racial profiling” in their work. Investigate this issue, concentrating on whether such profiling is used in investigating juveniles.

2. What is community policing? Do community policing practices change how police and juveniles interact with one another? Do such practices change attitudes, as well as behaviors?

Questions 3–14 are worth 5 points each (total 60). Each answer should have *at least four sentences*. Explain and elaborate why each of the statements below is false.

3. The most important United Supreme Court decision affecting the rights of juveniles is Mapp v. Ohio.

4. In misdemeanor cases, police can arrest a person only if the crime is committed in their presence or there is a reliable witness to the crime.

5. In Yarborough v. Alvarado, the United States Supreme Court held that police must take “youth and inexperience” into account as they decide how to handle a suspect.

6. Most experts agree that the major factor affecting the police decision to arrest is the race of the juvenile.
7. Nonlegal factors are those variables which are the elements of a crime.

8. In Cicourel’s observation, police officers took improper demeanor on the part of juveniles to be a violation of trust between the two, but they rarely reacted to this.

9. Contemporary research reinforces the early finding that the police treat girls suspected of committing crime more leniently than boys.

10. The research is conclusive: boys and girls are likely to be treated equally by the police when they are accused of committing a status offense.

11. In Goldman’s study, the social class of a juvenile was an important cue in police decisions to refer juveniles to juvenile court.

12. According to Wilson, watchman-style police organizations tend to treat all juveniles according to the same set of departmental rules.

13. Police might refer youths to a social service agency which they think is lenient or permissive, but only if they have had personal experiences with the agency.

14. One difficulty with external referral is that many social service agencies refuse to cooperate with police requests for service.
Assignment 12: Juvenile Court and Corrections

Reading Assignment
Chapters Fourteen and Fifteen, Robert M. Regoli and John D. Hewitt, *Delinquency in Society*

Some Terms (People) to Know

**Chapter 14**
- Adjudication Hearing
- Blended Sentencing
- Demand
- Disposition Hearing
- In re Gault
- Informal Adjustment
- Intake
- Kent v. United States
- Petition
- Reverse Waiver
- Statutory Exclusion

**Chapter 15**
- Boot Camps
- Eddings v. Oklahoma
- Fine
- Parole
- Probation
- Restitution
- Stanford v. Kentucky
- Wraparound Programs

Written Assignment Twelve

Questions 1 and 2 are worth 20 points each (total 40). Each answer should be *at least* two pages long.

1. One criticism of restorative justice is that its definition of “community” may be nostalgic or unrealistic. From what kinds of communities do juvenile delinquents come?

2. What impact do unusual correctional treatments such as chain gangs have on juveniles? Do they prevent recidivism?
Questions 3–14 are worth 5 points each (total 60). Each answer should have at least four sentences. Explain and elaborate why each of the statements below is false.

3. The only real problem with the system’s handling of the Gault case was that he never received his Miranda warning.

4. One of the Supreme Court’s major concerns in extending constitutional protections to juveniles was that they would support the parens patriae philosophy.

5. Breed v. Jones is the Supreme Court case that allows the preventive detention of juveniles.

6. In the process called judicial waiver, a juvenile court judge declines to adjudicate a particular case and requests that another juvenile court judge take over.

7. Studies of transfer in local jurisdictions suggest that the impact of race and ethnicity on this decision is minimal.

8. In Davis v. Alaska, the U.S. Supreme Court held that protecting a juvenile from adverse publicity must prevail over a defendant’s right to confront witnesses.

9. Reparation is a disposition alternative that requires a youth to pay money or services to his/her victim or to the community.

10. In a survey of youths in boot camps and traditional institutions, MacKenzie et al. found more positive attitudes among the youths in traditional institutions.

11. In the early 1970s, the federal government required that states decarcerate status offenders; currently, no status offenders are in secure facilities.

12. The patterns of victimization found by Bartollas and by Feld are probably unique to the institutions they researched.

13. The field of sociology and criminal justice dominated the approach to institutionalized juveniles for most of the 20th century.

14. Forst found that sexual assault of youths was five times more common in juvenile facilities than in prisons.
Appendix
Assignment Cover Sheet for Assignment No._______

Submit this sheet along with the completed assignment to your instructor. Fill in all blanks.

Write your address clearly inside the address box.
This will be your instructor’s label when returning your assignments.

____________________________________________________ Student Name
____________________________________________________ Street Address (include apartment number)
____________________________________________________ City, State Zip

Course no. and title ________________________________ Instructor _________________________

Student Information

Date mailed ____________________________
Contact phone __________________________ Fax __________________________
Contact hours ______________________________________________________________________
E-mail address _____________________________________________________________________
Student comments___________________________________________________________________

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Faculty Use Only

Date received __________________________ Date returned ____________________________
Grade ____________________________________________________________________________
Teacher comments ________________________________________________________________

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Correspondence Course Office • Middle Tennessee State University, Murfreesboro
Mission Statement

The primary mission of correspondence study at Middle Tennessee State University is to extend the resources of the University to promote and provide for lifelong learning. Correspondence study provides the flexibility that some students need in order to meet their educational goals. But because of this flexibility, students must take greater responsibility for their education.

Correspondence study is a highly individualized method of instruction. This form of education is not meant to replace the classroom but to provide an alternate method for students who want to continue their education but because of odd work schedules, health problems, home responsibilities, etc., have restricted classroom opportunities. The same standards of quality are applied to correspondence courses as to all other University programs and instructors. These courses have been approved by the appropriate University departments and carry full University credit.