

APR 13 2012

11-10c.

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		10-51c.	AP-3/1/11	App-9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Sociology	Phone 7-7635

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) *SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE*

New Course Course Prefix Change Course Deletion
 Course Revision Course Number &/or Title Change Catalog Description Change

SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE

SOC 333 – Delinquency and Youth

<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
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2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women’s Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Program Revision
 New Minor Program New Track

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals

		Date
Department Curriculum Committee Chair(s)		10/18/10
Department Chair(s)		11-8-10
College Curriculum Committee Chair		11/17/10
College Dean		4/10/12
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Edge Reilly TECC cur	4/10/11
		4/11/12
UWUCC Co-Chairs		4/13/12

* where applicable

Received APR 13 2012 Liberal Studies
 Received SEP 21 2011 Liberal Studies
 Received DEC 9 2010 Liberal Studies

Syllabus of Record
SOC 333 – Delinquency and Youth

I. Catalog Description

Prerequisite: SOC 151

03c-01-03cr

A study of social and cultural factors involved in various youth lifestyles, including delinquency. Cross-cultural and historical approach used in a review of social norms, social control, and socialization institutions and community-based programs for rehabilitation.

II. Course Outcomes

In this course, students will:

- a) Recognize the nature and extent of juvenile delinquency in the U.S.
- b) Develop an understanding of the major theoretical approaches that have been developed as explanations for the onset of, continuation in, and desistance from delinquency including an analysis of their assumptions, limitations, and implications for social policy and prevention/intervention/treatment approaches.
- c) Review the role of social factors such as family, peers, and schools on delinquency.
- d) Assess society's efforts in the prevention of delinquency and response to delinquency through informal and formal mechanisms of social control.

III. Course Outline [Below are example topics and content for this course.]

Week 1: Juvenile Delinquency: The Act, the Actor, and the Audience

What is juvenile delinquency?
Who is a juvenile?
The creation of adolescence
What is delinquency?

Week 2: A Sociological Approach to Delinquency

Social Interaction
Social Organization
Norms
Normative behavior versus deviant behavior

Week 3: Studying Juvenile Delinquency

Official sources of juvenile delinquency data
Unofficial sources of juvenile delinquency data
Magnitude of juvenile delinquency
Trends in juvenile delinquency

Week 4: Theories of Juvenile Delinquency

Biological explanations
Psychogenic explanations

Week 5: Theories of Juvenile Delinquency (continued)

Sociological explanations
Social strain theory
Cultural transmission theory

- Week 6:** Theories of Juvenile Delinquency (continued)
Sociological explanations (continued)
Social learning theory
Social control theory
- Week 7:** Theories of Juvenile Delinquency (continued)
Sociological explanations (continued)
Labeling theory
Radical/conflict theory
- Week 8:** Theories of Juvenile Delinquency: Female Delinquency
Feminist theory
- Week 9:** Midterm Evaluation
Complete Discussion of Material to Date
Midterm Exam

[Note: Individual faculty should adjust the course schedule for breaks/holidays, such as Labor Day or MLK Day, Spring or Thanksgiving break, and reflect them in the syllabus.]

- Week 10:** The Family and Juvenile Delinquency
The family as an agent of socialization
Working mothers
Social class
Family size/birth order
Parental discipline
- Week 11:** Schools and Delinquency
Schools and the socialization process
Violence in school
School safety and “zero tolerance”
Schools and delinquency prevention
- Week 12:** Juvenile Gangs and Delinquency
Dyads and Triads
What is a gang?
Contemporary youth gangs in the U.S.
Gang violence
- Week 13:** Social Control and the Juvenile Justice System
Juveniles and the Police
Juvenile Court
Juvenile Corrections
- Week 14:** Treatment and Prevention of Juvenile Delinquency
Treatment ideology
Prevention ideology
Community efforts to prevent delinquency
Evaluation of treatment and prevention efforts

Week 15: Exam Week

Culminating Activity: Examination and/or Presentations

[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay)	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	<u>0 to 50%</u>
	Must total 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., (T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, Supplemental Books, and Readings

[One or more texts, such as the sample texts below, supplemented by other readings and videos.]

Milner, Murray. 2004. *Freaks, Geeks, and Cool Kids: American Teenagers, Schools, and the Culture of Consumption*. New York: Routledge.

Struckhoff, David R. 2006. *Annual Editions: Juvenile Delinquency and Justice 06/07* (2nd edition). Dubuque, IA: McGraw-Hill Contemporary Learning Series.

Thompson, William E., and Jack E. Bynum. 2010. *Juvenile Delinquency: A Sociological Approach* (8th edition). Boston: Pearson Education, Inc (Allyn and Bacon).

VIII. Special Resource Requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or

quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

- Best, Amy L. 2006. *Fast Cars, Cool Rides: The Accelerating World of Youth and Their Cars*. New York: New York University Press.
- Best, Amy L. 2007. *Representing Youth: Methodological Issues in Critical Youth Studies*. New York: New York University Press.
- Bogle, Kathleen A. 2008. *Hooking Up: Sex, Dating, and Relationships on Campus*. New York: New York University Press.
- Howell, James C. 2009. *Preventing and Reducing Juvenile Delinquency*. Thousand Oaks CA: Sage Publications.
- Jones, Nikki. 2010. *Between Good and Ghetto: African American Girls and Inner City Violence*. Piscataway NJ: Rutgers University Press.
- Miller, Jody. 2001. *One of the Guys: Girls, Gangs, and Gender*. New York: Oxford University Press.
- Pascoe, C.J. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley CA: University of California Press.
- Regoli, Robert M., John D. Hewitt, and Matt Delisi. 2008. *Delinquency in Society: Youth Crime in the 21st Century*. Boston: McGraw Hill.
- Rye, BJ, and Maureen Drysdale. 2009. *Taking Sides: Clashing Views in Adolescence*. Boston: McGraw Hill.
- Schaffner, Laurie. 2006. *Girls in Trouble with the Law*. Piscataway NJ: Rutgers University Press.
- Schmallegger, Frank, and Clemens Bartollas. 2008. *Juvenile Delinquency*. Boston: Pearson/Allyn & Bacon.
- Siegel, Larry J., and Brandon C. Welsh. 2009. *Juvenile Delinquency: Theory, Practice, and Law*. Belmont CA: Wadsworth.

[See also American Sociological Association teaching resources available at www.asanet.org.]

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	4. Individual development and identity	(a) – (d)	Midterm Evaluation
		5. Individuals, groups and institutions	(a) – (d)	Final Evaluation