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# Glassboro State College Senate Curriculum Committee

## Approval Form

JUVENILE DELINQUENCY IN AMERICA

Proposal Title: \_\_\_\_\_

Sponsor(s) Anthony Salerno Dept.: Law/Justice Studies Ext. 7176

Joseph B. Sanborn, Jr.

**Check one:**  Course  Specialization  Concentration  Minor  Achievement Certificate  
 Certification Program  Major Program  Minor Change \_\_\_\_\_  
(please name deletion or credit/title/catalog change)

Undergraduate  Graduate 3 Credit Hours

<p><b>Step 1 (Department)</b></p> <p><input checked="" type="checkbox"/> Approved _____ Date</p> <p><input type="checkbox"/> Not Approved</p> <p>_____ Dept. CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>2-22-90</u> Date</p> <p><u>Joseph B. Sanborn, Jr.</u> Dept. Chairperson</p>	<p><b>Step 2 (Receipt)</b></p> <p><input type="checkbox"/> SCC# _____</p> <p>Proposal Received _____ Date</p> <p>_____ SCC Chairperson</p>	<p><b>Step 3 (School CC)</b></p> <p>Reviewed <u>11/26/90</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p><b>Comments:</b> <u>We suggest Name be "Juvenile Crime ..."</u></p> <p><u>Ronald J. Gordon</u> School Cur. Comm. Chairperson</p>
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**Step 4 (Academic Dean)**

Recommend  
 Not Recommend  
 Conditionally Recommend (see comments)

Reviewed 12-5-90  
Date

**Comments:**

M. Beck  
Signature, Dean of School

**Step 5 (SCC)**

Open Hearing \_\_\_\_\_  
Date

Approved by Senate Curriculum Committee \_\_\_\_\_  
Date

Returned to sponsor(s) for the following reasons:

**Step 6 (Senate)**

Presented to Senate \_\_\_\_\_  
Date

Approved  Not Approved

Notification to Executive Vice-President/Provost \_\_\_\_\_  
Date

Joseph B. Sanborn, Jr.  
Signature, SCC Chairperson

**Step 7 (Executive V.P./Provost)**

Received 1/3/91  
Date

Approved  Yes  No

If no, reasons are as follows:

Student credit hours 3

Faculty load hours 3

Equalized credit hours 3

Official copy and approval sheet filed APR. 1 1991  
Date

Signature, Executive Vice-President/Provost

**Registrar**

Approved course description received \_\_\_\_\_  
Date

Hegis Taxonomy and Course Number assigned 2.135.305

\_\_\_\_\_  
Signature, Registrar

\_\_\_\_\_  
Date

**Notification forwarded:**

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

## PROPOSAL FOR THE COURSE "JUVENILE DELINQUENCY IN AMERICA"

### I. Details

A. Course Title: Juvenile Delinquency in America

B. Sponsors:

Anthony W. Salerno, Law/Justice Department  
Joseph B. Sanborn, Jr., Chair, Law/Justice Department

C. Credit Hours: 3

D. Course Level: Undergraduate (Sophomore or above). This course should be numbered on the 300 level (between 300 and 325).

E. Curricular Effect: Required course to replace current required, course, "Juvenile Delinquency/Justice."

F. Prerequisites: None

G. Implementation:

1. Time of Implementation: Fall, 1991
2. Scale of Implementation: At least one section of this course will be offered each semester.

H. Adequacy Of:

1. Staffing: The Law/Justice Department has at least one faculty member who is qualified to teach this course. Several other members are familiar enough with the subject to prepare to teach it if they so desire.
2. Library Facilities and Holdings: The present resouces are adequate. The Law/Justice Department has continued to increase its library allocation funds over the past two years and it is expected to continue. Thus, appropriate books and journals will be added to the present stock.
3. Space Needs: One classroom, seating no more than thirty-five students, will be needed per semester.

### II. Rationale

In the current situation Law/Justice majors are required to take the course Juvenile Delinquency/Juvenile Justice which, in one semester, must cover a number of areas: Various definitions and concepts specifically related to juvenile delinquency: measuring juvenile crime; causes and correlates of juvenile crime; the juvenile justice system today; significant Supreme Court decisions

that affect the system; and juvenile corrections. It is simply too much material to cover in any sense of depth in one semester. For years the two faculty members who have been the primary instructors in the current course have always wanted more time; the semester is not long enough to do the job that has to be done. Thus the proposed course is a partial solution to the problem. It will focus primarily on measuring juvenile crime; the cause of juvenile crime; and juvenile corrections. Another proposed course, Juvenile Justice, will focus on the other topical areas listed above.

### III. Essence of the Course:

A. Course Objectives: Arrest data point out that juveniles commit crime significantly disproportionate to their total population. Property crime peaks at about age sixteen and violent crime peaks at about age eighteen before tapering off slowly into the twenties. The primary, overall objective of the course Juvenile Delinquency in America is to examine critically the causes and correlates of the social problem expressed by these data. More specifically, students who complete the course should:

1. Know and understand the various methods of measuring juvenile crime.
2. Know and critically analyze the various theories related juvenile crime.
3. Know and critically analyze the various correlates of and social factors related to, juvenile crime.
4. Know and critically analyze the means that society uses to prevent and correct juvenile crime and juvenile delinquents.

Thus, the essence of the course will deal with five questions:

1. What is juvenile delinquency?
2. How much of it is there?
3. What causes it?
4. What social forces/factors in society are correlated with it?
5. How does society deal with it?

B. Topical Outline/Content: In outline form, the topical areas covered typically in this course are:

1. The Concept of Juvenile Delinquency
2. Measuring Juvenile Delinquency
  - a. Formal - Uniform Crime Reports
  - b. Informal - self-report surveys

- victimization surveys
- c. Research - Birth Cohort Studies
- 3. Classicism and Positivism
- 4. Biogenetic Explanations
  - a. Heredity - studies of twins and adopted children
  - b. Biochemical Imbalance - diets of children and youth: sugar, food coloring, vitamin deficiencies.
  - c. Central Nervous System Functioning - Minimal brain disorder and learning disabilities; studies of electroencephalographs and violence.
  - d. Autonomic Nervous System: slow response and conditioning.
  - e. Constitutional Factors: Somatotyping and delinquency.
- 5. Psychological Explanations
  - a. Psychoanalytical: Freud and early childhood development.
  - b. Behavioral Perspective: social learning and modeling.
  - c. Personality: the psychological and physiological roots of psychopathy.
- 6. Sociogenic Explanations
  - a. Social Strain/Anomie
  - b. Cultural Transmission - the dispersion of deviant cultures via ecological factors.
  - c. Social Learning - becoming delinquent via interpersonal relationships.
  - d. Social Control - environmental control over youth activities as a means of preventing delinquency.
  - e. Labeling Perspective - symbolic interaction and self-fulfilling prophecy as the generating forces of delinquency.
  - f. Opportunity - legitimate opportunities for youth as delinquency prevention.
  - g. Delinquent Subcultures - the lower class slums

as generator of delinquency.

- h. Delinquency and Neutralization - rationalizing behavior as an explanation of delinquency.
7. Radical/Conflict Theories - challenging traditional theories from a Marxian viewpoint.
  8. Social Factors/Forces
    - a. The family's role in delinquency
    - b. The school's role in delinquency
    - c. Gangs - sociological and psychological explanations for the development of delinquent gangs.
    - d. Drugs - the role of drugs in the development of delinquency.
    - e. Gender - explanations of female delinquency.
    - f. Violence and Television - their effects on the behavior of children and youth.
  9. Delinquency Prevention
  10. Community Corrections
  11. Institutional Corrections

C. Evaluation and Grading Procedures: Student performance will be assessed by any mixture of examinations, papers, homework assignments, and class participation. The particular mix of the performance measures will be up to the discretion of the instructor. The recommended minimum is two examinations and one out-of-class paper assignment.

D. Course Evaluation: This course will be evaluated at least annually, beginning with the first year it is offered. The evaluation process will include, but not be restricted to, student and faculty evaluations. The latter should include several peer observations followed by consultations with the instructor.

#### IV. Results of Consultation:

The Law/Justice Department unanimously agreed this should be a required course for our majors.

## CATALOG DESCRIPTION

### Juvenile Delinquency in America

This course covers the nature, extent, and society's reaction to juvenile crime, which includes the measures of delinquency, a complete range of explanatory theories, the social forces and factors related to delinquency, and the means taken to prevent and control delinquency.