

CRIM 2245.01

JUVENILE DELINQUENCY

DEPARTMENT OF CRIMINOLOGY
THE UNIVERSITY OF WEST GEORGIA

INSTRUCTOR INFORMATION

INSTRUCTOR: Patrick Brady, PhD
OFFICE: Pafford Building 313
PHONE: 678.839.3775 (Office)
678.839.5199 (Criminology Department)
EMAIL: pbrady@westga.edu
OFFICE HOURS: Monday & Wednesdays, 10AM to 11:30AM, or by appointment

COURSE INFORMATION

TITLE: Juvenile Delinquency
CATALOG ID: CRIM 2245.01
CREDIT HOURS: 3
SEMESTER: Spring 2018
DELIVERY: In-Person
CLASS HOURS: Monday & Wednesdays 12:30 pm – 1:45 pm
CLASSROOM: Pafford Building Room #102

REQUIRED READINGS: Agnew, R., & Brezina, T. (2018). *Juvenile delinquency: Causes and control* (6th Edition), Oxford University Press. ISBN #978-0190641610.

In addition to the required text, specific journal articles or other readings may be required for specific topics. Please see the course outline for all required readings by lecture topic.

REQUIRED TECHNOLOGY, MATERIALS, & SOFTWARE:

1. CourseDen
2. Three scantrons
3. Top Hat
 - Top hat is a classroom response system. You will be able to submit answers to in-class questions and attendance using your cellphones (both smart and traditional phones) or other smart devices (e.g., tablets, etc.)
 - You can visit the Top Hat Overview (www.support.tophat.com/hc/enus/articles/200019034-Top-Hat-Overview-Getting-Started) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as

providing a brief overview to get you up and running on the system. An email invitation will be sent to you by email.

- Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing.
- Our course join code is: **942161**. This will be the same for every class.

COURSE CONTENT

COURSE DESCRIPTION: This is an important course to have as juveniles are at the highest risk for victimization and perpetration of crime. But why? This course will provide a historical and contemporary perspective on the primary theories of juvenile delinquency, adolescent development, and how the juvenile justice systems seeks to prevent and rehabilitate youth offenders.

This course is divided into three units and seeks to answer three overarching questions. First, what is the nature and extent of delinquency? Second, what are the causes of delinquency? And finally, what strategies should we employ to control delinquency?

TEACHING METHODS: This course will be delivered in-person and will include readings, power points, videos, potential guest lectures, and exams.

LEARNING OBJECTIVES

By the end of the semester, you should be able to:

1. Be able to identify how delinquency is measured
2. Describe four of the leading theories on juvenile delinquency
3. Discuss how the role of families, schools, religion, and the law shapes the behavior of adolescents.
4. Describe how the juvenile justice system evolved from its origins to the institution it has now become
5. Discuss how law enforcement, the courts, and the correctional system engage in the control of juveniles
6. Describe the legal, philosophical, and political issues that control the juvenile justice system

CLASS CONTENT WARNING

This course will touch on some topics and issues which may be offensive or disturbing to some individuals. This may include, but is not limited to, violence, sexual violence, offensive/foul language, controversial laws, practices, or treatments, and cases of fictional or real criminal investigations. Students are expected to act and speak professionally when these topics are discussed. Additionally, students are expected to respect the opinions, experiences, and lifestyles of the other students in the class. Anyone who does not act professionally and respectfully will be dealt with accordingly, and may be subject to University conduct policies.

Much of juvenile delinquency has to do with victimization. It is important to keep in mind that victimization is something that affects millions of people nationwide. It is likely that students in our class may have had experiences with or know someone who has experienced some form of victimization. As we discuss and explore the etiology of delinquency, the definitions, illustrations, and examples of victimization, it may illicit discomfort and/or emotional responses. Clinical

psychologists call these “triggers.” Please note that this course is made up of readings, discussions, and exercises that involve extraordinarily sensitive material being presented in lecture or film. Please plan accordingly.

MANDATORY REPORTING FOR TITLE IX: Due to the difficult nature of the material addressed in this course, you may experience a need or desire to ventilate about the topic or process some of your own personal experiences with victimization. This is a completely normal response. Some students find they want to discuss these feelings or experiences with a supportive friend or other adult. While discussions in class and/or online are not the appropriate venue for this processing to take place, I am available to provide referrals and offer course-related support as necessary. If you share with me, either in person, in writing assignments, and/or during class, please be aware that under state and federal reporting guidelines, I cannot be a confidential resource and may have to inform others of what you have told me. This in no way is an effort to discourage you from reporting. I am informing you of my duties and responsibilities as a mandatory reporter. What is most important to me is that you are connected to the appropriate resources, such as an advocate or counseling. For your reference, additional support resources are included on this syllabus.

COURSE REQUIREMENTS

SYLLABUS QUIZ

Within the first week of class, you will be required to complete one (1) quiz over the syllabus. The syllabus is a very important document that is pertinent to your success in this class. Not only does the syllabus contain the information you need to navigate the course, it also acts as a blueprint for the course expectations, requirements, readings, assignments, and exams. It is your responsibility as a student to read and understand all the material covered in the syllabus.

Please do not stress over this quiz. Simply go over the syllabus, read it, and take the quiz. This will be listed on CourseDen. **Note: This quiz is not timed and you may use your syllabus while taking the quiz.**

CRITICAL THINKING EXERCISES

You will be required to complete five (5) critical thinking exercises during the semester. The scenario-based assignments are designed to help you gain a better understanding of the difficult situations criminal justice personnel experience on a regular basis. These assignments also assist you in developing problem-solving skills that are wicked valuable in many disciplines and not just in the area of criminal justice.

The assignments are not intended to be lengthy in nature. However, one-sentence responses will not be sufficient. The best method to obtaining full credit is to answer each question as thoroughly as possible, then ask yourself, “Why?”. Your responses should consist of complete sentences that are free of grammatical and spelling errors. Welcome to college! **You will submit these assignments via CourseDen.**

READING ASSESSMENTS

To ensure that you are coming to class and keeping up with the required reading, you will be required to take four (4) reading assessments throughout the semester. You will take timed, bi-weekly quizzes **online** covering the information discussed during the assigned weeks in both your text and in class. The reading assessments are closed book/closed note. **The reading assessments are timed and you will only have about one minute to answer each question.** This means that you will actually have to read the book and come to class to be successful on the quizzes.

When determining your final course grade, I will replace your lowest score on the quizzes with your highest quiz score. Quizzes will include multiple choice and true/false questions.

EXAMS

You will complete three (3) exams in this course. Each exam is made up of 50 questions that include a combination of true/false and multiple-choice questions. You must bring a Scantron and No. 2 pencil to class on exam days. Questions are worth two (2) points each (100 points total per exam). Exams will primarily test your knowledge of the Agnew & Brezina text and lecture materials. However, questions from other course materials (i.e. supplemental readings, videos, guest lectures, etc.) will also appear on exams. Study guides will be available for all three exams.

ATTENDANCE, PARTICIPATION, & EXCUSED ABSENCES

ATTENDANCE: In a nutshell, attendance at class is required. Attendance is crucial in this course, as much of the information covered on the exams will stem from my lectures and in-class discussions. Attendance will be documented through TopHat. At the beginning of each class, I will post the code on the board and students are required to enter the code into their TopHat accounts. **If you miss class, it is your responsibility to obtain the content covered in class. Do not email me asking if you missed something important or asking me if I could send you my notes.** I, along with the university, expect you to act as a professional. If you were late to your job consistently, you would, without a doubt, be asked to leave and most likely terminated from employment. Of course, the easiest solution to all of this is to not miss class or arrive late. Students that arrive late to class with either not be admitted to the lecture or not be count present.

PARTICIPATION: Participation consists of contributing to class discussions and answering questions via TopHat. TopHat assigns participation points for each prompt posed to students. The total amount of points for participation and attendance will be weighted accordingly based off one's attendance and participation. Participation and attendance will equal a total of 75 points, which will be determined by a weight of 50% for participation and 25% for attendance. **Note:** Technological issues with TopHat are the responsibility of the student. Students should keep track of their participation and attendance scores throughout the semester. **Should any issues come up, students will have one week from the time the prompt was presented to contact the professor.** The end of the semester is not the time to realize responses were not recorded.

EXCUSED ABSENCES: Because you are all humans who are experiencing this thing called life, I understand that things do come up. Thus, excused absences are available for classes and potentially exams (assessed on a case-by-case basis). Excused absences can be obtained by contacting me via email **prior** to the beginning of class or due dates of the activity. Prior is defined as before the activity actually begins. Excused absences will only be granted for verified illnesses, family emergencies, and University-sanctioned functions. Believe it or not, breaking up with a significant other and/or drinking too much on a Tuesday night are not excused absences. Students can miss up to three classes (which includes excused absences) before attendance impacts their grades.

GRADING METHOD AND SCALE

COURSE BREAKDOWN:

In addition to attendance and participation points, grading will be based on one (1) syllabus quiz; five (5) critical thinking exercises; four (4) reading quizzes; three (3) exams, and attendance and participation. The point distribution is as follows:

Measurements of Progress	Points	Total Points
1 Syllabus quiz	10 points	10 points
5 Critical Thinking Exercises	10 points each	50 points
4 Quizzes	10 points each	40 points
3 Exams	100 points each	300 points
Attendance	25 points	25 points
Participation	50 points	50 points
	TOTAL	475 points

FINAL GRADES:

Final course grades are calculated based on total points earned across all assignments outlined above:

425 – 475 points	90 –100%	=	A	☺
378 – 424 points	80 – 89%	=	B	
330 – 377 points	70 – 79%	=	C	
283 – 329 points	60 – 69%	=	D	
282 & below	59% or less	=	F	☹

STUDENT ACADEMIC POLICIES:

Information on your privacy rights as a student at the UWG can be found at:

<https://www.westga.edu/administration/policy/assets/docs/UWGProcedure8.3.1-FERPA-signed8.3.16.pdf>

COMMUNICATION POLICY & E-MAIL ETIQUETTE

I anticipate that you will have questions and concerns for me to address outside of class times. Your best option is to e-mail me at pbrady@westga.edu. Please note that I may not respond right away, but it is my policy to reply within 48 hours Monday through Friday.

You should be aware of what you are writing. You need to be professional and practice sending e-mails in proper form. When you enter the workforce, you will need to know how to do this to communicate properly and professionally. To get an e-mail response from me, please use the following guidelines:

- **Put something relevant to your topic in the subject line.** Keep it brief, but let me know what you need from me. For example: Missing Class or Assignment Question
- **Address me properly.** Your best bet is to begin your e-mail with Dear, or Hi Dr. Brady.
- **Remind me who you are.** I have a ton of awesome students, so I would prefer you be as specific as possible and include your name, student ID #, along with the days of the course and the course number. For example, “My name is Pat Brady (Student ID# 000540122), I am in your 12:30pm M/W juvenile delinquency course).”
- **Keep it simple.** You wouldn’t believe how many people blow my e-mail up (I’m looking at you, Groupon), so please keep things as short and to the point as possible. If you have more than one

question, use numbers or bullet points so I can be sure to address everything. If you have a very long question or a concern about the course, you would be better off making an appointment with me or seeing me during my office hours.

- **Answer me.** If I send you an answer to your question or send you some sort of attachment, please let me know that you received it. Otherwise I have no idea if I helped you or if you even got what I sent.
- **Add your signature.** At the end of your email, please be sure you include an ending of some kind (“Sincerely” works well), your name, and what class you are in. I teach several courses a semester and it can be difficult for me to know what class you are in, especially at the beginning of the semester.
- **Grammar, spelling, and punctuation all matter.** Double check your email for mistakes. It is hard for me to take you seriously if your email hardly makes sense. Do not use all capital letters in anything, as that is designed to convey anger or other strong emotions. Make sure words are capitalized that should be, and those should not be, are not. Your spell checker is helpful but does not catch everything, so be aware of what you are writing.

UNIVERSITY POLICIES & ACADEMIC SUPPORT

Please carefully review the following Common Language for all university course syllabi here:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

This document contains important material about university policies and responsibilities. Because these statements are updates as federal, state, university, and accreditation standards change, you should review the information each semester.

SUBMITTING COURSEWORK

Homework assignments will be submitted to me via CourseDen. I already get too many e-mails and I have a very short attention span. It is likely that I will not remember you submitting something via e-mail, and thus, submissions via e-mail will not be ignored.

MAKEUPS & LATEWORK

In this course, late work is simply unacceptable. However, this should not dissuade you from not completing an assignment. You will be deducted 10% per day (including weekends) for any assignments that are turned in late without an email and/or an excused absence from me. Only under extreme circumstances will I provide a make-up exam to a student who has notified me *prior* to missing the exam. If you are unable to contact me prior to missing the exam, you must notify me in writing within 5 days of the absence. Verbal excuses will not be accepted. **As the instructor, I reserve the right not to accept or deduct points from any late quiz/test or homework. Additionally, giving a make-up exam is at the instructor’s discretion.**

TECHNOLOGY IN THE CLASSROOM

Technology is ubiquitous and has become an integral component to our everyday activities. As hard as it is to refrain from scrolling through endless photos of other’s people’s food and/or pets while I blab on about juveniles or something, the use of technology in somewhat permitted, but only through my discretion. In other words, you will only be allowed to use your technological devices with my permission or during a class activity.

“But Professor Brady, I take notes on my laptop!” I understand, but I would encourage students to take notes by hand. Numerous studies have shown that students are significantly more likely to retain information for longer periods of time when they document the information by hand. If you absolutely

have to use your laptop in class, I would ask that you sit in a designated area towards the back of the classroom as a courtesy to your classmates. It is distracting for students who are trying to learn while you are trying to catch up on the latest episode of the Walking Dead.

Additionally, the use of technology will be permitted during class activities only, which includes – but is not limited to – class polling/surveying during lectures (i.e., TopHat app), or when I need someone to Google something because I can't think of it off the top of my head. Otherwise, please don't text, SnapChat, tweet, Facebook, Instagram, among other ridiculous social media outlets, during my class.

ACADEMIC HONESTY

The academic community operates on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when academic dishonesty occurs, either inadvertently or deliberately. Academic dishonesty will NOT be tolerated and is regarded as a VERY serious matter. You assume full responsibility for the content and integrity of the academic work you submit. The guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Academic Dishonesty includes, but is not limited to:

- **Cheating:** intentionally using or attempting to use unauthorized material, information, or study aids in any academic exercise; copying or allowing someone to copy any portion of a required assignment; turning in work previously completed for another course.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Plagiarism:** knowingly copying any portion of another's work without proper citation (this includes paraphrasing or summarizing others' work without citing them).
- **Interference:** changing, stealing, impeding, or destroying another student's work.
- **Facilitating Academic Dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of the academic code.

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. All assignments will be submitted to Turnitin. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see <http://www.westga.edu/handbook/>

STUDENTS WITH SPECIAL NEEDS

If you are student with a disability or special need(s) - as defined under the Americans with Disabilities act - and you require assistance or support services, please notify me and provide me with a copy of your packet from Student Services. The university will provide you with resources for any audio/visual needs that you may have with the learning management system or course content.

It is important that you contact UWG Accessibility Service immediately to discuss and identify the exact accommodations that are necessary for you to succeed in this course. Please consult the following link for more details regarding accessibility for this course, including contact information for those with accessibility needs:

Office Location: 123 Row Hall

Hours of Operation: Monday-Friday, 8:00 AM to 5:00 AM

Telephone: 678.839.6428
678.839.6429 (TDD)

E-mail: counseling@westga.edu

Website <https://www.westga.edu/student-services/counseling/accessibility-services.php>

After-hours psychological crisis hotline: 678.839.6428

TITLE IX: SEXUAL HARASSMENT & DISCRIMINATION POLICY - RESOURCES

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).

The UWG is committed to creating an educational and learning environment free from discrimination based on sex and supports members of the campus community by providing resources to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence. The Title IX Coordinator has been charged with monitoring and ensuring compliance with these regulations. Questions regarding Title IX or concerns about and complaints of non-compliance that include complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to the Title IX Coordinator. Complaints will be addressed using the College’s complaint procedures (<https://www.westga.edu/administration/vpsa/ocs/index.php>). More information about this policy can be found at <https://www.westga.edu/hr/title-nine.php>

RESOURCES

Resource	Phone	E-mail/Location
Title IX Coordinator - Claudia Lyerly	678.839.2981	clyerly@westga.edu Human Resources – Aycock Hall
UWG Counseling Center	678.839.6428	123 Row Hall
UWG Advocacy Crisis Line	470.215.9946	–
Advocacy Services	678.839.6452	–
UWG Health Center	678.839.6452	Round building across from the University Community Center
University Police	678.839.6000	Aycock Hall
Carrollton Police Department	770.834.4451	115 W Center St. Carrollton
Prevention Advocacy Resource Center (PARC) (advocacy center for victims)	770.834.7273	http://www.wgaparc.org/ 128 West Center St. Carrollton
Carroll County Emergency Shelter	770.834.1141	–
Georgia Crisis and Access Line	1.800.715.4225	–
Tanner Behavioral Health 24-hour Help Line	1.800.836.9551	–
National Sexual Assault Hotline	1.800.656.HOPE (4673)	www.rainn.org Rape, Abuse, & Incent National Network
		www.afsp.org

National Suicide Prevention Lifeline	1.800.273.8255	American Foundation for Suicide Prevention
National Domestic Violence Hotline	1.800.799.SAFE (7233); or 1.800.787.3224 (TTY)	www.ncadv.org National Coalition Against Domestic Violence

CRIM 2245 COURSE OUTLINE: SPRING 2018

This is the tentative course outline for the semester. Chapters may extend into additional weeks, thus requiring revisions of this course outline. I, as the instructor, reserve the right to alter any aspect of the course, including assignments and course outlines throughout the semester. You will, however, be notified when changes are made.

DATES		CRIM 2245 TOPIC, READINGS, AND ASSIGNMENTS
Week 1 1/8 & 1/10		<p>Topic: Introductions & Syllabus</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Agnew & Brezina Chapter 1: What is delinquency and how does it differ from adult crime?
UNIT #1: THE NATURE & EXTENT OF DELINQUENCY		
Week 2	1/15	No class – Martin Luther King Day
	1/17	<p>Topic: What is the nature and scope of delinquency?</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Agnew & Brezina Chapter 2: How is delinquency measured? <p>Due by 12:30 pm on Wednesday (1/24) via CourseDen:</p> <ul style="list-style-type: none"> • TopHat Subscription & Account created
Week 3 1/22 & 1/24		<p>Topic: How does delinquency differ by social class, race, age, and sex?</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Agnew & Brezina Chapter 3 – How much delinquency is there, and is it increasing? • Agnew & Brezina Chapter 4: Who is most likely to engage in delinquency? <p>Due by 11:59 pm on Wednesday (1/24) via CourseDen:</p> <ul style="list-style-type: none"> • Syllabus Quiz • Critical Thinking Exercise #1: <i>Right Side of the Tracks – Wrong Side of the Law</i>
Week 4	1/29	Topic: Catch-up & Review for Exam #1
	1/31	<p>EXAM #1</p> <p>Chapters 1, 2, 3, & 4</p> <p><i>Remember to bring #2 pencil and small pink scantron</i></p>

UNIT #2: THEORIES EXPLAINING JUVENILE DELINQUENCY	
<p>Week 5 2/5 & 2/7</p>	<p>Topic: How do we define and test theories?</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Agnew & Brezina CH 5: What is a theory and how do we test them?
<p>Week 6 2/12 & 2/14</p>	<p>Topic: How does stress and strain influence delinquency?</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Agnew & Brezina CH 6: Strain theory <p>Due by 11:59 pm on Wednesday (2/14) via CourseDen:</p> <ul style="list-style-type: none"> • Critical Thinking Exercise #2: <i>A family of offenders</i> (Available via CourseDen)
<p>Week 7 2/19 & 2/21</p>	<p>Topic: Do juveniles <i>learn</i> to engage in negative behaviors? If so, how?</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Agnew & Brezina CH 7: Social learning theory <p>Due by 11:59 pm on Wednesday (2/21) via CourseDen:</p> <ul style="list-style-type: none"> • Quiz #1: Chapters 5 & 6 (Available via CourseDen)
<p>Week 8 2/26 & 2/28</p>	<p>Topic: Why do some juveniles engage in delinquency when others do not?</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Agnew & Brezina CH 8: Control theory <p>Due by 11:59 pm on Wednesday (2/28) via CourseDen:</p> <ul style="list-style-type: none"> • Critical Thinking Exercise #3: <i>A choice of punishments</i> (Available via CourseDen)
<p>Week 9 3/5 & 3/7</p>	<p>Topic: Brands influence our spending, but does a label influence delinquency?</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Agnew & Brezina CH 9: Labeling theory <p>Due by 11:59 pm on Wednesday (3/7) via CourseDen:</p> <ul style="list-style-type: none"> • Quiz #2: Chapters 7 & 8 (Available via CourseDen)

<p>Week 10 3/12 & 3/14</p>	<p>Topic: Does delinquency continue into adulthood?</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Agnew & Brezina CH 10: The life course <p>Due by 11:59 pm on Wednesday (3/14) via CourseDen:</p> <ul style="list-style-type: none"> • Critical Think Exercise #4: <i>Guilty by tattoo</i> (available on CourseDen) 				
<p>Week 11 3/19 & 3/21</p>	<p style="text-align: center;">NO CLASS! SPRING BREAK!!!</p>				
<p>Week 12</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center; vertical-align: middle;">3/26</td> <td style="text-align: center;">Topic: Catch-up and Review</td> </tr> <tr> <td style="width: 10%; text-align: center; vertical-align: middle;">3/28</td> <td style="text-align: center;"> <p>EXAM #2</p> <p>Chapters 5, 6, 7, 8, 9, & 10</p> <p><i>Remember to bring #2 pencil and small pink scantron</i></p> </td> </tr> </table>	3/26	Topic: Catch-up and Review	3/28	<p>EXAM #2</p> <p>Chapters 5, 6, 7, 8, 9, & 10</p> <p><i>Remember to bring #2 pencil and small pink scantron</i></p>
3/26	Topic: Catch-up and Review				
3/28	<p>EXAM #2</p> <p>Chapters 5, 6, 7, 8, 9, & 10</p> <p><i>Remember to bring #2 pencil and small pink scantron</i></p>				
<p style="text-align: center;">UNIT #3: CAUSES OF & STRATEGIES TO PREVENT AND CONTROL DELINQUENCY</p>					
<p>Week 13 4/2 & 4/4</p>	<p>Topic: Is it nature or nurture...or both?</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Agnew & Brezina CH 13: Individual traits • Agnew & Brezina CH 14: The family • Chamberlain – The amazing adolescent brain (available on CourseDen) 				
<p>Week 14 4/9 & 4/11</p>	<p>Topic: How does schools and peers influence behavior among juveniles?</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Agnew & Brezina CH 15: The school • Agnew & Brezina CH 16: Delinquent peers & gangs <p>Due by 11:59 pm on Wednesday (4/11) via CourseDen:</p> <ul style="list-style-type: none"> • Critical Thinking Exercise #5: <i>The teacher, the delinquent, and the gang</i> (Available via CourseDen) 				
<p>Week 15 4/16 & 4/18</p>	<p>Topic: What about the media, guns, and drugs? OH MY!</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Agnew & Brezina CH 17: Other social influences <p>Due by 11:59 pm on Wednesday (4/18) via CourseDen:</p> <ul style="list-style-type: none"> • Quiz #3: Chapters 13 & 14 (Available via CourseDen) 				

<p>Week 16 4/23 & 4/25</p>	<p>Topic: How to we prevent, control, and reduce juvenile delinquency?</p> <p>Reading Assignments:</p> <ul style="list-style-type: none"> • Agnew & Brezina CH 23: The strategies of deterrence and incapacitation • Agnew & Brezina CH 24: The strategies of prevention and rehabilitation <p>Due by 11:59 pm on Wednesday (4/25) via CourseDen:</p> <ul style="list-style-type: none"> • Quiz #4: Chapters 15, 16, & 17 (Available via CourseDen) 	
<p>Week 17</p>	<p>4/30</p>	<p>Topic: Catch-up and Final Exam Review</p>
	<p>5/2</p>	<p style="text-align: center;">FINAL EXAM:</p> <p style="text-align: center;">Wednesday, May 2nd, 2018 from 11:00AM to 1:00PM</p> <p style="text-align: center;">Chapters 13, 14, 15, 16, 17, 23 & 24, plus readings and lecture materials</p> <p style="text-align: center;">Bring Scantron & #2 Pencil</p>

