Test Bank for Juvenile Justice In America 9th Bartollas

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Pearson

Online Instructor's Manual with Test Bank

for

Juvenile Justice in America

9th Edition

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City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

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To the Instructor

Juvenile Justice in America (9th Edition) provides an in-depth look at the lives of juveniles, their experiences in society, and the consequences of those experiences. The text carefully examines the structures, procedures, policies, and problems of American juvenile justice agencies. The Ninth Edition places further emphasis on delinquency prevention, and features a new chapter on juvenile offender populations to give readers a more comprehensive view of delinquent youth. Boxed features in every chapter highlight the practical realities of working in the juvenile justice system. The careful balance of theory, evidence-based findings, and practical applications gives readers the most up-to-date insight into the state of juvenile justice in America today.

The instructor's manual begins with an outline of the chapters to assist with lecture preparation. Following the chapter outlines, there is a list of videos relevant to juvenile justice topics. Finally, there is a test bank that includes multiple choice, true/false, fill-in-the-blank, matching, essay, and critical thinking questions that cover the information in each chapter. New questions have been added and others edited either for the sake of clarity or to cover added new materials.

This course can easily be set up in various weekly formats without having to adjust the point system. Graded assignments in every class are recommended in order to motivate students to attend all classes. To add more graded assignments, you could offer fewer points for the "Instructor Assigned" homework and have some in-class points added each week. You can offer graded activities at the very beginning of classes and at the end of classes to encourage students to be to class on time and to remain at class until the end. These activities can be short quizzes from prior lectures or can be quizzes at the end of class from the lecture offered during the class. Points can be offered for correct answers or for participation. Games can be played in which questions are asked from prior learning and the students can receive a grade for participating.

It might help to "sell" the paper to the students in a way that helps them realize that it isn't just a paper, but more of a research project that can benefit them in finding out more about the field they want to work in, or just want to learn more about. Hopefully the students who have used too many drugs or committed too many crimes will find out early where they can and can't work before they dedicate too much time into the wrong areas.

If possible, try to bring in a few guest speakers. Let the students know in week one that you would like 2–3 guest speakers and ask them to contact you if they have any relatives or friends who could qualify. You could either have the student invite the speakers or you could obtain contact info and invite the speakers yourself. Usually about 45 minutes is sufficient for a speaker to talk about what they do and what road they took to get there. They can offer some advice to those interested in their field and answer questions.

For the first class, it is a good idea to make a quiz on the syllabus and have each student take it for a grade or just for your own records. If you do this as a graded assignment, you would need to adjust your point system to allow more points to be earned. Another option for the first and last class is a pretest and a posttest. A 25–50-question quiz can easily be put together using the test bank that is provided at the end of this manual.

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Course Syllabus

Course Title:	**Course Number:**
Credit Hours:	**Course Length: 16 Weeks**
Date:	**Course Schedule:**
Instructor:	
Phone:	
Email:	

Course Description:

This course is an overview of the development, nature, purpose, and theoretical doctrines of juvenile justice. Topics to be covered throughout the course include the history and development of juvenile court, police decision making regarding juvenile offenders, juvenile detention, the court intake process, juvenile transfer policies, juvenile court decisions, the effectiveness of juvenile corrections, and delinquency prevention and intervention.

Course Materials

- *Juvenile Justice in America*

  Clemens Bartollas – *University of Northern Iowa*

  Matthew Makarios – *University of Northern Iowa*

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Course Assignments

- **Exams** (50 points each – 150 points)

  There are three (3) multiple-choice exams. The exams are not cumulative but will be based on the chapters presented immediately preceding each exam.
- **Final exam** (100 points)

  There will be final exam for this class. The format for the exam may consist of some type of multiple choices, fill-in-the-blanks, and/or essay questions that pertain to all of the information presented.
- **Instructor assignments** (10 points each – 70 points)

  Assignments will be given out throughout the semester. Students are expected to complete each assignment and submit them on the due date.
- **Essay or Critical Thinking** (10 points each – 130 points)

  Students will complete an essay or critical thinking assignment for each chapter.
- **Project Paper** (50 points)

  Students will write a research paper about a career in juvenile justice that is of interest to the student. The paper will be in APA format and contain an introduction, the body of the research, and a conclusion. The paper must contain in-text citations from at least three sources. One of the sources must be our textbook.

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APA Style

Papers that you write in your program of study must follow the guidelines set by the American Psychological Association.

Purdue Online Writing Lab: Visit the Online Writing Lab (called OWL) whenever you have an APA question.

There is a tutorial on the APA website that teaches how to write using the APA format.

Academic Dishonesty/Plagiarism

In the learning environment, professional attitude begins in the classroom. For that reason, students and faculty will not tolerate or commit any form of academic dishonesty.

Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:

- Copying work from any source.
- Assisting, or allowing another to assist you, to commit academic dishonesty.
- Any attempt to share answers whether during a test or in the submittal of an assignment.
- Any attempt to claim work, data or creative efforts of another as your own.
- Resubmitting graded assignments for use in multiple classes (recycling your work).
- Knowingly providing false information about your academic performance to the college.
- To avoid plagiarism, do not "copy and paste" into assignments without using quotation marks and citing, in APA format, the source of the material.

Plagiarism

- Papers that you write in your program of study must follow the guidelines set by the American Psychological Association (APA). Using another's intellectual creation without permission or without giving appropriate credit is the academic equivalent of theft.

Consequences of Academic Dishonesty/Plagiarism

All violations of academic policy are documented and made a part of the student's academic record. When academic dishonesty is confirmed, the student will immediately be notified of the incident, which may result in one or more of the actions listed below:

- Reduction in grade on the assignment on which the violation occurred
- No credit on the assignment, paper, test, or exam on which the violation occurred
- A failing grade for the course
- Suspension or dismissal from the college

Class rules

- Attendance

  The requirement to attend class should not be taken lightly. Attendance is considered an important part of the course. Excessive unexcused absences will negatively impact on the classroom participation grade as well.

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- Make-Ups

  Students who have scheduling conflicts with an exam are expected to make arrangements with instructor in advance. Students are allowed one make-up on an exam per semester. The instructor will announce the make-up date and time. There is no make-up on the final exam.

- Student Conduct

  Students are responsible for knowing the regulations of the department, college, and university with regards to topics such as withdrawals, incomplete grades, student conduct, and academic misconduct (those who engage in any form of academic dishonesty will fail this course). Students may review these rules at: _____.

- No use of cell phones will be allowed in the classroom.

Grade Categories	Total Points
Three Quarterly Exams	150
Instructor Assignments	70
Essays and Critical Thinking	130
Project Paper	50
Final Exam	100
Total:	500

Grading Scale		
Letter Grade	**Point Scale**	**Interpretation**
A	450–500	Excellent
B	400–449	Good
C	350–399	Average
D	300–349	Below Average
F	Below 300	Failed to Meet Course Objectives

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Class Schedule

Class	Date	Discussion Topic	Learning Activities / Resources	Graded Assignments
Wk 1		Introduction Overview of syllabus and course material Chapter 1: Juvenile Justice PowerPoint Lecture	During this first week you will be introduced to the course and walked through the syllabus. You will be given the first *Instructor Assignment*. You will also receive clarification on the research paper so you can get started. You will view the first PowerPoint lecture and participate in class exercises and discussions to earn participation points. **Reading for next week: Ch 2**	IA #1 – *(10 points)* Due _____ #1 Essay or critical thinking exercise *(10 points)* Due _____
Wk 2		Chapter 2: The Extent and Nature of Juvenile Crime PowerPoint Lecture	During this class you will participate in a discussion about IA #1. You will view a PowerPoint lecture for chapter 2 and participate in class exercises and discussions to earn participation points. **Reading for next week: Ch 3**	IA #2 – *(10 points)* Due _____ #2 Essay or critical thinking exercise *(10 points)* Due _____
Wk 3		Chapter 3: Causes of Juvenile Crime PowerPoint Lecture	During this class you will participate in a discussion about IA #2. You will view a PowerPoint lecture for chapter 3 and participate in class exercises and discussions to earn participation points. **Reading for next week: Ch 4**	IA #3 – *(10 points)* Due _____ #3 Essay or critical thinking exercise *(10 points)* Due _____
Wk 4		Chapter 4: Gender and Juvenile Justice PowerPoint Lecture	During this class you will participate in a discussion about IA #3. You will view a PowerPoint for chapter 4 and participate in class exercises and discussions to earn participation points. Study guide will be passed out for exam #1 over chapters 1, 2, 3, and 4. **Reading for next week: Ch 5**	#4 Essay or critical thinking exercise *(10 points)* Due _____

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Wk 5		Chapter 5: The Prevention of Delinquency PowerPoint Lecture	During this class you take your first exam. You will participate in a class discussion on last week's assignment. You will view a PowerPoint for chapter 5 and participate in class exercises and discussions to earn participation points. Paper is due next **Reading for next week: Ch 6**	Exam #1 *(50 points)* #5 Essay or critical thinking exercise *(10 points)* Due _____
Wk 6		Chapter 6: The Police PowerPoint Lecture	You will submit your paper this week. During this class you will view a PowerPoint for chapter 6 and participate in class exercises and discussions to earn participation points. **Reading for next week: Ch 7**	Paper *(50 points)* IA #4 – *(10 points)* Due _____ #6 Essay or critical thinking exercise *(10 points)* Due _____
Wk 7		Chapter 7: The Juvenile Court PowerPoint Lecture	During this class you will receive your graded papers. You will participate in a class discussion on IA #4. You will view a PowerPoint for chapter 7 and participate in class exercises and discussions to earn participation points. Study guide handed out for exam #2 over chapters 5, 6, 7, and 8. **Reading for next week: Ch 8**	#7 Essay or critical thinking exercise *(10 points)* Due _____

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Wk 8		Chapter 8: Juveniles in Adult Court PowerPoint Lecture	During this class you will take your second exam. You will view a PowerPoint for chapter 8 and participate in class exercises and discussions to earn participation points. **Reading for next week: Ch 9**	Exam #2 (50 points) IA #5 – *(10 points)* Due _____ #8 Essay or critical thinking exercise *(10 points)* Due _____
Wk 9		Chapter 9: Community Corrections PowerPoint Lecture	During this class you will participate in a class discussion on IA #5. You will view a PowerPoint for chapter 9 and participate in class exercises and discussions to earn participation points. **Reading for next week: Ch 10**	Exam #2 (50 points) IA #5 – *(10 points)* Due _____ #8 Essay or critical thinking exercise *(10 points)* Due _____
Wk 10		Chapter 10: Juvenile Institutionalization PowerPoint Lecture	During this class you will view a PowerPoint for chapter 10 and participate in class exercises and discussions to earn participation points. **Reading for next week: Ch 11**	#10 Essay or critical thinking exercise *(10 points)* Due _____
Wk 11		Chapter 11: Juvenile Aftercare PowerPoint Lecture	You will participate in a class discussion on the lab assignment from last week. You will view a PowerPoint for chapter 11 and participate in class exercises and discussions to earn participation points. Study guide handed out for exam #3 over chapters 9, 10, 11, and 12. **Reading for next week: Ch 12**	IA #6 – *(10 points)* Due _____ #11 Essay or critical thinking exercise *(10 points)* Due _____

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Wk 12		Chapter 12: Treatment Technologies PowerPoint Lecture	During this class you will take your third exam. You will participate in a class discussion on IA #6. You will view a PowerPoint for chapter 12 and participate in class exercises and discussions to earn participation points. **Reading for next week: Ch 13**	Exam #3 *(50 points)* #12 Essay or critical thinking exercise *(10 points)* Due _____
Wk 13		Chapter 13: Juvenile Gangs PowerPoint Lecture	During this class you will participate in a class discussion on last week's assignment. You will view a PowerPoint for chapter 13 and participate in class exercises and discussions to earn participation points. **Reading for next week: Ch 14**	IA #7 – *(10 points)* Due _____
Wk 14		Chapter 14: Drugs and Delinquency PowerPoint Lecture	During this class you will participate in a class discussion on IA #7. You will view a PowerPoint for chapter 14 and participate in class exercises and discussions to earn participation points. **Reading for next week: Ch 15**	#13 Essay or critical thinking exercise *(10 points)* Due _____
Wk 15		Chapter 15: Juvenile Justice in the Twenty-First Century PowerPoint Lecture	During this class period you will hear from a few guest speakers in the criminology field. You will view a PowerPoint for chapter 15 and participate in class exercises and discussions to earn participation points. Study guide handed out for the final exam over chapters 13, 14, and 15, and anything else selected by the instructor.	
Wk 16		Final Exam	Final Exam	Final Exam *(100 points)*

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Grading Rubric

Content and Development 35 Points	**Points Earned /35**
	Additional Comments:
All key elements of the assignment are covered in a substantive way. • Students chose a relevant topic from the textbook. • The body of the paper is at least _____ in length.	
The content is comprehensive, accurate, and persuasive.	
Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.	
The introduction provides sufficient background on the topic and previews major points.	
The conclusion is logical, flows from the body of the paper, and reviews the major points.	
Readability and Style 7.5 Points	Points Earned /7.5
	Additional Comments:
Paragraph transitions are present, logical, and maintain the flow throughout the paper.	
The tone is appropriate to the content and assignment.	
Sentences are complete, clear, and concise.	
Sentences are well constructed, with consistently strong, varied sentences.	
Sentence transitions are present and maintain the flow of thought.	
Mechanics 7.5 Points	Points Earned /7.5
	Additional Comments:
The paper, including the title page and reference page follows APA formatting guidelines.	

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Citations of original works within the body of the paper follow APA guidelines.	
The paper is laid out with effective use of headings, font styles, and white space.	
Rules of grammar, usage, and punctuation are followed.	
Spelling is correct.	
Total 50 Points	Points Earned /50
Overall Comments:	

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Class Syllabus

Course Title:	**Course Number:**
Credit Hours:	**Course Length: 10 Weeks**
Date:	**Course Schedule:**
Instructor:	
Phone:	
Email:	

Course Description:

This course is an overview of the development, nature, purpose, and theoretical doctrines of juvenile justice. Topics to be covered throughout the course include the history and development of juvenile court, police decision making regarding juvenile offenders, juvenile detention, the court intake process, juvenile transfer policies, juvenile court decisions, the effectiveness of juvenile corrections, and delinquency prevention and intervention.

Course Materials

- *Juvenile Justice in America*

  Clemens Bartollas – *University of Northern Iowa*

  Matthew Makarios University of Northern Iowa

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Course Assignments

- **Exams** (50 points each – 150 points)

  There are three (3) multiple-choice exams. The exams are not cumulative but will be based on the chapters presented immediately preceding each exam.
- **Final exam** (100 points)

  There will be final exam for this class. The format for the exam may consist of some type of multiple choices, fill-in-the-blanks, and/or essay questions that pertain to all of the information presented.
- **Instructor assignments** (10 points each – 80 points)

  Assignments will be given out throughout the semester. Students are expected to complete each assignment and submit them on the due date.
- **Essay or Critical Thinking** (10 points each – 120 points)

  Students will complete an essay or critical thinking assignment for each chapter.
- **Project Paper** (50 points)

  Students will write a research paper about a career in juvenile justice that is of interest to the student. The paper will be in APA format and contain an introduction, the body of the research, and a conclusion. The paper must contain in-text citations from at least three sources. One of the sources must be our textbook.

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APA Style

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There is a tutorial on the APA website that teaches how to write using the APA format.

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Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:

- Copying work from any source.
- Assisting, or allowing another to assist you, to commit academic dishonesty.
- Any attempt to share answers whether during a test or in the submittal of an assignment.
- Any attempt to claim work, data or creative efforts of another as your own.
- Resubmitting graded assignments for use in multiple classes (recycling your work).
- Knowingly providing false information about your academic performance to the college.
- To avoid plagiarism, do not "copy and paste" into assignments without using quotation marks and citing, in APA format, the source of the material.

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- Reduction in grade on the assignment on which the violation occurred
- No credit on the assignment, paper, test, or exam on which the violation occurred
- A failing grade for the course
- Suspension or dismissal from the college

Class rules

- Attendance

The requirement to attend class should not be taken lightly. Attendance is considered an important part of the course. Excessive unexcused absences will negatively impact on the classroom participation grade as well.

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- Make-Ups

Students who have scheduling conflicts with an exam are expected to make arrangements with instructor in advance. Students are allowed one make-up on an exam per semester. The instructor will announce the make-up date and time. There is no make-up on the final exam.

- Student Conduct

Students are responsible for knowing the regulations of the department, college, and university with regards to topics such as withdrawals, incomplete grades, student conduct, and academic misconduct (those who engage in any form of academic dishonesty will fail this course). Students may review these rules at: _____.

- No use of cell phones will be allowed in the classroom.

Grade Categories	Total Points
Three Quarterly Exams	150
Instructor Assignments	80
Essays and Critical Thinking	120
Project Paper	50
Final Exam	100
Total:	500

Grading Scale		
Letter Grade	**Point Scale**	**Interpretation**
A	450–500	Excellent
B	400–449	Good
C	350–399	Average
D	300–349	Below Average
F	Below 300	Failed to meet minimum requirements

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Class Schedule

Class	Date	Discussion Topic	Learning Activities / Resources	Graded Assignments
Wk 1		Introduction Overview of syllabus and course material PowerPoint Lecture Chapter 1: Juvenile Justice	During this first week you will be introduced to the course and walked through the syllabus. You will be given the first *Instructor Assignment*. You will also receive clarification on the research paper so you can get started. You will view the first PowerPoint lecture and participate in class exercises and discussions to earn participation points. Lastly, you will take a pre-test that is not graded. **Reading for next week: Chs 2 & 3**	IA #1 – *(10 points)* Due _____ #1 Essay or critical thinking exercise *(10 points)* Due _____
Wk 2		Chapter 2: The Extent and Nature of Juvenile Crime Chapter 3: Causes of Juvenile Crime PowerPoint Lecture	During this class you will participate in a discussion about IA #1. You will view a PowerPoint lecture for chapters 2 & 3 and participate in class exercises and discussions to earn participation points. Study guide will be passed out for exam #1 over chapters 1–3. **Reading for next week: Chs 4 & 5**	IA #2 – *(10 points)* Due _____ #2 Essay or critical thinking exercise *(10 points)* Due _____ #3 Essay or critical thinking exercise *(10 points)* Due _____
Wk 3		Chapter 4: Gender and Juvenile Justice Chapter 5: The Prevention of Delinquency PowerPoint Lecture	During this class you will you're your first exam and also participate in a discussion about IA #2. You will view a PowerPoint lecture for chapters 4 & 5 and participate in class exercises and discussions to earn participation points. **Reading for next week: Chs 6 & 7**	Exam #1 *(50 points)* IA #3 – *(10 points)* Due _____ #4 Essay or critical thinking exercise *(10 points)* Due _____

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Wk 4		Chapter 6: The Police Chapter 7: The Juvenile Court PowerPoint Lecture	During this class you will participate in a discussion about IA #3. You will view a PowerPoint for chapters 6 & 7 and participate in class exercises and discussions to earn participation points. Study guide handed out for exam #2 over chapters 4–7. **Reading for next week: Chs 8 & 9**	IA #4 – *(10 points)* Due _____ #5 Essay or critical thinking exercise *(10 points)* Due _____ #6 Essay or critical thinking exercise *(10 points)* Due _____
Wk 5		Chapter 8: Juveniles in Adult Court Chapter 9: Community Corrections PowerPoint Lecture	During this class you take your second exam. You will participate in a class discussion on last week's assignment. You will view a PowerPoint for chapters 8 & 9 and participate in class exercises and discussions to earn participation points. Paper is due next **Reading for next week: Chs 10 & 11**	Exam #2 (50 points) IA #5 – *(10 points)* Due _____ #7 Essay or critical thinking exercise *(10 points)* Due _____
Wk 6		Chapter 10: Juvenile Institutionalization Chapter 11: Juvenile Aftercare PowerPoint Lecture	You will submit your paper this week. During this class you will Discuss IA #5 and view a PowerPoint for chapters 11 & 12. You participate in class exercises and discussions to earn participation points. Study guide handed out for exam #3 over chapters 8–11. **Reading for next week: Chs 12 & 13**	Paper *(50 points)* IA #6 – *(10 points)* Due _____ #8 Essay or critical thinking exercise *(10 points)* Due _____

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Wk 7		Chapter 12: Treatment Technologies Chapter 13: Juvenile Gangs PowerPoint Lecture	During this class you will take your third exam. You will also receive your graded papers. You will participate in a class discussion on IA #6. You will view a PowerPoint for chapters 12 & 13 and participate in class exercises and discussions to earn participation points. **Reading for next week: Chs 14 & 15**	Exam #3 *(50 points)* IA #7 – *(10 points)* Due _____ #9 *(10 points)* Due _____ #10 *(10 points)* Due _____
Wk 8		Chapter 14: Drugs and Delinquency Chapter 15: Juvenile Justice in the Twenty-First Century PowerPoint Lecture	During this class you will discuss IA # 7 and view a PowerPoint for chapters 14 & 15. You will participate in class exercises and discussions to earn participation points.	IA #8 – *(10 points)* Due _____ #11 Essay or critical thinking exercise *(10 points)* Due _____
Wk 9			During this class period you will hear from a few guest speakers in the criminal procedure field. You will participate in class exercises and discussions to earn participation points. Study guide handed out for the final exam over chapters 12–15, and anything else selected by the instructor.	#12 Essay or critical thinking exercise *(10 points)* Due _____
Wk 10		Final Exam	Final Exam	Final Exam *(100 points)*

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Content and Development 35 Points	Points Earned /35
	Additional Comments:
All key elements of the assignment are covered in a substantive way. • Students chose a relevant topic from the textbook. • The body of the paper is at least _____ in length	
The content is comprehensive, accurate, and persuasive.	
Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.	
The introduction provides sufficient background on the topic and previews major points.	
The conclusion is logical, flows from the body of the paper, and reviews the major points.	
Readability and Style 7.5 Points	Points Earned /7.5
	Additional Comments:
Paragraph transitions are present, logical, and maintain the flow throughout the paper.	
The tone is appropriate to the content and assignment.	
Sentences are complete, clear, and concise.	
Sentences are well constructed, with consistently strong, varied sentences.	
Sentence transitions are present and maintain the flow of thought.	

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Mechanics 7.5 Points	Points Earned /7.5
	Additional Comments:
The paper, including the title page and reference page follows APA formatting guidelines.	.
Citations of original works within the body of the paper follow APA guidelines.	
The paper is laid out with effective use of headings, font styles, and white space.	
Rules of grammar, usage, and punctuation are followed.	
Spelling is correct.	
Total 50 Points	Points Earned /50

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CHAPTER 1

Juvenile Justice: An Overview

CHAPTER OVERVIEW

Evidence-based research provides reason to be positive about the future of juvenile Justice in the United States. All of the remaining chapters of this text discuss evidence-based practices in juvenile justice. “Gold standard” programs that have recently been developed to benefit youthful lawbreakers are Blueprints for Violence Prevention developed by Dr. Delbert Elliott, the Office of Juvenile Justice and Delinquency Prevention’s Model Programs guide, and the Substance Abuse and Mental Health Services Administration’s National Registry of Evidence-Based Programs and Practices.

In the midst of these hopeful program innovations in the juvenile justice system, there remains wide criticism of juvenile justice in the United States. Some of the criticism focuses on the juvenile court, as well as on the court’s rehabilitative parens patriae (“the state as parent”) philosophy. Indeed, one characteristic of juvenile justice today is the proposal, from both liberals and conservatives, to reduce the scope of the juvenile court’s responsibilities. Conservatives want to refer more law-violating youths to adult court, while many liberals recommend divesting the juvenile court of its jurisdiction over status offenders (juveniles who have engaged in behaviors for which adults would not be arrested). Some also believe that the adult court could do a much better job than the juvenile court with youthful offenders. Juvenile offenders, according to this position, would at least receive their constitutionally guaranteed due process rights.

The fact is that the juvenile justice system will experience major changes in the next few years. How it will change and whether the changes will be helpful to the youth of this nation are critical questions to be answered. In the chapters of the current volume, positive changes are recommended to improve the functioning of the juvenile justice system.

The juvenile justice system is responsible for controlling and correcting the behavior of troublesome juveniles. What makes this mission so difficult to accomplish in the twenty-first century are the complex forces that intrude on any attempt either to formulate goals or to develop effective programs. Juvenile violence remains a serious problem, although homicides committed by juveniles began to decline in the mid-1990s. Even though juvenile gangs declined in numbers and membership across the nation in the final four years of the twentieth century, these gangs continue to be a problem in many communities. Juveniles’ increased use of weapons has also become a serious concern, and there are those who believe that “getting the guns out of the hands of juveniles” is the most important mandate that the juvenile justice system currently has. The use of drugs and alcohol among the juvenile population declined in the final decades of the twentieth century, but beginning in the mid-1990s and continuing to the present, there is evidence that the use of alcohol and drugs, especially marijuana and methamphetamine, is rising in the adolescent population. Furthermore, conflicting philosophies and strategies for correcting juvenile offenders have combined with the social, political, and economic problems that American society faces today—this combination presents other formidable challenges to the juvenile justice system.

Yet, let it be clear that while presenting the challenges of juvenile justice and the often-disturbing results of working with youth in trouble, the authors are not promoting a “nothing works” thesis. There are stirring accounts of youths who started out in trouble and were able to turn things around. In some cases, it was a program that worked with them; in others, it was an adult who made a difference in their lives; and in still others, it was the youths themselves who

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made the decision to live a crime-free life. As previously noted, with the current emphasis on evidence-based practices and other model programs, it is hoped that juvenile justice programs will be more effective in the future.

A heartwarming success story is found in Focus on Offenders 1–1. The youth in this case had more than his share of troubles with the law as an adolescent. He ended up in and out of juvenile institutions and became a member of an emerging Vice Lord gang. Incarcerated for forty-one years in Illinois' prisons, he became a positive force to inmates while incarcerated and during his three years since his parole, he is committed to helping juvenile people in the community stay out of trouble.

This chapter examines four topics: a historical sketch of juvenile justice, several historical themes, the organizational structure of juvenile justice agencies, and the philosophical approaches to treating youthful offenders. What these topics have in common is that they present the contexts (past and present) that have shaped juvenile justice in the United States.

CHAPTER OBJECTIVES

LO#1: Retrace the journey of juvenile justice in the United States

LO#2: Summarize the history of juvenile confinement

LO#3: Summarize the historical themes that guided the development of juvenile justice in the United States

LO#4: Describe the function of the juvenile justice system

LO#5: Describe how juvenile offenders are processed

LO#6: Examine the various philosophies and strategies for correcting juveniles

LECTURE OUTLINE

What Are the Roots of Juvenile Justice?

- The influences affecting the juvenile justice system can be traced back to the Middle Ages.
  a. Early Europe
     - The common law tradition in England eventually concluded that children under age seven should not face legal penalties. However, the responsibility of children between ages seven and fourteen was determined by such considerations as the severity of the crime, maturity, capacity to distinguish between right and wrong, and evidence of blatant malice.
  b. The Colonies and Later
     - In the colonial period, juvenile justice was shaped principally by the cultural and religious ideas of the Puritans.
     - The family was the source and primary means of social control of children.
     - The only law enforcement officials were town fathers, magistrates, sheriffs, and watchmen.
     - The concept of parens patriae gave the courts a legal basis for intervening in the lives of children. The premises of the parens patriae doctrine permitted the juvenile court to take charge of children in need so that the causes of their problems could be discovered and treated.

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c. How Did the Juvenile Court Develop?
    - The juvenile courts had to develop different procedures and terminology from those of the adult courts to achieve their goals.
    - The attractiveness of the juvenile court philosophy resulted in almost all states setting up juvenile courts.

The Juvenile Court Today

- Juvenile court codes, which exist in every state, define what constitutes delinquency and specify the conditions under which states can legitimately interfere in a juvenile's life.
- Some controversy has surrounded the issue of how long a juvenile should remain under the jurisdiction of the juvenile court.

a. What Is the History of Juvenile Confinement?
    - In the late 1700s to the early 1800s, there was a growing concern of what to do about the growing number of juveniles who were abandoned, had run away from home, or had run afoul of community norms.
    - **The House of Refuge.** When citizens and reformers first became concerned about these inhumane conditions, their solution was the house of refuge. This facility was for all children, not just delinquent children.
    - **The Reformatory or Training School.** Developed in the mid-nineteenth century. This is essentially a continuation of the houses of refuge. In 1847, Massachusetts opened the first state-operated training school.
    - **The Cottage System.** Introduced in 1854, the cottage system spread throughout the country. Their rationale was that youths on farms would be reformed when exposed to the rural virtues, the simple way of life, and the bounty of Mother Nature.

b. How Did Probation Develop?
    - John Augustus, a Boston cobbler, is considered to be the father of probation in this country. In 1841, accepted his first probation client, whose offense was "yielding to his appetite for strong drink." Augustus worked with women and children as well as with male offenders.

c. What Is the History of Aftercare?
    - Aftercare is as old as the juvenile institution.
    - With the formation of the juvenile court, parole generally was called **aftercare**.
    - Aftercare officers generally mirrored probation officers in trying to utilize current popular treatment modalities.

What Are the Historical Themes of Juvenile Justice?

The historical themes of juvenile justice include:

a. Discovering the Child
    - Members of society began to debate children's "age of responsibility" in considering the seriousness and extent of their undesirable behavior.

b. Increased Authority of the State
    - Society has gradually taken authority away from the family and given it to the state for correcting the behavior of children.

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c. Reform and Retrenchment
    - A period of **reform** led to a period of **retrenchment**, characterized by a liberal agenda.

d. Get-Tough and Go-Soft Approaches
    - The get-tough approach for serious juvenile offenders and the go-soft strategy for minor offenders and status offenders have characterized the sentencing practices of juvenile courts in recent decades.

e. Threat of the Dangerous Poor
    - Institutions were needed to protect society against the behavior of these so-called dangerous poor.

f. The Unsolvable Nature of Youth Crime
    - No simple solution to this age-old problem exists.

- **MOVIE NOTE:** *Jim Crow Juvenile Justice.* This new short film (8 min.) from the national advocacy campaign Youth First Initiative delves into the origin of youth prisons and how that history relates to today's juvenile justice system, which disproportionately targets Black and Latinx children.

What Are the Juvenile Justice Agencies and Functions?

The juvenile justice system has been given the mandate to correct and control youthful offenders. The U.S. Constitution gives both the federal government and the states the authority to make laws and the mechanisms for enforcing the law. The primary laws with which this book is concerned are laws governing delinquent and criminal behaviors in the three subsystems:

a. The Police
b. The Juvenile Courts
c. Correction Departments

How Are Juvenile Offenders Processed?

- The juvenile is typically referred to the juvenile court, which first decides whether to leave the juvenile in the system or not.
- The juvenile court decides in what is called an adjudicatory hearing whether the juvenile is guilty of the delinquent acts alleged in the petition.
- A disposition hearing takes place when a juvenile has been found delinquent in the adjudicatory stage.
- A delinquent youth might be referred to probation, one of the residential programs in the community, or a training school.

What Are the Most Widely Held Philosophies and Strategies on Correcting Juveniles?

a. **The treatment model** is most concerned that juvenile offenders receive therapy rather than institutionalization.
b. **The justice model** supports the granting of procedural safeguards and fairness to juveniles who have broken the law.
c. **The crime control model** emphasizes punishment because it argues that juveniles must pay for their crimes. The crime control policies of the past twenty years have proposed a get-tough strategy, especially with violent juveniles.
d. **The balanced and restorative justice model** called for a new framework of community organization and a new set of values that emphasizes a commitment to all—the offender, the victim, and the community.
e. **Comparison of the Four Models.** The conflicting philosophies and methods of correcting

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juvenile offenders make it difficult to succeed in correcting juveniles in trouble.

f. Social Policy and Juvenile Justice. Effective policy will merge when well-thought-out theoretical assumptions are supported by sound research.

- **TEACHING TIP:** Stories related to juvenile justice are in the news nearly every day. Have students identify a current news stories and post (on Canvas or other course platform) this story, a brief description of how this story relates to the content of the chapter, and the student's personal reaction to the story.

LIST OF CHANGES/TRANSITION GUIDE

- New Focus on Policy Box on the COVID-19 pandemic
- Focus on Offenders 1-1: Jason's Story

ADDITIONAL ASSIGNMENTS AND CLASS ACTIVITIES

1. There are many ice-breaker games and activities that can be played in the first class in order to show the students that they chose an interesting and fun class. One such icebreaker that is fun and informative is question game to let them show what they already know (and don't know). Make a PowerPoint with multiple-choice questions from each chapter in the book. Usually about four questions from each chapter would be enough. Divide the class into two groups to enhance the interest through competition. Boys against girls usually work great for competition. Let the sides work as a team as they answer questions for points. Let them know that the questions are examples of some of the things they will be learning during the semester. There are different variations you could do with a game like this. You can add in a 50/50 option for fewer points. You can draw a target on the whiteboard and let the teams shoot a dart gun for more points if they get the initial question correct.
2. Group Work: The chapter starts off with Focus on Policy 1-1, which talks about the COVID-19 pandemic and the impact it had on juvenile justice agencies. Have students break into groups of 4-5 and have them brainstorm ways the lockdown during the pandemic would affect juvenile justice agencies. For example, how would a residential facility deal with the youth at their facility during a 2-3 week lockdown? Or probation: How would probation officers meet check in/meet with their clients during a lockdown? Groups should write down several ways agencies could have adapted to the pandemic and then bring that to discuss as a large group.
3. Write a single paragraph describing each of the following: the history of the juvenile court, probation, juvenile confinement, and aftercare. Critique and revise.
4. Group Work: Describe each of the juvenile justice agencies and their functions.
5. Class Debate: Divide the class into four groups. Each group will be assigned one of the four models found in juvenile justice today. Each group should learn its essentials and argue for its model as being the best model for the United States today. Groups may not compromise in the defense of their models.
6. There are numerous videos available related to juvenile justice. A list of videos is provided here is the instructor manual.

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SUGGESTED ANSWERS TO END-OF-CHAPTER REVIEW QUESTIONS

1. The juvenile justice system has devised four ways to deal with youth crime: the treatment model, the justice model, the crime control model, and the balanced and restorative justice model. Which do you think works the best? Why?

   A: Answers will vary

2. Why is justice so important to the juvenile justice system? How can the juvenile justice system become more just, fair, and effective?

   A: Answers will vary

3. What do you believe can be done about reconciling the different approaches to juvenile justice?

   A: Answers will vary

4. What do you think would be the result of abolishing the juvenile justice system and having the adult courts deal with all youthful offenders?

   A: Answers will vary

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CHAPTER 2

The Extent and Nature of Juvenile Crime

CHAPTER OVERVIEW

Juveniles are studied by a wide variety of agencies. Traditionally, the Uniform Crime Reports, collated by the Federal Bureau of Investigation (FBI), were known as official statistics and were the primary source of our knowledge. Today, these data are referred to as the CIUS or Crime in the United States. During the past seventy-five years, however, many more data collection sources have been developed that contribute to our knowledge of juveniles and their problems. Juvenile Court Statistics were developed to show what happens to juveniles who come to the attention of authorities. Victimization surveys focus on "hidden" or non-reported crime. Other governmental agencies such as the National Center for Education Statistics, the National Clearinghouse on Child Abuse and Neglect, and the Office of Juvenile Justice and Delinquency Prevention also do research on juveniles. In addition, research funded by federal and state governments and private foundations takes place in private research institutes and in universities and hospitals across the nation. This chapter looks at these research efforts and their findings on children in trouble.

CHAPTER OBJECTIVES

LO#1: Summarize juvenile crime trends and how the data is categorized, measured, and reported.

LO#2: Describe the methods, benefits, and limitations of self-reporting

LO#3: Describe the context of juvenile victimization

LO#4: Describe the dimensions of law-violating behavior

LECTURE OUTLINE

Major Data Sources in Delinquency Data

- The Uniform Crime Reports, Juvenile Court Statistics, National Crime Victimization Data, and self-report surveys are the major sources of data on juvenile crime.
- These data collection sources contribute to our knowledge of juveniles and their problems.
  a. Uniform Crime Reports
     - The Uniform Crime Reports have been our major source of information since 1930 on the amount of crime in the United States.
     - The FBI was chosen as the clearinghouse for these data, and police departments across the United States were requested to report all arrests to the FBI.
  b. Juvenile Court Statistics
     - Most information about the number of children appearing before the juvenile court each year comes from the Juvenile Court Statistics publication, released annually by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), an arm of the U.S. Department.

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What Are Self-Report Measures of Juvenile Crime?

a. Self-Report Studies
   - In self-reporting studies, juvenile tell about offenses they committed in a previous period.
   - A major benefit of self-report studies is that it is possible to obtain a more complete picture of the amount of crime that could be obtained through the UCR's data.
   - Self-report studies have been helpful in discovering the relationship between race, gender, and social class and juvenile offending.
   - The most serious weaknesses about self-report studies relate to their validity and reliability.
   - There seems to be some evidence that juveniles who have committed more serious behaviors are less likely to answer questions truthfully than those youths who are less delinquent.

b. Victimization Surveys
   - In 1972, the U.S. Bureau of the Census began victimization studies to determine as accurately as possible the extent of crime in the United States.
   - The volume of "hidden crime" is great because many crimes go unreported to the police.
   - The **National Crime Victimization Survey** is conducted annually by the Bureau of Justice Statistics and administered by the U.S. Census Bureau. It was set up to overcome the "hidden crime" problem, and it gives policy makers a better idea of just how much crime is actually committed.

- **TEACHING TIP:** Have students explore the website of the Bureau of Justice Statistics https://nij.ojp.gov/topics/forensics and analyze real-life examples of how delinquency is measured in research.

The Context of Juvenile Victimization

- Children can be victimized by the family, the school, and on the streets. In the family, child maltreatment and neglect are the most common forms of victimizations, with young children making up the majority of child abuse cases.
- The forms of child maltreatment include neglect, physical abuse, sexual abuse, and emotional maltreatment.
- In the schools, bullying is a common form of victimization. This issue, which has seen increased attention since the 1990s, has changed with the changes in technology. Traditionally bullying was face-to-face and physical or verbal in nature. With increases in technology, the internet, and social media, cyber-bullying has become widespread.
- Mass school shootings, although rare events, are especially tragic. Emerging research on school shooters suggest that they are often victims of abuse or bullying, are loners who often engage in other antisocial behavior, and frequently alert others to their plans, for example, on social media.
- A common theme in bullying is the desire to exercise power and to feel superior over victims.
- Estimates suggest that there are as many as 300,000 children engaging in sex work in the United States.

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What Are the Dimensions of Law-Violating Behaviors?

- The most important factors in understanding the variables and patterns of offending are age of onset, escalation of offenses, specialization of offenses, desistance from crime, and transition to adult crime.
- The evidence is mixed on some of these variables, but together they constitute the most important dimension of delinquent behavior.
- Desistance from crime and the transition to adult crime, are the most important to researchers because they examine those who are exiting from youth crime and those who are going on to adult crime.
  a. Age of Onset
     - Several studies have found that the earlier the juveniles began law-violating behaviors (the age of onset) the more likely they were to continue such behaviors.
  b. Escalation of Offenses
     - Official studies have typically found that the incidence of arrest accelerates at age thirteen and peaks at about age seventeen, but this pattern is less evident in self-report studies.
  c. Specialization of Offenses
     - Cohort studies have revealed little or no specialization of offenses among delinquent youth.
  d. Desistance from Crime
     - A major problem in establishing desistance is the difficulty of distinguishing between a gap in a delinquent career and true termination.
  e. Transition to Adult Crime
     - Some scholars argue that juvenile offenders' transition to adult crime is due to their prior participation in unlawful activities.

LIST OF CHANGES/TRANSITION GUIDE

- Upgraded tables and figures
- Table 1—Juvenile Arrests Rates by Offense
- New section on school shootings

ADDITIONAL ASSIGNMENTS AND CLASS ACTIVITIES

1. Group Work: First, identify and describe the different types of research methodologies used to collect data on crime and offenders. After discussions die down, you may open your books and spell out in considerably more detail the different types of research methodologies used to collect data.
2. Group Work: First, all groups are, without looking at the data in the text, to discuss with each other the findings of the different research methods. After initial discussions, open the text and describe the findings of the different research methodologies.
3. Writing to Learn: Write on one or more of the following topics: the UCRs, victimization surveys, self-report studies, or cohort studies. Critique and revise.
4. Class Debate: Divide the class into two groups. Assign one group to argue the benefits and advantages of the UCRs, victimization studies, and Juvenile Court Statistics in understanding crime. Assist the other group to argue, supported by the chapter's introductory comments by

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Dr. Zahn and her excerpt in Voices of Delinquency: A Researcher Speaks Out, that the data on school and family victimization are the most worthwhile data for use in juvenile justice.

5. Writing to Learn: Write on the nature of juvenile victimization in the school and in the family (about 10 minutes for a paragraph on each). Critique and revise.
6. There are numerous videos available related to juvenile justice. A list of videos is provided here is the instructor manual.

SUGGESTED ANSWERS TO END-OF-CHAPTER REVIEW QUESTIONS

1. What do the UCRs generally show about youth crime in the United States?

   A: Youth crime is widespread in U.S. society. The number of victimization discovered is much higher than the number of offenses reported to the police.
2. What do juvenile court statistics show about youth crime in the United States?

   A: Most youths come into juvenile court as a result of the filing of a petition or complaint.
3. What can self-report studies tell us that official accounts of youth crime cannot?

   A: A large amount of hidden delinquency occurs and is not reported to the police.
4. What do you believe the connection is between the maltreatment of children in their homes and on the streets and their involvement in crime and delinquency?

   A: Answers will vary

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CHAPTER 3

Causes of Juvenile Crime

CHAPTER OVERVIEW

This chapter offers some possible explanations for juvenile crime. In contrast to the unconscious influence exerted by unpopular first names, described in the chapter's opening story, some authors suggest that much delinquency is caused not by factors beyond the offender's control but by a conscious thought process that considers the cost and benefits of particular behavior and once with some degree of planning and foresight goes on for reasons whether the behavior is desirable or not.

On the other hand, if something as simple as first names can impact people's behavior, then they might not be able to make fully conscious choices. This kind of deterministic view—that delinquent youth cannot stop themselves from committing socially unacceptable behavior because of some overpowering influence—build on your perspective known as positivism, a major theoretical position in criminology.

However, whether talking about youth crime arising from free will, biological or psychological inferiority, social causes, or integrated explanations (two or more existing theories), it is clear that any particular theory only accounts for some of the reasons for juvenile offenses. Some explanations are more powerful than others in explaining youth crime, but even the most powerful amounts to only a small piece in the larger puzzle of juvenile offending.

The association between criminal behavior and the rationality of crime has its roots in the eighteenth-century classical school of criminology. More recently, a number of approaches to the rationality of crime, especially the rational choice theory, have emerged.

CHAPTER OBJECTIVES

LO#1: Summarize the principles and influences of the classical school of criminology

LO#2: Describe biological theories of juvenile crime and delinquency

LO#3: Describe psychological theories of juvenile crime and delinquency

LO#4: Describe sociological theories of juvenile crime and delinquency

LO#5: Summarize integrated theories of juvenile crime and delinquency

LECTURE OUTLINE

Classical School of Criminology

- Cesare Beccaria and Jeremy Bentham were the founders of the classical school of criminology and the basic theoretical constructs of the classical school of criminology were developed from their writings.
  a. Rational Choice Theory
     - This approach makes the assumption that the delinquent chooses to violate the law and has free will.
     - Some youthful offenders clearly engage in delinquent behavior because of what they see as a low risk of such behavior.
     - Rational choice theory is based on the notion that delinquent behavior is planned.

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- The concept of rationality also assumes that individuals have free will and are not controlled by their emotions, but many youngsters do not appear to have such control.

b. Why Do We Punish?
- Punishment involves applying pain, often long after the evil deed has been committed.
- At its core, criminal punishment results in harm to another human being—something that is in opposition to the moral values of modern society.
- Punishment is considered justified in modern society.
- There is no single vision of who should be punished, how the sanctions should be administered, and the ultimate goals that justify the application of punishment.
- The object of criminal punishment can be grouped into seven distinct areas:
  - General deterrence
  - Specific deterrence
  - Incapacitation
  - Rehabilitation
  - Retribution/just deserts
  - Restoration
  - Equity/restitution

c. Development of Positivism
- According to **positivism**, human behavior is but one more facet of a universe that is part of a natural order.
- Positivism became the dominant philosophical perspective of juvenile justice at the time the juvenile court was established at the beginning of the twentieth century.

Biological Positivism

- The belief that there is a biological explanation for criminality has a long history.
- The attention given to biological positivism in the United States can be divided into two periods:

a. Early Forms of Biological Positivism
- Characterized by the nature–nurture debate
- Cesare Lombroso's theory of physical abnormalities, genealogical studies, and theories of human somatotypes represent early approaches relating crime and delinquency to biological factors to the study of crime.

b. Biological Positivism Today: Sociobiology
- In the second half of the twentieth century, sociobiologists began to link genetic and environmental factors.
- They claimed that criminal behavior, like other behaviors, has both biological and social aspects.
- The hyperactive child remains a temperamental mystery.
- Psychological factors have always been more popular in the United States in explaining juvenile offending than were biological or sociobiological factors.

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Psychoanalytic Explanations

- In developing psychoanalytic theory, Sigmund Freud contributed three insights that have shaped the handling of delinquent youth:
  - Children who have not yet learned to control primitive drives cannot distinguish socially acceptable behavior from socially unacceptable behavior.
  - Children must learn to control their sexual and aggressive drives in socially acceptable ways.
  - Emotional traumas experienced in childhood are especially likely to cause lifelong psychological problems.
    a. Sensation Seeking and Delinquency
       - Defined an individual's need for varied, novel, and complex sensations and experiences and the willingness to take physical and social risks for the sake of such experiences.

    b. The Psychopath
       - The **psychopath** (also known as the **sociopath**) is acknowledged as the personality of the hard-core juvenile offender.
       - According to the D S M-IV, these individuals are usually diagnosed with a conduct disorder.

    c. Reinforcement Theory
       - The theory argues that behavior is governed by its consequent rewards and punishments, as reflected in the history of the individual.
       - One of the major flaws of this theory is that it consistently shows a disdain for the social context in which crime occurs.
- **MOVIE NOTE:** *We Need to Talk About Kevin.* Is crime in the blood? Watch this film on Netflix or other commercial outlets and discuss the impossible question of nature vs. nurture. The movie is based on a fantastic book, so the assignment could be turned into a book review.

Sociological Positivism

- The sociological theories of juvenile crime and delinquency can be divided into three main divisions:
  a. Social Structural Theories
     - Social structure theorists claim that such forces as social disorganization, cultural deviance, and status frustration are so powerful that they induce lower-class individuals to become involved in criminal and delinquent behaviors.

  b. Social Process Theories
     - Social process theories examine the interactions between people and their environment that influence individuals to become involved in criminal or delinquent behaviors.
     - Differential association, containment, social control, and labeling theories are the social process theories that have been the most widely received.

  c. Conflict Theory
     - A great deal of variation exists among conflict theories.
     - Some theories emphasize the importance of socioeconomic class; other theories emphasize power and authority, and others, group and cultural conflict.

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