

# Dakota County Technical College

## SOCY 1250: Juvenile Delinquency

### A. COURSE DESCRIPTION

Credits: 2

Lecture Hours/Week: 2

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 09 - Ethical/Civic Resp

A sociological examination of juvenile delinquency and society's response to delinquent youth. The juvenile justice system and the rights and responsibilities of children under law. Major topics include the historical foundations of delinquency, emphasis on micro and macro level of struggle in which delinquent behavior takes place, critique of current sociological theories on delinquency, sociological and social psychological causes of delinquency, juvenile justice response to delinquency, and citizen responsibility. Meets MnTC Goal 5 and MnTC Goal 9

**B. COURSE EFFECTIVE DATES:** 01/13/2003 - Present

**C. OUTLINE OF MAJOR CONTENT AREAS**

#### **D. LEARNING OUTCOMES (General)**

1. define juvenile delinquency-applying Sociological Theoretical Perspectives
2. identify theories on juvenile delinquency
3. define Sociological Perspectives
4. measure extent and distribution of delinquent behavior in the U.S
5. identify and exam the juvenile justice system in the U.S. including the correction process applying both historical perspective and current trends
6. relate delinquency to theories involving socialization - family - peer group and school
7. discuss media's relationship to delinquency in the U.S.
8. evaluate and discuss programs for treatment, prevention and control of delinquency in the U.S
9. define historical perspective of delinquency
  
10. examine the role of schools and delinquency
11. identify gender differences as related to delinquency
12. identify social stratification and its relationship to delinquency
13. identify and compare juvenile delinquency in the U.S. to delinquency on a global level
14. define delinquency cross-culturally and demographically using Historical and Theoretical Perspectives
15. identify and research two major programs designed to reduce juvenile delinquency in the U.S. applying them at a local level
16. know the current status of women and children and families in the U.S. and in a global context and the correlation to delinquency
17. define minority tensions specific to the U.S. in the 21st Century as they relate to delinquency
18. examine police work and juveniles
19. identify delinquency prevention and rehabilitation
20. define deviance and examine cross cultural and global juvenile justice
21. define and apply standards related to civic engagement and service learning
22. define and apply the American Democracy Project as it relates to course objectives and assignments while satisfying civic engagement and service learning initiatives
23. understand and apply current theories, both in the U.S. and globally, as they relate delinquency to cultural characteristics (i.e. Political, economical, basic Human Rights/Freedoms)
  
24. examine role of citizen in building safer communities and working toward preventing delinquency based on contemporary theory

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

### Goal 09 - Ethical/Civic Resp

1. Examine, articulate, and apply their own ethical views.
2. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
3. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
4. Recognize the diversity of political motivations and interests of others.
5. Identify ways to exercise the rights and responsibilities of citizenship.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted