CCJS652: Seminar on Juvenile Delinquency
Fall 2011
2207 LeFrak Hall
Wednesday 1:00-3:45

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COURSE DESCRIPTION
This course investigates the potential for preventing crime, delinquency, and associated social problems with high costs to society. It uses as illustrative cases recent developments in the prevention of juvenile delinquency, child abuse and neglect, bullying and other forms of victimization, substance abuse and alcohol misuse, teen pregnancy, and school drop-out. Preventive interventions in the domains of family, school, and community are explored. For each of these crime-related social problems, we will (1) identify the impact of each of these problems on the social welfare, (2) explore preventive interventions for these problems, and (3) examine evidence for the effectiveness of prevention strategies. Students will read and report on original research throughout the semester.

OBJECTIVES
By the end of this course, students will:

1. Understand the nature and extent of and risk factors for these problem behaviors: juvenile delinquency, child abuse and neglect, bullying and other forms of victimization, substance abuse and alcohol misuse, teen pregnancy, and school drop-out.
2. Be able to find, evaluate and report the available evidence regarding the prevention of delinquency and related social problems.
3. Be able to assess the evidence to determine the extent to which prevention programs are effective for reducing problem behaviors.
4. Be able to evaluate the contributions, limitations and potential of prevention research as a tool for preventing crime and promoting social justice.

CLASS FORMAT
This class is a seminar. Students are expected to complete all of the reading assignments each week and be prepared to share their perspectives and opinions in a manner that illustrates critical thinking. Students will take turns leading discussions about the readings.

REQUIRED BOOK

READINGS
Original research articles will be assigned and should be read before each class. Many of these readings are found on websites provided on the course outline below. All other readings are on ELMS.

GRADING POLICY
Grades will be based on class participation (including frequent classroom presentations and contributions to discussions, 35%); a peer review (5%); and a final project (60%). Final letter grades will be assigned according to the following number system: A+ = 97-100; A = 93-96; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 60-66; D- = 60-62; F = below 60.

FINAL PROJECT
The final paper will differ depending on each student’s learning objectives. Students who are working on preparing for comprehensive exams may opt to take a mock exam for the final project. Other students will prepare a paper that provides an in-depth analysis of a topic related to juvenile delinquency prevention.

The mock exam will consist of four questions related to juvenile delinquency that will be answered in a timed session in an environment similar to the Department’s actual comprehensive exams. Those who choose this option will be given four questions at the beginning of the semester. Students will read about the topics included in the exam, develop
draft responses for feedback, and prepare final responses during a timed session. The final responses will be graded for writing quality and scholarly content.

The course paper, for those who choose this option, may focus on any topic related to delinquency prevention. Students might focus on one prevention domain (e.g., family-based prevention, school-based prevention), one type of delinquency (e.g., substance use, violence), or any other topic in delinquency or delinquency prevention (e.g., barriers to implementation of preventative strategies). The paper should review and critique relevant research on the causes of the problem behavior of interest and relevant prevention strategies and identify the steps necessary to advance knowledge in the area. Students are expected to develop a list of original references. The papers will be developed over the course of the semester: Students will choose a topic, locate relevant sources, develop an outline, write a first draft which will be peer reviewed, and revise the paper based on the peer review. The final paper will be graded for writing quality and scholarly content.

CLASS PARTICIPATION

Students are expected to attend class regularly and participate in class discussions and activities. Students will receive a participation grade for each class. Assigned readings should be completed before the class for which the topic is scheduled.

ACADEMIC DISHONESTY

Academic dishonesty will not be tolerated. If any of the following are suspected, appropriate and formal action will be taken:

1. Cheating: intentionally using or attempting to use unauthorized material, information or study aids in any academic exercise.
2. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of the academic code.
4. Plagiarism: intentionally or knowingly representing words/ideas of another as your own.

The University of Maryland code of academic integrity can be found at: http://www.president.umd.edu/policies/iii100a.html

BLACKBOARD

The course syllabus, presentations, readings, and grades will be posted electronically at http://elms.umd.edu. Log in with your Directory ID (logon ID) and password.

USE OF TECHNOLOGY
Students may use their personal computers to take class notes. If a student is found to be using personal technology devices in any way that is not related to taking class notes, the student will lose the privilege of using any personal technology device for the duration of the semester.

**DISABILITY SUPPORT**
Every effort will be made to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide a University of Maryland DSS Accommodation form which has been updated for the current semester. Students requiring special accommodations must inform me and provide the required DSS form within the first two weeks of class.
COURSE OUTLINE
Below is a schedule of lecture topics, readings, and assignments. Class readings are to be done BEFORE the date on the schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Event</th>
<th>Assigned Reading(s)</th>
<th>Assignments Due Before Class</th>
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</thead>
<tbody>
<tr>
<td>8/31/11</td>
<td>Course Overview</td>
<td>Biglan:1,2</td>
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<tr>
<td>9/7/11</td>
<td>Prevention Science/Who Engages in Problem Behaviors? Relating Risk Factors to Prevention Approaches</td>
<td>Biglan:4; Reading List 1</td>
<td>Summarize evidence regarding risk factors from one prospective longitudinal study (TBA)</td>
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<td>9/14/11</td>
<td>Standards of Evidence</td>
<td>Biglan pages 96-104; Reading List 2-4</td>
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<td>9/21/11</td>
<td>Violence/Delinquency Prevention</td>
<td>Reading List 5-6</td>
<td>Summarize study (TBA) from Reading List 8-10</td>
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<td></td>
<td>Violence/Delinquency Prevention (continued)</td>
<td>Biglan:5,7</td>
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<td>9/28/11</td>
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<td>Reading List 7</td>
<td>Summarize study (TBA) from Reading List 11-12</td>
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<td>10/5/11</td>
<td>Substance Abuse Prevention</td>
<td>Biglan:6, Reading List 13-14</td>
<td>Summarize study (TBA) from Reading List 15-18</td>
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<td>Paper topic due</td>
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<tr>
<td>10/12/11</td>
<td>Child Abuse Prevention</td>
<td>Reading List 19</td>
<td>Summarize study (TBA) from Reading List 20-22</td>
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<td>Date</td>
<td>Topic</td>
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<td>10/19/11</td>
<td>Teen Pregnancy Prevention</td>
<td>23-24</td>
<td>Summarize study (TBA) from Reading List 25-26</td>
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<td>10/26/11</td>
<td>Bully Prevention</td>
<td>27-29</td>
<td>Summarize study (TBA) from Reading List 30-32</td>
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<td>11/2/11</td>
<td>Truancy/Drop-out Prevention</td>
<td>33-35</td>
<td>Summarize study (TBA) from Reading List 36-40 Paper outline with references due</td>
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<td>11/9/11</td>
<td>School-based Prevention-school</td>
<td>41-42</td>
<td>Summarize study (TBA) from Reading List 43-46</td>
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<td>11/16/11</td>
<td>American Society of Criminology – No Class</td>
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<td>11/23/11</td>
<td>Cost-Effectiveness</td>
<td>Biglan:3, Reading List 47-49</td>
<td>Paper draft due to peer reviewer</td>
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<tr>
<td>11/30/11</td>
<td>What Doesn’t Work</td>
<td>50-53</td>
<td>Summarize study (TBA) from Reading List 54-58 Peer review due</td>
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<td>Date</td>
<td>Topic/Event</td>
<td>Assigned Reading Chapter(s)</td>
<td>Assignments Due Before Class</td>
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<td>12/7/11</td>
<td>Prevention Systems</td>
<td>Biglan:9, Reading List 59-65</td>
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<td>12/9/11</td>
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<td>Final Paper /Mock Exam Due</td>
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Readings

Prevention Science and Standards of Evidence


Violence/Delinquency Prevention


8. PATHS (1 study):

9. FAST TRACK (1 study):

10. Preventive Treatment Project (1 study):

11. Multi-Systemic Therapy (7 studies, 2 meta-analyses):
   a. Meta-analyses:
   b. Sweden Study (Study F):
   c. Ohio study (Study C):
   d. Canadian Study (Study D):
      i. Center for Children and Families in the Justice System
Randomized Study of MST in Ontario, Canada: Final Results, 2006. Final report results reported online at: [http://www.lfcc.on.ca/mst_final_results.html](http://www.lfcc.on.ca/mst_final_results.html).

ii. Details of methods can be found in this report: Leschied, A.and Cunningham, A.. Seeking Effective Interventions for Serious Young Offenders: Interim Results of a Four-Year Randomized Study of Multisystemic Therapy in Ontario, Canada National Crime Prevention.

e. Missouri Study (Study A)


f. South Carolina Study (Study 4/B):


g. South Carolina Multi-Site Study (Study 3/E):


h. Tennessee Study (Study H)


12. Multidimensional Treatment Foster Care (2 studies):


Substance Abuse


15. Iowa Strengthening Families Program

16. Life Skills Training

17. Towards No Drug Abuse (2 studies)

18. Communities Mobilizing for Change on Alcohol (1 study)

20. Nurse Home Visitation (3 studies)
   a. Elmira, New York (Study 1)
   b. Memphis, Tennessee Study (Study 2)
   c. Denver Study (Study 3)


**Teen Pregnancy**


25. **Carrera Program (1 study)**

26. **Becoming a Responsible Teen (3 Studies)**
   a. Study 1:
   b. Study 2:
   c. Study 3:
Bullying


Drop-out/Truancy


Schools


43. In-school vs. out-of-school (2 studies)

45. Communal Social Organization (1 study)


**Cost-Effectiveness**


**What Doesn’t Work**


Prevention Systems


