



LP 02/27/23 – Wk. 7

**DEV:** <sup>6</sup> At the window of my house, I looked down through the lattice.

<sup>7</sup> I saw among the simple, I noticed among the young men, a youth who had no sense.

<sup>8</sup> He was going down the street near her corner, walking along in the direction of her house. **Proverbs 7**

**Attendance:** If you have questions about your progress, program, future, please contact me.

**Business:** Review Benchmark/ PowerPoint topics.

Wk.7 2/27 Ch 4	Theories of Causation. Theories and Models; Discussion of paper options, visit to library (article search). Personality, nature vs. nurture; Narcissism: <a href="https://www.youtube.com/watch?v=4fPmPy90cyo">https://www.youtube.com/watch?v=4fPmPy90cyo</a>	<b>HW4:</b> READ Ch. 4, and, CBS School violence hotline uncovers teen suicides <a href="https://www.nbcnews.com/news/us-news/school-tip-lines-were-meant-stop-shootings-uncovered-teen-suicide-n1127876">https://www.nbcnews.com/news/us-news/school-tip-lines-were-meant-stop-shootings-uncovered-teen-suicide-n1127876</a> 1 Do you believe in a correlation between violence and youth suicide? Use arguments/theories in Ch.4 AND the video to state why (200 words). <i>Always in-text cite and References.</i> Respond to another post (50 words)	2/27  2/28
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The 5 benchmark assignments are parts of your study into a particular facet of juvenile justice. Possible categories of study in juvenile justice are (a) theories, (b) biological causes, (c) institutional problems, (d) abuse and neglect, (e) levels of crime, (f) policing and delinquency, (g) juvenile/family court, (h) community corrections, treatment programs, (i) detention facilities, (j) reentry into the community, (k) programs/ministries with delinquents, (l) any specific aspect you have in mind (must be approved in advance). Keep familiarizing yourself with the *Critical Thinking Domains* (LP Plagiarism, CTD, APA) as a tool to probe into aspects of your topic. You will give a 7-8 slide PowerPoint presentation at the end of the semester to teach the class what you learned.

Reference

Elder, L. & Paul, R. (2006). *Understanding the foundations of critical reasoning*. Dillon Beach, CA: The Foundation for Critical Thinking.

Wk.7 3/05	BMK1	<b>BMK 1.</b> Discuss the (a) topic history and (b) its relevance to your personal experience/interest. (c) Use two of the Critical Thinking Domains to discuss possible causation of your topic. (300 words, 3 sources)	SUN 3/05
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**Topics: Juvenile delinquency and ...**

**VIDEO: WPIX 11 News: What's behind the crimes committed by youth in NYC?** – 7:38 min.

[https://www.youtube.com/watch?v=U4kpgPF\\_dxk](https://www.youtube.com/watch?v=U4kpgPF_dxk)

What biological factors are considered a cause of youth crime?

What social factors are considered a cause of youth crime?

What solutions are proposed/some not available?

**Lesson Goal/ Read: Theories of Delinquency Causation – Chapter 4**

Theorizing about the causes of delinquency blend theories of crime and theories of youth development. Youth development is highly social and biological. The social dimensions of cause include familial factors, socioeconomic factors, peer relationships and also group identity. The biological factors are individualized but we cannot rule out environmental factors such as nutrition, mental health, and stressors related to space and lack of recreation. When we combine these social factors with biological factors, we grasp the enormity and complexity related to the quest to understand delinquency.

**Criminological theory (historic perspective)**

**Primitive Theory (pre-Classical period): “Evil vs. Good”**

**Demonology** – Persons who showed a pattern to criminal behavior, especially violent behavior were considered controlled by a spiritual entity, i.e. “demon.” Physical practices thought to expel the demon presence are *trephining* (drilling holes in the skull), *also exorcism* (ritual practice and prayer, usually by priest or clergy).

## Classical Theory: (1700's)

**Free-will Approach** – “Classical” - Movement away from the authority of *crowns and clergy* resulted in persons being considered capable of making choices, they calculated the “*rewards of pleasure and avoidance of pain*” also referred to as *feliculus calculus* (Jeremy Bentham – England). This theory became possible with the increasing “status of the individual.” The movement was supported by the success of science, i.e. *rationalism* displaced “good (God) and evil” as sole explanation of crime.

**Early Biological Model** – The *earliest* biological model proposed that criminals were individuals that had not “evolved” and so they do not have the capacity for higher order thinking (Cesare Beccaria – Italy). Beccaria proposed that criminals “lacked evolution” based on shared physical patterns. Later, this early biological model was highly criticized for its *lack of scientific logic and rigor*.

## Lesson Goal: Modern theory of crime

### Rational Choice: (1900's)

**Rational Choice Approach** *crime is a reasoned choice*. The choice includes why the criminal believes he/she committed the crime, not only pursuing pleasure or avoiding pain.

**Rational Choice “correction theory”** - Rational choice emphasizes that public response must “correct the thinking process” of criminals by implementing *therapy or punishment*.

**Deterrence Theory** – emphasizes that regardless of *the why* behind criminal behavior, the knowledge criminals have of punishment will shape and curtail deviance. Deterrence theory emphasizes that *punishment and correction policies* must be

- a) *Known (publicly known)*,
- b) *Swift (little delay)*, and
- c) *Consistent in its application*

**VIDEO:** T.J Lane Shooter in School Cafeteria –

<http://www.youtube.com/watch?v=8xS92g5Jwqo> – Charden, Ohio 2:35 min.

<http://www.youtube.com/watch?v=zGede2uSOkU> – 12:32 min.

**GQ:** What theories above might explain the T.J. Lane shooting?

**Routine Activities Theory (1940's)** – bases criminal activity on the likelihood of victimization because of social patterns. Persons with predictable patterns are more likely to be victimized

- 1) **Opportunity** because of access/location *and/or* vulnerable victim characteristics
- 2) **Motivated offenders** present
- 3) **Lack of guardians** to protect potential victims; people and technology (Cohen & Felson, 1979).

Routine activities theory came about after WWII, with the movement of households to the suburbs as homeowners, the increased employment of women (both spouses working), and increased travel and development of roads. The **middle class increased dramatically** because of government policies supporting veterans, higher education and home mortgages. The more recent application of the theory addresses:

- The increased use of technology to facilitate money transactions, banking, buying-selling, personal online information (crime: fraud, money laundering, trafficking, etc.).
- Social media and social networking increased use of online activity by youth and adolescents (crime: predatory activities, scamming, bullying, etc.).

### References

Cohen, L. E., & Felson, M. (1979). Social change and crime rate trends: A routine activity approach. *American Sociological Review*, 44(4), 588-608. doi:10.2307/2094589 ←

APA format (6<sup>th</sup> ed.), example of an article **in-text citation** and **reference**.

**VIDEO:** Law & Order SVU, S9, Ep, 3.

**GQ:** How many of the above theories serve to explain the *offending* and *protection*?

How did brain plasticity and age of responsibility fit into the storyline and prosecution?

**Lesson Goal:** Biology and brain science in juvenile delinquency?

**VIDEO:** The Plasticity of the Brain – 5:55 min.

<http://www.youtube.com/watch?v=VaDILD97CLM>

**GQ:** What is the main lesson about *brain plasticity* learned from this video?

**WEBPAGE:** Brain Function Chart link

<http://ucmas.ca/our-programs/whole-brain-development/left-brain-vs-right-brain>

How does the hemispherical diagram of the brain reflect atomistic/ Newtonian theory?

**VIDEO:** The Brain that Changes Itself – 51:51 min.

[https://www.youtube.com/watch?v=bFCOm1P\\_cQQ](https://www.youtube.com/watch?v=bFCOm1P_cQQ)

**Activity:** Take short notes – only one sentence for each idea that comes to you as you watch the video

1. What is new to you about the experience of Barbara Arrowsmith-Young?
2. How can *you use* these principles to teach yourself something new?
3. How can *you use* these principles to change ideas you have about your abilities?

**Brain Chemistry – neurotransmitters and hormones**

**GQ:** How are the following *neurotransmitters* related to moods, behavior patterns and high risk behavior?

**The combined impact of neurotransmitters and brain development in youth**

The *normal development of the brain* is not considered by scientists to be complete until the age of early 20s. The meaning youth brain development patterns has for *high-risk behaviors and delinquency* is that youth generally, cannot grasp/understand the impact of their behaviors. For example, does a youth understand the long-term harm caused by violence on the victim, family members. Does a youth understand the long-term and severity of the consequences/ punishment for their actions?

**Read:** Article: CBS School shooting tip lines uncover teen suicide

<https://www.nbcnews.com/news/us-news/school-tip-lines-were-meant-stop-shootings-uncovered-teen-suicide-n1127876>

**VIDEO:** What is dopamine? – Neurotransmitter – 3:49 min.

<http://study.com/academy/lesson/what-is-dopamine-definition-function.html>

**Article:** Dopamine – What is it? (most simply, imagine a “gas pedal”)

<https://www.psychologytoday.com/basics/dopamine>

**Article:** “Why is it so hard to say ‘No’ to addiction?”

<https://www.psychologytoday.com/blog/what-the-wild-things-are/201008/dopamine-why-its-so-hard-just-say-no>

**VIDEO:** What is serotonin? – Neurotransmitter – 4:23 min. (most simply, imagine a “brake pedal”)

<http://study.com/academy/lesson/what-is-serotonin-definition-function.html>

**Article:** Serotonin – What is it?

<https://www.medicalnewstoday.com/kc/serotonin-facts-232248>

**VIDEO:** Law and Order S17 E3 – How did age/ orientation impact the legal decisions made?

**VIDEO:** How to Make a Behavior Addictive (5 needs) - Zoë Chance – 16:57 min

<https://www.youtube.com/watch?v=AHfiKav9fcQ>

1. The need to *significance* (feel important)
2. The need for *certainty* (expectations will be fulfilled)
3. The need for *uncertainty* (variety, change, unexpected)
4. The need for *connection* (forming relationships)
5. The need for *growth* (developing, progressing)
6. The need for *contribution* (achievement beyond your own)

**GQ:** What activity do you regularly participate in that meets 3 or more of these needs?

