Instructor: Mary Ann Czarnecki, Ph.D.
Office: Bolton Hall Room 772
Office Phone: 414-229-6947
Sociology Office: 414-229-4388
E-mail: maczar@uwm.edu
Office Hours: TW 11:00-12:00 p.m. and by appointment.

Course Description and Requirements

University Course Description: “Study of personal and social determinants of juvenile delinquency and agencies for its control, treatment and prevention.” This course meets the UWM General Education Requirements (GER) for Social Science. It is also an approved Childhood and Adolescence Studies Certificate course because children are an essential focus of its discourse.

GER: Sociology 246, Juvenile Delinquency, carries GER Social Science distribution credit because it provides broad knowledge of sociological theories and methods as they apply to the study of juvenile behavior patterns and the juvenile justice system. Upon completion of this course, you will be able to use major sociological theories to discuss patterns of behavior, including delinquency, and the juvenile justice system, you will be able to explain the relationship between empirical data concerning juvenile delinquency and these theories, and you will be able to analyze and interpret basic scientific data about juvenile behavior patterns and the juvenile justice system. One learning goal is to utilize readings and discussions to learn how to assess and compare theories, and articulate explanations for juvenile delinquency. An assignment that reflects this goal is the movie review which requires you to apply sociological perspectives -- conflict, functionalist, symbolic interactionist -- to patterns of juvenile behavior. You will be assessed on your ability to clearly identify the theory that you believe offers the best explanation for the patterns of juvenile behavior depicted in the film and demonstrate its applicability and value for understanding these patterns.

Course: This course is designed to give you the opportunity to gain knowledge about juvenile delinquency and the American juvenile justice system within a theoretical and historical context. We will examine sociological perspectives, particularly as they relate to the study of juvenile delinquency and justice. As part of this examination, you will begin to develop the ability to critically analyze the effects of public policy on juveniles and juvenile justice in the United States. The diversity and similarity of individual experiences across social class, race, gender and age structures will be discussed, so that the potential for change can be addressed. In particular, you will learn how ideas about age, class, race and gender shaped and continue to impact the juvenile justice system and its delivery of services. You will also become familiar with the interrelationships of social institutions focusing on the institutions of juvenile justice, family, and education.

The overall goal of this course is to provide you with the basic knowledge necessary to understand the integral role juvenile control plays in American society, so that rational, constructive and comprehensive approaches to improving juvenile lives and the juvenile justice system can be considered. Specifically, you will become familiar with childhood and adolescence, learn to assess theories and apply explanations of juvenile behavior, identify patterns of inequality, define and describe the operation of the juvenile justice system and be prepared to design alternative policies worthy of further social science inquiry.

In addition to exams and an in-class summit exercise, a movie review, book review and a juvenile interview will be used to assess your progress in meeting the aforementioned goals. The movie review will focus on your ability to apply theoretical perspectives and identify patterns of inequality. Your book review will contain the basic elements of a book review including clarifying the book’s contribution to sociology, the study of juvenile delinquency and this course. Your interview summary and analysis will address your knowledge of sociological principles as they relate to juveniles and the juvenile justice system. You will be assessed on your ability to identify and clearly express sociological concepts, appropriately apply them to your interview and draw conclusions to facilitate implementation of a more effective juvenile justice program for the 21st century.

Course Work and Grading:

Course requirements include class participation and written work. It is expected that all students will do the required reading prior to class discussions. An interview, book review and movie review are required. Please see attached instructions. These assignments will be discussed further in class. Two exams will be given. Class Participation - 10 points

Juvenile Interview - 15 points
Exam I - 25 points
Movie Review - 10 points
Book Review - 15 points
Exam II - 25 points

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. In this traditional or face-to-face course, you will spend a minimum of 37.5 hours in the classroom, 75 hours preparing for class, which may include reading, note taking, studying, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings, and 31.5 hours preparing for and completing major assignments and/or exams.

If you require special assistance for any reason, please see me immediately, so that we can work together to assure your success in this class. Permission to tape must be granted by the instructor.

Required Books:

## Course Outline

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics, Exams and Assignments</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2</td>
<td>Introductions &amp; Course Overview</td>
<td></td>
</tr>
<tr>
<td>September 4</td>
<td>Juvenile Delinquent Definition</td>
<td></td>
</tr>
<tr>
<td>September 9</td>
<td>ABC 20/20 Going Too Far “Mortality/Maturity” (cc)</td>
<td></td>
</tr>
<tr>
<td>September 11</td>
<td>(Buy your Hubner book!) Sociological Theories (Please note policy application at the end of each Bartollas &amp; Schmalleger chapter.)</td>
<td></td>
</tr>
<tr>
<td>September 23</td>
<td>Movie Review Due at the Beginning of Class for Full Credit</td>
<td></td>
</tr>
<tr>
<td>September 25</td>
<td>II. THE CAUSES OF DELINQUENCY</td>
<td></td>
</tr>
<tr>
<td>September 30</td>
<td>10/12/07 ABC 20/20 How Young is Too Young? (VHS cc/ DVD no cc)</td>
<td></td>
</tr>
<tr>
<td>October 2</td>
<td>Social Structural Causes of Delinquency</td>
<td>Bartollas &amp; Schmalleger, Chapter 4</td>
</tr>
<tr>
<td>October 7</td>
<td>Social Interactionist Theories of Delinquency</td>
<td>Bartollas &amp; Schmalleger, Chapter 6</td>
</tr>
<tr>
<td>October 9</td>
<td>III. THE ENVIRONMENTAL INFLUENCES ON AND THE PREVENTION OF DELINQUENCY</td>
<td></td>
</tr>
<tr>
<td>October 14</td>
<td>Review; Questions and Answers</td>
<td></td>
</tr>
<tr>
<td>October 16</td>
<td>Exam I (Chapters 1-7)</td>
<td></td>
</tr>
<tr>
<td>October 21</td>
<td>Exam I Discussion</td>
<td></td>
</tr>
<tr>
<td>October 23</td>
<td>Families and Delinquency cont.</td>
<td>Bartollas &amp; Schmalleger, Chapter 8 cont.</td>
</tr>
<tr>
<td></td>
<td>2000 Video Series: “The Last Chance Ranch” (cc)</td>
<td></td>
</tr>
</tbody>
</table>
October 28  
**Book Review Due at Beginning of Class for Full Credit**  
*(Last Chance in Texas)*

Mental Illness-2000 Video Series: “Poor Kids’ Mental Hospital” (cc)

Provide directions for viewing *Stand and Deliver*

October 30  
*Stand and Deliver* *(Available in UWM Library) (DVD cc/ VHS no cc)*

November 4  
Schools and Delinquency *(Work and Delinquency)*  
Bartollas & Schmalleger, Chapter 9

November 6  
Gangs and Delinquency  
Bartollas & Schmalleger, Chapter 10

*4/6/1995 ABC News Special America’s War On Drugs: Searching for Solutions (DVD & VHS no cc) - 46”*

November 11  
**Juvenile Interview Due at the Beginning of Class for Full Credit**

Be prepared to discuss the interview including sociological concepts.

Drugs and Delinquency  
Bartollas & Schmalleger, Chapter 11

November 13  
**IV. THE JUVENILE JUSTICE SYSTEM**

Juvenile Justice Process  
Bartollas & Schmalleger, Chapter 12

*2000 Video Series: “Proposition 21” (cc)*

November 18  
Police and the Juvenile  
Bartollas & Schmalleger, Chapter 13

November 20  
Juvenile Court  
Bartollas & Schmalleger, Chapter 14

*2002 NBC Dateline Judge James W. Payne – Indianapolis For Their Own Good (cc)-45”*

November 25  
Catch-up/Time Back for Interview

November 27  
**Thanksgiving Break: No Class**

December 2  
Community-Based Corrections  
Bartollas & Schmalleger, Chapter 15

December 4  
Juvenile Institutions  
Bartollas & Schmalleger, Chapter 16

*2002 Detention Center footage (cc)*

**Exam II Distributed (Based on Class Attendance)**

Questions regarding exam

December 9  
Summit *(Last Chance in Texas and Interview)*

*“Juvenile Justice in Wisconsin” (End-What to do?)*

December 11  
**Exam II (If the exam is take-home, it is due at the Beginning of Class December 11)**

Exam Discussion

Course Evaluations

December 15  
**Approved Late Work** is due December 15 at 10:00.
Juvenile Delinquency Instructions

I. Class Participation (10 points)

A. Class participation is an integral part of the learning process. One of the outcomes of this course is to raise and explore significant concerns related to "juvenile delinquency" in discussion with your classmates.

B. The following are criteria you can use for self-evaluation of your class participation throughout the semester. (Do you consistently?)

1. Arrive to class prepared having studied the required readings and attend the entire class. If you must miss class, please borrow notes from a classmate.

2. Show respect for and careful attention to others through comments and non-verbal manner. All non-essential technological devices must be turned off during the entire class.

3. Ask relevant questions that lead to further clarification or exploration of a perspective or issue.

4. Explain, compare, defend, or evaluate a point of view reasonably and convincingly.

5. Use the ideas of various thinkers to reflect on your own experience and the different contexts of life.

6. Make appropriate and significant relationships to other courses.

II. Movie Review (10 points)

A. Your movie review of Boyz N The Hood or Sleepers is due September 23, 2014 at the beginning of class.

B. The movie review should not exceed two double-spaced typewritten pages and follow the following format.

Name:

Movie Review: Write a movie review from a sociological perspective (i.e. Does the film provide an accurate portrayal of families, peers, neighborhoods, schools, and juvenile justice? Why or why not? (1 point) What theoretical perspective is used to explain juvenile behavior? Why do you think so? (3 points)) Be sure to include a brief summary of the movie, which includes identifying patterns of inequality (1 point). Additional questions to be addressed in your movie review include the following.

1. Is the movie intended for a particular audience? (Support your answer.) (1 point)

2. What is the audience's response to the movie? (1 point)

3. How does the movie compare with similar productions? (Pleas provide the titles of the media.) (1 point)

4. Are the movie's photography and sound appropriate? (Why or why not?) (1 point)

5. Is the movie meaningful and worthwhile? (Did you feel compelled to do anything?) (1 point)

C. Additional Reminders

1. Be creative!

2. Remember to reread your assignment to check for and correct any errors before turning your review in.
III. Book Review (15 points)

A. Your book review of Last Chance in Texas is due October 28, 2014 at the beginning of class. As you write your review, keep in mind readings from the text, class discussions, and the movies Boyz N The Hood, Sleepers, and Stand and Deliver if previously viewed. This review will be assessed for accuracy. (3 points)

B. The review should be no longer than three double-spaced typewritten pages.

C. The following points are to be included.

1. Include a brief initial statement that presents the objective/s (2 points) of the book and engages the reader. You should also provide information about the author (1 point), which supports his credibility.

2. Describe the book’s content including the main theme/s (3 points)-- what the author thinks is most important.

3. Address the book’s value. What does it contribute to sociology, the study of juvenile delinquency and this course? (2 points) How does this book support or contradict what you have learned? Who, if anyone, will benefit from the book? (1 point)

4. Critically analyze the book in comparison to other books on the subject, including your text. (2 points) How well is the book organized and written? What is the overall quality of the work -- limitations and strengths? Does the author accomplish his objective(s)? Does the author present a quality argument? Do you agree or disagree with the author’s writing and why? (1 point)

IV. Juvenile Interview (15 points)

A. The oral face-to-face interview portion of the interview with a juvenile, 12 to 17 years of age, should be approximately one hour in length. You should make every effort to write down every word, describe every action and provide an ongoing description of the environment. These notes will be your appendix. The typed and handwritten portions of the juvenile interview must be turned in November 11, 2014 at the beginning of class. This assignment must be placed in a pocket folder. Your name should be printed on the outer upper right corner of the folder.

B. The juvenile interview assignment must be typewritten and follow the following format.

Cover Page. (1 point) (Uppermost Right Hand Corner) Interview (15)  
Cover Page/Folder (1) -  
Section 1 (10) -  
Section 2 (1) -  
Section 3 (2) -  
Appendix (1) -  
Your Name: Total Points Earned -  
Date of Interview:  
Time of Interview  (i.e. 5:00-6:00 p.m.)  
First Name of Interviewee and Age:  
Interview Location (Be specific.):  
Interview Topic/Topics: (Choose a topic that relates to this course and would help you design a program for the 21st century. i.e. prevention of juvenile delinquency; influence of family, school, job etc.; juvenile experiences, such as drug use; etc.)
Section 1. (double-spaced). (10 points)

Summary of Interview: Your summary is to include why (1 point) you chose this topic, main points (1 point) discussed, and your analysis. Your analysis incorporates course content -- readings, media presentations and/or discussions. This writing should be a reflection of your ability to interpret your interview from a sociological perspective. Clearly express the sociological concepts you reflected upon, their application to your interview ( 6 points) and the conclusions you have drawn (2 points). As you write your summary, keep in mind the overall quality of your writing. This summary should not extend beyond four double-spaced typewritten pages.

Section 2. (1 point)

List of Questions: Your list must include at least fifteen proposed questions relating to your chosen interview topic. During your interview do not hesitate to ask appropriate follow-up questions. This section must be typed.

Section 3. (2 points)

Five questions asked during the interview and their verbatim corresponding responses: The questions and answers chosen for this portion of the assignment should adequately reflect the content of the interview, but should not include any material of a sensitive nature. This section must be typed.

Appendix. (1 point)

Include your handwritten notes of the responses from the oral interview.

C. Plan ahead. Schedule your formal face-to-face interview with a juvenile in advance.

D. Follow the directions given. Reread your assignment for accuracy.

SO246Fall 2014
UNIVERSITY AND SOCIOLOGY DEPARTMENT POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that web page is: http://www4.uwm.edu/secu/SyllabusLinks.pdf

**Students with Disabilities.** Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following: http://www4.uwm.edu/Dept/DSAD/SAC/SACltr.pdf

**Religious Observances.** Policies regarding accommodations for absences due to religious observance are found at the following: http://www4.uwm.edu/secu/docs/other/S1.5.htm

**Students called to active Military Duty.** Accommodations for absences due to call-up of reserves to active military duty are found at the following: http://www4.uwm.edu/current_students/military_call_up.cfm

**Incompletes.** You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above. The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following: http://www4.uwm.edu/secu/docs/other/S31.pdf

**Discriminatory Conduct** (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at: http://www4.uwm.edu/secu/docs/other/S47.pdf

**Academic Misconduct.** Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Policies for addressing students cheating on exams or plagiarism can be found at the following: http://www4.uwm.edu/osl/dean/conduct.cfm

**Complaint Procedures.** Students may direct complaints to the Sociology Department Chair or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Sociology Department Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policies may be found at: http://www4.uwm.edu/secu/docs/other/S49.7.htm

**Grade Appeal Procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at http://www4.uwm.edu/letsci/upload/grievance_procedure.pdf

Procedures for graduate student grade appeal can be found at http://www.graduateschool.uwm.edu/students/policies/

**Final Examination Policy.** Policies regarding final examinations can be found at the following: http://www4.uwm.edu/secu/docs/other/S22.htm

**Book Royalties.** In accord with Department of Sociology policy, the royalties from the sale of faculty-authored books to students in their classes are donated to a UWM Foundation/Sociology Account to support future awards and activities for UWM students in Sociology.

Update 08/2014