Juvenile Delinquency
Sociology 246-001  Fall 2018

Instructor: Kenneth E. Jackson
Office: Bolton Hall, Room 732
Email: ejackson@uwm.edu

Classroom: Bolton Hall B79
Days: Tue/Thurs 12:30pm-1:45pm
Office Hours: By appointment & Tue/Thurs 2:00pm-3:00pm

Course Description:

This sociology course explores the personal and social determinants of juvenile delinquency and the agencies for its control, treatment, and prevention. SOCIOL 246-001 meets the UWM General Education Requirements (GER) for Social Science because it; (a) Critically evaluates the function, structure and development of the juvenile justice system, (b) Develops students’ ability to identify, apply, and effectively communicate methodologies designed for conducting inquiry into juvenile behavior patterns, (c) Studies sociological theories used to offer meaningful explanations of juvenile delinquency, and (d) Identifies and analyzes various social factors associated with delinquency. It is also an approved Childhood and Adolescence Studies Certificate course since children and adolescents are an essential focus of its discourse.

This class emphasizes a deeper understanding of the individual and social forces affecting juvenile delinquency and is organized into three major parts:

● In the first section, we examine how social definitions of young people and their rule-violating behaviors have evolved over time. We then proceed to the leading theoretical approaches used in the study of juvenile delinquency.
● In the second section of the course, we explore the environmental influences on delinquency, followed by the history and philosophy behind our contemporary juvenile justice system.
● In our third section, we take a closer look at the juvenile correctional system and the role agencies play in the control, treatment and prevention of juvenile offenders.

We explore these topics using a distinctly sociological frame of reference through which a fuller understanding of juvenile delinquency may be gained, although other perspectives will be considered as well. Policy implications also will be discussed.

Throughout the semester, our class will include many small group and full class discussions of readings and assignments. Your active participation in discussions and in-class activities is essential to your individual success and to the success of the course as a whole. Welcome to the fascinating study of juvenile delinquency!

Key Objectives for this Course:

● To examine and understand how delinquency is measured, and how the research findings relate to theories of juvenile delinquency
● To develop your ability to articulate how definitions and meanings of delinquency intersect with gender, race-ethnicity, social class, and agencies of social control
● To interpret and critically analyze basic scientific data about juvenile behavior patterns and the juvenile justice system
● To recognize and analyze intrapersonal, interpersonal, and socio-cultural factors associated with juvenile behavior patterns
● To apply major sociological theories to patterns of delinquent behavior and the juvenile justice system
This syllabus, along with additional required readings, course grades, supplementary materials and other items will be posted on the internet via the UWM D2L (Desire2Learn) system at http://d2l.uwm.edu/ (see below for how to access the site).

Course Texts (Required):

- **Juvenile Delinquency in a Diverse Society 2nd Ed** by Kristin Bates & Richelle Swan (B&S)  
- **Last Chance in Texas: The Redemption of Criminal Youth** by John Hubner (Hubner)  
- Additional required readings are posted on the course D2L site under “Content.”

**Required course texts are available** for 2-hour reserve in the west wing, lower level at the Reserve Desk, in the Golda Meir Library.

Recommended Course Text
- **The Criminal Justice Student Writer’s Manual 6th Ed** by Johnson, Rettig, Scott & Garrison  

Class Policies:

- Everyone is expected to participate actively in class. This means you must read the material by the time class begins and come prepared for class discussion with questions.
- There is no extra credit available for this course.
- Texting is not allowed in class. Phones must be completely turned off or silent.
- Any and all assigned readings can appear on the exams, even if we did not discuss them.

Class Conduct:

You are expected to think openly and critically! Everyone’s ideas are welcomed and will be respected. Because class discussions are an important part of this class, being respectful to your peers is essential. As a class, we are all responsible for creating and maintaining a safe and open environment for everyone to express themselves. Behaviors that create a hostile, offensive or intimidating environment for any reason including, but not limited to gender, race, ethnicity, color, religion, age, disability, marital status or sexual orientation will not be permitted. Finally, please do not disrupt other students’ ability to hear and/or concentrate during class (e.g., do not arrive late or leave early, do not leave your phone volume on, do not begin packing your belongings before class ends).

Grading Policy:

Assignments and activities for the course and respective weights in the total grade are as follows:

- Participation: 26%
- (5) Quizzes: 20%
- (2) Essays: 24%
- (2) Exams: 30%
- Total: 100%
Participation (26%) Regular attendance and participation are expected and necessary to do well in the course. Never underestimate the power you have to make a positive impact on the class’s energy and the progress that we make as a class. Thoughtful participation in class discussions is strongly encouraged. Your participation score is assessed through a combination of short in-class and out-of-class assignments distributed throughout the semester.

You will complete a total of 12 in-class assignments. You will be asked to provide a brief response for each assignment, which will include requests like providing a synthesized answer to a question about a reading assignment, a short reflection on a discussion topic or in-class film, or notes from a group discussion.

Each in-class assignment will be graded, and your two lowest-scoring assignments will be thrown out – so only your 10 highest-scoring assignments will contribute to your final participation grade. Absence during an assignment will result in a zero for that assignment. In-class assignments cannot be made up, regardless of circumstance. The grading criteria for these short assignments are available to you through our class website on D2L.

Quizzes (20%) The quizzes will be administered during the first 15 minutes of class. Absences for any reason will result in a quiz grade of zero. Late arrival to class will not only disturb your classmates, but also will give you less time to complete the quiz. There will be 5 total quizzes throughout the semester which will prepare you for exams by focusing on the important concepts and key discussion points; your lowest quiz grade will automatically be dropped from your average with the 4 highest scores counting toward your final grade. The scheduled dates for each quiz are provided in the Schedule of Topics and Readings section below.

Essays (24%) There will be 2 essays (4 to 6 pages each) based on readings, films and other class activities. Completed essays are to be turned in at the beginning of class on the date they are due. No emailed assignments will be accepted unless you have both notified me of your emergency and emailed the paper by the beginning of class time. Each essay will be typed, double-spaced, with Times New Roman 12-point font and 1 inch margins. Late work will be penalized one full letter grade for every 24-hour window past the deadline. No exception to these policies will be granted without documentation of a legitimate verifiable reason, such as an illness or family emergency. If such a case should occur, it is critical that you contact me ASAP to make arrangements.

Format: The American Sociological Association (ASA) reference and citation format should be followed. Essays should adhere to the guidelines published by the ASA at http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf. A link to these guidelines is also available to you through our class website on D2L.

Exams (30%) There will be two exams in this course. The exams will cover readings, lectures, class discussions and short films. The exams will include a combination of short/long answer and multiple choice questions. You will be provided with study guides approximately one week prior to each exam. Make-up exams will be given only for documented emergencies or required university activities. Make-up exams are subject to an alternative oral or essay format conducted in my office.
Availability:

I am here to help if you would like to discuss any questions or concerns you may have about our class, readings, assignments, exams, etc. The best way to contact me is by email, or see me during office hours or schedule an appointment. Please note that all emails should include: (1) course name and number in the subject line, (2) a salutation and (3) your name. I will make every effort to respond to these emails within 24 to 48 hours. Aside from myself, there are other on campus resources available that may be of assistance such as the UWM Writing Center (writingcenter.uwm.edu) and others seen below on page 8.

Schedule of Topics and Readings:

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic(s)</th>
<th>Required Reading</th>
<th>Quiz Paper Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 4</td>
<td>Week 1/A</td>
<td>Welcome! Introductions to Class, Syllabus and the Course</td>
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<tr>
<td>Sept 6</td>
<td>1/B</td>
<td>Delinquency in a Diverse Society</td>
<td>*(B&amp;S) Chapter 1. Thinking About Juvenile Delinquency in a Diverse Society</td>
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<tr>
<td>Sept 11</td>
<td>Week 2/A</td>
<td>Creation of Delinquency</td>
<td>*(B&amp;S) Chapter 2. The Creation of Delinquency</td>
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<tr>
<td>Sept 18</td>
<td>Week 3/A</td>
<td>Media Portrayal of Delinquency Trends</td>
<td>*(D2L) Herda-Rapp, A. <em>The Social Construction of Local Violence Threats by the News Media and Professional Organizations</em></td>
<td></td>
</tr>
<tr>
<td>Sept 20</td>
<td>3/B</td>
<td>Micro-Level Theories</td>
<td>*(B&amp;S) Chapter 4. Micro-Level Theories</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>Sept 25</td>
<td>Week 4/A</td>
<td>Theories Continued</td>
<td>*(D2L) Short, J. <em>Differential Association and Delinquency</em></td>
<td></td>
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<tr>
<td>Oct 2</td>
<td>Week 5/A</td>
<td>Macro-Level Theories</td>
<td>*(B&amp;S) Chapter 5. Macro-Level Theories</td>
<td>Essay 1 Due Today</td>
</tr>
<tr>
<td>Oct 4</td>
<td>5/B</td>
<td>Anomie and More Measurement Matters</td>
<td>*(D2L) Merton, R. <em>Social Structure and Anomie</em></td>
<td></td>
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<tr>
<td>Oct 9</td>
<td>Week 6/A</td>
<td>Social Structure and Delinquency</td>
<td>*(D2L) Hirschi, T. &amp; Selvin, H. <em>False Criteria of Causality in Delinquency Research</em></td>
<td>Quiz 2</td>
</tr>
<tr>
<td>Oct 11</td>
<td>6/B</td>
<td>Labeling &amp; Critical Theories</td>
<td>*(D2L) Osgood, W. &amp; Chambers, J. <em>Community Correlates of Rural Youth Violence</em></td>
<td></td>
</tr>
<tr>
<td>Oct 18</td>
<td>7/B</td>
<td>Exam 1</td>
<td>*(D2L) Chambliss, W. <em>The Saints and the Roughnecks</em></td>
<td>Exam 1</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>Oct 23</td>
<td>8/A</td>
<td>Family &amp; Delinquency</td>
<td><em>(B&amp;S) Chapter 7. Families in Context</em></td>
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<tr>
<td>Oct 30</td>
<td>9/A</td>
<td>Schools &amp; Delinquency</td>
<td><em>(B&amp;S) Chapter 8. Schools in Context</em></td>
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<tr>
<td>Nov 8</td>
<td>10/B</td>
<td>Substance Use</td>
<td><em>(B&amp;S) Chapter 10. Drugs in Context</em></td>
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<tr>
<td>Nov 20</td>
<td>12/A</td>
<td>Juvenile Courts</td>
<td><em>(B&amp;S) Chapter 12. Policing &amp; the Process of the Juvenile Court</em></td>
<td></td>
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<tr>
<td>Nov 22</td>
<td>12/B</td>
<td>Thanksgiving Recess</td>
<td>No Class</td>
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<tr>
<td>Dec 4</td>
<td>14/A</td>
<td>Preventative, Rehabilitative and Restorative Approaches</td>
<td>*(B&amp;S) Chapter 14. Preventative, Rehabilitative, and Restorative Approaches to Delinquency</td>
<td></td>
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<tr>
<td>Dec 6</td>
<td>14/B</td>
<td>Last Chance in Texas</td>
<td>*(Hubner) Introduction and Chapters 1-4</td>
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<tr>
<td>Dec 11</td>
<td>15/A</td>
<td>Last Chance in Texas</td>
<td>*(Hubner) Chapters 5-8</td>
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<tr>
<td>Dec 13</td>
<td>15/B</td>
<td>Last Chance in Texas &amp; Review</td>
<td>*(Hubner) Chapters 9-Epilogue</td>
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<tr>
<td>Dec 18</td>
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<td>Study Day No Class</td>
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<tr>
<td>Dec 20</td>
<td></td>
<td>Study Day No Class</td>
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<tr>
<td>Dec 21</td>
<td></td>
<td>Exam 2</td>
<td>Day: Friday&lt;br&gt;Time: 10:00am – 12:00pm&lt;br&gt;Location: Bolton Hall B79</td>
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</table>
University Policy on Credit Hours

The credit hour policy states:

Study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours for class contact in lectures, for laboratories, examinations, tutorials and recitations, and for preparation and study; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study.

Based on UW System expectations, as Sociology 246 is a 3-credit course, you should expect and prepare to spend a minimum of 144 (3 x 48) hours of your time on preparation and work related to the course. Taking into consideration that the number of hours demanded of you outside of class will fluctuate based on the scheduling of exams, quizzes and essay assignments, you should anticipate investing no less than 6-7 hours per week on this course outside of class.

Using UW-Milwaukee Desire2Learn (D2L) course websites

Materials for this course are available on a Desire2Learn (D2L) course website. You may see these materials there anytime you wish, using a standard Web browser.

Recommended browsers: A complete and up-to-date list of recommended browsers and settings can always be found at: https://kb.uwm.edu/page.php?id=66830 Please contact the UWM Help Desk with any questions about these requirements.

To find and browse the D2L course web site:

2. On the D2L Landing page, choose the gold button labeled [UWM ePanther].
3. On the next page, type in your ePanther Username (your ePanther campus email, but without the “@uwm.edu”) and Password (the same password you use for PantherLink and PAWS). Then hit [Login].
   - You may bookmark the D2L.UWM.edu landing page, if you wish.
   - To prevent failed log-ins, please DO NOT BOOKMARK the UWM “1Login” page.
4. On the D2L MyHome screen, find the area called My Courses. You’ll see your active courses here, arranged by Semester, with the newest semester at the top.
5. Click any course title to see the Course Home page. Click [Content] in the navigation bar to begin exploring the site.
6. If you have any difficulty getting into the course web site, please close down your web browser completely and open it up again. Then try logging on again, using the instructions above. If you do not know your ePanther username or password, please get help as indicated below.
7. When you are finished looking around your D2L course sites, always click on [Logout]. This is especially important if you are in a computer lab. Otherwise, the next person who uses the machine will be using your D2L account!
What to do if you have problems with Desire2Learn (D2L)

If you have any difficulties with D2L, including problems with your login (e.g., you forgot your password, or if you just can’t get on), please contact the UWM Help Desk as follows:

- Report the problem via online web form at [GetTechHelp.uwm.edu](http://GetTechHelp.uwm.edu)
- Call the UWM Help Desk at 414.229.4040
- Go to Bolton 225 (this lab is not open all day or on weekends – call 414.229.4040 for specific hours)
- From outside the 414 or 262 area codes, but from within the USA, you may call the UWM Help Desk at 1.877.381.3459

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 page is: [http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf](http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf)

**Accommodations for Students with Disabilities.** In the pursuit of equal access and in compliance with state and federal laws, the University is required to provide accommodations to students with documented disabilities. It is expected that a statement be placed on your syllabus informing students to contact you to arrange needed accommodations. A sample syllabus statement can be found here: [https://uwm.edu/arc/wpcontent/uploads/sites/97/2015/08/Recommended-Syllabus-Statement.pdf](https://uwm.edu/arc/wpcontent/uploads/sites/97/2015/08/Recommended-Syllabus-Statement.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](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: [https://uwm.edu/active-duty-military/](https://uwm.edu/active-duty-military/)

**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: [https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf](https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.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: [https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.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: [https://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/](https://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/)
**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: https://www4.uwm.edu/secu/docs/other/S_47_Discrimination_Policy.pdf

**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 sociology department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at: https://uwm.edu/letters-science/advising/answers-forms/policies/appeal-procedure-for-grades

Procedures for graduate student grade appeal can be found at https://uwm.edu/graduateschool/appealing-academic-decisions/

**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 08/2018

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The following are some helpful resources available to you at UW-Milwaukee:

- Center for Community-Based Learning, Leadership, and Research
  [https://uwm.edu/community/](https://uwm.edu/community/)

- Norris Health Center
  [http://www4.uwm.edu/norris/](http://www4.uwm.edu/norris/)

- Lesbian, Gay, Bisexual, Transgender Resource Center
  [https://uwm.edu/igbtrc/](https://uwm.edu/igbtrc/)

- Identity and Access Management
  [https://uwm.edu/iam/name-changes/](https://uwm.edu/iam/name-changes/)

- Career Planning and Resource Center
  [http://uwm.edu/careerplan/](http://uwm.edu/careerplan/)

- The Writing Center
  [http://www4.uwm.edu/writingcenter/](http://www4.uwm.edu/writingcenter/)

- Academic Advising at UWM
  [https://uwm.edu/academicaffairs/academic_priorities/student-success/academic-advising-at-uwm/](https://uwm.edu/academicaffairs/academic_priorities/student-success/academic-advising-at-uwm/)

- Multicultural Student Center
  [http://www4.uwm.edu/msc/](http://www4.uwm.edu/msc/)

- Panther Academic Support Services
  [http://www4.uwm.edu/pass/services/](http://www4.uwm.edu/pass/services/)

- Tutoring and Resource Center
  [http://www4.uwm.edu/access_success/tutoring_services/](http://www4.uwm.edu/access_success/tutoring_services/)

- Military Education Benefits Office
  [http://www4.uwm.edu/mebo/](http://www4.uwm.edu/mebo/)