

Juvenile Delinquency

Sociology 246-001

Spring 2020

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Classroom: Bolton Hall B95
Days: Mon/Wed 9:30am-10:45am
Office Hours: By appointment & Wednesdays 11:00am-1:00pm

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 Canvas system at <https://uwm.edu/canvas/home/> (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**)
ISBN-13: 978-1506347493
- Last Chance in Texas: The Redemption of Criminal Youth by John Hubner (**Hubner**)
ISBN-13: 978-0375759987
- Additional required readings are posted on the course Canvas website

****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
ISBN-13: 978-0133514384

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.
- 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.

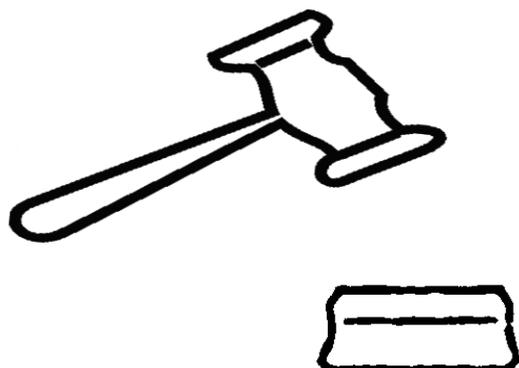
Each in-class assignment will be graded, and your two lowest-scoring assignments will be thrown out – so only your 10 highest-scoring assignments will contribute to your final participation grade. **Absence during an assignment will result in a zero** for that assignment. In-class assignments cannot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

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. 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 the 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 [Quick Tips for ASA Style.pdf](#) A link to these guidelines is also available to you through the course Canvas website.

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:

<u>Date</u>	<u>Week</u>	<u>Topic(s)</u>	<u>Required Reading</u>	<u>Quiz Paper Exam</u>
Jan 20	Week 1/A	<i>MLK Day</i> <i>No Class</i>	-	
Jan 22	1/B	Welcome! Introductions to Class, Syllabus and the Course	-	
Jan 27	Week 2/A	Delinquency in a Diverse Society	▪ (B&S) Chapter 1. Thinking About Juvenile Delinquency in a Diverse Society	
Jan 29	2/B	Creation of Delinquency	▪ (B&S) Chapter 2. The Creation of Delinquency	
Feb 3	Week 3/A	Measurement Matters and Delinquency	▪ (B&S) Chapter 3. Understanding Delinquency: Data, Correlates, and Trends	
Feb 5	3/B	Media Portrayal of Delinquency Trends	▪ (CANVAS) Herda-Rapp, A. <i>The Social Construction of Local Violence Threats by the News Media and Professional Organizations</i>	
Feb 10	Week 4/A	Micro-Level Theories	▪ (B&S) Chapter 4. Micro-Level Theories	Quiz 1
Feb 12	4/B	Theories Continued	▪ (CANVAS) Short, J. <i>Differential Association and Delinquency</i> ▪ (CANVAS) Hirschi, T. A Control Theory of Delinquency. pp. 16-34	
Feb 17	Week 5/A	Seductions of Crime	▪ (CANVAS) Katz, J. <i>Sneaky Thrills</i> . pp. 52-79	
Feb 19	5/B	Macro-Level Theories	▪ (B&S) Chapter 5. Macro-Level Theories	Essay 1 Due Today
Feb 24	Week 6/A	Anomie and More Measurement Matters	▪ (CANVAS) Merton, R. <i>Social Structure and Anomie</i> ▪ (CANVAS) Hirschi, T. & Selvin, H. <i>False Criteria of Causality in Delinquency Research</i>	
Feb 26	6/B	Social Structure and Delinquency	▪ (CANVAS) Osgood, W. & Chambers, J. <i>Community Correlates of Rural Youth Violence</i>	Quiz 2
Mar 2	Week 7/A	Labeling & Critical Theories	▪ (B&S) Chapter 6. Critical Theories	
Mar 4	7/B	Theories Continued & Review	▪ (CANVAS) Chambliss, W. <i>The Saints and the Roughnecks</i>	
Mar 9	Week 8/A	Exam 1	-	Exam 1

Mar 11	8/B	Desistance	▪ (CANVAS) Laub, J. & Sampson, R. Shared Beginnings, Divergent. Lives. Chapters 1 & 6	
Mar 16	Week 9/A	<i>Spring Recess No Class</i>	-	
Mar 18	9/B	<i>Spring Recess No Class</i>	-	
Mar 23	Week 10/A	Family & Delinquency	▪ (B&S) Chapter 7. Families in Context	
Mar 25	10/B	Family & Delinquency Continued	▪ (CANVAS) Hagan, Simpson, & Gillis. <i>Class in the Household: A Power-Control Theory of Gender and Delinquency</i>	
Mar 30	Week 11/A	Schools & Delinquency	▪ (B&S) Chapter 8. Schools in Context	
Apr 1	11/B	Schools & Delinquency Continued	▪ (CANVAS) American Psychological Association Zero Tolerance Task Force. <i>Are Zero Tolerance Policies Effective in Schools? An Evidentiary Review and Recommendations</i> ▪ (CANVAS) Rosenbaum, D. <i>Just Say No to D.A.R.E.</i>	Quiz 3
Apr 6	Week 12/A	Peers & Gangs	▪ (B&S) Chapter 9. Peers and Gangs in Context	
Apr 8	12/B	Substance Use	▪ (B&S) Chapter 10. Drugs in Context	
Apr 13	Week 13/A	Juvenile Justice System	▪ (B&S) Chapter 11. Why a Separate Juvenile Justice System?	
Apr 15	13/B	Juvenile Justice System Continued	▪ (CANVAS) Redding, R. OJJDP. <i>Juvenile Transfer Laws: An Effective Deterrent to Delinquency?</i> ▪ (CANVAS) Jordan, K & Freiburger, T. <i>Examining the Impact of Race & Ethnicity on the Sentencing of Juveniles in the Adult Court</i>	
Apr 20	Week 14/A	Juvenile Courts	▪ (B&S) Chapter 12. Policing & the Process of the Juvenile Court	Quiz 4
Apr 22	14/B	Juvenile Corrections	▪ (B&S) Chapter 13. Juvenile Corrections	
Apr 27	Week 15/A	Preventative, Rehabilitative and Restorative Approaches	▪ (B&S) Chapter 14. Preventative, Rehabilitative, and Restorative Approaches to Delinquency	
Apr 29	15/B	Last Chance in Texas	▪ (Hubner) Introduction and Chapters 1-4	
May 4	Week 16/A	Last Chance in Texas	▪ (Hubner) Chapters 5-8	Quiz 5
May 6	16/B	Last Chance in Texas & Review	▪ (Hubner) Chapters 9-Epilogue	Essay 2 Due Today
May 11		<i>Study Day No Class</i>	-	
May 13		Exam 2	Day: Wednesday Time: 7:30am – 9:30am Location: Bolton Hall B95	Exam 2

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.

What to do if you have problems with Canvas

If you have any difficulties with Canvas, 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
- 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: <https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>

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. To learn more, please visit: <http://uwm.edu/arc/>

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: <https://uwm.edu/active-duty-military/>

Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.
https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf

Discriminatory Conduct. 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

Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>

Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. <http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>

Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.
https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_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 respective department chairperson or the Academic Dean of the College/School.
https://www4.uwm.edu/secu/docs/other/S_28_Grade_Appe_by_Students.pdf

LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <http://uwm.edu/lgbtrc/>

Smoke and Tobacco-Free campus. UWM prohibits smoking and the use of tobacco on all campus property. https://www4.uwm.edu/secu/docs/other/S_49_Smoke_Toba_Free_Policy.pdf

Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations.
https://www4.uwm.edu/secu/docs/other/S_22_Final_Examinations.pdf

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

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

- UWM Canvas Help for Students
<https://uwm.edu/canvas/students/>
- Center for Community-Based Learning, Leadership, and Research
uwm.edu/community/
- Norris Health Center
www4.uwm.edu//norris/
- Lesbian, Gay, Bisexual, Transgender Resource Center
uwm.edu/lgbtrc/
- Identity and Access Management
uwm.edu/iam/name-changes/
- Career Planning and Resource Center
uwm.edu/careerplan/
- The Writing Center
<https://uwm.edu/writing-center/>
- Academic Advising at UWM
uwm.edu/academicaffairs/academic_priorities/student-success/academic-advising-at-uwm/
- Multicultural Student Center
www4.uwm.edu//msc/
- Student Success Center
<https://uwm.edu/studentsuccess/>
- Military and Veterans Resource Center (MAVRC)
<https://uwm.edu/mavrc/>