

University of Hawaii at Manoa
Soc 231- Intro to Juvenile Delinquency
Spring 2010

MWF 11:30-12:20 @ MIL 101

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Course Description- This introductory course will provide students a foundation for studying juvenile delinquency. Criminologists know that the best way to prevent crime and reform criminals is to address juvenile offenders. This makes the study of juvenile delinquency one of the most important areas of criminology. In this class we will study the history and contemporary status of juvenile delinquency, theories of delinquency, types of delinquency, and the juvenile justice system. A special focus will be given to youth gangs and female offenders.

Learning Objectives- At the end of the class each student should...

- Understand foundational elements of juvenile delinquency such as the social construction of childhood and social control strategies.
- Be familiar with various theories that attempt to explain juvenile delinquency.
- Be familiar with juvenile delinquency interventions, especially those relating to gangs, restorative justice, and female delinquents.
- Be able to explain the intersections between juvenile delinquency and adult crime as well as those factors that distinguish juvenile crime.
- Understand critical issues in juvenile justice such as transfer laws.

Textbook- Fuller, John Randolph. 2009. *Juvenile Delinquency: Mainstream and Crosscurrents*. Upper Saddle River, NJ: Pearson Prentice Hall.

-Additional readings will be supplied on Laulima

Assignments-

1. Exams- Three multiple choice and short answer exams will be given, two during the semester and one final exam at the end of the semester. No make-up exams will be given. However, under extraordinary circumstances (death in the family, serious illness, etc.) a make-up exam may be arranged.
2. Discussion Board Posts- Each week, students will complete a discussion board post either reflecting on that week's class material or reacting to another student's post. Posts must be at least 150 words. Discussion board posts, though less formal than term papers, should be treated as exercises in formal writing as they will be graded on grammar as well as content. **Discussion Posts are due on**

Friday evening each week. Writing guidelines are provided at the end of this syllabus.

3. Article Summaries- Students will complete two (2-3 page) papers summarizing empirical journal articles that are studying a topic relevant to juvenile delinquency. Each paper will summarize an empirical study published in a peer-reviewed journal, such as *Justice Quarterly* or *Criminology*. Papers should summarize each study's research question or topic, theoretical foundation, research method, hypotheses, dependent and independent variables, results, conclusions, and limitations. Additionally students should provide their own reflections on the article, applying class concepts, materials, etc. General writing guidelines are provided at the end of this syllabus. Explicit paper guidelines will be provided on Lulima.
4. Final Paper- For a final project, students will write a 6-8 page book review on a scholarly book that deals with a topic relevant to juvenile delinquency. Students should summarize the book, using a format similar to article reviews and add in their own reflections on the book's importance, relevance to juvenile delinquency today, and/or limitations. A list of suggested books is provided at the end of this syllabus but students may choose any book they wish, as long as it deals with juvenile delinquency.
5. Extra Credit- Students who wish to do so will be given an opportunity to earn extra credit. Extra credit may be earned in two ways. First students may write a persuasive letter to a public official, company executive, political candidate, etc. on a matter relevant to criminal justice. For example, a student might choose to write a persuasive letter to the governor making an argument about the state's juvenile justice policies. Students who do not wish to earn extra credit this way will be given the opportunity to complete a similar alternative writing assignment that will be determined by the instructor at a later point. Extra credit may add up to 5% to a student's final grade.
6. Late Assignments- Late assignments will be penalized 50%. No assignments will be accepted more than three days after the due date. As with attendance, if a student has a legitimate excuse, he/she will be given the opportunity to make up an assignment.

Grading Summary-

Three exams- 10% each
Discussion Board Posts- 20% total
Article Summaries- 10% each
Final Paper- 20%
Attendance- 10%

Grading Scale-

94 – 100%= A	80-82%= B-	67 – 69%= D+
90-93%= A-	76 – 79%= C+	64-66%= D
86 – 89%= B+	73-75%= C	60-63%= D-
83-85%= B	70-72%= C-	59% or lower= F

Academic Dishonesty-Any form of cheating will not be tolerated. Any student caught cheating during exams will be removed from class and will receive an automatic F for the class. Plagiarism, in any form, will not be tolerated either. Not understanding plagiarism will not be an acceptable excuse. A presentation on plagiarism will be given during the first week of class. Furthermore, online references relating to plagiarism will be provided on Laulima. Students caught plagiarizing will be given one warning. Repeated plagiarism will result in the student being referred to the Office of Judicial Affairs. Please refer to the student code of conduct for further information.

Course Schedule

Week/Start Date	Reading	Topics/Assignments
Week 1 1/10	Chapter 1; Additional Readings on Laulima	Class Intro, Basics of Delinquency <ul style="list-style-type: none"> • Childhood as a social construction • Graduated responsibility • Factors associated with delinquency • Zero tolerance policies
Week 2 1/17	Chapter 2 (pay special attention to p. 47- status offenses); Additional Readings on Laulima	History of Delinquency <ul style="list-style-type: none"> • Patriarchy and socialization • The child reform movement • Child savers • Status offenses • Development of juvenile courts • Differential treatment of boys and girls • Modern childhood
Week 3 1/24	Chapter 3; additional readings on Laulima	Studying Delinquency <ul style="list-style-type: none"> • Defining crime • Dark figure of crime • UCR, self-reports, and victimization studies • Youths as victims • Types of juvenile delinquency
Week 4 1/31	Chapters 5 & 6	Theories of Delinquency (pt. 1) <ul style="list-style-type: none"> • Classical criminology • Deterrence • Rationale choice theory • Positivist criminology • Lombroso and atavism • Neurology and crime

		<ul style="list-style-type: none"> • Piaget and cognitive development • Intelligence and crime • Freud- id, ego, and superego
Week 5 2/7	Chapter 7	Theories of Delinquency (pt. 2) <ul style="list-style-type: none"> • Social structure theories • Social process theories • Merton and strain • Social control theories • Differential opportunity theory • Labeling theory
Week 6 2/14	Chapter 8; Additional Readings on Laulima	Theories of Delinquency (pt. 3) <ul style="list-style-type: none"> • Article Summary #1 due Monday • Shaming theory • Marxist theory • Left realism • Life course perspective
Week 7 2/21	Chapter 11; Additional Readings on Laulima	Delinquency and Schools <ul style="list-style-type: none"> • Exam #1 Monday • Control in schools • No child left behind • School shootings • Bullying
Week 8 2/28	Chapter 9; Additional readings on Laulima	Female Delinquency <ul style="list-style-type: none"> • Differential treatment of boys and girls • Extent and nature of female delinquency • Male theories of crime and females • Feminist perspective and delinquency • Girls in the juvenile justice system
Week 9 3/7	Chapter 12; Additional readings on Laulima	Gangs and juveniles (pt. 1) <ul style="list-style-type: none"> • Definitions of gangs • Group delinquency • Pathways into gangs
Week 10 3/14	Chapter 12; Additional readings on Laulima	Gangs and juveniles (pt. 2) <ul style="list-style-type: none"> • Types of gangs • Prevention, suppression, and treatment • Gangs in Hawaii • Article Summary #2 due Friday
Week 11 3/21	No Class- Spring Break	
Week 12 3/28	Chapter 10	Family and Delinquency <ul style="list-style-type: none"> • Family functions • Family obstacles today • Child victimization • Divorce, family conflict, and delinquency

		<ul style="list-style-type: none"> • Exam #2 Friday
Week 13 4/4	Chapter 13	Policing and juvenile justice <ul style="list-style-type: none"> • History of juvenile policing • Juveniles and police procedures • Police discretion • Community policing • Zero-tolerance policing
Week 14 4/11	Chapter 14; Additional Readings on Laulima	Juvenile Courts <ul style="list-style-type: none"> • Structure and organization of juvenile courts • Juvenile courts in Hawaii • Juvenile court procedures • Transfer laws • Blended sentencing
Week 15 4/18	Chapter 15; Additional Readings	Juvenile Corrections <ul style="list-style-type: none"> • Community corrections • Restitution and compensation • Residential treatment • Juvenile incarceration • Private prisons and Outward Bound
Week 16 4/25	Chapter 16; Additional Readings on Laulima	Delinquency and the Future <ul style="list-style-type: none"> • Capital punishment • Technology and delinquency • Globalization and delinquency • Restorative justice
Week 17 5/2	No assigned Readings	Course Review <ul style="list-style-type: none"> • Review for final exam • Catch-up (we will use this as a buffer to compensate for any material that took extra time to cover).
Week 18	Final Exams 5/9-5/13	Final Exam (TBD) Final Paper Due by 5/9

General Writing Guidelines-

-All writing will be graded on content, overall writing quality, grammar, and proper format.

-Content-

-Content should be relevant to the paper topic.

-The paper must demonstrate adequate comprehension of subject matter.

-Any arguments should be supported with evidence, not opinion.

-The paper should not merely regurgitate class materials but expand upon them.

-Writing Quality-

- Writing should be simple, clear, and concise.
- Use vocabulary properly.
- Paper must be clearly organized.
- Ideas in the paper should follow a logical progression.

-Grammar and Spelling-

- All words, especially proper nouns, should be spelled correctly.
- All sentences should make sense.
- Proper punctuation must be used throughout the paper.
- Papers must demonstrate proper verb usage, especially in terms of subject/verb agreement.

-Format-

- Papers should be double-spaced, using 12-point Times New Roman font
- Papers should be in ASA format. I have provided a link to an accessible online ASA format guide on Lailima.
- Sources should be properly cited.
- Papers must have a references page.
- All quotes should be attributed properly.
- Be extremely careful not to plagiarize. Self-monitoring for plagiarism is not a passive activity; you must be vigilant, actively examining your writing to make sure you haven't plagiarized.

* I strongly encourage any students who have trouble with or are unsure of their writing to utilize the **writing center**. More information is available on their website at <http://www.english.hawaii.edu/writingcenter/>

Suggestions for Book Review-

Kupchik, Aaron. 2006. *Judging Juveniles: Prosecuting Adolescents in Adult and Juvenile Courts*. New York: New York University Press*

Chesney-Lind, Meda and Randall G. Shelden. 1998. *Girls, Delinquency, and Juvenile Justice*. Belmont CA: Wadsworth Publishing Company.*

Warr, Mark. 2002. *Companions in Crime: The Social Aspects of Criminal Conduct*. New York: Cambridge University Press.*

Krisberg, Barry 2005. *Juvenile Justice: Redeeming Our Children*. Thousand Oaks CA: Sage.*

See also references from book chapters.

*These books are all available in our library, relatively cheaply on Amazon.com, or may be borrowed from the instructor. However, I strongly suggest that students choose a book and acquire a copy early in the session.