

University of Hawai'i at Manoa
Sociology 231
Introduction to Juvenile Delinquency

-Fall 2017-
TR 12:00-1:15p, KUY 407

Instructor: Angel Camacho – M.A., Sociology; M.A., Criminal Justice

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Office hours: M 12:00-1:00p

Course Description:

This course will take a sociological approach to crime and juvenile delinquency. We will be taking a close look at various sociological and criminological theories of juvenile delinquency. Further, we will focus on illuminating the social construction of crime and delinquency waves and the empirical reality of such phenomena. Additional topics will include media coverage of crime and juvenile delinquency, families, schools, gangs, drugs, police, courts, and prevention strategies.

Student Learning Outcomes (SLOs):

- Apply sociological theories of juvenile delinquency to contemporary cases.
- Explain the racial/ethnic disparities observed in the juvenile justice system.
- Describe the differences in male and female offenders.
- Describe how social institutions prevent and/or contribute to juvenile delinquency.

Textbook:

Bates, Kristen A. and Richelle S. Swan. 2018. *Juvenile Delinquency in a Diverse Society*. 2nd ed. SAGE Publications, Inc.

Supplemental readings will be available on Lualima or handed out in class.

Requirements:

1. Attendance: 20%

Attendance is mandatory and will be taken each class period. We will meet a total of 31 times throughout the semester. Thus, attendance grades will be calculated by taking the number of times you have attended class and dividing it by 31. *Excused absences will be at the discretion of the instructor. Be sure to keep and show the instructor any proof of doctor's visits, car troubles, flight itineraries, etc.*

2. Weekly Reflections: 20%

Each week you will complete reflections on the prior week's readings and lectures. Weekly reflections should begin with a **brief** summary of the readings. Reflections should show me that you have read, critically thought about, and are able to apply the material to your life in some way. Please keep reflections brief—2 pages max (typed, double space, 12-point font, 1-inch margin). Reflections will be graded on a 3-point scale (low satisfactory, medium satisfactory, high satisfactory). All reflections must be turned in at the beginning of class on the due date (*denoted by a “(WR)” on the class schedule below*).

3. Pop Quizzes: 10%

Throughout the semester five (5) pop quizzes will be administered on unannounced days and times. These quizzes will determine whether you are keeping up with the required readings. Quizzes may be short answers, multiple choice, true/false, or fill-in-the blank. *Make-up quizzes will only be allowed for excused absences, which will be at the discretion of the instructor.*

4. Mid-Term Assessment: 25%

A mid-term assessment will be given halfway through the semester. The mid-term will consist of multiple choice, true/false, and fill-in-the blank questions.

5. Final Assessment: 25%

A final assessment will be given on the last day of the semester. The final will consist of multiple choice, true/false, and fill-in-the blank questions.

Grading Scale:

100—90% = A+ — A-
89—80% = B+ — B-
79—70% = C+ — C-
69—60% = D+ — D-
59—0% = F

Academic Dishonesty:

Any form of cheating will not be tolerated. Students caught cheating during assessments will be removed from class and will receive an automatic F for the course. Plagiarism, in any form, will not be tolerated either. Any student caught plagiarizing will receive an automatic zero (0) for the assignment in question. Not understanding plagiarism will not be an acceptable excuse. Please familiarize yourself with the UH system guidelines and penalties for academic dishonesty, including cheating and plagiarism. A useful resource can be found here: http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/table_of_contents.php

Expectations:

As with any learning experience, your level of engagement will determine what you get out of this course. I encourage you to make the most of this opportunity by actively participating in class, keeping up with the assigned readings, and reflecting on your own experiences. And, ask questions! If there is anything that you do not understand or that you are having trouble with, please ask for help. I want to make sure that you are learning the material and learning how to think about the material in a sociological manner.

Throughout the course, some of the topics will be sensitive, so I expect that we approach these classes with respect. While each person is entitled to an opinion, it is crucial that our discussions remain respectful. In other words, **always engage in debates about ideas, never engage in personal attacks**. I reserve the right to ask a student to leave the class if their comments are disrespectful or inappropriate in any way.

Cell phones need to be on silent AND **put away** during class. When you are in class be “in-class” and not somewhere else. Please do not work on assignments from other classes while in my class. **Laptops, iPads, and Tablets must be closed during lectures**. Lastly, please do your best to be on time. Again, I reserve the right to ask students who are being disrespectful or disruptive to leave the class.

Communications:

E-mail is a good way to reach me. Monday through Friday I generally respond within 24 hours. If you e-mail me after 5pm on Friday, I may not respond until Monday morning. Sometimes questions and concerns come up that are best discussed in person. If it turns out you have such questions or concerns, we'll find a time to meet—either during office hours or at another mutually convenient time. Lastly, I would like to avoid receiving e-mails with questions that can be answered with a close reading of the syllabus.

Facing Challenges?

If you have things going on in your life which will affect your ability to do your best, then let me know as soon as possible—don't wait! You may not be responsible for your circumstances, but you are responsible for letting me know you need help or support.

Disabilities

Please notify me if you have any particular needs. UHM strives to maintain a barrier-free environment so that students with disabilities can fully access classes, programs, services and other campus activities. If you need any assistance please contact the KOKUA Program at 808.956.7511 or you can visit their website at:

<http://www.hawaii.edu/kokua/>

Syllabus:

The instructor reserves the right to make changes to the syllabus at any time. If I make changes, I will send out an email informing you of the amendment. **It is your responsibility to check your email for announcements, updates, and general class correspondence**. My goal is to keep pace with the class schedule, but throughout the semester there may be times when we explore topics that require more or less time than I have scheduled for them. We should feel free to explore these issues fully without the anxiety of having to keep strictly to the schedule.

SOC 231 Tentative Class Schedule

*Note: All readings should be completed **prior** to the date reflected on the class schedule.

Week	Date	Topic	Readings
1	8/22	Introductions	N/A
	8/24	3 Theoretical Perspectives of Sociology: A Brief Review	N/A
2	8/29	What is juvenile delinquency? & What <i>causes</i> juvenile delinquency?	B&S pp. 3-6 <i>and</i> B&S pp. 34-44
	8/31	Normative Behavior, Deviant Behavior	B&S pp. 6-8
3	9/5	Media and (Mis)Information	Dowler – “Media Consumption and Public Attitudes Toward Crime and Justice,” <i>Journal of Criminal Justice and Popular Culture</i> , pp. 109-126
	9/7	Moral Panics & Juvenile Delinquency Data	Gamson et al.—“Media Images and the Social Construction of Reality,” <i>Annual Review of Sociology</i> , pp. 373-391 <i>and</i> B&S pp. 44-51 <i>and</i> B&S pp. 60-72
4	9/12	Correlates of Delinquency	B&S pp. 72-88 (WR)
	9/14	TBA	TBA
5	9/19	Theories of Juvenile Delinquency: Classical (RC), Biological, Psychological and Biosocial Theories	B&S pp. 94-100
	9/21	Social Learning Theories: Differential Association Theory Social Control/Social Bonding Theory	B&S pp. 100-114 <i>and</i> Robert Agnew – “A Longitudinal Test of Social Control Theory and Delinquency,” <i>Journal of Research in Crime and Delinquency</i> , pp. 126-156.
6	9/26	Media Violence & Aggression	Bushman & Anderson – “Media Violence and the American Public: Scientific Facts Versus Media Misinformation,” <i>Psychologist</i> , pp. 373-391 (WR)
	9/28	Strain Theories: Durkheim’s Anomie Theory Merton’s Anomie/Strain Theory Agnew’s General Strain Theory	B&S pp. 126-130 <i>and</i> B&S pp. 115-117 <i>and</i> Paternoster & Mazerolle – “General Strain Theory and Delinquency: A Replication and Extension,” <i>Journal of Research in Crime and Delinquency</i> , pp. 235-263

7	10/3	Critical Theories: Labeling Theory	B&S pp. 154-162 (WR)
	10/5		Bernburg, Krohn and Rivera – “Official Labeling, Criminal Embeddedness, and Subsequent Delinquency: A Longitudinal Test of Labeling Theory,” <i>Journal of Research in Crime and Delinquency</i> , pp. 67-88.
8	10/10	Conflict Theory	B&S pp. 162-168 (WR)
	10/12	Feminist Theory	B&S pp. 168-177 and Annette Jolin – “On the Backs of Working Prostitutes: Feminist Theory and Prostitution Policy,” <i>Crime & Delinquency</i> , pp. 69-83
9	10/17	Mid-Term Assessment	
	10/19	Family, Schools & Juvenile Delinquency	B&S pp. 188-204 B&S pp. 223-228
10	10/24	The School-to-Prison Pipeline	Colvin & Pauly – “A Critique of Criminology: Toward an Integrated Structural-Marxist Theory of Delinquency Production,” <i>American Journal of Sociology</i> , pp. 513-551 and B&S pp. 237-242
	10/26	Crime & Delinquency in Schools	B&S pp. 228-237 and Leary, Kowalski, Smith and Phillips – “Teasing, Rejection, and Violence: Case Studies of the School Shootings,” <i>Aggressive Behavior</i> , pp. 202-214
11	10/31	Are psychological explanations of school shootings enough?	“Mobbing and the Virginia Tech Massacre” http://www.arts.uwaterloo.ca/~kwesthue/vtmassacre.htm (WR)
	11/2	Peers & Delinquency	B&S pp. 251-259
12	11/7	Gangs & Delinquency	B&S pp. 259-272 (WR)
	11/9	Drugs & Society	B&S pp. 278-290
13	11/14	Drugs & Delinquency	B&S pp. 291-302 (WR)
	11/16	The War on Drugs	Jensen, Gerber and Mosher – “Social Consequences of the War on Drugs” in <i>Correctional Contexts: Contemporary and Classical Readings</i> , pp. 384-395
14	11/21	Class & The Juvenile Justice System	Reiman & Leighton – “...And the Poor Get Prison” in <i>The Rich Get Richer and the Poor Get Prison</i> , pp. 118-162 (WR)
	11/23	NO CLASS: Thanksgiving	

15	11/28	Race & The Juvenile Justice System	B&S pp. 348-352 <i>and</i> Loic Wacquant – “From Slavery to Mass Incarceration,” <i>New Left Review</i> , n. 13, pp. 41-60
	11/30	Race & The Juvenile Justice System	Andrea Ritchie – “Law Enforcement Violence Against Women of Color” from <i>Color of Violence</i> , pp. 138-156
16	12/5	Juvenile Delinquency Prevention	B&S pp. 393-399 <i>and</i> Chesney-Lind and Brady – “Ending Hawaii’s Imprisonment Boom: Let’s Be Smart on Crime, Not Simply Tough” in <i>The Value of Hawai’i: Knowing the Past, Shaping the Future</i> , pp. 109-115 (WR)
	12/7	Final Assessment	