

**University of Hawaii at Manoa**  
**Soc 231- Intro to Juvenile Delinquency**  
**Section 601**

**Summer 2012- Session I**  
**M-F 9-10:15 am PHYSCI 317**

**Instructor-** Nick Chagnon- MA University of North Carolina Wilmington

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**Office/Hours-** Saunders 218 MWF 12:00-2 p.m.

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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.
- Improve their writing significantly through weekly writing assignments and interaction with the instructor

**Writing Intensive-** This class is designated writing intensive by the University of Hawaii. In order to meet the requirements of this designation,

- At least 18 pages of writing are required from each student.
- This class involves both formal (article summaries and a book review) and informal (discussion board posts) writing assignments.
- Students will be given extensive feedback on writing assignments.
- The instructor will give three in-class writing instruction workshops to help students improve their writing throughout the session.
- Students may schedule conferences during the instructor's office hours to discuss writing improvement.
- It is expected that students will use constructive criticism to improve their writing throughout the session.

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

Additional readings on Laulima

### **Assignments-**

1. Exams- Two multiple choice and short answer exams will be given, one at the midpoint of 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 250 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 Laulima.
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.

- 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-

Two exams- 15% 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	Reading	Topics/Assignments
Week 1	Chapters 1-3	<b>Class Intro, Basics of Delinquency, History of Delinquency, Studying Delinquency</b> <ul style="list-style-type: none"> <li>Childhood as a social construction</li> <li>Factors associated with delinquency</li> <li>The child reform movement</li> <li>Development of juvenile courts</li> <li>Modern childhood</li> <li>Uniform Crime Reports and delinquency</li> <li>Types of delinquency</li> </ul>

<b>Week 2</b>	Chapters 5 -8	<b>Theories of Delinquency</b> <ul style="list-style-type: none"> <li>• Classical criminology</li> <li>• Postivist criminology</li> <li>• Biological theories of crime</li> <li>• Psychological theories of crime</li> <li>• Criminal personalities</li> <li>• Social structure, control, and process theories</li> <li>• Labeling Theory</li> <li>• Reintegrative shaming</li> <li>• Critical theories</li> <li>• Lifecourse theories</li> <li>• <b>Writing Workshop #1 Tuesday</b></li> <li>• <b>Article Summary #1 Due Friday</b></li> </ul>
<b>Week 3</b>	Chapters 9 & 12; “The Myth of Mean Girls” By Mike Males and Meda-Chesney-Lind (link on Laulima); “Street Gang Dynamics” by Steve Nawojczyk (link on Laulima)	<b>Female Delinquency and Gangs</b> <ul style="list-style-type: none"> <li>• Extent and nature of female delinquency</li> <li>• Theories of female delinquency</li> <li>• Female delinquency and the feminist perspective</li> <li>• Liberation hypothesis</li> <li>• Female gang members</li> <li>• Definitions of a gang</li> <li>• Pathways into gangs</li> <li>• Gangs in Hawaii</li> <li>• Gang task forces</li> <li>• <b>Exam #1 Wednesday</b></li> </ul>
<b>Week 4</b>	Chapters 10 & 11	<b>Families, Schools, and Delinquency</b> <ul style="list-style-type: none"> <li>• Family obstacles today</li> <li>• Child victimization</li> <li>• Divorce, family conflict, and delinquency</li> <li>• Control in schools</li> <li>• School shootings</li> <li>• Bullying</li> <li>• <b>Writing Workshop #2 Tuesday</b></li> <li>• <b>Article Summary #2 Due Friday</b></li> </ul>
<b>Week 5</b>	Chapters 13 & 14	<b>The Juvenile Justice System (pt. 1)</b> <ul style="list-style-type: none"> <li>• Juvenile policing</li> <li>• Procedures for juvenile offenders</li> <li>• Police discretion</li> <li>• Juvenile courts vs. adult courts</li> <li>• Transfer laws</li> <li>• <b>Writing Workshop #3 Wednesday</b></li> </ul>
<b>Week 6</b>	Chapters 15 & 16	<b>The Juvenile Justice System (pt. 2)</b> <ul style="list-style-type: none"> <li>• Community corrections</li> <li>• Juvenile detention</li> <li>• Capital punishment</li> </ul>

		<ul style="list-style-type: none"> <li>• Crime and the “war” analogy</li> <li>• Restorative justice</li> <li>• <b>Final Paper Due Wednesday</b></li> <li>• <b>Final Exam (TBD)</b></li> </ul>
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### **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 Lualaba.

-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 suggest that students choose a book and acquire a copy early in the session.