

University of Hawaii at Manoa
Soc 231- Intro to Juvenile Delinquency
Spring 2013
MWF 2:30-3:15 Saunders 242

Instructor- Nick Chagnon- MA University of North Carolina Wilmington
Email- chagnon@hawaii.edu
Office/Hours- Saunders 218 Hours TBD
Phone- (808) 956-3726

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 will be provided on Laulima

Attendance policy-Attendance for this class is mandatory. However, role will not be taken each day. Instead, pop quizzes will serve as a proxy for attendance. Ten quizzes will be given throughout the semester. Each student's attendance grade (10% of the final grade) will be determined from quizzes. Medical, legal or personal reasons for absences with documentation will be excused. Students with excused absences will be given the opportunity to make up a quiz after providing documentation.

Classroom Etiquette-

- Cell phones should be turned to silent or off before class begins.
- Please do not text in class.
- Laptop computers may be used for note taking. However, the instructor reserves the right to revoke this privilege if computers become a significant distraction.
- Students must follow building regulations relating to food and drink in class.
- Classroom discussions may touch on a number of sensitive topics. While students are encouraged to share their views, all views must be respected. Interruptions of or insults directed at other students will not be tolerated.
- Please use formal etiquette in constructing emails. **Include a greeting and ending to each email. Also, write clearly discuss what you are addressing and what questions you might have in the email.**

Kokua/Students with Disabilities- Any student who requires accommodations because of a disability should contact the Kokua program (956-7511 or 956-7612) and discuss this with me. Any necessary arrangements will be made.

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- Students will complete 5 discussion board posts 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. Each post should cite relevant material and include references at the end. References do not count toward the word total of the post. **Discussion Posts are due on Friday of the assigned 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 topical paper on one contemporary issue relating to juvenile delinquency or criminal justice. For example, a student might choose to write a paper on juvenile drug use prevention. This paper should use at least six external scholarly sources and include a formal references page.
5. Extra Credit- Students who wish to do so will be given an opportunity to earn extra credit. Extra credit may be earned through news summary assignments. For this assignment, students should select one news story from an online source that relates to crime and justice. In one page, the student should summarize and critique the article, relating it to course material. Both the one page summary/critique and a copy of the story should be handed in. Each student may do five of these extra credit assignments. Thus, 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 Lulima. 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 Lulima	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; Additional Readings on Lulima	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 Lulima	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 • Discussion Board Post #1 due by 11:59 p.m. Friday
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

		<ul style="list-style-type: none"> • Neurology and crime • Piaget and cognitive development • Intelligence and crime • Freud- id, ego, and superego • Writing workshop #1 Wednesday
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 • Discussion Board Post #2 due 11:59 p.m. Friday.
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 Friday • 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 • Discussion Board Post #3 due 11:59 p.m. Friday.
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 • Writing workshop #2 Wednesday
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 • 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 • Discussion Board Post #4 due 11:59 p.m. Friday.
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 • Writing Workshop #3 Wednesday
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 • Discussion Board Post #5 due 11:59 p.m. Friday.
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 Lualima.

-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.