

**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  
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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- Textbook- Fuller, John Randolph. 2012. Juvenile Delinquency: Mainstream and Crosscurrents. 2nd edition. Oxford University Press.

Additional readings on will be provided on Laulima

**Attendance policy:**

Attendance for this class is mandatory. Role will not be taken, but students will be graded based on their regular attendance and participation in class discussions/assignments. Medical, legal or personal reasons for absences with documentation will be excused. Students with excused absences will be given the opportunity to make up missed exams/assignments.

**Accommodation Requests:**

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at 808-956-7511 or 808-956-7612 (voice/text) and is located in room 013 of the Queen Lili'uokalani Center for Student Services.

**Plagiarism/Academic Dishonesty Policy:**

Plagiarism is a serious violation of the UH-Manoa Student Conduct Code. In it, plagiarism is defined as follows: "Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms" (University of Hawai'i at Manoa Student Conduct Code (1992: 6).

Furthermore, It is ultimately each student's responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying "I forgot about that" or "I made a mistake," are not considered valid excuses when it comes to plagiarism.

A brief summary of the American Sociological Association's Style Guide, which explains the rules clearly, can be found at: [www.buffalostate.edu/library/docs/asa.pdf](http://www.buffalostate.edu/library/docs/asa.pdf). Any other forms of academic dishonesty, such as cheating on exams will not be tolerated. Any student caught engaging in academic dishonesty will be referred to Office of Judicial Affairs.

**Classroom Etiquette:**

- Students should make all efforts possible to arrive to class on time. However, we live in a city with significant traffic issues. As well, our campus has parking issues. The instructor understands that students may be late from time to time. This is okay, but students making a habit of being late to class will be addressed by the instructor.
- Cell phones should be turned to silent or off before class begins. If students urgently need to make or take a call, they can leave class quietly to do so.
- Please do not text in class.
- Please do not use your phone as a note-taking, or reading device. Use a laptop, tablet, or paper for those purposes.
- 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.

**Assignments-**

1. Exams- Two multiple choice and/or short answer exams will be given, one mid-term during the semester and one final exam at the end of the semester. The exact makeup of this exam will be negotiated between the students and the instructor. 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 count for the post. Discussion Posts are due on Friday of the assigned week. Writing guidelines are provided at the end of this syllabus.
3. Topical Essays: Students will write two topical essays during the semester. For this assignment students will pick one topic from class discussions and build upon the material we have covered and discussed. Though all of these need not be included in any one essay, students should consider why the topic is important; what the central debates are regarding the topic; what current policies relate to the topic; and what criminologists have argued about it. Students should feel free to personally reflect on this issue, and comment on its importance and/or significance to them. This essay should include citations from at least five academic sources such as journal articles or scholarly books. Though there is no required length, 3-5 pages is the recommended length.

4. Final Paper- For a final project, students will choose one of their topical essays, revise it per the instructor's feedback, and expand the essay. Students will meet with the instructor to collectively strategize on how to construct this essay. The revised paper should be 8-10 pages in length. The point of this essay is twofold. One, students will demonstrate their ability to improve upon their writing using feedback from the instructor. Two, this will allow students to delve more deeply into a subject that stimulates the.
5. Writing workshops- This is not a formal assignment, but several classes will be reserved for discussing writing, peer review, and other forms of writing assistance. Attendance at workshops is mandatory. Attendance and participation at these workshops will be a key part of students' participation grades. Those who are absent must meet with the instructor to make up this work.
6. Student conference- Each student is required to schedule at least one out of class conference with the instructor to discuss his/her writing and performance in the course. It is recommended that students schedule this conference sometime in the middle of the semester.
7. 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.

### **Grading Summary-**

- Two exams- 10% each
- Discussion Board Posts- 4% each
- Topical Essays- 10% each
- Final Paper- 20%
- Participation- 20%

### **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

### **Course Schedule**

<b>Week/Start</b>	<b>Reading</b>	<b>Topics/Assignments</b>
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Date		
<b>Week 1</b> <b>1/10</b>	Chapter 1; Additional Readings on Laulima	<b>Class Intro, Basics of Delinquency</b> <ul style="list-style-type: none"> <li>• Childhood as a social construction</li> <li>• Graduated responsibility</li> <li>• Factors associated with delinquency</li> <li>• Zero tolerance policies</li> </ul>
<b>Week 2</b> <b>1/17</b>	Chapter 2; Additional Readings on Laulima	<b>History of Delinquency</b> <ul style="list-style-type: none"> <li>• Patriarchy and socialization</li> <li>• The child reform movement</li> <li>• Child savers</li> <li>• Status offenses</li> <li>• Development of juvenile courts</li> <li>• Differential treatment of boys and girls</li> <li>• Modern childhood</li> </ul>
<b>Week 3</b> <b>1/24</b>	Chapter 3; additional readings on Laulima	<b>Studying Delinquency</b> <ul style="list-style-type: none"> <li>• Defining crime</li> <li>• Dark figure of crime</li> <li>• UCR, self-reports, and victimization studies</li> <li>• Youths as victims</li> <li>• Types of juvenile delinquency</li> <li>• <b>Discussion Board Post #1 due by 11:59 p.m. Friday</b></li> </ul>
<b>Week 4</b> <b>1/31</b>	Chapters 5 & 6	<b>Theories of Delinquency (pt. 1)</b> <ul style="list-style-type: none"> <li>• Classical criminology</li> <li>• Deterrence</li> <li>• Rationale choice theory</li> <li>• Positivist criminology</li> <li>• Lombroso and atavism</li> <li>• Neurology and crime</li> <li>• Piaget and cognitive development</li> <li>• Intelligence and crime</li> <li>• Freud- id, ego, and superego</li> <li>• <b>Writing workshop #1 Wednesday</b></li> </ul>
<b>Week 5</b> <b>2/7</b>	Chapter 7	<b>Theories of Delinquency (pt. 2)</b> <ul style="list-style-type: none"> <li>• Social structure theories</li> <li>• Social process theories</li> <li>• Merton and strain</li> <li>• Social control theories</li> <li>• Differential opportunity theory</li> <li>• Labeling theory</li> <li>• <b>Discussion Board Post #2 due 11:59 p.m. Friday.</b></li> </ul>

<b>Week 6</b> 2/14	Chapter 8; Additional Readings on Laulima	<b>Theories of Delinquency (pt. 3)</b> <ul style="list-style-type: none"> <li>• <b>Article Summary #1 due Monday</b></li> <li>• Shaming theory</li> <li>• Marxist theory</li> <li>• Left realism</li> <li>• Life course perspective</li> <li>• <b>Topical Essay #1 due Friday</b></li> </ul>
<b>Week 7</b> 2/21	Chapter 11; Additional Readings on Laulima	<b>Delinquency and Schools</b> <ul style="list-style-type: none"> <li>• <b>Exam #1 Friday</b></li> <li>• Control in schools</li> <li>• No child left behind</li> <li>• School shootings</li> <li>• Bullying</li> </ul>
<b>Week 8</b> 2/28	Chapter 9; Additional readings on Laulima	<b>Female Delinquency</b> <ul style="list-style-type: none"> <li>• Differential treatment of boys and girls</li> <li>• Extent and nature of female delinquency</li> <li>• Male theories of crime and females</li> <li>• Feminist perspective and delinquency</li> <li>• Girls in the juvenile justice system</li> <li>• <b>Discussion Board Post #3 due 11:59 p.m. Friday.</b></li> </ul>
<b>Week 9</b> 3/7	Chapter 12; Additional readings on Laulima	<b>Gangs and juveniles (pt. 1)</b> <ul style="list-style-type: none"> <li>• Definitions of gangs</li> <li>• Group delinquency</li> <li>• Pathways into gangs</li> <li>• <b>Writing workshop #2 Wednesday</b></li> </ul>
<b>Week 10</b> 3/14	Chapter 12; Additional readings on Laulima	<b>Gangs and juveniles (pt. 2)</b> <ul style="list-style-type: none"> <li>• Types of gangs</li> <li>• Prevention, suppression, and treatment</li> <li>• Gangs in Hawaii</li> <li>• <b>Topical Essay #2 due Friday</b></li> </ul>
<b>Week 11</b> 3/21	No Class- Spring Break	
<b>Week 12</b> 3/28	Chapter 10	<b>Family and Delinquency</b> <ul style="list-style-type: none"> <li>• Family functions</li> <li>• Family obstacles today</li> <li>• Child victimization</li> <li>• Divorce, family conflict, and delinquency</li> <li>• <b>Exam #2 Friday</b></li> </ul>
<b>Week 13</b> 4/4	Chapter 13	<b>Policing and juvenile justice</b> <ul style="list-style-type: none"> <li>• History of juvenile policing</li> <li>• Juveniles and police procedures</li> <li>• Police discretion</li> <li>• Community policing</li> </ul>

		<ul style="list-style-type: none"> <li>• Zero-tolerance policing</li> <li>• <b>Discussion Board Post #4 due 11:59 p.m. Friday.</b></li> </ul>
<b>Week 14</b> <b>4/11</b>	Chapter 14; Additional Readings on Laulima	<b>Juvenile Courts</b> <ul style="list-style-type: none"> <li>• Structure and organization of juvenile courts</li> <li>• Juvenile courts in Hawaii</li> <li>• Juvenile court procedures</li> <li>• Transfer laws</li> <li>• Blended sentencing</li> <li>• <b>Writing Workshop #3 Wednesday</b></li> </ul>
<b>Week 15</b> <b>4/18</b>	Chapter 15; Additional Readings	<b>Juvenile Corrections</b> <ul style="list-style-type: none"> <li>• Community corrections</li> <li>• Restitution and compensation</li> <li>• Residential treatment</li> <li>• Juvenile incarceration</li> <li>• Private prisons and Outward Bound</li> <li>• <b>Discussion Board Post #5 due 11:59 p.m. Friday.</b></li> </ul>
<b>Week 16</b> <b>4/25</b>	Chapter 16; Additional Readings on Laulima	<b>Delinquency and the Future</b> <ul style="list-style-type: none"> <li>• Capital punishment</li> <li>• Technology and delinquency</li> <li>• Globalization and delinquency</li> <li>• Restorative justice</li> </ul>
<b>Week 17</b> <b>5/2</b>	No assigned Readings	<b>Course Review</b> <ul style="list-style-type: none"> <li>• Review for final exam</li> <li>• Catch-up (we will use this as a buffer to compensate for any material that took extra time to cover).</li> </ul>
<b>Week 18</b>	Final Exams 5/9-5/13	<b>Final Exam (TBD)</b> <b>Final Paper Due by 5/9</b>

### **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 Lulima.
- 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/>