

SOC 231
INTRODUCTION TO JUVENILE DELINQUENCY
Spring 2016
Mon, Wed, Fri 10:30-11:20

Dr. Katherine Irwin
Saunders Hall #238
Office Hours: Mon & Wed 12:15-1:15 pm or by appointment
Office Phone: 808-956-7257 (please call before coming to my office hours. I will usually leave a message on my office phone if I have to cancel office hours that day)
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Names of and Contact Information for Classmates:

- 1) _____
- 2) _____
- 3) _____

Course Description and Goals

This course will explore some of the causes and consequences of such forms of juvenile delinquency as violence, school shootings, gang membership, drug use, and running away. More than examining different categories of juvenile offenses, however, this class will introduce students to the study of juvenile delinquency including how youth norm breaking has been measured, defined, and theoretically explained from the 19th century to the 21st century. In addition, the course will examine some of the formal and informal institutions designed to manage and control young offenders.

The course is divided into three parts: “Thinking about Delinquency,” “Delinquent Acts,” and “Responding to Delinquents.” During the first part of the course (Thinking about Delinquency), we will explore how theorists and scientists have explained and studied juvenile offenses. The readings and lectures will provide you with an in-depth look at several theories. The next section of the class is dedicated to delinquent acts. During this section of the course, we will examine different types of delinquency and review some of the research regarding gangs, drug use, and violence. We will also examine how gender, race/ethnicity, and class perspectives have expanded the field of juvenile delinquency. The last four weeks of the course will be dedicated to looking at the organization and function of the juvenile justice system. During this section of the class, we will examine some of the legal and ethical debates stemming from such practices as waiving juveniles to adult courts, incarcerating youths with adults, and denying adjudicated youths the right to treatment and rehabilitation. We will also look closely at girls’ experiences in the juvenile justice system as a way to critically evaluate how the juvenile justice system plays a role in interlocking systems of inequalities (i.e., gender, race, ethnicity, and class).

Student Learning Outcomes

Based on the above mentioned goals for this course and because this is an introductory course in sociology, there are specific learning objectives for each student in the class. They are as follows:

- 1) Students will be able to identify and define common concepts used in the study of juvenile delinquency.
- 2) Students will have an understanding of the different methods of measuring juvenile delinquency.
- 3) Students will have knowledge of the empirical research regarding different forms of juvenile delinquency such as violence, school shootings, gang membership, and drug use.
- 4) Students will be able to describe the history and evolution of major concepts pertaining to juvenile delinquency. For example, they will understand how categories like adolescence, status offender, and person in need of supervision have emerged and changed from the 1900s to the present in the United States.
- 5) Students will have a working knowledge of core theories about the causes of juvenile delinquency. They will also be able to evaluate, compare, and contrast existing theories.
- 6) Students will have knowledge of the contemporary juvenile justice system, including controversies in the field.

Assignments

There will be three exams administered during this course. Exams will combine multiple choice, fill in, and short essay questions and are designed to test your comprehension of course readings and your ability to apply concepts from class to examples from the readings. Each exam will cover material from both lecture and reading, thus requiring you to keep up with the readings, attend all classes, and take detailed notes. The first two exams will cover the material presented during that mid-term period. The final exam will include all the material presented throughout the semester. The final exam will be given during the final examination period. If you must be absent from class during the date of an exam you must:

- 1) talk with me at least 24 hours before the exam
AND
- 2) have a viable reason (i.e. an emergency) for missing the exam
AND
- 3) have a note from a doctor or other relevant professional explaining the nature of your emergency

Make up exams will be available for students who meet the above three criteria. Dr. Irwin and the student will determine the time and date of make up exams. Those who miss an exam and do not meet the above three criteria will fail the exam.

The following outlines the percentage of your final grade that each exam represents:

<u>Percentage of Grade</u>	<u>Assignment</u>
25%	Exam 1
25%	Exam 2
50%	Final Exam

There will also be extra credit assignments available to students depending upon their needs and current events pertaining to juvenile delinquency.

Kokua Statement

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) in room 013 of the Queen Lili'uokalani Center for Student Services.

Plagiarism

The following definition of plagiarism comes from the UH-Manoa Student Conduct Code:

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), p. 6

Required Reading

(Thompson & Bynum) William E. Thompson & Jack E. Bynum, (2017). *Juvenile Delinquency: A Sociological Approach*, 10th Edition. Boston: Pearson Publishing.

Additional readings may be placed on reserve at Sinclair Library and are free and available through electronic reserves for this course.

Ayers, excerpt from *A Kind and Just Parent: The Children of Juvenile Court*.

Muncie, "Histories of Youth Crime: The Deprived and the Depraved."

Schaffner, excerpt from *Girls in Trouble with the Law*.

Shakur, excerpt from *Monster: the Autobiography of an L.A. Gang Member*.

Wooden, excerpt from *Weeping in the Playtime of Others: America's Incarcerated Children*.

TOPICS AND READINGS

DATE PART I: THINKING ABOUT DELINQUENCY

TOPIC

ASSIGNMENTS

8/22

Class Canceled

**American Sociological
Association Meetings**

8/24 & 8/26

Defining & Measuring
Delinquency

Thompson & Bynum
Chapters 1 & 2

8/29, 8/31, & 9/2

Delinquent Environments &
Strain

Thompson & Bynum
Chapter 4

9/5

Holiday

Labor Day

9/7, 9/9, & 9/12

Learning & Social Control

Thompson & Bynum
Chapter 5

9/14, 9/16, & 9/19

Labeling & Conflict
Theories

Thompson & Bynum
Chapter 6

9/21 & 9/23

Life Course & Feminist
Theories

Thompson & Bynum
Chapter 7

9/26

Exam Review

9/28

IN CLASS EXAM #1

PART II: DELINQUENT ACTS

9/30, 10/3, & 10/5

The Trouble with Youth:
Historical and Subcultural
Perspectives of
Adolescence

Thompson & Bynum
Chapter 10

10/7 & 10/10

Schools and Violence

Thompson & Bynum
Chapter 9

DATE	TOPIC	ASSIGNMENTS
10/12, 10/14, & 10/17	Gangs, Drugs, and Violence	Thompson & Bynum Chapter 11 Shakur reading (on reserve)
10/19 & 10/21	Gender Trouble	Thompson & Bynum Chapter 7 (Pages 141-146) Schaffner reading (on reserve)
10/24	Exam Review	
10/26	EXAM 2	
PART III: RESPONDING TO DELINQUENTS		
10/28, 10/31, & 11/2	The Juvenile Justice System in History and JJ Courts	Thompson & Bynum Chapter 13 (Pages 272-278) Muncie reading (on reserve)
11/4 & 11/7	The Police	Thompson & Bynum Chapter 12
11/11	Holiday	Veterans' Day
11/9 & 11/14	Juvenile Courts (Continued)	Thompson & Bynum Chapter 13 (pages 278-297) Ayers reading (on reserve)
11/16, 11/18, & 11/21	Class Project No Class	American Society of Criminology Meetings
11/23, 11/28, 11/30, 12/2, 12/5	Juvenile Corrections	Thompson & Bynum Chapter 14 Wooden reading (on reserve)
12/7	Exam Review	
12/16	FINAL EXAM	Friday 9:45 to 11:45

