

University of Hawaii at Manoa
Soc 231- Intro to Juvenile Delinquency
Section 701
Summer 2014- Session II
M-F 9:00-10:15 am Place TBD

Instructor- Nick Chagnon- MA University of North Carolina Wilmington

Email- chagnon@hawaii.edu

Office/Hours- Saunders 721M TBD

Phone- (808) 956-6966

Course Description- This introductory course will provide students a foundation for studying juvenile delinquency through a flexible approach that offers students the opportunity to negotiate many class elements with the instructor. One of the best ways to prevent crime is to intervene when potential offenders are children. However, increasing, and discriminately applied, social control over children is also a serious problem in the United States. This makes the study of juvenile delinquency one of the most important areas of criminology. Class topics will include history and contemporary status of juvenile delinquency, theories of delinquency, types of delinquency, controversies in the study of juvenile delinquency, and the juvenile justice system. A special focus will be given to racism and sexism in juvenile justice.

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. **Weekly Reflection Papers-** For the first five weeks of the session, students will write a short essay reflecting on one or more themes, concepts, or discussions from class. This essay should summarize the course material which is being addressed and provide the student's own reaction to this material. Students might pose additional questions, discuss why the material is important to them, how it relates to juvenile justice policies, etc. The main objective of this assignment is not for students to regurgitate course material, but to synthesize and add their own original thoughts on this material. Weekly papers should be between three and five pages.
2. **Topical Papers-** Students will write two topical papers during the semester that address important contemporary issues in juvenile justice or the study of juvenile delinquency and/or deviance. For example, students might dedicate papers to theoretical debates, policy controversies, or issues of social justice that apply to crime and deviance. For this assignment, students should draw from outside sources (not the textbook). The main objective of this assignment is for students to not only summarize and issue, but also construct a clear thesis about an issue. Topical papers should be between five and seven pages.
3. **Final Presentations-** During the last week of the session, students will choose a topic, research it, and craft a presentation for sharing their research with the class. Students may choose from a variety of research topics. For example students might choose a contemporary issue (e.g. the school-to-prison pipeline), a sub-field of criminological research (e.g. young female offenders), or a local agency (e.g. the Hawaii Gils' Court) to present to the class. Presentations should be between 20-30 minutes, plus some time for questions from the rest of the class.
4. **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.

5. 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.

*- Assignments and readings in this syllabus are provisional. During the first week of class, students and the instructor will negotiate the class structure, requirements, and goals to tailor the course to students' educational goals and interests.

Grading Summary-

- Reflection Papers- 5% each X 5= 25%
- Topical Essay- 10% each X 2= 20%
- Final Presentation- 20%
- Participation- 35%

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

Attendance- Attendance is mandatory and expected for each student, for each class period. Though an attendance role will not be taken each day, attendance for each class period will be a significant part of each student's participation grade. Chronic absence (missing more than 25% of the class) will result in course failure.

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.
- 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.

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 required arrangements will be made.

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	Class Intro, Basics of Delinquency, History of Delinquency, Studying Delinquency <ul style="list-style-type: none"> • Childhood as a social construction • Factors associated with delinquency • The child reform movement • Development of juvenile courts • Modern childhood • Uniform Crime Reports and delinquency • Types of delinquency
Week 2	Chapters 5 -8	Theories of Delinquency <ul style="list-style-type: none"> • Classical criminology • Postivist criminology • Biological theories of crime • Psychological theories of crime • Criminal personalities • Social structure, control, and process theories • Labeling Theory • Reintegrative shaming • Critical theories • Lifecourse theories • Writing Workshop #1 Tuesday • Topical Paper #1 Due Friday
Week 3	Chapters 9 & 12; “The Myth of Mean Grirls” By Mike Males and Meda-Chesney-Lind (link on Laulima); “Street Gang	Female Delinquency and Gangs <ul style="list-style-type: none"> • Extent and nature of female delinquency • Theories of female delinquency • Female delinquency and the feminist perspective • Liberation hypothesis • Female gang members • Definitions of a gang

	Dynamics” by Steve Nawojczyk (link on Laulima)	<ul style="list-style-type: none"> • Pathways into gangs • Gangs in Hawaii • Gang task forces • Exam #1 Wednesday
Week 4	Chapters 10 & 11	Families, Schools, and Delinquency <ul style="list-style-type: none"> • Family obstacles today • Child victimization • Divorce, family conflict, and delinquency • Control in schools • School shootings • Bullying • Writing Workshop #2 Tuesday • Topical Paper #2 Due Friday
Week 5	Chapters 13 & 14	The Juvenile Justice System (pt. 1) <ul style="list-style-type: none"> • Juvenile policing • Procedures for juvenile offenders • Police discretion • Juvenile courts vs. adult courts • Transfer laws • Writing Workshop #3 Wednesday
Week 6	Chapters 15 & 16	The Juvenile Justice System (pt. 2) <ul style="list-style-type: none"> • Community corrections • Juvenile detention • Capital punishment • Crime and the “war” analogy • Restorative justice • Final Presentations Tuesday-Thursday • Final Exam (TBD)

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 Laulima.
 - 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/>