

SOC 431  
Analysis in Criminology/Juvenile Delinquency (3 units)  
TR 1:30-2:45pm Saunders Hall 244  
Fall 2012 CRN: 77794

COURSE SYLLABUS

Instructor: Nicholas Gibson

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Office: Saunders Hall 217  
Office Hours: Tuesdays 3pm-5pm, Wednesdays 2pm-3pm  
Or email/appointment  
Phone: (808) 956-8462 (If you leave a message, leave your name and callback number  
clearly and slowly)  
E-mail: gibsonn@hawaii.edu (Preferred contact method)  
Prerequisite: N/A

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1. COURSE DESCRIPTION

Research in systematic social deviation. Scaling and measurement of delinquents/criminals, official data, gangs, identification and measurement of delinquent/criminal value orientations, etc.

2. COURSE OBJECTIVES

This course is designed to allow students to acquire a higher level of theoretical knowledge regarding criminality and juvenile delinquency. Case studies and theoretical works will be explored through original texts, class discussions, and written assignments. Students and the instructor will explore public and private conceptualizations of deviance and criminality, and texts will guide discussions through multiple cultural comparisons. A deep understanding of theory will accompany a working ability to apply theoretical perspectives to differential cultural breaches of social contracts. As the course progresses, comparative evaluations of criminal justice systems and expectations of rehabilitation and reintegration will be explored. Using historical data, students will address discrepancies in law enforcement and legislative action, and project changes in legal frameworks. **This class has significant reading and writing requirements, and students must complete all required work in a timely manner to successfully complete this course.**

3. LEARNING GOALS IN GENERAL EDUCATION

This course meets the University of Hawaii Diversification Requirements in the Social Sciences (DS) for the Core Competency standards for each of the following areas: Critical Thought, Communication, Civic Engagement, Ethical and Moral Development, Cultural Respect and Tolerance, and Global Awareness. This course also meets the University of Hawaii focus designation requirements as a Writing Intensive (WI) course.

4. STUDENT LEARNING GOALS

- Describe, connect and evaluate racial, religious, political, and environmental issues relevant to criminology and juvenile delinquency

- Illustrate and discuss through written assignments the application of criminological/sociological theory to larger issues in crime and deviance
- Engage in peer and instructor review processes in class to develop clear, succinct, and thorough written proficiency
- Demonstrate an appropriate depth of understanding regarding criminological theory and the pathways to deviance
- Critically analyze, critique and evaluate scholarly work in the field of criminology and juvenile delinquency in an analytical research essay
- Successfully engage in respectful and substantive debate with colleagues

## 5. REQUIRED TEXTS

1. *Theories of Crime: A Reader* – Edited by Claire M. Renzetti, Daniel J. Curran and Patrick J. Carr  
 2003. United States: Pearson Education, Inc.  
 ISBN: 0-205-36101-3

2. *Comparative Deviance: Perception and Law in Six Cultures* – Graeme Newman  
 2008. United States: Transaction Publishers  
 ISBN: 978-1-4128-0769-2

3. *Troubling Children: Studies of Children and Social Problems* – Edited by Joel Best  
 1994. United States: Walter de Gruyter Inc.  
 ISBN: 978-0-202-30492-2

4. *Pregnant Bodies, Fertile Minds: Gender, Race, and the Schooling of Pregnant Teens* – Wendy Luttrell  
 2003. United States: Routledge  
 ISBN: 0-415-93189-4

Students should expect to read outside academic research papers and reports regularly. These will either be available through Laulima or handed out in class meetings.

## 6. GRADING POLICY

### Grading Criteria:

<b>Analytical Papers 2 x 15:</b>	<b>30 points</b>	<b>30%</b>
<b>Presentation of Research/Discussion Leader:</b>	<b>20 points</b>	<b>20%</b>
<b>Research Essay:</b>	<b>35 points</b>	<b>35%</b>
<b>Peer Review:</b>	<b>15 points</b>	<b>15%</b>
<b>Total available points:</b>	<b>100 points</b>	

Grading percentiles:

95 – 100%	A	90-94%	A-		
88 – 89%	B+	83-87%	B	80-82%	B-
78 – 79%	C+	73-77%	C	70-72%	C-
68 – 69%	D+	63-67%	D	60-62%	D-
59% or lower			F		

The ability to retain, recall, and engage knowledge will be measured through discussion in the classroom. The skills of critical analysis and deep theoretical synthesis will be assessed in the written assignments. Any late assignments will be marked down by 10% for every calendar day they are submitted past the due date.

### **Assignment Breakdown**

**Analytical Papers:** The analytical papers will be a synthesis and comparison of two separate concepts addressed during this course. For example: how are social learning theory and routine activities theory similar and different? How could we use both theoretical perspectives to try to explain a specific behavior? These assignments are meant to foster creative scholarship, and rigorous critical thought and research processes. General requirements: Minimum four (4) double-spaced pages (not including cover page), Times New Roman 12 point font, minimum four (4) academic references cited in the text of the papers, use of ASA (American Sociological Association) format.

**Presentation of Research/Discussion Leader:** Every student in the course will be required to present part of a required text to the class. A powerpoint is required for this assignment, and each student should plan for their presentations to last roughly 15 minutes. Each student should prepare a list of discussion questions based on the reading due for the day. If the student is going to include outside resources in their presentation, the outside sources must be made available to everyone in the course at least 2 days prior.

**Research Essay:** The research essay should be a comprehensive written assignment addressing the following question: what issue or concept in criminology and/or juvenile delinquency must be addressed for our society to succeed long-term? The student may choose an issue or concept within the field of criminology or juvenile delinquency, and **must clear their topic with the instructor prior to completing the initial phase of the project.** The essay should clearly include the following: an explanation of the issue or concept; a literature review including an analysis and synthesis of relevant research and theoretical works; the application of a major theoretical perspective to the issue or concept; a recommendation of how to adopt a new approach, or modify current approaches to the issue or concept. The research project itself may be either original research, or may address previous research projects and their findings. General requirements: minimum ten (12) pages double-spaced, Times New Roman 12 point font, ASA format.

**Peer Review:** Each student must participate in the peer review process. There will be three (3) peer review assignments during the semester, one for the presentations and one for the research essays. Each student must be peer reviewed and must engage in peer review for each of the assignments in order to earn full peer review credit. The instructor will distribute peer review criteria, and the peer review will occur in coordination with instructor review of all work.

### **Missed Assignments**

Any assignment that is not submitted by the student will not be counted toward the student's final grade. Assignments submitted late will not be eligible for full credit. Each calendar day an assignment is submitted late, a loss of 10% of the total points for the assignment is assessed. **No assignment will be accepted more than two (2) days past the initial due date** unless an agreement with the instructor is in place prior to the actual due date of the assignment.

### **Attendance**

Attendance is mandatory. If a student does not attend this course regularly, it will inevitably impact the student's ability to earn a high grade. The discussions and presentations in this course will be vital to student success throughout the semester.

### **Academic Dishonesty**

The University of Hawai'i explicitly prohibits cheating or plagiarism of any kind in the academic environment. The UH Code of Student Conduct, Section 1D. Academic Dishonesty states:

“Cheating includes but is not limited to giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; submitting another's work as one's own; using prohibited sources of information during an examination; fabricating or falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting of facts in order to obtain exemptions from course requirements.

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.”

### **Grading Disputes**

Be sure to print out copies of the receipt of all assignments turned in electronically, copies of extra credit work with grades, and any other communication between instructor and student in case of grade recording errors, which will be corrected if substantiated by the student. If there are any further concerns, academic affairs personnel are always available to support students.

## **7. ACADEMIC SUPPORT**

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 with 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.

## 8. CLASS MEETING ETIQUETTE

- **Cell phones will be turned off during class meeting times, except with prior approval from the instructor.**
- Computers will be used for academic purposes only during meeting times
- Discussion topics will sometimes be controversial. Therefore, we will respect the confidentiality of the classroom, the diversity of the student body, and the importance of engaging in substantive discussions of social inequality and political/societal issues.

## COURSE SCHEDULE

Week/Meeting Dates	Reading: 1. <i>Theories of Crime</i> 2. <i>Comparative Deviance</i> 3. <i>Troubling Children</i> 4. <i>Pregnant Bodies</i>	Topics/Assignments
Week 1 Week of: August 20	Outside Readings	Introductions, overview, course schedule
Week 2 Week of: August 27	1. Part One	Peer Review Overview  -Biological/Physiological
Week 3 Week of: September 3 Campus Holiday 09/03/12	1. Part Two  1. Part Three	-Psychological/Psychiatric  -Crime and Social Organization
Week 4 Week of: September 10	1. Part Four  1. Part Five	-Crime and Social Process  -Crime and Social Inequalities
Week 5 Week of: September 17	2. Foreword to pg. 51  2. To pg. 112	-Perception, Deviance, Law, and the Public -Cross-cultural Measurement, Cultural Sampling
Week 6 Week of: September 24	2. To pg. 187  2. To pg. 248	-Comparative Perception, Structures of Deviance -Correlations and Legal Sanctions
Week 7 Week of: October 1	Peer Review  2. To pg. 298	Analytical Paper due 10/4  Subcultures and Conceptualizing Diversity
Week 8 Week of: October 8	3. Parts One & Two  3. Part Three	-Children in Societal Crises  -Pregnancy and Infancy
Week 9 Week of: October 15	3. Part Four  3. Part Five	-Families and Children  -Schools and Children
Week 10 Week of: October 22	3. Part Six  Peer Review	-Children's Perspectives on Social Problems  Analytical Paper due 10/25

Week 11 Week of: October 29	4. Chapter 1 4. Chapter 2	-Separate and Unequal -Shame, Blame, Stigma
Week 12 Week of: November 5 Campus Holiday: 11/06/12	4. Chapter 3 4. Chapter 4	-Self-Portraits: Girlhood to Motherhood -Making the Self
Week 13 Week of: November 12 Campus Holiday: 11/12/12	4. Chapter 5 4. Chapter 6	-Showing and Telling -Entering Girls' Worlds
Week 14 Week of: November 19 Campus Closed 11/22-23/12	4. Chapter 7	-Rethinking Education Practice
Week 15 Week of: November 26	Outside Readings	Topical Discussions: Research projects, theory application, how to proofread your own work
Week 16 Week of: December 3 Last Day of Class 12/06/12	Outside Readings Peer/Instructor Review: Final Research Essays	
Finals Week Week of: December 10		Research Essays Due in Lulima 10pm 12/11/12