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SOCI 260S.01: Introduction to Juvenile Delinquency

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SOCI 260: Introduction to Juvenile Delinquency

T, TH 11:00a – 12:20p

CHEM 123

Spring 2019

INSTRUCTOR

- **Dusten Hollist**
- **Office: Social Science 321**
- **Office Hours: W and TH: 3:30p-4:30p; or by appointment**
- **Email Address:** dusten.hollist@mso.umt.edu
- **Phone: 243-2843**

TEACHING ASSISTANT

Teaching Assistant: Hannah Fields
Office: Social Science 304
Office Hours: Monday: 3:00p – 4:00p Tuesday: 9:30a – 10:30a
Email:

OBJECTIVE

The primary objective of this course is to expose students to a sociological examination of juvenile delinquency. Our sociological approach will lead us to focus specifically upon the interactive processes that occur between social actors and their impact on the creation, development and permanence of juvenile delinquency. The course is divided into four sections: 1-) the concept of juvenile delinquency; 2-) the nature and extent of delinquency 3-) theories about the causes of juvenile delinquency; 4-) the juvenile justice system, its operation and controversies that surround it.

LEARNING GOALS

Upon completion of the course, you will:

- understand the development of the juvenile court, the controversies that continue to persist about it and the concept of delinquency.
- be aware of how much delinquency occurs, what types of offenses juveniles are most likely to commit, who is most likely to commit them.
- understand the common theoretical perspectives that criminologists use to explain delinquency.
- gain a more complete understanding of delinquency in the United States and will become a better consumer of the information presented in the media.

TEXTS

There are two required texts. Each is available in the UM Bookstore.

- Burfeind, James W. and Dawn Jeglum Bartusch. 2016. *Juvenile Delinquency: An Integrated Approach 3rd Edition*. London and New York: Routledge.
- Shaw, Clifford R. 1966. *The Jack Roller: A Delinquent Boys Own Story*. Chicago: The University of Chicago Press.

COURSE REQUIREMENTS

Assigned Readings:

You should come to class having read the assigned readings. This will allow you to more fully understand the material presented in class.

Exams:

There are five non-cumulative exams, covering specific chapters from the text, related class lectures and discussions. The exams will be composed of 20 multiple choice, four short answer, and two essay questions. The essay questions will require full paragraph responses with complete sentences. Spelling, grammar, and writing style will be considered in scoring the essay responses. Each exam will be worth 100 total possible points.

Grades:

Your grade will be based upon the total number of points earned throughout the semester. There are 500 total possible points. Grades will be calculated on a straight percentage basis, dividing the number of points earned by the total number of points possible. Final grades will be computed by dividing the total points scored by the 500 total points available in the term. Grades will be assigned according to the following cut-off:

Letter Grade	Grade Percent
A	90-100 percent
B	80-89 percent
C	70-79 percent
D	60-69 percent
F	59 percent or below

Class Policies:

This class will begin promptly at 11:00a and will run until 12:20p each day, if you need to arrive late or leave early please make prior arrangements with me. Tardiness or early departure from class will not be tolerated. Questions are welcome at any time. However, talking out of turn, sleeping, reading the paper and other disruptive behaviors will not be tolerated. Cell phones are permitted in class provided that they are shut off and remain stowed away throughout the duration of the meeting time.

It is essential that you attend class every day. In the event that you cannot attend, approach a classmate for notes. ***I will not provide notes for days that are missed; neither will the teaching assistant or preceptors.*** In order to get the maximum benefit out of the course, you need to come to class prepared. This means that you have read the daily readings beforehand and are able to participate in discussions about them. Each day we will engage in discussion regarding topics addressed in the book you are assigned to learn from. Reading the material beforehand will facilitate and strengthen our discussions.

Each of the exams must be taken at the place and time identified in the daily schedule below. Exceptions will be made only for documented medical or family problems; university sanctioned activities must be identified in advance so accommodations can be made. Changes in the reading and exam schedule may occasionally occur. Advance notice of these changes will be made.

Disability Accommodation

Reasonable accommodations will be made for students who have a documented disability. Please notify me during the first week of class of any accommodations that are needed for the course. Late notification may result in the requested accommodations not being available. All accommodations must be approved through Disability Services for Students (DSS) in Lommasson Center 154 (243-2243).

Academic Honesty and Integrity (UM official statement):

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the university. All students must be familiar with the [Student Conduct Code](#). The code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

Final Note:

Feel free to come and see me if you need to discuss the course material or anything else related to your academic concerns. Our relationship will work best if we are able to openly discuss issues. I will remain responsive to issues and concerns that arise.

Reading and Quiz Schedule

Changes in the reading and quiz schedule may occasionally be made. Advance notice of these changes will be made during class time.

Tuesdays	Thursdays
	Jan 10 th : Course Introduction
Jan 15 th : Introduction to Juvenile Delinquency (Burfeind and Bartusch Ch. 1)	Jan 17 th : The invention of childhood (Burfeind and Bartusch Ch. 1)
Jan 22 nd : Littlehood to childhood (Burfeind and Bartusch Ch. 2)	Jan 24 th : The invention of delinquency (Burfeind and Bartusch Ch. 2)
Jan 29 th : The invention of delinquency (Burfeind and Bartusch Ch. 2)	Jan 31 st : Exam #1
Feb 5 th : Measuring crime and delinquency (Burfeind and Bartusch Ch. 3)	Feb 7 th : Measuring crime and delinquency (Burfeind and Bartusch Ch. 3)
Feb 12 th : Prevalence and incidence of delinquency (Burfeind and Bartusch Ch. 4)	Feb 14 th : Demographic correlates of delinquency (Burfeind and Bartusch Ch. 5)
Feb 19 th : Developmental patterns of offending (Burfeind and Bartusch Ch. 6)	Feb 21 st : Exam #2
Feb 26 th : Introduction to theory/classical and positivistic criminology (Burfeind and Bartusch Ch. 7)	Feb 28 th : Biological control and psychodynamic theories (Burfeind and Bartusch Ch. 7)

Mar 5 th : Cultural deviance theories (Burfeind and Bartusch Ch. 11, pps 330-342)	Mar 7 th : Differential association theory (Burfeind and Bartusch Ch. 10)
Mar 12 th : Social learning theory (Burfeind and Bartusch Ch. 10)	Mar 14 th : Exam #3
Mar 19 th : Strain theory (Burfeind and Bartusch Ch. 11, pps. 343-361)	Mar 21 st : Strain theory (Burfeind and Bartusch Ch. 11, pps. 343-361)
Mar 26 th : No Class - Spring Break	Mar 28 th : No Class - Spring Break
Apr 2 nd : Social Bonding theory (Burfeind and Bartusch Ch. 9)	Apr 4 th : Self control theory (Burfeind and Bartusch Ch. 9)
April 9 th : Labeling theory (Burfeind and Bartusch Ch. 12, pps 373-385)	Apr 11 th : Exam #4
Apr 16 th : The police (Burfeind and Bartusch Ch. 13)	Apr 18 th : The juvenile court (Burfeind and Bartusch Ch. 14)
Apr 23 rd : Rehabilitation (Burfeind and Bartusch Ch. 14)	Apr 25 th : Conclusions and course evaluations
Apr 29 th – May 3 rd : Finals Week ** Exam #5 - Thursday, May 2nd CHEM 123, 8:00a to 10:00a	