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SOCI 330.01: Juvenile Delinquency

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JUVENILE DELINQUENCY

(Sociology 330 - 3 credits)

When & Where: 11:00 - 11:50, Monday, Wednesday, and Friday; Stone Hall #304.

Professor: **Jim Burfeind**, Ph.D. (james.burfeind@umontana.edu). 406-243-4811. Social Science Building #331. Office Hours: Monday, Wednesday & Friday from 3:00-4:00; Thursday 9:15-10:15; and by appointment.

Graduate TA: **Lauren Miller** (lauren1.miller@umontana.edu). Social Sciences Building #322. Office Hours: Monday and Wednesday from 1:00-2:00; and by appointment.

REQUIRED TEXT:

Juvenile Delinquency: An Integrated Approach (3rd edition). 2016. James Burfeind and Dawn Jeglum Bartusch. London: Routledge.

COURSE DESCRIPTION:

This course provides a systematic study of juvenile delinquency, including how it is defined, its nature, and major theoretical explanations.

REQUIREMENTS:

1. **Attendance as Extra Credit Points:** Attendance is essential for success in this course. Attendance will be taken 15 times throughout the semester. If you are on time and attend these days, you will earn 1 point; if you are late or do not attend, you will receive 0 points. Attendance points are extra credit—the only extra credit allowed in the course. If you want extra credit, attend class!
2. **Assigned Readings:** You should come to class having read the assigned readings. Most reading assignments are from the text and are clearly noted on the class schedule. Each unit has one reserve reading, which is available on the Moodle course supplement page.
3. **Exams:** There are five non-cumulative exams, covering specific chapters from the text, related class lectures, and reserve readings. There will not be a final exam; instead, the fifth exam will be another unit exam given during finals week. Each exam will be composed of 50 objective questions (multiple choice and true - false) drawn from lectures and the text, and 5 objective questions from the reserve reading. Each question is worth 1 point, 55 total points for each test, and 275 total possible points for the course.
4. **Reserve Readings** are designed to expose students to the academic literature on juvenile delinquency, to technical reports resulting from grant research on juvenile delinquency and juvenile justice, and to reports issued by federal, state, and private agencies that respond to delinquency. Reserve readings are available on the Moodle course supplement page.
5. A **Course Supplement Page** is available on UM Online, providing announcements, an accessible course syllabus, an individualized grade sheet, lecture slides, study outlines for each section, and pdf files (Adobe Acrobat Reader required) of the reserve readings.
6. **Academic Misconduct:** “Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice President for Academic Affairs.” What is “academic misconduct”? What are the consequences? Please review the Student Conduct Code (http://www.umt.edu/vpsa/policies/student_conduct.php).

INTENT TO ACCOMMODATE STUDENTS WITH DISABILITIES:

Students with disabilities may request reasonable accommodation by contacting the professor. For more information visit the [Disability Services for Students Webpage](http://www.umt.edu/dss) (<http://www.umt.edu/dss>) and contact Disability Services.

GRADES:

Grades for the course will be based on the total number of points earned throughout the semester. There are 275 total possible points, derived from five unit exams. Grade can be calculated at any point by dividing the number of points earned by the number of possible points up to that point. $\geq 93\%$ = A; $90-92\%$ = A -; $87-89\%$ = B+; $83-86\%$ = B; $80-82\%$ = B-; $77-79\%$ = C+; $73-76\%$ = C; $70-72\%$ = C -; $67-69\%$ = D+; $63-66\%$ = D; $60-62\%$ = D -; $\leq 59\%$ = F.

CLASS SCHEDULE:

SECTION I: STUDYING JUVENILE DELINQUENCY

Jan. 25	The Study of Juvenile Delinquency	Chapter 1 (pp. 3-7)
27	Social Construction of Juvenile Delinquency	Chapter 2 (pp. 17-21)
30	Invention of the Juvenile Court	Chapter 2 (pp. 22-30)
Feb 1&3	Reforming Juvenile Justice—Responses to Delinquency	Chapter 2 (pp. 30-43)
6	Juvenile Delinquency as a Legal Concept	Chapter 2 (pp. 44-46)
8	Unit Review	Moodle: National Research Council (2012)
10	TEST #1	

SECTION II: DESCRIBING THE NATURE OF JUVENILE DELINQUENCY

13 & 15	Measuring Juvenile Delinquency	Chapter 3
17	The Extent of Delinquent Offenses	Chapter 4
20	Washington-Lincoln Day Holiday	
22	Social Correlates of Offending and Victimization	Chapter 5
23/24	Substitute class on Thursday, Feb 23rd (no class on Friday the 24th), 6:00^{pm}, LAW 101: Special Department Speaker — Dr. Michael Burawoy, University of California Berkeley	
27	Developmental Patterns of Offending	Chapter 6
March 1	Unit Review	Moodle: Hockenberry & Puzanchera (2014) (scan)
3	TEST #2	Moodle: Sickmund & Puzanchera (2014) (scan)

SECTION IIIa: EXPLAINING DELINQUENT BEHAVIOR — BIOSOCIAL CRIMINOLOGY AND THE DELINQUENT EVENT

6	Theory and Research Biosocial Criminology	Chapter 1 (pp. 8-13)
8	Biological Approaches	Chapter 7 (pp. 185-202)
10	Personality and Intelligence	Chapter 7 (pp. 202-211)
	The Delinquent Event	

13	Situational Aspects of Delinquency	Chapter 8 (pp. 222-233)
15	<i>Routine Activities Theory</i> and <i>Drift Theory</i>	Chapter 8 (pp. 233-242)
17	<i>Rational Choice Theory</i>	Chapter 8 (pp.242-250)
March 20 – 24: Spring Break		
27	Unit Review	Moodle: Caspi et al. (1994:136-172, 185-189)
29	TEST #3	

SECTION IIIb: EXPLAINING DELINQUENT BEHAVIOR — SOCIAL PROCESS THEORIES

Social Control Theories: Family Relations

31	<i>Social Bond</i> and <i>Life-Course Theories</i>	Chapter 9 (pp. 258-271)
April 3	<i>Self-Control Theory</i>	Chapter 9 (pp. 271-276)
5	The Family and Delinquency	Chapter 9 (pp. 276-285)
Social Learning Theories: Peer Group Influences		
7	<i>Differential Association</i> and <i>Social Learning Theories</i>	Chapter 10 (pp. 297-303)
10	Peer Group Influences and Delinquency	Chapter 10 (pp. 303-308)
12	Street Gangs	Chapter 10 (pp. 308-320)
14	Unit Review	Moodle: Moffitt et al. (2013)
17	TEST #4	

SECTION IIIc: DELINQUENT BEHAVIOR — SOCIAL STRUCTURE THEORIES

Social Structure Theories: Societal Influences

19	<i>Social Disorganization Theory</i>	Chapter 11 (pp. 328-343)
21	<i>Anomie</i> and <i>Strain Theories</i>	Chapter 11 (pp. 343-351)
24	<i>General Strain Theory</i>	Chapter 11 (pp. 351-357)
26	<i>Strain</i> and <i>Gang Subcultures</i>	Chapter 11 (pp. 357-361)
28	Schools and Delinquency	
May 1	Labeling Perspective	Chapter 12 (pp. 371-386)
3	Critical Criminologies: Power and Control	Chapter 12 (pp. 386-401)
5	Unit Review	Moodle: Liberman et al.
	(2014-345-350, 363-366)	
May 9	TEST #5, Tuesday (Finals Week), 10:10 – 12:10	

RESERVE READINGS (available on the Moodle course supplement page)

- Caspi, Avshalom, Terrie E. Moffitt, Phil A. Silva, Magda Stouthamer-Loeber, Robert F. Krueger, and Pamela S. Schmutte. 1994. "Are Some People Crime-Prone? Replications of the Personality–Crime Relationship across Countries, Genders, Races and Methods." *Criminology* 32:163–195.
- Hockenberry, Sarah and Charles Puzanchera. 2015. *Juvenile Court Statistics 2013*. Pittsburgh, PA: National Center for Juvenile Justice.
- Liberman, Akiva M., David S. Kirk, and Kideuk Kim. 2014. "Labeling Effects of First Juvenile Arrests: Secondary Deviance and Secondary Sanctioning." *Criminology* 52:345-370.
- Moffitt, Terrie E., Richie Poulton, and Avshalom Caspi. 2013. "Lifelong Impact of Early Self-Control Childhood Self-Discipline Predicts Adult Quality of Life." *American Scientist* 101:352-359.
- National Research Council. 2012. "Reforming Juvenile Justice: A Developmental Approach." Committee on

Law and Justice, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies.

Sickmund, Melissa and Charles Puzanchera (editors). 2014. *Juvenile Offenders and Victims: 2014 National Report*. Pittsburgh, PA: National Center for Juvenile Justice.

Minor in Human and Family Development (HFD): In addition to meeting a requirement for sociology majors, the material covered in this course constitutes a part of an interdisciplinary minor offered at UM. If you wish to find out more about the minor in **Human and Family Development**, it is described in the UM catalog and at the HFD Website (<http://www.cas.umt.edu/hfd/default.php>). There are many courses focusing on human and family development at UM. A list of the current courses is available at this web site.