

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Spring 2-1-2016

SOCI 330.01: Juvenile Delinquency

Megan Bahns

The University Of Montana, megan.bahns@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Bahns, Megan, "SOCI 330.01: Juvenile Delinquency" (2016). *University of Montana Course Syllabi*. 7273.
<https://scholarworks.umt.edu/syllabi/7273>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Juvenile Delinquency
SOCI 330
8:10-9:00am MWF
SS 356
Spring 2016

Instructor:

Dr. Megan Bahns

Email: megan.bahns@mso.umt.edu

Phone: 406-243-5353

Office: Social Sciences 315

Office Hours: MW 9:00am-10:00am and by appointment

*note regarding email: When emailing me please indicate in the subject heading the name of the class you are in (Juvenile Delinquency). If emailing me to set up an appointment time, please also clearly indicate this in the subject heading.

Preceptors:

Kelsey Halvorson

Office: SS 332

Office Hours: W/F 1-2pm

Email: kelsey.halvorson@umontana.edu

Patrick Fuge

Office: SS 324

Office Hours: W 10:10-12:10pm

Email: patrick.fuge@umontana.edu

Course Description:

This course is designed to give you the opportunity to gain knowledge about juvenile delinquency and the American juvenile justice system within a theoretical and historical context. We will focus on the social construction of juvenile delinquency, causes of delinquency, patterns of offending, and approaches to justice.

Goals and Objectives:

-To familiarize students with the ways in which juvenile delinquency is socially constructed and to get students to see that the current definition of juvenile delinquency is historically, socially, and politically specific. In other words, we will concentrate on deconstructing the term “delinquent.”

-Enable students to see some of the implications of the ways in which the term “delinquent” has been constructed. The argument behind this second objective is that the current construction of the term “delinquent” has implications of inequality, privilege and oppression in our society.

- To familiarize students with interpersonal, cultural, and structural factors that affect youthful deviance, and with the practical implications of delinquency theory

- To provide a knowledge base and theoretical foundation for students considering careers in juvenile justice or youth services.

Required Readings:

- 1) *Ain't no making it: Jay Macleod*
- 2) *Decoded: Jay-Z*
- 3) Course Readings which will be made available on Moodle

Course Requirements:

| | |
|--------------------------|----------------|
| Exams (3): | 60% (20% each) |
| Stretch Exercises (4): | 20% (5% each) |
| Lead Discussion: | 10% |
| Attendance/Participation | 10% |

Test: (3 @ 25%)

The purpose of testing is to allow me to assess your understanding and retention of the readings, course discussions and main course concepts. Tests will take place during class time.

Stretch Exercises (4 @ 5%)

The point of these activities is to DO sociology and be active learners. Four participation activities will be offered throughout the semester. I will be assigning you to a group to work with. In your groups you are to complete the activities together and hand in ONE assignment. I will explain more about these in class. There will be no make-up activities and no late assignments will be accepted.

Lead Discussion 10%

Students will be expected to take a leadership role in class discussion of reading assignments by taking turns presenting key concepts from the chapters and articles then stimulating discussion with relevant questions and commentary. In addition, students may bring newspaper articles, Youtube clips, video clips etc., that are relevant to the topic to class to share as a current example of the issue under discussion. Make sure video clips have subtitles/captioning. On your day please bring to class at least four discussion questions to help spark conversation on the readings. You must email me your discussion questions to the class via Moodle the day before we discuss the text so that students can be better prepared to participate in the discussion. **This semester you must email the questions by: 9am the day before class.**

Students will receive an evaluation of their performance and grade based on the following criteria

- Presentation of material
 - Was content from the reading presented for discussion?
 - Facilitation of class discussion
 - Was a sufficient amount of information presented to provoke discussion & debate?
 - Did the class learn something new from this discussion?
 - Did the presenters learn something new from preparation for this assignment?
 - Clarity & organization
 - Were the concepts presented understandable?
 - Was there an organized beginning, middle & end to the discussion?
- Were discussion questions emailed on time?

Attendance/Participation 10%

I encourage you to participate as much as possible in the course. This grade will reflect how well you participate in class discussion and activities throughout the semester. Students are encouraged to participate heavily in the class discussions, but should do so without cutting off or interrupting fellow students. Your participation grade will reflect both the “quantity” and “quality” of your participation, with emphasis on the latter. You are expected to have both read and thought about each and every assigned reading before class. You are then expected to participate in the class discussion on those readings.

Come to class, we need you! Attendance will be taken and I will allow **three absences (to be used for emergencies or illness)**. For each additional unexcused absence, you will have points deducted from your grade. If you are reading, texting, writing letters, sleeping, or doing work for other classes you may be counted as absent. Tardiness will also be noted. Tardiness always proves disruptive to your fellow students and makes the delivery of your education more difficult. Please be on time. If you miss 4 class periods, 2 points will be deducted (out of 10) from your attendance grade. Should you miss 5, 4 points will be deducted. Should you miss 6, 6 points will be deducted. Missing more than 6 results in a 0 for your attendance grade. If you know that you need to miss more classes this semester, you have two choices. You can accept that your lecture attendance grade will be 0 points, and attempt to do well in other areas. Or, you can decide to take another course that better fits with your schedule.

Note: In the event that you do miss class, you are responsible for all of the material covered on that day, including announcements made by the instructor, etc.

Final Grades

Course grades will be computed using the following scale: (Please note that course grades are not rounded up to the next letter grade)

| | | |
|------------------|------------------|--|
| A (93.00 & up) | A- (90.00-92.99) | |
| B+ (87.00-89.99) | B (83.00-86.99) | B- (80.00-82.99) |
| C+ (77.00-79.99) | C (73.00-76.99) | C- (70.00-72.99) |
| D+ (67.00-69.99) | D (63.00-69.99) | D- (60-62.99) F (less than 60.00) |

Expectations:

Reading:

The course is highly reading intensive. I expect that you will have read and understood (to the best of your ability) the assigned readings prior to coming to class. Some of the readings are fairly easy to comprehend, while others are more difficult. One of the most important things that you can do for the course is to spend significant time reading and attempting to understand the material. I recommend that you read your material well in advance, and save time to read the material twice should one time be insufficient.

Academic Integrity

The UM Student Conduct Code holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and

assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions can result from academic dishonesty of any sort. All students must be aware of and carefully adhere to the provisions defining and prohibiting academic misconduct in the UM Student Conduct Code. A full version is available at http://www.umt.edu/vpsa/policies/student_conduct.php

I am adamantly opposed to any form of academic dishonesty. This includes doing work that is not your own (tests, etc.), as well as forging signatures on the sign-in sheet. Failure to provide proper citations and attribute thoughts, words, or ideas to their original source constitutes plagiarism and makes you liable for sanctions from the instructor and/or the university. If it becomes apparent to me that you have cheated on an exam, plagiarized, or been otherwise dishonest academically, you may fail the course. Plagiarizing work or cheating on exams results in failure of the assignment, and can be brought to the proper venues of the University as a case of academic dishonesty.

Students with Disabilities:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. Students who may need academic accommodations due to a disability are encouraged to discuss their needs with the instructor at the beginning of the semester. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommason Center 154 or (406) 243-2243. Accommodations and related support services such as exam administration are not provided retroactively and must be requested in advance.

Classroom Environment:

I expect that you will view the classroom as a place to learn and not as a place to text, sleep, take phone calls, talk to your classmates about issues unrelated to class, read a magazine, or do the crossword puzzle. No cell phone activities or laptop use permitted during class time unless otherwise directed by me. If it appears that you are viewing the classroom as anything other than a place to learn about the subject matter of the course, I consider this disruptive and disrespectful (to both me and your classmates), and I will ask that you leave the class. Furthermore, if you are only in class in body and not in mind, you will not get credit for having attended class.

PERSONAL ATTACKS AND CRITICISMS WILL NOT BE TOLERATED. ANY STUDENT THAT IS NOT RESPECTFUL OF THEIR FELLOW STUDENTS WILL BE ASKED TO LEAVE.

Do not email me the weekend before an exam. I will not respond. Please ask questions in class, attend office hours, or make an appointment if you want help. If a student will not be able to take an exam on time, prior notification of the professor is required. Make-up exams will only be considered in extreme circumstances and appropriate documentation **MUST** be provided. Failure to provide prior notification can result in the student receiving zero points for that exam.

Note: I reserve the right to make changes to the syllabus.

Course Schedule

M 1/25 Class Introductions

W 1/27 What is Sociology? How can we apply it to issues of “delinquency”

Read: The Promise (Mills)

Read: The Forest, the Trees, and the One Thing
(Johnson)

F 1/29 What is Deviance? What is juvenile delinquency?

Read: The Normal and the Pathological (Durkheim)

Read: Defining Juvenile Delinquency (Agnew)

Theories of Delinquencies

M 2/1 - Constructing Delinquency

Read: Barry Glassner- The Culture of Fear - This reading
is in two parts on Moodle Read: Zernike- The Difference
between Steroids and Ritalin is?

W 2/3 Labeling/ Conflict

Read: Watching the Canary (Guinier and Torres)

Read: Breaking Rocks in El Barrio (Bourgois)

Read: The Saints and the Rough Necks (Chambliss)

Recommended: Labeling theory (Howard Becker)

F 2/5- Stretch exercise 1 (break a norm)

M 2/8 Strain/Social Disorganization

Stretch Exercise One Due

Read: Code of the Streets (Anderson)

Read: Homeboys, New Jacks and Anomie (Hagedorn)

Recommended: Strain Theory (Merton)

W 2/10 – Differential / Social Control

Read:

Read: Social Control, Serious Delinquency, and Risky Behavior A
Gendered Analysis (Booth, Farrell, and Varano)

Recommended: Social Control Theory

Recommended: Differential Association Theory

F 2/12 Postmodern

Read: The Carceral (Foucault)

M 2/15 Presidents Day – No Class

W 2/17-Appling the Theories

Read Decoded Part 1

F 2/19-

Read Decoded Part 2

M 2/22 –

Read Decoded Part 3

W 2/24- Test Review

F 2/26- **Test one**

Examining the Social Context *Impact of job opportunities, Impact of Race, Class and Gender, Impact of peer groups, families, social networks, neighborhood conditions*

M 2/29

Read: Ain't No Making It 1-3

W 3/2

Read: Ain't No Making It 4-6

F 3/4 Stretch Exercise 2

M 3/7 **Stretch Exercise 2 Due**

Read: Ain't no Making It 7-8

W 3/9

Read: Ain't No Making It 9-11

F 3/11

Read: Ain't No Making It 12-14

M 3/14-

Read: Rampage (Newman)

Read: School Shootings and White Denial (Wise)

W 3/16-

Read: Adolescent Masculinity and Violence (Kimmel)

Read: Put the Blame Where it Belongs (Katz)

F 3/18- Stretch Exercise 3

M 3/21- **Stretch Exercise 3 Due** Film

W 3/23 Film

F 3/25 Film

M 3/28- Discuss Film and Test Review

W 3/30- **Test 2**

F 4/1 Buffer Day

M Spring Break

W Spring Break

F Spring Break

M 4/11- No Class

Criminal Justice System

W 4/13- Read: Prison Industrial Complex (Schlosser)

F 4/15- Read: On the Run (Goffman) and The New Jim Crow (Alexander)

M 4/18 Read: The Lost Boys (Chura)
Read: Girls Locked Up (Dohn)

W 4/20- Read: Beliefs about What Works in Juvenile Rehabilitation (Perelman and Clements)

F 4/22- Stretch Exercise 4

M 4/25- Social Change Read: My Letter to Incarcerated Youth, No 1, Stanley Tookie Williams and The Tookie Protocol for Peace: A Local Street Peace, Stanley Tookie Williams

W 4/27- Read: From the C-Block to the Academy (starts on page 21 of pdf) Read: The School to Prison Pipeline and Criminalizing Youth- Marsha Weissman (starts on page six of PDF file)

F 4/29 Reading TBD

M 5/2 Test Review

W 5/4 Test 3

F 5/6- Last Day of Class
