SOC 3562-001 JUVENILE DELINQUENCY

FALL 2011 – MWF 10:45-11:35am BEHS 112
Office: 304 BEHS
Office hours: by appointment
Email: theresa.martinez@utah.edu

Prof. Theresa Martinez
Office Phone: 581-5712
Dept. Phone: 581-6153

Course Description:

Lacking all sense of right and wrong, a child can do nothing which is morally evil, or which merits either punishment or reproof.  
Jean Jacques Rousseau, Emile 1762

All children are by nature evil, and while they have none but the nature of evil principle to guide them, pious and prudent parents must check their naughty passions in any way that they have in their power, and force them into decent and proper behavior and into what are called good habits.

Martha Mary Butt, The Fairchild Family, 1818

These quotes present two greatly contrasting views of children. In this course we will explore both of these views and come to understand them both historically and theoretically. We will be exploring the nature of what we describe as "juvenile delinquency" in this country, where it came from and where it is going. We will take a child-centered approach to this issue, as suggested by cutting-edge research, not assuming a deficit or problem in children and youth but in ourselves as a society.

I would like you to leave this course with (1) an understanding of sociological theory as it pertains to “juvenile delinquency” in our society; (2) an expanded knowledge of particular forms of socially defined “juvenile delinquency” including gang delinquency, female delinquency, and school delinquency; and (3) a basis for critical thinking about the nature of “juvenile delinquency” in our society as well as our views of children and youth largely in terms of future ramifications.

Grading:

Your grade will be based on at least two exams, a paper, and any assignments given in class. The due date for the papers and dates for the exams will be "written in stone" unless you have been informed otherwise by me. Late papers will not be accepted, nor can exams be rescheduled unless you inform me before the dates in question. If I don’t hear from you before the due date of the papers or before the dates of the exams, you will be out of luck. In the interest of clarity, let us further break down the components of the grade.

Exams

There will be two types of exams in this class. The first exam will include both multiple choice and essay questions—no less than 50 and up to 100 multiple choice questions and a choice of one essay question out of four. The second exam will be a take home essay exam to be typed, double-spaced which will entail a choice of one question out of four. This may sound fairly easy on its face. However, you will need to incorporate in this one essay quite a bit of material from lectures, readings, and theory, and you will only have 2 pages in which to accomplish this. The final is NOT cumulative. There will be no review for either exam; your exam grades will stand or fall based on your notes and your reading; therefore, thorough notes are a must. An optional final may be offered. This means a student can opt to keep the grade they are getting so far in the class or choose to take the final to better their grade. If they take the final, it will count toward their final grade. If an optional final is offered, and there is no guarantee that it will be, it will be announced near the end of the semester and the criteria used to determine whether or not a student has an option will include the student’s attendance and the student’s grade standing going into the final exam period. This means that even a student with an “A” grade going into the final might have no option if their attendance is poor. All students should, of course, prepare to take a final exam in any case.
Critical Analysis Paper (4-5 pages, TYPED Double-spaced)

The critical analysis paper will cover ONE of these two book choices: One Child by Torey Hayden or Do Or Die by Leon Bing. The paper should cover three things:

1. a thesis section [no more than a page and a half]--this is an introduction to the paper and must include the name of the book you are using (do not put the name of a book in quotes, it should be underlined or in italics), and a clearly stated thesis or list of the theory(ies) you will be using in the paper (this section can be as dramatic as you choose to make it)

2. an analysis section [four to five pages]--this entails a one-to-one correspondence between the theory(ies) and the book, starting with a brief definition of the theory in your own words, followed by your choice of a corresponding aspect, character, or scene from the book that serves as a clear illustration of the theory (you may find more than one). You may use quotes to enhance your point but make them very brief, indented, and single-spaced. Make no mistake, you must use at least one sociological theory covered in class; while outside theory must be cited and included in a bibliography—no bibliography is needed unless you use outside material. You should use no more than two theories in your entire paper. With too many theories your theoretical arguments become brief and lacking in intellectual depth or thoroughness. The theory section should look something like this sequence and should happen at least twice or more in the short space of 4 pages:

   Definition (of the theory in your own words)
   Proof (illustration from the book/article)
   Optional tie back (it often helps to refer back to the theory you are using at the end of the proof, coming full circle on your analysis)

3. a critique or evaluation section [no more than a paragraph]--this section can also be as dramatic as you choose to make it and must entail a personal opinion of the book, the task, or both--it is not meant to be a summary of what you have already written.

   Please DO NOT use a cover page or bibliography (unless you use sources outside the class material). Simply type your name and class information in the upper left hand corner of the first page. Please DO NOT use any kind of folder. PROOFREAD!! Poor grammar, spelling, etc... will suffer grade reduction. Also watch font and margin space. Keep font to no more than 12pt (as long as it is not Courier New) and margins to no more than 1 inch on each side. Your grade will be reduced for large font and margins.

Bonus Reading Assignments (1-2 pages)
Each of the required readings will have a bonus assignment associated with it so that students can choose to demonstrate that they completed readings and receive extra credit points. The bonus reading assignments are listed on the last page of the syllabus and include all necessary information including due dates and the contact to whom you will send assignments.

Other Assignments and Miscellaneous Information...
I reserve the right to give assignments as needed. For example, students who aren’t prepared to discuss readings may be asked to turn in an extra essay assignment. If assignments are given, they will count toward your final grade. Attendance will be taken regularly and class participation is also considered significant to your grade. Taking notes is a must in this class and will be considered part of participation. One other thing… If laptops are becoming a nuisance in the class, I will ban them, so don’t let them become a distraction.

Information about the Center for Disability Services
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020 (V/TDD) to make arrangements for accommodations. All printed information for this course can be made available in alternative format with prior notification to the Center for Disability Services.
Required Reading—Choice of One:


Required Reserve Readings:

Students can access course reserves by going to: http://search.library.utah.edu. Then click on the Course Reserves tab. Type in Soc 3562. A list of articles appears. Note that they are not in alphabetical order by title and also note that there are readings that are not listed on your syllabus. Those are for folks who want to read more.

Reserve readings from off campus can be accessed by using this guide (scroll down to that section):
http://campusguides.lib.utah.edu/course_reserves_guide
If you have any trouble, email me or contact the Reserve Desk folks at 801-581-4670

Dates You Should Know:

- 30 Sep: Exam #1 Multiple Choice and Essay
- 31 Oct: Critical Analysis Paper *One Child* or *Do or Die*
- 14 Nov: Exam #2 Take Home Essay
- 12 Dec: Final Exam

Course Outline and Readings:

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<th>AUG</th>
<th>22</th>
<th>Introduction</th>
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<tbody>
<tr>
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<td><em>Start reading: One Child or Do or Die</em></td>
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<td>24-31</td>
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<td>Social Construction of Childhood, Laws Regarding Juveniles, Creation of the Juvenile Courts</td>
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| SEPT | 2-14 | Definitions of Juvenile Delinquency, Measuring Juvenile Delinquency, The Scope of Juvenile Delinquency, Race/Ethnicity and Juvenile Delinquency |
|      |      | George S. Bridges and Sara Steen “Racial Disparities in Official Assessments of Juvenile Offenders” |
| 5    |      | Labor Day Holiday |
| 16   |      | Early Theories on Delinquency: Demonological, Classical, Biological/Positivist |
| 19-28|      | Theories on Delinquency: Psychological, Sociological |
|      |      | Gresham M. Sykes and David Matza "Techniques of Neutralization: A Theory of Delinquency" |
|      |      | William J. Chambliss "The Saints and the Roughnecks" |
| 30   |      | Exam #1 |

| OCT  | 3-7 | The Theory of Differential Oppression |
| 10-15|      | Fall Break |
| 17-26|      | Female Delinquency |
|      |      | Leslie Acoca “Outside/Inside: The Violation of American Girls at Home, on the Streets, and in the Juvenile Justice System” |
28  Book Discussion *One Child* and *Do or Die* (books should be read by this date!)
31  Critical Analysis Paper *One Child or Do or Die*

**NOV 2-11**

**Gang Delinquency**
Christopher Adamson “Defensive Localism in White and Black: Comparative History of European-American and African-American Youth Gangs”

Luis J. Rodriguez “The Color of Skin Is the Color of Crime”

**7**

Exam #2 Take Home Essay Distributed

**14**

Exam #2 Take Home Essay Due

**14-23**

**School and Delinquency**
Jonathan Kozol “Savage Inequalities”
Jonathan Kozol “Still Separate, Still Unequal: America’s Educational Apartheid”

**24-25**

Thanksgiving Holiday

**28-30**

**Police and Delinquency**

**DEC 2-5**

Police continued

**7-9**

**The Future of the Juvenile Court**

John Johnson Kerbs “(Un)equal Justice: Juvenile Court Abolition and African Americans”

**12**

Final Exam– Monday 8:00am-10:00am
RESERVE READING LIST

The Scope of Delinquency, Race and Delinquency

Sociological Theory

Female Delinquency

Gang Delinquency

The School and Delinquency

Future: Juvenile Court and Youth in Prison
All reading assignments are due by 9:00am on the due date (minimum 1 page - maximum 2 page length)

**The Roadmap on Reading Assignments**

**Dialogue** – Write a dialogue between the researchers who wrote the articles as if these two researchers were discussing their work with each other. Within the dialogue make sure to make concrete points and make it clear how their research compliments and contrasts. It’s as if these two professors met and decided to discuss their work. Be detailed and believable.

**Monologue** – Write a monologue from the standpoint of the researcher. If the researcher was speaking to the class what would be the main points she/he would like to get across about the article? Be detailed and believable.

**Letter** – Write a letter from the standpoint of an individual facing the kind of issues discussed in the readings as if this person was writing to our class. The letter should highlight the various issues that the individual faces day-to-day as explored by the article.

**Concept Map** - For the visual among you, a concept map is a visual representation of the ideas and concepts involved in any kind of intellectual work—a story, a novel, a film, a poem, etc… A concept map does not have to be hand drawn and can be very sophisticated in terms of visuals used. You could even make a short film that would serve as a concept map. Keep in mind that this is not a simple task. Concept maps must be conceptually sophisticated as well as creatively framed.

**Verse or Poem or Spoken Word Piece** – For the poetic/cipher-driven among you, you could also do a creative verse or poem or spoken word piece as one or more of the assignments. Remember that you have to incorporate main points of the article(s) within the piece so this can’t just be a simple collection of images or thoughts. Again, it has to be sophisticated and creatively framed.

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**Wed Sep 7**  George S. Bridges and Sara Steen “Racial Disparities in Official Assessments of Juvenile Offenders”

SEND TO Carolyn CHebert@sa.utah.edu

➤ Letter: Write a letter from the standpoint of one of the youth whose lives are described in this article as if this young person is writing to our class and discussing the challenges they face. Make sure that the letter highlights the various issues that youth face as explored by the researchers.

**Wed Sep 21**  Gresham M. Sykes and David Matza "Techniques of Neutralization: A Theory of Delinquency"

William J. Chambliss "The Saints and the Roughnecks"

SEND TO Carolyn CHebert@sa.utah.edu

➤ This assignment involves a choice: a dialogue, a letter, a concept map, or a verse/poem or spoken word piece.

**Wed Oct 19**  Leslie Acoca “Outside/Inside: The Violation of American Girls at Home, on the Streets, and in the Juvenile Justice System”

SEND TO Carolyn CHebert@sa.utah.edu

➤ Letter: Write a letter from the standpoint of one of the young women described in this article as if she is writing to our class and discussing the challenges she faces. Make sure that the letter highlights the various issues that young women face as explored by the researcher.
Weds Nov 2  Christopher Adamson “Defensive Localism in White and Black: Comparative History of European-American and African-American Youth Gangs”
Luis J. Rodriguez “The Color of Skin Is the Color of Crime”

SEND TO Carolyn CHebert@sa.utah.edu

➤  Dialogue: Write a dialogue between Christopher Adamson and Luis J. Rodriguez as if these two researchers were discussing their work with each other. Within the dialogue make sure to make concrete points and make it clear how their research compliments and contrasts. It’s as if these two professors met and decided to discuss their work. Be detailed and believable.

Mon Nov 21 Jonathan Kozol “Savage Inequalities”
Jonathan Kozol “Still Separate, Still Unequal: America’s Educational Apartheid”

SEND TO Carolyn CHebert@sa.utah.edu

➤  This assignment involves a choice: a dialogue, a letter, a concept map, or a verse/poem or spoken word piece.

Weds Dec 7 John Johnson Kerbs “(Un)equal Justice: Juvenile Court Abolition and African Americans”

SEND TO Carolyn CHebert@sa.utah.edu

➤  This assignment involves a choice: a dialogue, a letter, a concept map, or a verse/poem or spoken word piece.

Good luck!