**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.

**CANVAS:**

This course requires use of Canvas. You will be expected to retrieve and upload assignments and readings through Canvas throughout the course of the semester. It would be wise to sign into Canvas through the Campus Information System (CIS) as soon as you can so that you can see all required assignments and readings for the class.

**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. All bonus reading assignments are listed on Canvas, and will include due dates so that you can upload them into Canvas.

**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:**

**Other Required Reading**
There are no required textbooks or required books of any kind for the class. Instead, you are required to read articles all of which are accessible as PDF files or links through Canvas. I would suggest also jotting down notes on what you read so that you are prepared to discuss the articles. You are expected to read articles by the dates noted in the course outline.

**Dates You Should Know:**
- 28 Sep: Exam #1 Multiple Choice and Essay
- 29 Oct: Critical Analysis Paper *One Child* or *Do or Die*
- 12 Nov: Exam #2 Take Home Essay
- 13 Dec: Final Exam

**Course Outline and Readings:**

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<td>Definitions of Juvenile Delinquency, Measuring Juvenile Delinquency</td>
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<td>SEPT 5-12</td>
<td>The Scope of Juvenile Delinquency, Race/Ethnicity and Juvenile Delinquency</td>
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<td>George S. Bridges and Sara Steen “Racial Disparities in Official Assessments of Juvenile Offenders”</td>
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<td>Early Theories on Delinquency: Demonological, Classical, Biological/Positivist</td>
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<td>Theories on Delinquency: Psychological, Sociological</td>
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<td>Gresham M. Sykes and David Matza &quot;Techniques of Neutralization: A Theory of Delinquency&quot;</td>
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<td>Leslie Acoca “Outside/Inside: The Violation of American Girls at Home, on the Streets, and in the Juvenile Justice System”</td>
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<td>Book Discussion <em>One Child</em> and <em>Do or Die</em> (books should be read by this date!)</td>
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Critical Analysis Paper *One Child or Do or Die*

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

NOV 2-9 Gang Delinquency continued
Luis J. Rodríguez “The Color of Skin Is the Color of Crime”

5 Exam #2 Take Home Essay Distributed
12 Exam #2 Take Home Essay Due

12-21 School and Delinquency
Jonathan Kozol “Savage Inequalities”
Jonathan Kozol “Still Separate, Still Unequal: America’s Educational Apartheid”

22-23 Thanksgiving Holiday

26-30 Police and Delinquency

DEC 3 Police continued

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

13 Final Exam– Thursday 10:30am-12:30am
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