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*Tell me and I forget; teach me and I remember; involve me and I learn!—Benjamin Franklin*

## JUVENILE DELINQUENCY

Dr. Marcie Goodman  
Phone: (801) 581-3712  
Office: BehS 310

Office hours: 7:00 to 8:00 am (MWF)

Email: [marcie.goodman@soc.utah.edu](mailto:marcie.goodman@soc.utah.edu) (please use judiciously, and NO assignments accepted by email)

Sociology 3562 Sec 1  
Fall 2014  
MWF 8:35—9:25  
BehS 112

### COURSE CONTENT

Aberrant juvenile behavior and crime, its context, and especially its influences are of particular interest to many professionals. For *Sociology 3562* a foundation will first be provided concerning the nature and extent of juvenile crime, predominantly in America. Next, types of crime and the theories that explain their existence will be explored. The *etiology* or influences of crime are at the heart of this course, with the theories acting as pillars in the course structure. Lastly, the basic aspects of our criminal justice system will be offered, including police, courts, corrections, and patterns of incarceration. The intent of this format is to present a balanced perspective on the field of juvenile delinquency for students new to the discipline or other interested professionals. Attention will also be directed to assure inclusion of issues concerning race, gender, and class, which may often be overlooked.

### COURSE GOAL

Each student, upon completion of this course, should be able to recognize, define, and understand core issues in juvenile delinquency. Additionally, students will gain a working knowledge of the key elements of the content identified as critical to this field of learning.

### COURSE REQUIREMENTS

Most upper-level courses in the social sciences require students to demonstrate mastery of material through successful completion of reading, written assignments, and participation. For *SOC 3562*, a *Book Analysis* will count **30%** of the course grade. A *Research Paper* will add another **50%**. The remaining **20%** of the grade will reflect class participation. The purpose of this type of system is to assure maximum results through an ongoing effort by students to stay abreast of course materials. Success will be greatly impacted by familiarity with information *before each class period*, with students coming prepared to participate in class discussions (more about all of the written assignments and participation expectations are in the syllabus).

## REQUIRED TEXT

Bates, Kristin and Richelle Swan. *Juvenile Delinquency in a Diverse Society*. 2014. Sage. ISBN: 9781412998123.

## SPECIAL ACCOMODATIONS

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services. Please discuss any concerns with the professor as soon as possible. ([www.hr.utah.edu/oeo/aca/guide/faculty/](http://www.hr.utah.edu/oeo/aca/guide/faculty/)).

## PARTICIPATION & ATTENDANCE

Active participation is expected in SOC 3562, and **20%** of the course grade is generated from this effort. The course will be conducted in a *Socratic format* with emphasis on student contributions to encourage analysis, critical thinking, preparation, and long-term learning. Students should be prepared to discuss the subject scheduled each day on the calendar. Cards will be marked for responses, based on the quality of comments offered: **+** (**plus**), **√** (**check**), or **0** (**zero**)—roughly representing the grades of *A*, *B* and *E*. Excused absences such as illness or work *may* receive up to ½ points, while those *not excused* will be marked as zero, without possibility of make-up (unless specific arrangements are agreed upon with the professor in advance).

## GRADING CRITERIA

- A**—An *excellent* work in all or nearly all aspects of the assignment. The student exemplifies originality of ideas, superior depth of thought, and extensive grasp of topics as well as technical superiority.
  - B**—A competent work with a lapse here or there. Ideas are clear and properly expressed; the writing is technically solid. The assignment is effective in meeting all criteria but does not rise to sustained distinction.
  - C**—An adequate work, but not good. Student ideas tend to be oversimplified, reductionistic, and lack sufficient explanation or exploration. Problems may also exist with grammar, logic, or ability to express thoughts in a manner reflective of a junior level class.
  - D**—A minimal effort by the student—the work is marred by problems with almost all aspects of the assignment—not considered a competent performance.
  - E**—A failing mark, generally reserved for assignments which are not submitted or miss the target on virtually every area of the project.
- +/- —Plus or minus may be given in addition to each of the grade levels when deemed appropriate by the professor.

## BOOK ANALYSIS

For SOC 3562, a *book report* on any **non-fiction** book of the student's choice (at least 250 pages in length) about an *American juvenile delinquency* subject will contribute **30%** of the course grade. The book report is a serious and important part of the overall class effort, meant to evidence to the instructor the student's working knowledge of topics presented. The most important aspect of the report is how the book reflects major ideas of the course. A sample paper will be available on the student's *Canvas* system in *FILES*. The book report will include:

### Content

- a. Introductory (topic) paragraph with overview of entire paper;
- b. an analysis of the volume based on information learned in class and Bates text;
- c. Higher levels of *Bloom's Taxonomy* will be utilized;
- d. conclusion.

### Technical

- 1. 2000 words minimum—points will be deducted for short papers (place final word count at end of paper);
- 2. 10 point academic font with double spaced lines;
- 3. grammar, spelling, punctuation, style acceptable in 3000 level courses (any style guide OK);
- 4. logic and writing befitting a 3000 level college course;
- 5. no binders or folders—staple in upper left corner with appropriate cover sheet.

## RESEARCH PAPER

The written communication of ideas based upon research is the backbone of the academic environment, and students will be expected to articulate their erudition in this manner for *SOC 3562*. Each student will decide upon a research topic that

compliments one of the *key ideas* learned in the foundation text on *Juvenile Delinquency* by Bates. Students should pick a subject of *interest to them* so the experience will be fulfilling. Term papers will meet the following criteria:

#### **Technical**

1. 3500 words in length (shorter papers will lose points accordingly);
2. grammar, spelling, punctuation, style acceptable in 3000 level college courses (any style guide OK);
3. legal print on final draft (no rough draft or light type printers please—no ragged edged paper);
4. logic and writing befitting a 3000 level college course;
5. “space games” such as extra lines or subheadings between paragraphs will be avoided;
6. no binders or folders—staple in upper left corner with appropriate cover sheet;
7. proper citations for works referenced according to style guide utilized.

#### **Academic**

1. a research topic which reflects the expansion of a *major idea* from the *Juvenile Delinquency* text by Bates;
2. a subject of interest to the student, designed to bring a greater understanding of the subject;
3. a *minimum of 5 recent* (since 2010) *academic journal articles and 5 additional Web sites of criminological information* on the topic will be integrated into paper from the Internet;
4. a more full and creative development of the topic than in the abbreviated text;
5. personal opinion avoided and diatribes kept to a minimum;
6. thoughts presented in the academic third person, not in 1<sup>st</sup> or 2<sup>nd</sup> personal tone;
7. format includes a title at the beginning of the text, topic paragraphs, body, and conclusion.

Students should discern by these detailed criteria that the term paper is a vital and penultimate expression of their work in this course. A sample term paper will be provided in *Canvas (FILES)* that exemplifies standards elucidated above.

## **COURSE CALENDAR**

<b>25 Aug (M)</b>	Course introduction: presentation of syllabus
<b>27 Aug (W)</b>	Understanding Juvenile Delinquency in a Diverse Society <b>Bates—Chpt 1</b>
<b>29 Aug (F)</b>	Understanding Juvenile Delinquency in a Diverse Society <b>Bates—Chpt 1</b>
<b>1 Sept (M)</b>	<b>LABOR DAY HOLIDAY—NO CLASSES!</b>
<b>3 Sept (W)</b>	The Creation of Delinquency <b>Bates—Chpt 2</b>
<b>5 Aug (F)</b>	The Creation of Delinquency <b>Bates—Chpt 2</b>
<b>8 Sept (M)</b>	Understanding Delinquency: Data, Correlates and Trends <b>Bates—Chpt 3</b>
<b>10 Sept (W)</b>	Understanding Delinquency: Data, Correlates and Trends <b>Bates—Chpt 3</b>
<b>12 Sept (F)</b>	Current events <b>News about Juvenile Crime</b>
<b>15 Sept (M)</b>	Micro level Theories <b>Bates—Chpt 4</b>
<b>17 Sept (W)</b>	Micro level Theories <b>Bates—Chpt 4</b>
<b>19 Sept (F)</b>	Current events <b>News about Juvenile Crime</b>
<b>22 Sept (M)</b>	Macrolevel Theories <b>Bates—Chpt 5</b>

- 24 Sept (W)**      Macrolevel Theories  
                         **Bates—Chpt 5**
- 26 Sept (F)**      Current events  
                         **News about Juvenile Crime**
- 29 Sept (M)**      Critical Theories  
                         **Bates—Chpt 6**
- 1 Oct (W)**        Critical Theories  
                         **Bates—Chpt 6**
- 3 Oct (F)**        Current events  
                         **News about Juvenile Crime**
- 6 Oct (M)**        The Family in Context  
                         **Bates--Chpt 7**
- 8 Oct (W)**        The Family in Context  
                         **Bates--Chpt 7**
- 10 Oct (F)**        Current events  
                         **News about Juvenile Crime**
- 13—17 October**    **FALL BREAK—HOLIDAY—NO CLASSES!**
- 20 Oct (M)**        Schools In Context  
                         **Bates—Chpt 8**
- 22 Oct (W)**        Schools In Context  
                         **Bates—Chpt 8**
- 24 Oct (F)**        Current events  
                         **News about Juvenile Crime**
- 27 Oct (M)**        Peers and Gangs in Context  
                         **Bates—Chpt 9**
- 29 Oct (W)**        Peers and Gangs in Context  
                         **Bates—Chpt 9**
- 31 Oct (F)**        Current events  
                         **News about Juvenile Crime**
- 3 Nov (M)**        Drugs in Context  
                         **Bates—Chpt 10**
- 5 Nov (W)**        Drugs in Context  
                         **Bates—Chpt 10**
- 7 Nov (F)**        Current events  
                         **News about Juvenile Crime**
- 10 Nov (M)**        Why a Separate Juvenile Justice System?  
                         **Bates—Chpt 11**
- 12 Nov (W)**        Why a Separate Juvenile Justice System?  
                         **Bates—Chpt 11**
- 14 Nov (F)**        Current events

### **News about Juvenile Crime**

- 17 Nov (M)** The Process of the Juvenile Court  
**Bates—Chpt 12**
- 20 Nov (W)** The Process of the Juvenile Court  
**Bates—Chpt 12**
- 21 Nov (F)** Current events-----**BOOK ANALYSIS DUE!**  
**News about Juvenile Crime**
- 24 Nov (M)** Juvenile Corrections  
**Bates—Chpt 13**
- 26 Nov (W)** **Final Preparation for Term Paper/LIBRARY DAY**
- 27/28 November—THANKSGIVING HOLIDAY—NO CLASSES!**
- 1 Dec (M)** Preventative, Rehabilitative, and Restorative Approaches to Delinquency  
**Bates—Chpt 14**
- 3 Dec (W)** Preventative, Rehabilitative, and Restorative Approaches to Delinquency  
**Bates—Chpt 14**
- 5 Dec (F)** Current events  
**News about Juvenile Crime**
- 8 Dec (M)** **LIBRARY DAY**
- 10 Dec (W)** **RESEARCH PAPER DUE!**

### **A few possible new books about Juvenile crime/offenders for consideration:**

*Wild Thing: A Teenage Journey to Hell and Back* - Alysia Jayne Isbouts

*Drifters: Stories from the Dark Side of Delinquency* - Jack Hobson

*Crossing the Water: Eighteen Months on an Island Working with Troubled Boys-a Teacher's Memoir* - Daniel Robb

*Walking Prey: How America's Youth Are Vulnerable to Sex Slavery* - Holly Austin Smith

*Burning Down the House: The End of Juvenile Prison* - Nell Bernstein