

## Juvenile Justice and Delinquency: SOCY 4024

Department of Sociology  
University of Colorado Boulder

---

Professor: David Pyrooz, Ph.D.

Phone: 303-492-3241

Office: Online only

Online office hours: 12:30-3:30pm, Tuesdays

Email: [David.Pyrooz@colorado.edu](mailto:David.Pyrooz@colorado.edu)

Classroom: Online

Lecture hours: T-TH 11:10am-12:00pm

Teaching Assistant (TA): Jennifer Tostlebe, MS

TA online office hours: 9:00-11:00am, Thursdays

Email: [Jennifer.Tostlebe@colorado.edu](mailto:Jennifer.Tostlebe@colorado.edu)

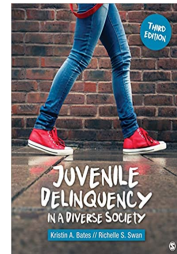
---

### Text<sup>1</sup>

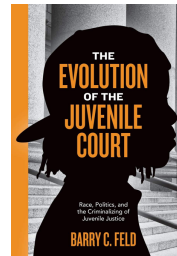
---

#### *Required:*

Bates, Kristin A., and Richelle S. Swan. 2020. *Juvenile delinquency in a diverse society* (3rd edition). Thousand Oaks, CA: Sage.



Feld, Barry, C. 2017. *The evolution of the juvenile court: Race, politics, and the criminalizing of juvenile justice*. New York: New York University Press.



### Course Description and Objectives

---

This course explores issues related to delinquency, the juvenile justice system, and public policy related to juveniles and problem behaviors. It addresses what we know about delinquency and how we know it, how our society responds to delinquency, and how the institutions designed to respond to delinquency function historically and contemporarily.

The course is divided into four components:

1. Understanding juvenile delinquency
2. Theories of juvenile delinquency
3. The social contexts of juvenile delinquency
4. Responses to juvenile delinquency

The learning objectives for this course include:

1. Identify and explain how delinquency is defined, recorded, and explained;
2. Understand the contexts and explanations for juvenile delinquency;
3. Define, describe, and critique juvenile justice system processes and outcomes;
4. Apply course material to improve thinking, interpreting, and problem solving with respect to current events and issues in the juvenile justice system

---

<sup>1</sup> This class is using Day 1 Digital Access, where course materials are available digitally via Canvas. This ensures the lowest course for course materials. You can purchase your books however you please, but you have until September 9 to opt-out of Day 1 Digital Access (via a reminder email from the CU Book Store) or you will be billed on September 11.

## Grading

---

Lecture attendance	.	.	.	0	Grading scale:	A: 100-90%	450-500 points
Recitation participation	.	.	.	50		B: 89-80%	400-449
Current events	.	.	.	100		C: 79-70%	350-399
Write Your Rep'	.	.	.	80		D: 69-60%	300-349
Quizzes	.	.	.	120		F: <60%	
Final exam	.	.	.	150	(0-2= "-"; 8-9="+" )		

## Office Hours, Lectures, Attendance, and Recitations

---

This class is scheduled to meet 28 times for lecture and 14 times for recitation. Class periods will consist of lectures, discussion, group breakout sessions, and surveys. It is expected that you will ask and respond to questions during lectures, engage in discussions, participate in breakout sessions, and respond to questions. This is critical to achieving the learning objectives of the course.<sup>2</sup> Readings are expected to have been completed prior to the class lecture. Powerpoints will not be made available to students beyond the recordings. Audio or video recording of lectures is prohibited. Students are highly encouraged to develop working groups to share notes and study for assessments.

Lecture class periods will be delivered synchronously, and video/audio recorded for later viewing. Attendance is mandatory but flexible and recorded. Students who attend 14 class sessions will be assigned a score of 0. Each additional class attended beyond that amount will be awarded extra credit points, up to 5% of the total 500 points. Students who attend below that amount will lose points for each missed class, up to 5% of the total 500 points. No notification is necessary for unexcused or excused absences—this includes colds, internet trouble, club sports, travel, etc. Please contact your instructor if you will miss lecture/recitation for extended periods of excused absences (e.g., health).

- Lecture class periods (11:10am-12:00pm, Tuesdays and Thursdays) are online only
  - Zoom link: <https://cuboulder.zoom.us/j/96206516835>.
  - Email invitation contains a password to enter the classroom.
- Recitation 101 (8:00am, Fridays): <https://cuboulder.zoom.us/j/98770136181>
- Recitation 102 (4:10-5:00pm): REC C250
- Recitation 103 (5:20pm, Fridays): <https://cuboulder.zoom.us/j/91705207055>

With the exception of one of the three recitations, all class periods will be conducted online via Zoom.

Office hours will be held online. It is important that you take advantage of online meeting options.

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• <b>Office Hours with David Pyrooz</b></li><li>• Tuesdays, 12:30pm to 3:30pm</li><li>• “Plan to Talk”<ul style="list-style-type: none"><li>○ Go to: <a href="https://calendly.com/david-pyrooz">https://calendly.com/david-pyrooz</a></li><li>○ Pick a date/time and enter your information</li><li>○ (you can schedule &gt; 15 minutes, as needed)</li><li>○ Join here: <a href="https://cuboulder.zoom.us/j/97999045154">https://cuboulder.zoom.us/j/97999045154</a></li></ul></li><li>• “Knock to Talk”<ul style="list-style-type: none"><li>○ Pop in during office hours here: <a href="https://cuboulder.zoom.us/j/97999045154">https://cuboulder.zoom.us/j/97999045154</a></li><li>○ You’ll be admitted from the waiting room</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Office Hours with Jennifer Tostlebe</b></li><li>• Thursdays, 9:00am to 11:00am</li><li>• “Plan to Talk”<ul style="list-style-type: none"><li>○ Go to: <a href="https://calendly.com/jenn-tostlebe">https://calendly.com/jenn-tostlebe</a></li><li>○ Pick a date/time and enter your information</li><li>○ (you can schedule &gt; 15 minutes, as needed)</li><li>○ Join here: <a href="https://cuboulder.zoom.us/j/92878680511">https://cuboulder.zoom.us/j/92878680511</a></li></ul></li><li>• “Knock to Talk”<ul style="list-style-type: none"><li>○ Pop in during office hours here: <a href="https://cuboulder.zoom.us/j/92878680511">https://cuboulder.zoom.us/j/92878680511</a></li><li>○ You’ll be admitted from the waiting room</li></ul></li></ul> |
|--|--|

Recitation class periods will be organized differently from lecture class periods, involving greater discussion, videos, breakout sessions, and reviews, and will be synchronous only (i.e., not recorded).

→ Recitation participation is worth a max of 50 points, or 10% of your final grade.

---

<sup>2</sup> Please be mindful that some topics covered in this class may elicit rather strong and diverse opinions, such as race, immigration, victimization, and punishment. It is expected that these topics will be discussed openly, professionally, and without aggression or malice. If you feel you are unable to meet this expectation, please confer with your professor about alternative ways to have your points made. Students who feel that these topics would cause discomfort to the point that it would result in continued non-participation in class are advised to drop the course.

## Current Events Assignments

---

*Objective:* To apply knowledge acquired from the course material and lecture to critically analyze newsworthy current events and issues in the criminal justice system.

*Details:* You are to identify a newsworthy current event or issue in the juvenile justice system that is consistent with the component of the class covered in lecture. For example, the third component of the class is “The Social Contexts of Juvenile Delinquency.” The current event for that component should entail identifying article(s) published in popular press—it can be collection of short reads (e.g., <1,000 words) or a single long read (e.g., >1,000 words)—addressing events or issues related to schools, families, drugs, or peers, such as police officers in schools, child abuse and neglect, vaping among high school students, or gang violence. In drafting your essay, you are to do the following:

1. Summarize the news article(s). Describe the facts of the story based on the news article(s) relevant to the chosen class topic.
2. Identify the issues at hand. Link/apply the news article(s) to issues that have been identified in the course, such as content covered in lecture, guest visitors, or the textbook—be specific (e.g., cite the textbook page number);
3. Establish the implications of the news article(s). What do(es) the news article(s) mean for criminal justice policy and practice? This is a critical analysis of the issues, which should be based on logic and evidence.

There are many places to search for information.<sup>3</sup> It is important to recognize that some outlets may have stronger ideological emphases than others, which might shape the facts and issues (assignment parts 1 and 2). Please check your sources using [www.mediabiasfactcheck.com](http://www.mediabiasfactcheck.com). You are encouraged to engage with multiple news outlets that have covered the events and issues you select, especially if you are relying upon an outlet with left/right bias and/or medium/low factual reporting. Twitter is a great resource for finding relevant articles by following news organization and leading figures.

*Requirements:* There will be four essays that coincide with the first four components of the class. Each of these essays should satisfy the following criteria:

- A maximum of 1 page of single-spaced text (text beyond 1 page will not be graded)
- 1” margins all around
- Times New Roman 12-point font for all text
- Include name and assignment number in the top header
- Provide a title summarizing your essay on a single line at the top of the paper, with the main text followed immediately on the third line
- Include a URL shortened hyperlink (<https://goo.gl>) to the article cited on the last line of the paper (if you have not created a URL shortened hyperlink before, google URL shortener)
- Submit via Canvas the following Sunday upon concluding the topic area in lecture:
  - Part 1: Concluding lecture: September 10; Due date: September 13
  - Part 2: Concluding lecture: September 24; Due date: September 27
  - Part 3: Concluding lecture: October 8; Due date: October 11
  - Part 4: Concluding lecture: November 24; Due date: November 29

A grading rubric will be provided on Canvas, along with an exemplary essay.

→Each essay is worth a maximum of 25 points. This assignment is worth 20% of your final grade.

---

<sup>3</sup> Examples include traditional local and national newspapers (e.g., Denver Post, New York Times, USA Today, Washington Post) and print and online magazines (e.g., Westword, The Atlantic).

## Write Your Rep'

---

*Objective:* To demonstrate your ability to apply social scientific knowledge and logic to pressing issues in the area of criminal justice.

*Details:* You will draft a letter to a public official of your choice. It could be a local (e.g., Mayor), state (e.g., Governor), or federal (e.g., Senator) elected official or someone who is appointed (e.g., Chief of Police, US Attorney General). The content of the letter should advocate for juvenile justice laws, policies, or practices that you feel strongly about, which could entail something “new” (e.g., criminalizing vaping), retaining something “old” (e.g., zero tolerance), or reforming something “old” (e.g., school resource officers). You are to make a convincing case for your position. The most convincing cases will blend sound logic and theory as well as research in favor of your position. It will acknowledge competing perspectives while establishing why your position represents the best direction forward.

The letter should not exceed two pages of single-spaced text. You can develop your argument throughout the semester, but it must be submitted the last week of class. The letter must be formal, with a date, receiver’s address, salutation, text body, signature, and sender’s contact information (no title page). The letter must be single-spaced, using 1” margins all around, with Times New Roman font, and no title page. See the examples here: <https://www.thoughtco.com/write-effective-letters-to-congress-3322301>

→The assignment is worth 80 points, or 16% of your final grade. You will be graded on how convincing of an argument you make. This assignment is due by December 6 (11:59pm).

## Quizzes and Final Exam

---

*Objective:* Evaluate your knowledge and understanding of the materials covered in the readings, lectures, and classroom discussions.

*Details (Quizzes):* There will be “weekly” short quizzes in the class, all of which will be administered online via Canvas. Each quiz will cover one chapter of the associated readings. Quizzes can be taken at any time during the semester. Quiz questions will be multiple choice. Quizzes will be timed to average 1.5 minutes over the total number of questions (e.g., 10 questions = 15 minutes). All quizzes are open book and open note. However, students are not allowed to communicate with anyone while taking the quiz. Any reports of violating these rules will result in assigning essays thereafter. Quizzes must be completed by December 7 (11:59pm).

- Bates and Swan, 14 short quizzes (Chapters 1-11, 13-15)
- Feld, 10 short quizzes (Chapters 1-9, Epilogue)

→Each quiz is worth a max of 5 points. This assignment is worth 24% of your final grade.

*Details (Final Exam):* There will be one exam in the class. It will be administered electronically on the scheduled final exam day. Final exam questions will consist of multiple choice and open/closed-ended questions. Questions and response categories will be randomly assigned to students. The final exam is cumulative (i.e., covers the entire semester). The final recitation session will be devoted to reviewing materials covered in the course and answering questions about the final exam. Students will receive a general study guide before the final recitation session.

→The final exam is worth 150 points. This assignment is worth 30% of your final grade.

## Course Schedule\*

		Topic	Reading	Due
Week 1: Aug 25, 27	Part 1: Understanding Juvenile Del.	Syllabus		
Week 2: Sep 1, 3		- BS: Thinking about juvenile delinquency	BS1	
Week 3: Sep 8, 10		- BS: The creation of delinquency	BS2	
		- BS: Understanding delinquency	BS3	
		...continued		
Week 4: Sep 15, 17	Part 2: Theories of Juvenile Del.	- BS: Micro-level theories	BS4	CE1
		...continued		
Week 5: Sep 22, 24		- BS: Macro-level theories	BS5	
		...continued		
		- BS: Critical theories	BS6	CE2
Week 6: Sep 29, Oct 1	Part 3: Delinquency in Context	- BS: Families	BS7	
		- BS: Schools	BS8	
Week 7: Oct 6, 8		- BS: Peers	BS9	
		- BS: Drugs	BS10	CE3
Week 8: Oct 13, 15	Part 4: Responses to Juvenile Delinquency	- BS: Why a separate juvenile justice system?	BS11	
		- F: Progressive and Due Process Eras	F1,F2	
Week 9: Oct 20, 22		- F: Get Tough Eras I and II	F3,F4	
		...continued		
Week 10: Oct 27, 29		- F: The kid is a criminal: Transfers & sanctions	F5	
		- F: The girl is a criminal; The student is a criminal	F6,F7	
Week 11: Nov 3, 5		- BS: Process of juvenile court	BS13	
		<i>GS: 2<sup>nd</sup> District (Denver) Juvenile Probation</i>		
Week 12: Nov 10, 12		- F: Kids are Different Eras	F8, F9	
		...continued		
Week 13: Nov 17, 19		- BS: Juvenile corrections	BS14	
		<i>GS: Division of Youth Services (corrections)</i>		
Week 14: Nov 24, 26		- F: Opportunities and obstacles	F-Epi	
		No class: Thanksgiving Break		CE4
Week 15: Dec 1, 3		- Prevention, rehabilitation, restoration	BS15	Quizzes Rep
		<i>GS: Gang Reduction Initiative of Denver</i>		
Week 16: Dec 11		Final exam: 4:30-7:00pm		

**Date** = no class

**BS** = Chapter in Bates and Swan's "Juvenile Delinquency in a Diverse Society"

**F** = Chapter in Feld's "The Evolution of the Juvenile Court"

**GS** = guest speaker

**CE** = current event assignment covering component of the class

**Rep** = write your representative assignment

\*This syllabus and corresponding class schedule are subject to change

## Contact

---

Course content-related questions should be emailed either to [Jennifer.Tostlebe@colorado.edu](mailto:Jennifer.Tostlebe@colorado.edu) and [david.pyrooz@colorado.edu](mailto:david.pyrooz@colorado.edu) (for emails concerning personal matters, please email your instructor). The subject line should include the course name (SOCY 4024). Emails that lack a greeting, main text, and sign off may not be acknowledged. Emails that contain questions that could be answered by reading the syllabus will be responded to with “Please consult the syllabus.”

## Requirements for COVID-19

---

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](#). Before coming on to campus each day, all students are required to complete a [Daily Health Form](#). Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting Form](#) remotely.

## Sexual Misconduct, Discrimination, Harassment, and/or Retaliation

---

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

## Late Policy

---

Arrive prior to 11:10am. Late arrivals, as well as early departures, may be considered absent for that class period. Late essays and quizzes will be considered on a case-by-case basis.

## Classroom Code of Conduct

---

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

## Electronic Device Policy

---

Non-disruptive occasional use of cell phones is permitted. Device sound alerts must be turned off during class. Tablets and laptops are prohibited. Audio and video recordings are not permitted. Any deviation from the aforementioned policy must be discussed with me beforehand.

## Honor Code

---

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to

nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

---

## **Accommodations for Disabilities**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

---

## **Writing Center**

If you need help with writing, visit the CU-Boulder Writing Center. Writing tutors will work with you one-on-one at any stage of the writing process (brainstorming, generating a draft, organizing a draft, or revising a draft) for any written assignment. Consult their website for resources <http://www.colorado.edu/pwr/writingcenter.html>

---

## **Preferred Student Names and Pronouns**

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

---

## **Religious Accommodations**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See the [campus policy regarding religious observances](#) for full details.

---

## **Withdrawals**

Students wishing to withdraw are cautioned to follow formal procedures outlined by the University <http://www.colorado.edu/registrar/registration-grades/adddrop-courses>