

# **SOCY 4024-001: Juvenile Justice & Delinquency**

**MWF 2:00-2:50PM**

**Humanities (HUMN) 135**

## **Spring 2016 Course Syllabus**

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“Incarceration is, paradoxically, a solitary and collective experience.”

-Pete Brooke, Prison Photography-

“Injustice prevails where hopelessness persists.”

-Bryan Stevenson, ASC Conference (2014)-

### **COURSE PERSPECTIVE:**

This course focuses on juvenile justice and delinquency. The approach in the course is a feminist criminological perspective. The feminist criminological approach I take is to investigate the ways in which various forms of oppression—such as sexism, racism, classism, and heterosexism—intersect with and construct juvenile delinquency and juvenile justice. The course focus will be limited to the U.S. juvenile system. Course topics covered will focus on: the nature and extent of delinquency, theories of delinquency, causes of delinquency, the control and prevention of delinquency, and possible ways to create a more just juvenile delinquency system. At the end of this course you will have knowledge regarding the social context of juvenile delinquency; the major research, theories, and methods that criminologists use to study juvenile delinquency; know how to apply course material to current events regarding delinquency; and the course will aim to increase your desire to work toward the reduction of juvenile delinquency and to create a more just juvenile system.

### **TEACHING PHILOSOPHY:**

I firmly believe that every student in this class has the ability to receive an A. To earn an A, some students will have to work harder than others. It is my responsibility to help foster a learning environment that is conducive to discussion and intellectual growth while challenging students to ask questions and push the boundaries of their thinking. Students in the class must be willing to participate in class discussions, group work, and keep up on assigned readings. I put a great deal of time and passion into teaching this course and expect students to show up and participate in creating a collaborative learning community. I will make every attempt to be available and to accommodate students while setting clear guidelines and holding high expectations.

## TEACHING DELIVERY:

This class will incorporate several different types of teaching methods. Some of these are as follows:

*Lectures:* Traditional lectures with PowerPoint slides will be used to guide students through course material. These will not be posted so be sure to make a friend in class to get notes from if you are absent.

*Clickers:* Clickers will be utilized to foster student participation during class lecture. Participation in answering questions will count toward your final grade.

*Guest Lectures:* A variety of individuals involved in the juvenile system (lawyers, probation officers, justice professionals, previously incarcerated individuals, and advocates for justice) may visit throughout the semester to offer their assessments about delinquency and the juvenile system. These guest lectures will be an important addition to class lecture and are considered required material.

*Documentary Films & Media:* Documentary films and a variety of media formats will be utilized throughout the semester to provide visual representations of course topics. These are to be treated as part of lecture material and should be taken as required material.

*Twitter:* There will be a class Twitter feed available that we will use throughout the semester to post current events, questions, and comments related to course material.

*Class Discussions:* I am an advocate of participatory and interactive learning. Class discussions allow students to engage with the material and learn from one another. This mode of learning will be implemented each class. Providing insight and asking clarifying questions is always welcome.

*Experiential Learning:* Students will have the opportunity to attend a tour at Lookout Mountain Youth Services Center in Golden, Colorado, or will explore a different juvenile justice related institution to reflect upon course content.

*D2L:* On a regular basis, students must access the *Desire2Learn* website, also referred to as *D2L*, at **learn.colorado.edu** in order to retrieve non-textbook reading assignments, view course announcements, monitor grades, and find other important materials. It is your responsibility to check D2L regularly for grades and announcements.

## REQUIRED READINGS:

Bates, Kristin A. and Swan, Richelle S. (2014). *Juvenile Delinquency in a Diverse Society*. Los Angeles, CA: Sage.

Rios, Victor (2011). *Punished: Policing the Lives of Black and Latino Boys*. New York: NYU Press.

Schaffner, Laurie (2006). *Girls in Trouble with the Law*. Piscataway, NJ: Rutgers University Press.

### Articles:

In addition to the books above, supplemental readings will be posted on D2L. It is your responsibility to visit D2L on a regular basis for updates and to check for weekly assigned readings.

**NOTE:** All three of these texts are available for our course on reserve at Norlin Library and can be checked out for 2 hours at a time.

## COURSE WORK REQUIREMENTS

ASSIGNMENTS <sup>a</sup>	% POINTS
Participation <sup>b</sup> :	
Clicker Answers	5
In Class Assignments	15
Quizzes	15
Reading Responses	40
Experiential Learning	5
Final Project	20
TOTAL	100

<sup>a</sup> Students are required to keep all returned assignments to verify a grade in the case of a discrepancy.

<sup>b</sup> **Excused Absence Policy:** Participation points are only able to be made up with excused absence—a doctor's note, documented death in the family, an athletic event etc. If you miss a day and have legitimate documentation, bring the note to me on the day of your return and I will provide you with a make-up assignment for the missed class(es).

## GRADING

**Overall course grades will be assigned on the following scale:**

Grade	Overall %	Grade	Overall %	Grade	Overall %	Grade	Overall %
A	94-100%	B	84-86.9%	C	74-76.9%	D	64-66.9%
A-	90-93.9%	B-	80-83.9%	C-	70-73.9%	D-	60-63.9%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	F	0-59.9%

### **Participation: Clicker Participation (5% of Total Grade)**

Clickers will be utilized to foster student participation during class lecture. On days the clicker is used during lecture, two clicker points will be given for each class period. Points are based on participation; it is not required that you have the correct answer to receive points for the day. Each student must have their clicker registered through myCUinfo prior to class by **Wednesday, January 20th at 2:00pm**. No excuses will be accepted for failing to bring the clicker to class or for having a non-working clicker, so bring extra batteries. These are easy points that encourage you to show up and engage in class material. If you are to miss class, please do not email me to ask what you missed. You will need to make a friend in the class and borrow their notes. If you have questions after viewing their material, feel free to ask for clarification during my office hours. At the end of the semester, I will drop 2 days of clicker points, meaning you have 2 freebie days to either not be in class, or to have forgotten your clicker.

### **Classmate's Email References for Notes:**

1. \_\_\_\_\_
2. \_\_\_\_\_

### **Participation: In Class Assignments (ICAs) (15% of Total Grade)**

Throughout the semester we will have numerous *In Class Assignments (ICAs)* which may include: research projects I hand out to be completed individually or in a group; reflections on guest speakers; and/or answering questions related to the course material. Sometimes ICAs will be handed out during class and will need to be completed at home and turned in the following class period to receive credit. ICAs will be graded on a 4 point scale (1 being the lowest and 4 the highest) **based on the following criteria:** 1) your attendance in class to participate in the assignment; 2) demonstrates your participation and engagement with the assignment; 3) sociological application of material learned in juvenile justice and delinquency; 4) provides a clear answer to questions being posed. At the end of the semester your 2 lowest ICA grades will be dropped.

### ***Quizzes (15% of Total Grade)***

Each week there will be a reading quiz covering the assigned chapter in your *Juvenile Delinquency in a Diverse Society* textbook (Bates & Swan). There will be a total of **13 quizzes** (one quiz per chapter, with Quiz #1 covering chapter 1 & 2 material). These quizzes are to be completed on D2L by 1:30pm on Mondays (excluding Quiz #1 which will be due Wednesday, January 20th by 1:30pm due to the MLK holiday). The quizzes are open book, open note, and you may collaborate with each other on the quizzes. The purpose of the quizzes is that you read the weekly chapters in order to prepare you for the class discussion regarding the material covered for that week of class. At the end of the semester your 2 lowest quiz grades will be dropped.

### ***Response Papers (40% of Total Grade)***

Students will be required to write a response paper covering assigned D2L readings, Rios and Schaffner book chapters, and/or documentaries. Responses are to be turned in on D2L by 10:00pm on Fridays (see *Weekly Outline* for assigned dates). **Out of the 13 opportunities to do response papers, you are required to turn in 7 and will be allowed to turn in 8, dropping the lowest grade.** There will be no makeup papers given for any reason. Plan accordingly throughout the semester. There are only 8 dropbox's to submit a response paper to, so be sure to submit each paper to the correct dropbox; place the response paper in the D2L dropbox that corresponds with the paper you are submitting (response paper #1 or #2 through #8), NOT the week of the semester.

Response papers are graded on a 100 point scale and should include:

- 1) A brief summary of each reading/documentary clearly indicating you completed the reading(s) and/or documentary for the week.
- 2) A critical sociological application of material learned in juvenile justice and delinquency; define and apply terms and concepts when applicable.
- 3) A discussion of how the assigned reading(s) and/or documentary tie together.
- 4) What you found most interesting about the reading(s)/documentary, and/or a critique of the content.
- 5) Possible solutions to problems posed in the reading(s)/documentary.
- 6) A clearly written response with correct spelling and grammar.

Note: An "A" means you have written an excellent paper where there is very little room for improvement in any area; "B" indicates you wrote a good paper that is above average; "C" is satisfactory and average; "D" signifies below satisfactory; "F" is failing. I will provide comments on your first two papers and then you will need to come to office hours for additional feedback on those remaining, if you so desire. I always welcome students attending my office hours to discuss assignments.

### ***Technical Requirements:***

Typed response papers are to be no more than 2 pages in length using 12 point font, single-spacing, and 1 inch margins (you will lose points for not following these technical guidelines). Provide a header with your full name, the date, and the number of the response paper. Provide citations only for direct quotes from the source you are referencing. Only add a references page if you use outside resources.

### ***Experiential Learning (5% of Total Grade)***

We will have 2 opportunities to attend a tour of the Lookout Mountain Youth Services Center. After attending the tour, you will need to write an experiential paper that ties what you learned during the tour with course material. The paper should be typed, 1 page, single spaced, 12 point font, and turned in on D2L in your "Experiential Learning" dropbox. For students who are unable to attend either of these tours, I will designate additional opportunities for experiential learning.

### ***Final Project (20% of Total Grade)***

For the final project, students will develop a program which will address juvenile justice and delinquency. At the end of the semester, students will present their final projects to classmates. More information and requirements for the final project will be discussed and posted on D2L as the date approaches.

## Classroom Policies

- **No laptop use.** There is a strict no laptop policy other than on specified days when you will be asked to bring a laptop to class for in class work throughout the semester. If you do not own a laptop, a smart phone will suffice, or you may share with another student in the class.
- **No cellphone use.** Cellphones will not be permitted for use during class time unless I give you permission to do so for research purposes. I know this is difficult to accept these days, but I take it very personally if you are texting or checking your phone during our class. I may ask you to leave the classroom if I observe you repeatedly violating this rule. I reserve the right to reduce your grade by 5% points at the end of the semester if it has been obvious to me throughout the semester that you have consistently texted during class.
- We will begin class on time each day and use the entire class period to discuss material. Arriving late or leaving early without prior approval affects the learning environment of the class as a whole.
- Academic dishonesty will not be tolerated on any level. *Please know that a plagiarism detection tool will be used to review all of your written assignments for originality.* For definitions and University regulations regarding academic dishonesty, familiarize yourself with—and adhere to—the University Honor Code: [www.colorado.edu/academics/honorcode](http://www.colorado.edu/academics/honorcode) and the University's Policy on Classroom Behavior: [www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html).
- Respect of others is not only expected, but required. This includes valuing others' opinions, no matter how wrong some may believe those views to be, and allowing others to speak without interruption. Naturally, racial or sexual harassment or other forms of harassment will not be tolerated and will be dealt with authoritatively. The University of Colorado policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment within the university setting based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the **Office of Institutional Equity and Compliance (OIEC)** at 303-492-2127 or the **Office of Judicial Affairs** at 303-492-5550. Information about the OIEC, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/Pages/default.aspx>
- In addition, the CU-Boulder Office of Victim Assistance (OVA) offers free confidential information, support, advocacy, and short-term counseling to students at CU, including their significant others. OVA is a separate office, not connected to the police department. The OVA primarily focuses on situations involving traumatic events, including, but not limited to physical assault and hazing, bias motivated incidents, death, discrimination and harassment including sexual harassment, intimate partner violence, serious accidents, sexual assault, and stalking. If you are experiencing trauma or psychological/emotional difficulty of any type, I highly recommend reaching out to the OVA at 303-492-8855, or visit them in person at C4C S440 on the fourth floor. Their website can be found at <http://cuvictimassistance.com>
- **Student Disability Services:** If you qualify for accommodations due to disability, please let me know during **the first two weeks of the semester**. It is your responsibility to contact Disability Services and obtain documentation. The Disability Services Office is in Willard 322 and can be contacted at (303) 492-8671 or through <http://www.colorado.edu/disabilityservices>.

**Juvenile Justice & Delinquency, Spring 2016: Weekly Outline**  
Readings are to be completed prior to class on the day assigned  
\*Readings/Documentaries posted on D2L

Date/Week	Readings	Assignments
<b>January 11, 13, 15</b> Week 1	<b>Intro: A Sociology of Delinquency</b> <b>Reading:</b> <b>(Wednesday)</b> Bates & Swan, Chapter 1 <b>(Friday)</b> 1) Theory and Research* 2) <i>TED Talk: We need to talk about an injustice</i> (23:41)*	
<b>January 18, 20, 22</b> Week 2	<b>Creation of Delinquency</b> <b>Reading:</b> <b>(Monday) MLK DAY--NO SCHOOL</b> <b>(W)</b> 1) Bates & Swan, Chapter 2 2) Inventing the Stubborn Child by Sutton* <b>(F)</b> 1) An Examination of the Creation of the Juvenile Court Video (14min)* 2) Social and Biological Constructions of Youth by Soung*	<b>(W)</b> Quiz #1 on D2L by 1:30PM • Bates & Swan: Chapter 1 & 2  <b>(F)</b> Response Paper #1—D2L by 10:00PM
<b>January 25, 27, 29</b> Week 3	<b>Measuring Juvenile Delinquency</b> <b>Reading:</b> <b>(M)</b> Bates & Swan, Chapter 3 <b>(W)</b> OJJDP Bulletin: Juvenile Arrests 2012* <b>(F)</b> 1) Rios: Preface (pgs. vii-xviii) 2) Schaffner: Preface, Introduction, & Chapter 1-New Troubles for Girls (pgs. xiii--56)	<b>(M)</b> Quiz #2 on D2L by 1:30PM • Bates & Swan: Chapter 3  <b>(F)</b> Response Paper #2—D2L by 10:00PM
<b>February 1, 3, 5</b> Week 4	<b>Causes &amp; Theories: Micro-Level Theories</b> <b>Reading:</b> <b>(M)</b> Bates & Swan, Chapter 4 <b>(W)</b> 1) A General Strain Theory of Racial Differences in Criminal Offending by Kaufman et al.* 2) Schaffner: Chapter 2-Injury, Gender, and Trouble (57-78) <b>(F)</b> 1) Rios: Chapter 1-Dreams Deferred (pgs. 3-23) 2) Rios Chapter 2-The Flatlands of Oakland (Pgs.24-42)	<b>(M)</b> Quiz #3 on D2L by 1:30PM • Bates & Swan: Chapter 4  <b>(F)</b> Response Paper #3—D2L by 10:00PM
<b>February 8, 10, 12</b> Week 5	<b>Causes &amp; Theories: Macro-Level Theories</b> <b>Reading:</b> <b>(M)</b> Bates & Swan, Chapter 5 <b>(W)</b> Children of the Prison Generation by Hagan & Foster* <b>(F)</b> PBS Frontline Documentary: <i>The Interrupters</i> (1hr 54min)*	<b>(M)</b> Quiz #4 on D2L by 1:30PM • Bates & Swan: Chapter 5  <b>(F)</b> Response Paper #4—D2L by 10:00PM

