

SOCY 4024
Juvenile Justice & Delinquency
Spring 2015
M/W/F 2:00-2:50
Building: Humanities (HUMN) 1B80

Instructor: Amanda Tyler

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Office Hours: Wednesdays 12:00pm-2:00pm & by Appointment

COURSE PERSPECTIVE:

This course focuses on juvenile 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 (graduate law students, probation officers, judges, justice professionals and advocates) 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 a solid 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.

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.

Experiential Learning: Students will have the opportunity to attend a tour at Lookout Mountain Youth Correctional Services in Golden, Colorado.

REQUIRED READINGS:

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

Jones, Nikki (2010). *Between Good and Ghetto: African American Girls and Inner-City Violence*. New Brunswick, NJ: Rutgers University Press.

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

COURSE WORK REQUIREMENTS

ASSIGNMENTS ^a	% POINTS
Participation ^b :	
Clicker Answers	5
Reading-Discussion Questions	10
In Class Assignments	20
Reading Responses	25
Current Event Summaries	15
Final Project	25
TOTAL	100

^a Students are required to keep all returned assignments to verify a grade in the case of a discrepancy.

^b 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 21, 2015 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: Reading-Discussion Questions (10% of Total Grade)

On designated days, students will need to come to class with discussion questions which cover the reading(s) assigned for that day. Your questions will be used for group discussions about the readings. To receive credit, questions must be typed and turned in at the end of class. Reading-discussion questions will be graded on a 4 point scale (1 being lowest and 4 the highest score) **based on the following criteria:** 1) demonstrates knowledge, understanding, and critical thought of the content read; 2) sociological application to the material learned in juvenile justice and delinquency; 3) generates learning within your group by providing a basis for a discussion; 4) spelling and grammar. Out of the 10 opportunities to do reading-discussion questions, **you need to turn in 5**; in other words, you have 5 freebie days to not turn in reading-discussion questions.

Participation: In Class Assignments (ICAs) (20% of Total Grade)

Throughout the semester we will have numerous *In Class Assignments (ICAs)* which will include: research worksheets I hand out to be completed individually or in a group; reflections on guest speakers; and/or answering questions related to the guest speaker's presentation. 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 grades will be dropped.

Response Papers (25% of Total Grade)

Students will be required to write response papers covering assigned readings and documentaries. These responses will provide: 1) a brief summary of the chapter/reading/documentary (one to two paragraphs); 2) an application of two sociological concepts or theories you have learned throughout the semester which relate to the chapter/reading/documentary's content; 3) a critique, limitation, or what you found most interesting about the chapter/reading/documentary. For each chapter/reading/documentary, typed responses are to be 1-2 pages in length using 12 point font, double-spacing, and 1 inch margins (you will lose points for not following these technical guidelines-i.e. do not go over page length!). Responses are to be turned in on D2L by the beginning of class on the assigned days. Reading responses are graded on a 5 point scale (1 being the lowest and 5 the highest), **based on the following criteria:** 1) meeting the 3 above criteria [i.e. summary, application of concept/theory, what you found interesting or a critique/limitations]; 2) sociological application of material learned in juvenile justice and delinquency; 3) clearly written, following technical requirements, spelling, and grammar. I will not accept late or missed reading responses for any reason. There is **one mandatory** response paper due for all students on March 20, 2015 of week 10. Out of the remaining 10 opportunities to do response papers, **you need to turn in 5**; in other words, you have 5 freebie days to not turn in a response paper. Thus, you will be turning in a total of 6 response papers.

Current Event Summaries (15% of Total Grade)

Students will be required to turn in 3 current event summaries during the semester. These will be critical summaries of current (within the last few years) news articles and/or videos that are related to the first three units of your textbook: 1) *Understanding Juvenile Delinquency* [chapters 1-3]; 2) *Theories of Juvenile Delinquency* [chapters 4-6]; and, 3) *The Social Contexts of Juvenile Delinquency* [chapters 7-10]. For each summary, the link to the article or video that you choose will be tweeted to our class twitter feed in order to facilitate the sharing of current news which applies to our course material. These summaries will be turned in on your D2L dropbox by the beginning of class on three dates as designated in the syllabus. Current event summaries will be graded on a 100 point scale based on meeting the following criteria:

Instructions:

- 1) Choose a current event that is in the news that relates to the current unit's content (unit 1, 2, or 3).
- 2) Read the article or watch the video.
- 3) Tweet the URL and a title to the class Twitter feed using the hashtag: #socy4024
(Come see me in office hours if you do not know how to do this.)
- 4) Take a screenshot of the tweet so you can add it to the heading of your summary in order to verify you completed the tweet.
- 5) Include in your typed summary:
 - *A Heading with the following:* full name, the date, the unit to which the summary applies, the URL of the news you are referring to, and a screenshot of the tweet you posted to the Twitter feed
 - Give a one paragraph summary of the article or video
 - In the remainder of the summary, ***apply at least three concepts*** you have learned about from the applicable unit to the news you have chosen. For each concept, you must clearly define each term/concept/theory and then apply it directly to the news you have chosen. Content must be a clearly written, critical engagement with the unit's material that both defines and applies the concepts you have chosen.
 - Total length should be no more than 2 pages, double spaced, 12 point font (NOT including the heading and the Twitter screenshot). You will lose points for going over the page limit.
 - You only need to provide citations for direct quotes from your text book. You do not need a references page, as you are only using the text and your chosen news article/video as your resources.
- 6) Post the assignment to your D2L dropbox by the required deadlines.

Final Project (25% of Total Grade)

For the final project, students will develop a program which will address juvenile justice and delinquency by creating a bulletin or website which will display your research. The last week of the semester, students will present their final projects to classmates in an exhibition format. More information and requirements for the final project will be discussed and posted on D2L as the date approaches. Final projects will be due during the final week of class on the M/W/F in which you sign up to present your research.

Extra Credit (5 points)

You may earn extra credit by attending the Lookout Mountain Youth Correctional Center Tour. At the end of the semester, you will be able to obtain up to five extra credit points added to your final project grade by attending the tour and writing an experiential paper that ties what you learned during the tour with course material. The paper should be typed, 1 to 2 pages, double spaced, 12 point font, and turned in within one week of the date attended. Turn the paper in on D2L in your "Extra Credit" dropbox to receive credit.

Classroom Policies

- You will be asked to bring a laptop to class for in class work we will be doing on a consistent basis throughout the semester. If you do not own a laptop, a smart phone will work or you may share with another student in the class. If you wish to take notes on your laptop during lecture please sit in the back two rows. Using your laptop for purposes unrelated to class activities is considered disrespectful to me and to your fellow students. 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 used your laptop for non-class related purposes.
- **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 and the University's Policy on Classroom Behavior: 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 2015: Weekly Outline
 Readings are to be completed prior to class on the day assigned
 *Readings/Documentaries posted on D2L

Date/Week	Readings	Assignments
January 12, 14, 16 Week 1	Intro: A Sociology of Delinquency Reading: (Wednesday) Bates & Swan, Chapter 1 (Friday) 1) Theory and Research* 2) <i>TED Talk: We need to talk about an injustice</i> (23:41)*	
January 19, 21, 23 Week 2	Creation of Delinquency Reading: (Monday) NO SCHOOL (W) 1) Bates & Swan, Chapter 2 2) An Examination of the Creation of the Juvenile Court Video (14 Min)* (F) 1) Inventing the Stubborn Child by Sutton* 2) Social and Biological Constructions of Youth by Soung*	(W) Discussion Questions #1: <ul style="list-style-type: none"> 1 Q B&S Chapter 2 1 Q Juv Court Video (F) Response Paper #1: Soung Article
January 26, 28, 30 Week 3	Measuring Juvenile Delinquency Reading: (M) Bates & Swan, Chapter 3 (W) OJJDP Bulletin: Juvenile Arrests 2011* (F) 1) Rios: Preface (pgs. vii-xviii) 2) Jones: Preface (pgs. ix-xiii) & Introduction (pgs. 1-19)	(W) Discussion Questions #2: <ul style="list-style-type: none"> 1 Q B&S Chapter 3 1 Q Juvenile Arrests 2011 (F) CE Summary #1 Due by 2:00pm
February 2, 4, 6 Week 4	Causes & Theories: Micro-Level Theories Reading: (M) Bates & Swan, Chapter 4 (W) A General Strain Theory of Racial Differences in Criminal Offending by Kaufman et al.* (F) 1) Rios: Chapter 1-Dreams Deferred (pgs. 3-23) 2) Rios Chapter 2-The Flatlands of Oakland (Pgs.24-42)	(F) Response Paper #2: <ul style="list-style-type: none"> Rios Chapter 1 OR Rios Chapter 2
February 9, 11, 13 Week 5	Causes & Theories: Macro-Level Theories Reading: (M) Bates & Swan, Chapter 5 (W) Children of the Prison Generation by Hagan & Foster* (F) PBS Frontline Documentary: <i>The Interrupters</i> (1hr 54min)*	(W) Discussion Questions #3: <ul style="list-style-type: none"> 2 Qs Hagan & Foster (F) Response Paper #3: <i>The Interrupters</i>
February 16, 18, 20 Week 6	Causes & Theories: Critical Theories Reading: (M) Bates & Swan, Chapter 6 (W) <i>The Gendered Nature of Risk Factors for Delinquency</i> by Belknap and Holsinger* (F) Rios: Chapter 3-The Labeling Hype (43-73)	(W) Discussion Questions #4: <ul style="list-style-type: none"> 2 Qs Belknap & Holsinger (F) CE Summary #2 Due by 2:00pm

Date/Week	Readings	Assignments
February 23, 25, 27 Week 7	Social Contexts: Families Reading: (M) Bates & Swan, Chapter 7 (W) Jones: Chapter 1-The Social World of Inner City Girls (20-45) (F) <i>Documentary: Girl Trouble</i> (1hr15min)*	(W) Discussion Questions #5: <ul style="list-style-type: none"> 2 Qs Jones-Chapter 1 (F) Response Paper # 4: <i>Girl Trouble</i>
March 2, 4, 6 Week 8	Social Contexts: Schools Reading: (M) Bates & Swan, Chapter 8 (W) Jones: Chapter 2- It's Not Where You Live...(46-73)	(W) Response Paper # 5: Jones Chapter 2 (W) Discussion Questions#6: <ul style="list-style-type: none"> 2 Q Jones Chapter 2
March 9, 11, 13 Week 9	Social Contexts: Peers and Gangs Reading: (M) Bates & Swan, Chapter 9 (W) Jones: Chapter 3-"Ain't I a Violent Person" (74-106) (F) OJJDP Bulletin: <i>Gang Prevention: An Overview of Research & Programs</i> by Howell*	(W) Response Paper #6: Jones Chapter 3 (W) Discussion Qs #7: <ul style="list-style-type: none"> 2 Qs Jones Chapter 3 (F) CE Summary #3 Due by 2:00pm
March 16, 18, 20 Week 10	Social Contexts: Drugs Reading: (M) Bates & Swan, Chapter 10 (W) UCTV: <i>Treatment and Recovery in the Juvenile and Adult CJS</i> (1 Hour)* (F) <i>The House I Live In</i> (1hr48min) (Netflix, Amazon Instant, Google Play)	(F) (MANDATORY) Response Paper: <ul style="list-style-type: none"> <i>Documentary: The House I Live in</i> In your response, be sure to focus on how the documentary's content specifically affects juveniles and the JJS
March 22, 25, 27 Week 11	SPRING BREAK-NO CLASSES	
March 30, April 1, 3 Week 12	The Juvenile Justice System Reading: (M) Bates & Swan, Chapter 11 (W) Rios: Chapter 4-The Coupling of CJ & Community Institutions (74-95) (F) <i>Documentary: Young Kids, Hard Time</i> (45:18)*	(W) Discussion Questions #8: <ul style="list-style-type: none"> 2 Qs Rios Chapter 4 (F) Response Paper # 7: <i>Young Kids, Hard Time</i>
April 6, 8, 10 Week 13	Juvenile Court Reading: (M) Bates & Swan, Chapter 12 (W) 1)Rios: Chapter 5-Dummy Smart (97-123) 2) Rios: Chapter 6-Proving Manhood (124-141) (F) <i>Tenuous Borders: Girls Transferred to Adult Court</i> by Gaarder & Belknap*	(W) Discussion Questions #9: <ul style="list-style-type: none"> 1 Q Rios Chapter 5 & 1 Q Chapter 6 (W) Response Paper #8: <ul style="list-style-type: none"> Rios Chapter 5 OR Rios Chapter 6

Date/Week	Readings	Assignments
April 13, 15, 17 Week 14	Juvenile Incarceration Reading: (M) Bates & Swan, Chapter 13 (W) Rios: Chapter 7-Guilty by Association (142-156) (F) Jones: Chapter 4-“Love Make You Fight Crazy” (107-151)	(W) Response Paper #9: Rios Chapter 7 (F) Response Paper #10: Jones Chapter 4
April 20, 22, 24 Week 15	Responses, Justice, Reform Reading: (M) Bates & Swan, Chapter 14 (W) 1) Jones: Conclusion (151-162) 2) Rios: Conclusion (157-167)	(W) Discussion Questions #10 <ul style="list-style-type: none"> • 1 Q Jones • 1 Q Rios
April 27, 29, May 1 Week 16	FINAL PROJECT EXHIBITIONS	
FINAL PROJECT	DUE ON YOUR ASSIGNED EXIBITION DAY ON D2L BY 2:00PM	