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 the concept came from and what it looks like now. 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 looking more closely at how primary groups and institutions in our society affect youth.

Course Objectives

At the end of this course, students will be able to:

• **Explain** the scope of juvenile delinquency in our society

• **Explain** sociological theory as it pertains to juvenile delinquency in our society

• **Describe** particular forms of socially defined juvenile delinquency including gang delinquency, female delinquency, and school delinquency, among others

• **Apply** critical thinking to juvenile delinquency in our society largely in terms of its future ramifications

Teaching Assistants

This course has assigned Teaching Assistants or TAs. TAs do not grade, but review and advise on student work, and may be helpful in other ways to students. TAs will have access to Canvas information such as grades and assignments. Each TA has signed a confidentiality agreement and is therefore bound by University policy and the Student Code to hold all student information confidential.

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.
Student Names & Personal Pronouns
Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the student profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc… Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

Important to Know
Our class assignments often involve the sharing of personal experiences in essays and papers. This is a natural outcome of discussing issues of race, class, gender, and sexuality, but also just discussing personal and family histories. If shared personal experiences that students include in class assignments involve rape, sexual assault or sexual violence, I am required by law to report them to the Office of Equal Opportunity. This is not to discourage these confidences at all, but to offer students options and resources from that office. If a student wishes to ignore correspondence from the OEO office, that’s fine. It’s all up to the student what they do with that information. I just want to be upfront about these matters.

Class Work
The major tasks of the class include three exams, a paper, and assignments. In addition, attendance and class participation contribute significantly to your grade. Taking notes is critical in this class and will be considered part of participation. In the interest of clarity, let us further break down the components of class work.

Reading Assignments (1-2 page Single-spaced essays, Word or PDF)
All readings are required and have corresponding assignments—some pair up two readings while others might have a single reading. All readings are accessible as PDF files or links through Canvas and will include a description of the assignment and due dates so that you can upload them into Canvas. For further help take a look at the sample assignments at the bottom in the Modules section in Canvas.

Exam 1, Exam 2, Exam 3 (Multiple choice and 2-3 page Single-spaced essays, Word or PDF)
Exam 1 will be a multiple choice exam—with up to 50 questions. Exam 2 and Exam 3 will be essay exams made available on Canvas prior to due dates and due to be uploaded as single-spaced Word or PDF files. For the essay exams, you will have a choice of an essay question and you will need to incorporate material from lectures, readings, and theory. All exams are meant to evaluate what you have learned in the class so focus on class lectures and readings. Wiki or other sources are NOT TO BE USED.

Critical Analysis Paper (4-5 pages, TYPED Double-spaced)
The critical analysis paper will cover ONE of these two book choices—you only need to read ONE book:


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 is 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. Use theory presented in class—no bibliography is needed. You should use no more than two theories in your entire paper.
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.

**PROOFREAD** your paper!! Keep reasonable font and margins.

**Grade Calculation**

Students can calculate their grade according to the weightings below. The first five components of the grade—all three exams, the paper, and quizzes—are weighted at 100 points each. The final two components of the grade—assignments and attendance—are weighted at 200 points each.

Exam 1  Exam 2  Exam 3  Critical Analysis Paper  Pop Quizzes = 100 each  Assignments  Attendance = 200 each

There is no class text, so reading assignments take on extra significance with regard to course work. Attendance is weighted highly because this is an intensely interactive class, both with the material and with everyone in the classroom. Finally, being punctual, staying for the entire class, and notetaking are all critical elements of your course work, so pop quizzes will be given throughout the semester at the beginning or end of the class to encourage students to come in on time, stay for the duration of the class, and keep up with notetaking.

**Attendance Policy**

As mentioned above, attendance is critical to this class since this is an interactive class. Be very careful that you actually **sign** the roll sheet each class day which counts attendance (200 points)—initials and printing will not count. If a student is found not to be in class, but there is a signature for them on the roll sheet, this will be considered “Academic Misconduct” and could mean serious penalties for the person who signed and the person who they signed for—see Academic Misconduct below.

**Electronics Policy**

Students are allowed to take notes **ONLY** on paper in this class. Electronic gadgets are **NOT** ALLOWED. A growing and substantive body of research finds that multitasking degrades any kind of task performance in a class. Interestingly, taking notes on a laptop turns students into “transcription zombies”; while taking notes with a pen or pencil excites a “process of integration, creating more textured and effective modes of recall”—an academic way of saying that students learn a heck of a lot more when they write notes than when they type them.

**ADA Statement**

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 the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

**Academic Misconduct Statement**

Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student’s degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (http://regulations.utah.edu/academics/6-400.php).
Addressing Sexual Misconduct
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Emergency Preparedness Information
The College of Social and Behavioral Science has made it a college priority to ensure we have an active CSBS Emergency Preparedness Plan. The college takes seriously the safety of all of our students in the case of any type of emergency on campus. The last page of the syllabus is a copy of the CSBS Emergency Action Plan for the BEHS building where our class is located.

University Safety Statement
The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit utah.edu.

Dates You Should Know
Jan 14-Apr 14: Assignments
23 Feb: Exam 1
22 Mar: Critical Analysis Paper
5 Apr: Exam 2
26 Apr: Exam 3

Course Outline

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<th>JAN</th>
<th>7</th>
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| 9-21 | The Kids are Alright: A Little Perspective on Things
|      | Deena Prichep  “To Raise Confident, Independent Kids, Some Parents are Trying ‘Let Grow’”
|      | Prichep – Presentation Jan 14 |
| 20   | Martin Luther King Jr. Day Holiday |
| 21-23| Several Early Theories of Delinquency
|      | Emily Deruy  “The Complex Lives of Babies”
|      | Anya Kamenetz  “What Goes On In Your Child’s Brain When You Read Them A Story?”
|      | Deruy and Kamenetz– Presentation Jan 21 |
| 28-30| Sociological Theories of Delinquency |
| FEB  | 4-6| Sociological Theories of Delinquency continued
|      | William J. Chambliss  “The Saints and the Roughnecks”
<p>|      | Chambliss – Letter Feb 4 |</p>
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| 11-18  | Taking a Pulse on Kids and Crime  
Dylan Walsh “The Crimes of Children”  
Walsh - Presentation Feb 11  
George S. Bridges and Sara Steen “Racial Disparities in Official Assessments of Juvenile Offenders”  
Bridges and Steen – Letter Feb 18 |
| 17     | President’s Day Holiday                                                                                                                     |
| 20     | Exam 1 Up in Canvas                                                                                                                        |
| 23     | Exam 1 Due                                                                                                                                     |
| 20-27  | Females and Delinquency  
Adrienne Green “How Black Girls Aren’t Presumed to Be Innocent”  
Leslie Acoca “Outside/Inside: The Violation of American Girls at Home, on the Streets, and in the Juvenile Justice System”  
Green and Acoca – Letters Feb 25 |
| MAR    | 3-5 Females and Delinquency continued                                                                                                         |
| 8-15   | Spring Break                                                                                                                                |
| 17-19  | Book Discussions on One Child and Do or Die                                                                                                    |
| 22     | Critical Analysis Paper Due                                                                                                                 |
| 24-31  | Gangs and Delinquency  
Luis J. Rodriguez “The Color of Skin Is the Color of Crime”  
Rodriguez – Letter Mar 24  
Alex Kellogg “Chicago’s Crime-Busting Model is Sweeping the Nation”  
Kellogg – Presentation Mar 31 |
| APR    | 2 Gangs and Delinquency continued                                                                                                            |
| 2      | Exam 2 Up in Canvas                                                                                                                         |
| 5      | Exam 2 Due                                                                                                                                   |
| 7-14   | Schools and Delinquency  
Rebecca Klein and Kyle Spencer “A Path Out of Trouble: How One State Supports its Teenagers While a Neighboring State Punishes Them”  
Klein and Spencer – Presentation Apr 7 |
| 16-21  | Police and Delinquency, The Future of the Juvenile Court  
Meghan Walsh “David Domenici, Headmaster of the School of Hard Knocks”  
Khawaja-and Walsh – Dialogue Apr 14 |
| 21     | Exam 3 Up in Canvas                                                                                                                         |
| 26     | Exam 3 Due                                                                                                                                   |
READING LIST

The Kids Are Alright

Several Early Theories of Delinquency

Sociological Theories of Delinquency

Taking a Pulse on Kids and Crime

Females and Delinquency

Gangs and Delinquency
Kellogg, Alex. 2018. “Chicago’s Crime-Busting Model is Sweeping the Nation.” Ozymandias, April.

Schools and Delinquency

Police and Juveniles, Where We Go From Here
CSBS EMERGENCY ACTION PLAN

BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at http://emergencymanagement.utah.edu/eap.

CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide**: Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

- **See Something, Say Something**: Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.