

SOCIOLOGY 4141 - JUVENILE DELINQUENCY



Spring 2004 4:00-5:15; 130 Blegen



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Logic of the Course

This course offers an overview of sociological theory and research on juvenile delinquency. We start by critically examining the social facts surrounding the measurement, extent, and distribution of delinquency. Next, we study the principal sociological explanations of delinquent behavior. These theories provide *conceptual tools* for analyzing monographs detailing delinquency among groups such as Seattle grunge rockers and Los Angeles gang members. Throughout, we analyze the success or failure of key programs implemented in attempts to reduce delinquency.

Objectives of the Course

- To *understand* how delinquency is currently measured and the extent and distribution of delinquent behavior according to these measures.
- To gain a *working knowledge* of the key sociological theories of delinquency.
- To *apply* the conceptual tools of these theories to selected case studies.
- To *critically evaluate* concrete policy responses to delinquency.

Required Texts (at West Bank bookstore)

- Cross, Charles R. 2001. Heavier than Heaven: A Biography of Kurt Cobain
- Chesney-Lind, Meda, & Randall Shelden. 2004. Girls, Delinquency, and Juvenile Justice.
- Lundman, Richard J. 2001. Prevention and Control of Juvenile Delinquency.
- Shakur, Sanyika. 1992. Monster: The Autobiography of an L.A. Gang Member.
- Bartolas, Clemens. 2003. Juvenile Delinquency.

Course Requirements

- 10% Active class participation. Come to lecture prepared to discuss the day's readings.
- 10% Short Exercises. Group discussion write-ups, visits, and short individual assignments.
- 25% Midterm examination. The extent and distribution of delinquency, sociological theories of delinquency, and their application to particular scenarios.

- 25% Working Paper or Service Learning Option. Uggen's paper assignment or an article-length research paper or grant proposal on a topic negotiated with the professor and teaching assistant. See Uggen for information about the Service Learning alternative to the paper assignment.
- 30% Final examination. This exam is cumulative, but focuses on connecting sociological theories with efforts to prevent and control delinquency.

Course Policies and Friendly Reminders

- Late Assignments/Missed Exams. Assignments, exams, and readings should be completed by the beginning of class on their due date. Late work will be penalized 10% per day. Please document any family or medical emergency and notify the professor or TA before class (email preferred).
- Class Notes. If you must miss class, copy the notes from one of your classmates. Then see the TA or professor to clarify anything you do not understand. We will also make PowerPoint outlines available online at www.soc.umn.edu/~uggen/4141
- Grading. At the end of the semester, I compute a total score for each student (for example, 83.5 out of 100 possible points). I then make cut-points for the grades based on the class distribution of scores. I try to ensure that students who do all the reading, attend the lectures, and participate actively can *generally* earn grades of B or better in my classes. Blowing off readings or lectures is almost certain to hurt your grade.
- Attendance. We will not be taking attendance in class, but missing lecture more than once or twice is likely to compromise your participation grade.
- Reading. This is a *reading-intensive* upper-division course. You should read and understand about 100 pages weekly (*before* the appropriate lecture). The readings are not typically repeated in lecture and the lectures are not duplicated in the readings.
- Offensive Material. Juvenile delinquency encompasses behaviors ranging from minor deviance to severe crime. In this course, healthy, well-adjusted students may encounter language, depictions, or attitudes that they find disturbing or offensive. The teaching assistant and professor will be available to discuss any concerns you have with course materials.
- Plagiarism/Academic Misconduct. You do not need to cheat. You do not want to cheat. Bad things will happen if you cheat. Do not cheat.
- Teaching Philosophy and Department Policies (attached).

TENTATIVE CLASS DISCUSSIONS AND ASSIGNMENTS

PART I: EXTENT AND NATURE OF DELINQUENCY

Week 1

Jan 21 **Introduction: Welcome!**

Self-Report Survey and Note cards

Jan 23 **Defining and Measuring Delinquency**

BACKGROUND: BARTOLAS 1: ADOLESCENCE

Pp 1-26

BACKGROUND: LUNDMAN 1: JUVENILE DELINQUENCY

Pp 3-30

APPLICATION: CROSS 1: YELLING LOUDLY AT FIRST

Pp 1-14

APPLICATION: CROSS 2: I HATE MOM, I HATE DAD

Pp 15-27

Week 2

Jan 28 **Extent and Nature of Delinquency: Official Statistics**

BACKGROUND: BARTOLAS 2: MEASUREMENT & NATURE	Pp 29-60
BACKGROUND: CHESNEY-LIND 1: INTRODUCTION	Pp 1-7
BACKGROUND: CHESNEY-LIND 2: EXTENT OF FEMALE DEL	Pp 8-30
APPLICATION: CROSS 3: MEATBALL OF THE MONTH	Pp 28-37

Jan 30 **Extent and Nature: Self-Reports and Victimization**

BACKGROUND: CHESNEY-LIND 3: NATURE OF FEMALE DEL	Pp 28-44
APPLICATION: CROSS 4: PRAIRIE BELT SAUSAGE BOY	Pp 38-54

Week 3

Feb 4 **Cobain and Careers**

APPLICATION: CROSS 5: THE WILL OF INSTINCT	Pp 55-72
APPLICATION: CROSS 6: DIDN'T LOVE HIM ENOUGH	Pp 73-80
APPLICATION: CROSS 7: SOUPY SALES IN MY FLY	Pp 81-87
APPLICATION: CROSS 8: IN HIGH SCHOOL AGAIN	Pp 88-103

PART II. THEORIES OF DELINQUENCY

Feb 6 **Transition: From Correlates to Causal Models**

THEORY: BARTOLAS 3: INDIVIDUAL CAUSES	Pp 69-83
POLICY: LUNDMAN 2: INDIVIDUAL TREATMENT	Pp 37-62
APPLICATION: CROSS 9: TOO MANY HUMANS	Pp 104-122
APPLICATION: CROSS 10: ILLEGAL TO ROCK AND ROLL	Pp 123-138

Week 4

Feb 11 **Rational Choice and Deterrence**

THEORY: BARTOLAS 3: INDIVIDUAL CAUSES	Pp 83-90
POLICY: LUNDMAN 7: SCARED STRAIGHT	Pp 187-202
APPLICATION: CROSS 11: CANDY, PUPPIES, LOVE	Pp 139-151
APPLICATION: CROSS 12: LOVE YOU SO MUCH	Pp 152-166

Group Self-Report Exercise

Feb 13 **Social Psychological Theories: Differential Association**

THEORY: BARTOLAS 5: SOCIAL PROCESS THEORIES	Pp 124-136
POLICY: LUNDMAN 8: COMMUNITY TREATMENT	Pp 205-234
APPLICATION: CROSS 13: THE RICHARD NIXON LIBRARY	Pp 167-178
APPLICATION: CROSS 14: BURN AMERICAN FLAGS	Pp 179-191

Week 5

Feb 18 **Social Psychological Theories: Social Control & Self Control**

THEORY: BARTOLAS 5: SOCIAL PROCESS THEORIES	Pp 136-152
POLICY: LUNDMAN 9: BOOT CAMPS	Pp 238-256
APPLICATION: CROSS 15: EVERY TIME I SWALLOWED	Pp 192-205
APPLICATION: CROSS 16: BRUSH YOUR TEETH	Pp 206-220

Feb 20 **Comparison of Differential Association and Social Control**

APPLICATION: CHESNEY-LIND 10: INTERVIEWS WITH GIRLS Pp 237-262

NOTE: Use the Chesney-Lind reading as *data* to evaluate & compare theories

APPLICATION: CROSS 17: LITTLE MONSTER INSIDE Pp 221-236

APPLICATION: CROSS 18: ROSEWATER, DIAPER SMELL Pp 237-252

Week 6

Feb 25 **Labeling Theories and Diversion**

THEORY: BARTOLAS 6: SOCIETAL REACTION THEORIES Pp 157-168

POLICY: LUNDMAN 5: DIVERSION Pp 125-145

APPLICATION: CROSS 19: THAT LEGENDARY DIVORCE Pp 253-266

APPLICATION: CROSS 20: HEART-SHAPED COFFIN Pp 267-280

Feb 27 **Summary and Review of Social-Psychological Theories & Data**

APPLICATION: CROSS 21: A REASON TO SMILE Pp 281-295

APPLICATION: CROSS 22: COBAIN'S DISEASE Pp 296-311

APPLICATION: CROSS 23: LIKE HAMLET Pp 312-326

APPLICATION: CROSS 24: ANGEL'S HAIR Pp 327-342

APPLICATION: CROSS EP: LEONARD COHEN AFTERWORLD Pp 343-352

Week 7

Mar 3 **Introduction: Gangs and the Ghetto Poor**

THEORY: BARTOLAS 10: GANGS Pp 283-323

APPLICATION: SHAKUR 1: INITIATION Pp 3-31

APPLICATION: SHAKUR 2: BOYS TO MEN Pp 35-52

NOTE: Group Gang Exercise

Mar 5 **MIDTERM EXAMINATION** covering material through February 27

Week 8

Mar 10 **Gangs, Neighborhoods, and Social Disorganization**

APPLICATION: CHESNEY-LIND 4: GIRLS AND GANGS Pp 64-98

APPLICATION: SHAKUR 3: THE WAR Pp 55-73

APPLICATION: SHAKUR 4: AMBUSH Pp 77-94

NOTE: Video, *Gangs in Minnesota*

Mar 12 **Social Structural Theories: Social Disorganization**

THEORY: BARTOLAS 4: SOCIAL STRUCTURAL THEORIES Pp 94-103

POLICY: LUNDMAN 4: AREA PROJECTS Pp 95-117

APPLICATION: SHAKUR 5: CAN'T STOP, WON'T STOP Pp 97-158

Spring break March 15-19

Week 9

Mar 24 **Social Structural Theories: Anomie**

THEORY: BARTOLAS 4: SOCIAL STRUCTURAL THEORIES Pp 103-119

APPLICATION: SHAKUR 6: THE JUVENILE TANK Pp 161-200

APPLICATION: SHAKUR 7: MUHAMMAD ABDULLAH Pp 203-234

NOTE: Midterm Evaluations

Mar 26 **Social Structural Theories: Opportunity and Subculture**
APPLICATION: SHAKUR 8: TAMU Pp 237-280
APPLICATION: SHAKUR 9: 48 HOURS Pp 283-315
NOTE: Film, Angels with Dirty Faces

Week 10

Mar 31 **Social Structural Theories: Marxian and Conflict Theories**
THEORY: BARTOLAS 6: SOCIETAL REACTION THEORIES Pp 168-181
APPLICATION: SHAKUR 10: RECONNECTED Pp 317-352
APPLICATION: SHAKUR 11: NATION TIME & 12: EPILOGUE: Pp 355-383

Apr 2 **Gender, Social Structure, and Power-Control Theory**
THEORY: BARTOLAS 7: FEMALE DELINQUENCY Pp 187-213
THEORY: CHESNEY-LIND 5: FEMALE DELINQUENCY Pp 98-131
APPLICATION: CHESNEY-LIND 6: GIRLS' LIVES & DEL. Pp 132-157

Week 11

Apr 7 **Prevention and Introduction to Juvenile Justice**
SYSTEM: BARTOLAS 12: PREVENTION & TREATMENT Pp 352-373
POLICY: CHESNEY-LIND 11: PROGRAMS FOR GIRLS Pp 263-297

Apr 9 **The Juvenile Justice System and the "Gender Gap"**
SYSTEM: BARTOLAS 13: OVERVIEW OF THE JJS Pp 380-404
POLICY: CHESNEY-LIND 7: GIRLS AND THE JJS: HISTORY Pp 158-182

PART III: DELINQUENT CAREERS IN THE JUVENILE JUSTICE SYSTEM

Week 12

Apr 14 **Police**
POLICY: CHESNEY-LIND 8: POLICE & COURTS Pp 183-203
SYSTEM: BARTOLAS 14: POLICE AND JUVENILES Pp 405-429

Apr 16 [guest] **Site Visit (exact day and time T.B.A.)**

NOTE: Working Papers are due at the beginning of 4/21 class

Week 13

Apr 21 **The Juvenile Court**
SYSTEM: BARTOLAS 15: THE JUVENILE COURT Pp 432-468

Apr 23 **Probation**
SYSTEM: BARTOLAS 16: COMMUNITY-BASED CORRECTIONS Pp 471-490
POLICY: LUNDMAN 6: PROBATION AND PAROLE Pp 151-180

Week 14

Apr 28 **Institutionalization**

THEORY: BARTOLAS 17: INSTITUTIONS

POLICY: CHESNEY-LIND 9: INSTITUTIONS

Pp 500-529

Pp 204-236

Apr 30 **Institutionalization and Aftercare**

POLICY: LUNDMAN 10: INSTITUTIONALIZATION

Pp 259-289

Week 15

May 5 **Class Discussion and Review**

POLICY: LUNDMAN 11: RECOMMENDATIONS

POLICY: CHESNEY-LIND 12: CONCLUSIONS

NOTE: Exercise, Delinquent "Monsters"

Pp 297-309

Pp 239-244

May 7 **Class Discussion and Review**

FINAL EXAMINATION: Wednesday May 12 4:00



[movie posters and juvenile delinquency iconography from www.moviegoods.com]

Uggen's Teaching Goals and Philosophy

1. Respect for Students.

The other points are really a subset of this one. Education is a service industry, but you cannot simply purchase a unit of education the way you would buy other commodities. Instead, you must devote time and energy to learning. I respect those students who must make work, family, or other commitments their top priority. Nevertheless, to benefit from the class and to be rewarded with a high grade, you must find time to do the work.

2. Procedural Justice or Fairness.

In my non-statistics classes, I typically grade exams and papers anonymously (by identification numbers rather than names) to avoid favoritism or other biases. Universal standards and strict deadlines are the best way I know to provide equal opportunities for all students.

3. High Standards for Excellence.

I reserve grades of A for outstanding work that engages course materials with original thought and creativity or a mastery of technical skills. You can receive a B by doing all of the work well and a C by meeting *all* course requirements.

4. Opportunities for Independent Work.

All must meet the basic requirements. For those wishing to engage the material at the highest level, I allow flexibility for more ambitious projects.

5. Responsiveness and Accountability.

You will have the opportunity to evaluate me and to critique the course in time for me to make changes that will benefit *you*. If you think I have failed to live up to the principles or philosophies here listed, please let me know about it.

6. Accessibility.

I will be available to you during office hours and flexible in scheduling appointments outside these hours (*including* nights and weekends).

7. Openness to Diverse Perspectives.

Sharing your experiences and understandings (publicly or privately) enriches the course for your fellow students, especially when you disagree with me.

8. Enthusiasm for the Subjects I Teach and for Teaching as a Vocation.

I cannot expect you to really engage the course materials if I am bored with them. Therefore, I will make every effort to make the texts, lectures, and assignments current, relevant, and intellectually engaging.

9. Skills, Knowledge, and Attitudes.

I teach: (1) technical and life skills that will benefit you inside and outside of the classroom; (2) abstract and concrete knowledge about the social world; and, (3) attitudes promoting the free and good-humored exchange of ideas.

**Sociology 4141: Juvenile Delinquency (Uggen) Working Paper Assignment:
Design/Refine a Pilot Program for the Prevention or Control of Juvenile Delinquency**

Your goal is to design a program to prevent or control juvenile delinquency. *My* goal is to test your ability to merge theory and practice, but I sincerely hope the paper helps you pursue or develop *your* own career interests. Your double-spaced typed paper is due at the start of class on Thursday, April 17.

- I. **Introduction** [1-2 paragraphs]
 - Summarize the problem, target group, theoretical rationale, operations and goals for your program. It is usually easiest to write this part last, rather than first.
- II. **Current State of Knowledge** [2 pages]
 - What do we know about the success of similar programs?
 - I want at least 5 academic sources (e.g. texts and journals). You may also cite government publications, program literature, and personal interviews with academics or practitioners.
 - Try to make a critical, unbiased evaluation of existing sources (Lundman provides a good example of the appropriate "tone"). Don't "oversell" your approach.
- III. **Theoretical Rationale of Your Program** [2-3 pages]
 - Summarize the delinquency theory your program is based upon in a paragraph or two. In your own words, explain how the theory works. You may draw on theories from social work, psychology, or other disciplines, but connect these ideas to the sociological theories in this class.
 - Note the *level of analysis* (e.g., individual, state) appropriate to the theory and program.
 - Explain how the theory *specifically* applies to the problem, program, and target group you are considering. How will you apply the theory's conceptual tools in this program?
 - Flow diagrams (e.g. Lundman: 191) are helpful, but always discuss them in the text.
- IV. **Program Narrative** [1-2 pages]
 - Describe the program's day-to-day operations in concrete terms. Each will vary, but you might discuss referral and outreach (where you find clients), eligibility requirements, site, duration, participating organizations, and other factors.
- V. **Goals and Objectives** [1 page]
 - State measurable program outcomes (e.g. decrease unemployment rate; increase graduation rate, decrease self-reported delinquency, increase self-esteem).
 - [Grant applications need an "administration" or "organization and management" section outlining timetable, budget, personnel, etc. You needn't include this, but are welcome to try!]
- VI. **Evaluation and Conclusion** [1-page]
 - Outline a strategy to measure performance, or program results
 - Briefly summarize your proposal and make your final pitch for funding.
- VII. **Bibliography** [1 page]
 - I would like to see about 5-10 decent sources referenced.
 - Credit all sources (names, dates, titles, page numbers, etc.) so I can refer to them if necessary.

NOTE: In a "working paper," the polish is less important than the quality of your thinking and your *ability to integrate abstract concepts with concrete reality*. Nevertheless, you must communicate your ideas **clearly** to make an effective proposal. You will be graded on *clarity* and the *specificity* and *appropriateness* of the literature and program design, as well as the overall logic and internal consistency of your argument.