

SOC/CJ 3250: Juvenile Delinquency
University of Wyoming
Fall 2020
Online

INSTRUCTOR: Kyle Bares
OFFICE HOURS: By appointment through Zoom
EMAIL: kbares@uwyo.edu

Course Description

This course will introduce students to both historical and contemporary theories and perspectives, correlates, and consequences of juvenile delinquency. Throughout the semester we will discuss definitions of delinquency, the different ways scholars measure delinquency, explanations of delinquent behavior, and social relationships/repercussions that exist within the context of juvenile delinquency. The course format will combine discussion posts, “lectures”, and weekly exams. It is my goal that by the end of the course students will be able to critically think about the different components and aspects of juvenile delinquency while applying theoretical knowledge to further their understanding going forward.

Course Objectives

This course will provide students with a critical perspective of what juvenile delinquency is, how it is measured, theoretical perspectives, and its role within social institutions. Objectives include:

- To assure students understand the historical and contemporary definitions of juvenile delinquency and related concepts.
- Familiarize students with the theories and perspectives used to understand and conduct research on juvenile delinquency.
- To provide students with a critical understanding of the social relationships that exist between juvenile delinquency and social institutions.
- Encourage all students to think critically about empirical findings and their social meanings related to juvenile delinquency.

Course Materials

There is one required textbook for the course. Students are expected to read the textbook throughout the semester according to the weekly reading assignments listed below on the course schedule. The edition of the book does not matter, just get whatever is easiest and cheapest.

- Shoemaker, D. J. (2018). *Juvenile delinquency*. Third edition. Oxford University Press.

Classroom Expectations

I require all my students to hold themselves and each other to the highest of standards in the classroom. While this course will be fully online, I still expect students to conduct themselves with the utmost respect for one another while using the discussion boards and interacting. This includes but is not limited to:

- All students will have the opportunity to have their opinions, ideas, and thoughts heard.

- Students will respect each other’s beliefs, ideas, and thoughts and there will be no criticism for voicing any of these.
- Students will not use any derogatory language towards each other, the instructor, or to refer to any social group.

Communication:

The best way to contact me is through email but please assure that you are using your UW email account. When emailing me, students should use proper email etiquette, including an appropriate subject, salutation, and closing that includes your first and last name. I will not reply to emails that do not meet this basic requirement.

Since this course is completely online, it is vital that I am available to address any of the students needs. To do so, I will hold my office hours virtually, meaning that if you need to discuss an exam or a topic, we can set up a time to speak on a Zoom meeting. Student’s who would like to meet through Zoom should email me for an appointment.

Make-up Exams and Assignments:

Students who miss an assignment with a university or medical excuse will have the chance to make up the work. Student’s will need to communicate and coordinate with the instructor to set up opportunities to make up missed assignments.

Course Assessment and Grading

Assignment	Points	% of Grade
Weekly Exams (15)	150	50%
Discussion Posts (10)	10	33%
Final Assignment	50	17%
Total	300	100%

Total Points	Letter	Percentage
300 – 270	A	90% - 100%
269 – 240	B	89.9% - 80.0%
239 – 210	C	79.9% - 70.0%
209 – 180	D	69.9% - 60.0%
179 – 0	F	59.9% - 0.0%

Course Format

The course is comprised of 15 weeks of class and 1 week for the final assignment. Each week will begin on Monday at 5 A.M. and end Sunday at 9 P.M. For example, week one begins on Monday, August 24, at 5 A.M. and ends on Sunday, August 30, at 9 P.M. The course has 3 main components: 'Lecture', Discussion Posts, and Weekly Exams. Each of the following is outlined below.

'Lecture'

At the beginning of each week, I will post a 'lecture' which consists of a presentation, audio, or video on that week's topic. My goal with the lecture is to provide more detail or context to the subject beyond what the textbook can do. Each lecture should or will take less than 30 minutes to go over/listen to/watch. Please feel free to reach out to me if you have any questions on the lecture or subject matter discussed in the lecture. It is important that you invest time into the lectures as there will be material covered that is not covered in the textbook.

Discussion Posts

There will be 10 discussion posts throughout the semester. Each discussion post is worth 10 points and will consist of three total posts. Each week the first discussion board post will be due on Thursday at 10 A.M. Student's will then need to respond to 2 of their classmate's discussion posts before the week ends on Sunday at 9 P.M.

My expectations for the discussion board posts are high. I believe that interacting with your peers and discussing the topics each week is a pivotal and useful way for students to learn. The first discussion post that student's are required to do each week needs to be at least 300 words in length, clear and well organized, and use information from the 'lecture' and textbook. I encourage students to critically think during these posts and tie in information from previous weeks. Please look over the course schedule for weeks where discussion posts are due.

Weekly Exams:

There will be 15 weekly exams throughout the semester. Each exam is worth 10 points and will consist of material from that week of class only. Please see course schedule for reference on which weeks you will have an exam. The format of the exams will vary, but will include multiple choice, true/false, short answer, or essay response. Students will receive 30 minutes to complete the exam and each exam will open on Thursday at 12 P.M. and be due at 9 P.M. on Sunday of that week.

Final Assignment

There will be one assignment due during finals week worth 50 points. The final assignment consists of a 3-4-page paper which is double spaced, 12-point font, and APA references. The final assignment will be a way for students to further examine a theoretical perspective they are interested in and tie it to some form of juvenile delinquency discussed in the class. For example, student's may want to write their final assignment on Social Control theory and the family as a social institution.

There are 3 main components to the final assignment:

1. Student's will explain a theoretical perspective, its core premise, and discuss one peer-reviewed study that utilizes said theory within the context of juvenile delinquency.
2. Student will explain one aspect of juvenile delinquency or the relationship between juvenile delinquency and a social institution. Students will need to reference 1 peer-reviewed study which examines the chosen aspect or relationship and discuss the findings.
3. Student's will use the theory of their choice to explain the aspect of juvenile delinquency or social relationship they discussed in part 2. Student's will need to find 1 peer-reviewed study which uses the theoretical perspective of choice and the aspect or relationship and discuss their findings.

Student Rights and Responsibilities

Students should read and refer to the “tabs” on their WyoCourses page titled “Classroom Climate and Conduct” and “Learning Tools” for any questions or concerns regarding:

Classroom Conduct & Behavior -- Includes the following syllabus sections:

- Classroom Behavior Policy
- Classroom Statement on Diversity
- Academic Dishonesty Policies
- Duty to Report

Learning Tools – Includes the following syllabus sections:

- Substantive Changes to Syllabus
- Disability Support Services
- Student Resources

Week	Date		Text	Assignment
Part I. What is Juvenile Delinquency? Theories of Delinquency				
1	8/24-8/30	Class Introduction, What is Juvenile Delinquency, History of Juv. Justice	Intro Ch.2	E1, D1
2	8/31-9/6	Measuring Delinquency	Ch. 3	E2, D2
3	9/7-9/13	Classical & Social Developmental Theories		E3
4	9/14-9/20	Learning & Control Theories		E4
5	9/21-9/27	Labeling Theory		E5, D3
Part II. Juvenile Delinquency & Social Institutions				
6	9/28-10/4	Family	Ch. 7	E6, D4
7	10/5-10/11	Schools	Ch. 8	E7, D5
8	10/12-10/18	Drug use	Ch. 9	E8, D6
9	10/19-10/25	Peers/Gangs	Ch. 10	E9, D7
10	10/26-11/1	Female Delinquency	Ch. 11	E10, D8
Part III. Juvenile Delinquency in the Context of the Criminal Justice System				
11	11/2-11/8	Contemporary Juvenile Justice System	Ch. 13	E12
12	11/9-11/15	Police	Ch. 14	E13
13	11/16-11/22	Courts	Ch. 14	E14, D9
14	11/23-11/29	Thanksgiving Break NO CLASS		
15	11/30-12/4	Treatment and Prevention	Ch. 15	E15, D10
16	12/4-12/7	Finals Week		A1

