**Sociology of Juvenile Delinquency**

**Fall 2017 SOCI 311**

**Sections 700 & 900**

**University of Nebraska-Lincoln**

**Online Course**

***Instructor Information***

Deborah Schaben, MS

Email: [Deborah.Schaben@gmail.com](mailto:Deborah.Schaben@gmail.com) or dschaben2@unl.edu

Office: 732 Oldfather Hall

Office Hours: Wednesdays 5:15 – 7 at a study room in Adele Commons - location TBD(But will aim for reserving study room 104) and will be announced on Canvas

Sunday office hours (in person) Sunday afternoons at either the coffee house on P Street or Crescent Moon coffee in the Haymarket. Office hours and places will be announced ahead of time.

Online office hours in the evenings.

***Required Materials***

**Text**: Siegel, Larry J., and Brandon C. Welsh. 2012. *Juvenile Delinquency: Theory, Practice, and Law* (13th edition). Belmont, CA: Wadsworth Cengage Learning.

Any additional readings will be provided to you on Canvas. These will either be uploaded in a downloadable format or as links to sites where you can read the necessary material. They will be embedded within each weekly Module under the “Weekly Modules” tab.

***Course Description***

Sociology is the scientific study of society. To study juvenile delinquency from a sociological perspective, this course will contain three major sections. The **first** section will explore how juvenile delinquency is defined and measured, and how it occurs. This will be supplemented with theoretical explanations of why delinquency occurs. The **second** section will then investigate the real-life factors associated with delinquency in order to understand what aspects of society have major influences on the rates and manifestations of delinquency. In the **third** section you will learn about how juveniles experience the US criminal justice system. Throughout the course, students are expected to approach the material with a sociological lens, and maintain a focus of relating the material back to a societal context.

***Course Objectives***

To create an understanding of juvenile delinquency using a sociological perspective or “sociological imagination,” rather than simply the use of “common sense.”

To help students gain a better understanding of what juvenile justice is, and what it looks like in the U.S. and abroad (e.g. Europe or Asia).

To apply sociological and criminological theories to juvenile delinquency in order to explain how and why it happens.

To gain an understanding of how juvenile delinquency functions on both a macro- and micro-societal level.

To investigate what societal aspects influence the rates and types of juvenile delinquency that occurs.

To understand how juveniles transition through the criminal justice process, and how this differs from adults.

***Course Format***

*Structure*

All requirements for this course should be completed online, through Canvas (my.unl.edu). In order to succeed you must have regular and reliable access to the internet either through a home computer, at a university library, or at public library computer. All of the relevant information, documents, PowerPoints, assignments, exams, videos, audio clips, discussion board, study guides, etc. will be provided via Canvas. You will also find the email addresses of not only your instructor, but your fellow students through your Canvas page. You can keep track of the new things occurring within the class via the daily announcements, as well as monitor your grades through your grade book. Canvas will be the source of all information both from your instructor to you, as well as from you to your instructor. Please make it a habit to check your Canvas page regularly, and to ensure that you are receiving emails when new announcements are posted.

*Communication*

All communication will occur through email. My email address, Deborah.Schaben@gmail.com, can also be found at the top of the syllabus or through Canvas. All emails should be addressed appropriately with a salutation (i.e., “Good afternoon Deborah” or “Hello Ms. Schaben”) rather than jumping directly into the content. You can call me Deborah, Ms. Schaben, Instructor Schaben, or Professor Schaben. You may NOT address your emails with “hey” “what’s up,” “yo,” etc. Please sign your emails with your name so that I know who you are, not all email addresses provide the information needed to identify the sender. This will help you to form professional habits for email communication, and will be necessary for your careers after college.

For replies to emails, you should allow for at least 24 hours during the week and 48 hours on weekends. If I do not reply within those time frames please send a follow-up email.

*Office Hours*

Office hours will be held, for the most part, virtually in the evenings. As many of you know, I work an 8- 5 job on campus but I will ask you not to utilize the sociology department office for classroom questions.

I will have in person office hours on Campus and will announce the exact place and time on Canvas ahead of time.

If you would like to set up an in person meeting, or a virtual meeting through video with me outside of my office hours you can email me to schedule that meeting.

If there is a demand for it, I will be hosting “pop-up office hours” on the weekends. I will probably choose a location of either Crescent Moon Coffee House in the Haymarket, The Coffee House on P Street, Barnes & Noble café (South Pointe or O Street) or Adele Commons at Love Library. I will announce the location ahead of time and it will probably be on Sunday afternoons.

*Assignment Submission*

All exams, weekly responses, weekly quizzes, papers, and projects will be submitted via Canvas. All submissions are due by **11:59 pm** on the day on which the assignment is due. A separate course calendar is available on Canvas, and contains all due dates.

**NO LATE SUBMISSIONS will be accepted** unless previously approved by the instructor or accompanied by a documented medical excuse. If you think you will not be able to turn an assignment in on time, you must contact me in advance.

**Critical Analysis Discussion Boards (15 possible points each)** Most weeks, you will be assigned a critical thinking question(s). You will need to post an initial response (1-2 paragraphs) to your group’s discussion thread by Thursday at 11:59 pm. By Sunday at 11:59 pm you should post two substantive replies to other student’s responses. Your responses may be to posts by other students on your original post such as a question asked on your original post. *NOTE: Your first discussion board is due on Tuesday/Thursday of the second week of classes. Both your first and second discussion board are due the second week of class.*

Substantive replies add to the discussion in a notable manner such as “I agree. When reading your post I thought about the holes in UCR and how that generates issues in the public’s perceptions of crime rates. Since the UCR often gives a false understanding of crime, do you think there would be a large shift in public views of crime if numbers of crimes reported were more accurate?” not “#truth” or “I agree”.

*Please Note: Any hateful or attacking post will result in a zero on the critical analysis discussion board. Multiple hateful or attacking posts will result in severe course grade reductions (1 full letter grade per post).*

Discussion Rubric

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|  | Superior -3 pts | Average -2 pts | Poor -0-1 pt |
| Analysis / Interpretation | The messages do analysis and/or interpretation of the readings, including outside as well as required readings. In addition, it demonstrates that the student has gained new understanding of the topic. | Some messages do analysis or interpretation of the readings well, but a significant number do not. This might either be because the analysis was not done well, or because it was not attempted (that is, was simply opinion and not based on the readings). | Messages generally show little evidence the learner has done the required reading and analysis, consisting instead of opinion and feelings and impressions. |
| Scholarly Dialogue | All sources are cited. Argumentation is from the evidence and/or experience. | Citations are sometimes missing, are incorrect. | Messages regularly lack any sort of citation. Arguments are from opinion, not from evidence. |
| Writing Skill | Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, correct grammar. | Writing style can still be conversational rather than formal. Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument. | Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddled. |
| Participation | Messages contribute to ongoing conversations, as replies to questions or comments, or as new questions or comments.  (3 points) | Some messages contribute to ongoing conversations, but others are disconnected.  (2 points) | Student tries to further the class discussion but is not successful a significant number of times. Or, student posts a significant (though still a minority) number of messages that are off-the-cuff and do not contribute substantively. Messages are unconnected with what others are saying, as if there is no conversation. No replies to other messages. Student never answers someone else's question. When student asks a question, there's no acknowledgment to any responses. (0-1 Point) |

**Grading System/Format**

Final grades will be rounded to the nearest whole number (an 83.1% and 82.9% will both be equal to an 83% for the course). If an extra credit opportunity is provided, it will be the same for all students. No individual extra credit opportunities will be offered. I will do my best to grade materials in a timely manner. Please keep in mind that this is a large class and grading takes time. Also, you may only receive feedback on your assignments if there are specific points or issues I feel need to be addressed with you. Letter grades will be assigned based on percentage of points earned as follows:

A+ 98% 100%

A 93% 97%

A- 90% 92%

B+ 88% 89%

B 83% 87%

B- 80% 82%

C+ 78% 79%

C 73% 77%

C- 70% 72%

D+ 68% 69%

D 63% 67%

D- 60% 62%

F 0% 59%

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| **Points Breakdown Item** | **Points Per Item** | | **Total Points** |
| Quiz | 15 points (x13)  (one for 30 points) | | 195 |
| Paper Projects | 60 points (x2) | | 120 |
| Final Project |  | | 120 |
| Discussion Boards | 15 points (x12) | | 180 |
| **TOTAL** | | **500** | |

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| Week | Dates | Course Reading | Assignment |
| 1 | August 21st- 27 | Chapter 1: Childhood and Delinquency | Quiz 1  Discussion board  Video assignment |
| 2 | August 27 – September 3 | Chapter 2: The Nature and Extent of Delinquency | Quiz 2  Discussion board |
| 3 | September 4- 10 | Chapter 3 Individual Views of Delinquency | Discussion Board Quiz 3 |
| 4 | September 11- 17 | Chapter 4: Structure, Process, Culture, and Delinquency | Quiz 4  Discussion Boards |
| 5 | September 18- 24 | Chapter 5: Social Reaction, Social Conflict, and Delinquency | Quiz 5  Discussion Boards |
| 6 | September 25- October 1 | Chapter 6: Developmental Theories of Delinquency: Life-Course, Latent Trait, and Trajectory | Unit 1  Restorative justice paper due |
| 7 | October 2- 8 | Chapter 7: Gender and Delinquency | Quiz 6  Discussion Board |
| 8 | October 9 – 15 | Chapter 8: The family and Delinquency | Quiz 7  Discussion Board |
| 9 | October 16- 22 | Chapter 9: Peers and Delinquency: Juvenile Gangs and Groups | Quiz 8  Discussion board |
| 10 | October 23 – October 29 | Chapter 10: Schools and Delinquency | Quiz 9  Discussion board |
| 11 | October 30 – November 5 | Chapter 11: Drug Use and Delinquency | Quiz 10  Discussion board |
| 12 | November 6 – November 12 | Chapter 12: Delinquency Prevention: Social and Developmental Perspectives | Unit 3 test  Discussion board |
| 13 | November 13 – 19 | Chapter 13: Juvenile Justice: Then and Now | Quiz 11  Discussion board |
| 14 | November 20- December 3 | Chapter 14: Police Work with Juveniles  Chapter 15: Juvenile Court Process: Pretrial, Trail, and Sentencing | Quiz 12  Discussion Board |
| 15 | December 4 – 10 | Chapter 16: Juvenile Corrections: Probation, Community Treatment, and Institutionalization | Group project due |
| 16 | December 11-15 | Final Exam | Exam |

**Cheating policy**: Students who cheat intentionally (getting another person to complete assignments, sharing answers, taking exams or quizzes together, etc.) will earn a zero for their assignment and if the offense is warranted serious enough, will earn an F in the course. Students who cheat unintentionally (incorrect citations, minimal plagiarism through poor plagiarism, etc.) will also earn a zero for their assignment but may be able to redo the assignment for partial credit if they come to speak with me within *seven days* of receiving their grade.

*Please Note: If students are found to be cheating in the course on any assignments all quizzes and unit exams will be changed to a closed book and closed notes proctored exam.*

**Late work policy**: No late work is accepted. Due to the online nature of this course you must be aware of downtimes with Canvas. These downtimes are generally posted on the sign on page for Blackboard. It is imperative that you check Blackboard 3-5 times a week for updates.

**Students with disabilities**: Students requesting classroom accommodations or modifications because of a documented disability must contact the Services for Students with Disabilities (SSD) Office in person at 123 Canfield Administration, or call 472.3787 (voice and TTY).

**Grade Questions or Appeals:** If you feel that your grade is not correct you need to make an appointment with me within one week to talk about the grade during my office hours. As a general rule I will not sit down with a student about a grade on an assignment more than two weeks after the assignment was graded and returned.

**Review of Assignments:** If you would like for me to look over any assignment for a specific reason such as clarity, completeness, general quality, etc. please send a copy via email and plan to be present (either in person or online) for office hours. Questions about assignments within 24 hours of the due time may not be answered due to time constraints. Do your best to ask questions early.

**NETiquette:** The majority, if not all, interaction in this course will happen online. You are expected to be respectful of differing opinions and perspectives. You will not be allowed to bully or be hateful towards any person, group, or ideology. All inappropriate posts will be deleted. If you choose to make inappropriate responses more than once you will be dropped at minimum one full letter grade (A to B). In addition to being respectful, you are expected to write at a collegiate level and thus points will be deducted for text shorthand, poor grammar, as well as hashtags and emoji.

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| **Assignment** | **Possible Points** |
| **Chapter Quizzes** | |
| Chapter 1 | 15 |
| Chapter 2 | 15 |
| Chapter 3 | 15 |
| Chapter 4 | 15 |
| Chapter 5 | 15 |
| Chapter 7 | 15 |
| Chapter 8 | 15 |
| Chapter 9 | 15 |
| Chapter 10 | 15 |
| Chapter 11 | 15 |
| Chapter 13 | 15 |
| Chapter 14 | 15 |
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| **Unit Exams** | |
| Unit 1 | 100 |
| Unit 2 | 100 |
| Unit 3 | 100 |
| **Discussion Boards** | |
| Chapter 1 | 15 |
| Chapter 2 | 15 |
| Chapter 3 | 15 |
| Chapter 4 | 15 |
| Chapter 5 | 15 |
| Chapter 6 | 15 |
| Chapter 7 | 15 |
| Chapter 9 | 15 |
| Chapter 10 | 15 |
| Chapter 11 | 15 |
| Chapter 13 | 15 |
| Chapter 14 | 15 |
| **Assignments** | |
| Group project  Evaluation of group members | 60  60 |
| Paper on restorative justice  Movie Analysis paper | 60  60 |
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