Course Description
Sociology is the scientific study of society. This class explores the sociological study of juvenile delinquency. Juvenile delinquency is a multi-faceted sociological phenomenon that has implications for both micro-level interactions and macro-level institutions and policies. As a class, we will explore both the micro-level and macro-level phenomenon of juvenile delinquency by examining the issues, theories, previous research findings, and policies pertaining to juvenile delinquency. Additionally, the class will emphasize the “sociological imagination” and “sociological eye” when addressing these topics.

Required Materials
- Additional readings are posted as PDF files or HTML files on Blackboard

Course Objectives
- Explore juvenile delinquency concepts and research
- Discuss and utilize the “sociological imagination” and “sociological eye” in regards to juvenile delinquency
- Apply key sociological theories and research methods to our understanding of juvenile delinquency on both micro and macro-levels of analysis
- Apply critical thinking skills in the sociological analysis of juvenile delinquency
- Examine how we as active members of society can change society for the better

Communication
The best way to contact me is via email. I check my email regularly (but not obsessively) and I will do my best to respond to emails within 24 hours. To reach you, I will use Blackboard. Please take a few minutes to review your contact information in both Blackboard and MyRed. It is your responsibility to make sure your contact information is current.
Course Requirements

- **Take 4 Exams** The exams consist of true/false and multiple choice questions.
- **Response Essays** Think of these as the essay portion of your exams. Response essays are assigned either based on an assigned article or on concepts in the textbook. These are designed to reflect your understanding of the material, as well as support class discussion. Details will be provided in class and posted to Blackboard.
- **Course Project** You are responsible for completing a course project that entails a Literature Review and Policy Recommendation regarding an aspect of juvenile delinquency or juvenile justice. There are three parts to the course project: project topic/description, outline and reference list, and the final paper. Details will be provided in class and posted to Blackboard.
- **In-class Activities and Discussion** A portion of your grade is set aside for regular attendance and keeping up with reading assignments. Throughout the semester, I will give several activities/discussion days – your five highest grades count toward your course grade. Activities cannot be made-up. This applies if you are absent or if you come to class but are late/leave early and miss an activity.

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:

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**Points Breakdown**

- Exams (4) 40%
- Response Essays (4) 20%
- Course Project 30%
- Activities 10%

Course Expectations

- **Non-Threatening Environment**: Harassment of any kind is against university and classroom policy. I expect you to show respect for others. This means thoughtfully listening to the ideas/questions/experiences of others without judging them. Keeping an open mind is the key! This creates a positive learning environment for everyone. Thoughtful debate is welcomed and encouraged. However, harassment and disrespectful behavior will not be
tolerated. All faculty, staff and students are responsible for understanding and complying with harassment policies. For more information, visit http://www.unl.edu/equity.

- **Academic Integrity**: When you place your name on an assignment or exam, I interpret this to mean that you have received no unauthorized assistance on an assignment or test. Unauthorized assistance includes but is not limited to: cheating on an exam, turning in assignments/exams as your own work when it is not, and plagiarism (presenting someone else’s published ideas as your own). All instances of plagiarism will be taken seriously and will be handled according to university policy. If you are even unclear about what constitutes plagiarism or if you just want a refresher, please take advantage of this resource, which can be found at: http://www.unl.edu/gradstudies/current/plagiarism.shtml. If you cheat or plagiarize any assignment, you will automatically receive a “0” for that assignment. The incident will be reported to the department chair, Dr. Julia McQuillan.

- **Students with Disabilities**: UNL encourages all students to participate fully in the academic opportunities, cultural enrichment, and the wide array of social activities offered. A student desiring reasonable accommodations for his/her documented disability should visit http://www.unl.edu/ssd for more information. Please notify me as soon as possible of any accommodations you may need for the course.

- **Technology Issues**: If you are experiencing a problem with Blackboard (e.g., accessing materials, uploading information), please let me know as soon as possible. Don’t wait until 30 minutes before something is due: I won’t be able to help you then. For any technical or computing questions, you can contact UNL Help Desk (http://www.unl.edu/helpdesk).

- **Use of Blackboard**: The use of Blackboard is a central part of this class. It is your responsibility to familiarize yourself with the functions of Blackboard, especially for the purposes of viewing assignment directions and uploading assignments. It is up to you to make sure the appropriate document is uploaded to Blackboard when an assignment is due. Uploading a wrong or blank document will result in the loss of points.

- **Communication**: The best way to contact me is via email. I check my email regularly (but not obsessively) and I will do my best to respond to emails within 24 hours. To reach you, I will use Blackboard. Please take a few minutes to review your contact information in both Blackboard and MyRed. It is your responsibility to make sure your contact information is current.

**Final Pointers for Success**

- In order to maximize your success in this course, keep up with the readings each week. Keeping up with the work at the beginning of the class will help you in not being overwhelmed with the work later on.
- Be honest in your work. Don’t cheat. Don’t plagiarize. Plagiarism will be taken seriously and your grade will be affected in a serious fashion.
- Respect your classmates’ contributions. This is especially important in this class where information is about people’s personal experiences. You can disagree with a perspective that I or another student may present, but you should treat the material, idea, and person with respect.
- Take responsibility for your own learning. If you have a question regarding an assignment or any course material, ask it! Students that alert me to any questions or issues tend to improve their work in the class. Keeping on top of your work and communicating with me when questions or issues arise will be to your benefit.
Schedule of Readings, Exams, and Due Dates
The dates listed are the dates I expect you to have read the assigned material. Class is held every M/W/F unless otherwise noted. Please note I reserve the right to change the course syllabus to meet the demands of the course.

PART ONE: THE CONCEPT OF DELINQUENCY

WEEK 1: January 11-15
MONDAY JANUARY 11
Introduction, explanation of the class, review syllabus

WEDNESDAY JANUARY 13
What to read for this class: Ch. 1, pages 1-19

FRIDAY JANUARY 15
What to read for this class: Ch. 1, pages 20-37

WEEK 2: January 18-22
MONDAY JANUARY 18: No class: Martin Luther King, Jr. Day
WEDNESDAY JANUARY 20
What to read for this class: Ch. 2, pages 38-51

FRIDAY JANUARY 22
What to read for this class: Ch. 2, pages 52-72

WEEK 3: January 25-29
MONDAY JANUARY 25
What is due today: Exam 1 and Response Essay #1 due in class

PART TWO: THEORIES OF DELINQUENCY

WEDNESDAY JANUARY 27
What to read for this class: Ch. 3, pages 73-88

FRIDAY JANUARY 29
What to read for this class: Ch. 3, pages 88-102

WEEK 4: February 1-5
MONDAY FEBRUARY 1
What to read for this class: Ch. 3, pages 103-127

WEDNESDAY FEBRUARY 3
What to read for this class: Ch. 4, pages 128-140

FRIDAY FEBRUARY 5
What to read for this class: Ch. 4, pages 141-155
What is due today: Project Topic/Description due in class

WEEK 5: February 8-12
MONDAY FEBRUARY 8
What to read for this class: Ch. 4, pages 155-173
WEDNESDAY FEBRUARY 10
What to read for this class: Ch. 5, pages 174-187

FRIDAY FEBRUARY 12
What to read for this class: Ch. 5, pages 187-203

WEEK 6: February 15-19
MONDAY FEBRUARY 15
What to read for this class: Ch. 6, pages 204-217
WEDNESDAY FEBRUARY 17
What to read for this class: Ch. 6, pages 218-239
FRIDAY FEBRUARY 19
What is due today: Exam 2 and Response Essay #2 due in class

PART THREE: SOCIAL, COMMUNITY, AND ENVIRONMENTAL INFLUENCES ON DELINQUENCY

WEEK 7: February 22-26
MONDAY FEBRUARY 22
What to read for this class: Ch. 7, pages 241-255
WEDNESDAY FEBRUARY 24
What to read for this class: Ch. 7, pages 255-275
FRIDAY FEBRUARY 26
What to read for this class: Ch. 8, pages 276-290

WEEK 8: Feb 29-Mar 4
MONDAY FEBRUARY 29
What to read for this class: Ch. 8, pages 291-298
WEDNESDAY MARCH 2
What to read for this class: Ch. 8, pages 298-315
FRIDAY MARCH 4
What to read for this class: Ch. 9, pages 316-325

WEEK 9: March 7-11
MONDAY MARCH 7
What to read for this class: Ch. 9, pages 325-334
WEDNESDAY MARCH 9
What to read for this class: Ch. 9, pages 334-361
FRIDAY MARCH 11
What to read for this class: Ch. 10, pages 362-376

WEEK 10: March 14-18
MONDAY MARCH 14
What to read for this class: Ch. 10, pages 377-397
WEDNESDAY MARCH 16
What is due today: Project Outline and Reference list due in class
FRIDAY MARCH 18
No class
**What is due today:** Activity assignment posted to Blackboard by 10:20am

**WEEK 11: March 21-25**
No class: SPRING BREAK!!!!!

**WEEK 12: Mar 28-Apr 1**
**MONDAY MARCH 28**
*What to read for this class:* Ch. 11, pages 398-411

**WEDNESDAY MARCH 30**
*What to read for this class:* Ch. 11, pages 411-431

**FRIDAY APRIL 1**
*What to read for this class:* Ch. 12, pages 432-449

**WEEK 13: April 4-8**
**MONDAY APRIL 4**
*What to read for this class:* Ch. 12, pages 449-464

**WEDNESDAY APRIL 6**
*What is due today:* Exam 3 and Response Essay #3 due in class

**PART FOUR: THE JUVENILE JUSTICE SYSTEM**

**FRIDAY APRIL 8**
*What to read for this class:* Ch. 13, pages 465-477

**WEEK 14: April 11-15**
**MONDAY APRIL 11**
*What to read for this class:* Ch. 13, pages 478-495

**WEDNESDAY APRIL 13**
*What to read for this class:* Ch. 14, pages 496-509

**FRIDAY APRIL 15**
*What to read for this class:* Ch. 14, pages 510-527

**WEEK 15: April 18-22**
**MONDAY APRIL 18**
*What to read for this class:* Ch. 15, pages 528-542

**WEDNESDAY APRIL 20**
*What to read for this class:* Ch. 15, pages 543-565

**FRIDAY APRIL 22**
*What is due today:* Course Project due in class
WEEK 16: April 25-29
MONDAY APRIL 25
  *What to read for this class:* Ch. 16, pages 566-580
WEDNESDAY APRIL 27
  *What to read for this class:* Ch. 16, pages 580-590
FRIDAY APRIL 29
  *What to read for this class:* Ch. 16, pages 590-607

FINALS WEEK: May 2-6
FRIDAY MAY 6
  Exam 4 and Response Essay #4 due in class, 10:30-11:29am