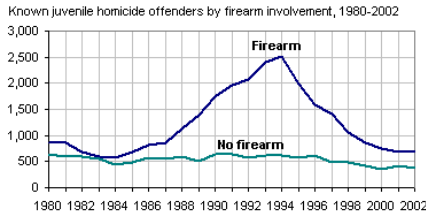


SOCIOLOGY 4141 - JUVENILE DELINQUENCY



Spring 2007 12:45 - 02:00 PM Tu,Th 235 Blegen
course page: www.soc.umn.edu/~uggen/4141.htm

Professor: Christopher Uggen (*You-Gun*)

office: 909A Social Sciences; 612-624-4016

hours: weds 1:00-2:30; after class tues & thurs; and by appt.

email: uggen001@umn.edu

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hours: 10:30-12:30 tues & thurs and by appt.

email : clar0514@umn.edu

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 bookstore, amazon, etc.)

- 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.
- Burfeind & Bartusch. 2006. Juvenile Delinquency: An Integrated Approach.

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. (1) Uggen's 8-10-page paper assignment or (2) a 3-5-page paper based on service learning experiences, or (3) an article-length research paper or grant proposal on a topic negotiated with the professor and teaching assistant.
- 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.htm
- 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 involves 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. Please see the teaching assistant or professor 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).

PART I: EXTENT AND NATURE OF DELINQUENCY

Week 1

Jan 16 Introduction: Welcome!

Self-Report Survey and Note cards

Jan 18 Defining and Measuring Delinquency

**BACKGROUND: BURFEIND & BARTUSCH 2: DEFINING
BACKGROUND: LUNDMAN 1: JUVENILE DELINQUENCY
APPLICATION: CROSS 1: YELLING LOUDLY AT FIRST
APPLICATION: CROSS 2: I HATE MOM, I HATE DAD**

Pp 1-14
Pp 3-30
Pp 1-14
Pp 15-27

Week 2

Jan 23 Extent and Nature of Delinquency: Official Statistics

[BACKGROUND: BURFEIND & BARTUSCH 3: MEASUREMENT	Pp 63-142
BACKGROUND: CHESNEY-LIND 2: EXTENT OF FEMALE DEL	Pp 8-30
APPLICATION: CROSS 3: MEATBALL OF THE MONTH	Pp 28-37

Jan 25 Extent and Nature: Self-Reports and Victimization

BACKGROUND: BURFEIND & BARTUSCH 4: EXTENT	Pp 147-187
BACKGROUND: CHESNEY-LIND 3: NATURE OF FEMALE DEL	Pp 28-44
APPLICATION: CROSS 4: PRAIRIE BELT SAUSAGE BOY	Pp 38-54

Week 3

Jan 30 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 1 Transition: From Correlates to Causal Models

THEORY: BURFEIND & BARTUSCH 6: DEVELOPMENTAL PATTERNS	Pp 199-236
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 6 Rational Choice and Deterrence

THEORY: BURFEIND & BARTUSCH 7: CLASSICAL	Pp 337-366
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 8 Social Psychological Theories: Differential Association

THEORY: BURFEIND & BARTUSCH 11: LEARNING	Pp 423-456
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 13 Social Psychological Theories: Social Control & Self Control

THEORY: BURFEIND & BARTUSCH 10: SOCIAL CONTROL THEORIES	Pp 373-409
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 15 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 20 Labeling Theories and Diversion**
 THEORY: BURFEIND & BARTUSCH 13: LABELING Pp 515-533
 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 22 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

- Feb 27 Introduction: Gangs and the Ghetto Poor**
 THEORY: BURFEIND & BARTUSCH 11: Social Learning Pp 423-456
NOTE: Group Gang Exercise

Mar 1 MIDTERM EXAMINATION covering material through February 22

Week 8

- Mar 6 Gangs, Neighborhoods, and Social Disorganization**
 APPLICATION: CHESNEY-LIND 4: GIRLS AND GANGS Pp 64-98
 APPLICATION: SHAKUR 1: INITIATION Pp 3-31
NOTE: Video, Gangs in Minnesota

- Mar 8 Social Structural Theories: Social Disorganization**
 THEORY: BURFEIND & BARTUSCH 12: SOCIAL STRUCT. THEORIES Pp 467-505
 POLICY: LUNDMAN 4: AREA PROJECTS Pp 95-117
 APPLICATION: SHAKUR 2: BOYS TO MEN Pp 35-52

Spring Break March 12-16

Week 9

- Mar 20 Social Structural Theories: Anomie**
 THEORY: BURFEIND & BARTUSCH 12: SOCIAL STRUCT. THEORIES Pp 467-505
 APPLICATION: SHAKUR 3: THE WAR Pp 55-73
NOTE: Midterm Evaluations

Mar 22 Social Structural Theories: Opportunity and Subculture
APPLICATION: SHAKUR 4: AMBUSH Pp 77-94
APPLICATION: SHAKUR 5: CAN'T STOP, WON'T STOP Pp 97-158

Week 10

Mar 27 Social Structural Theories: Marxian and Conflict Theories
THEORY: BURFEIND & BARTUSCH 13: SOC. REACTION THEORIES Pp 515-554
APPLICATION: SHAKUR 6: THE JUVENILE TANK Pp 161-200

Mar 29 Gender, Social Structure, and Power-Control Theory
THEORY: CHESNEY-LIND 5: FEMALE DELINQUENCY Pp 98-131
APPLICATION: CHESNEY-LIND 6: GIRLS' LIVES & DEL. Pp 132-157
APPLICATION: SHAKUR 7: MUHAMMAD ABDULLAH Pp 203-234
NOTE: Film, Angels with Dirty Faces

Week 11

Apr 3 Prevention and Introduction to Juvenile Justice
SYSTEM: BURFEIND & BARTUSCH 15: JUVENILE JUSTICE Pp 597-610
POLICY: CHESNEY-LIND 11: PROGRAMS FOR GIRLS Pp 263-297
APPLICATION: SHAKUR 8: TAMU Pp 237-280

Apr 5 The Juvenile Justice System and the "Gender Gap"
POLICY: CHESNEY-LIND 7: GIRLS AND THE JJS: HISTORY Pp 158-182
APPLICATION: SHAKUR 9: 48 HOURS Pp 283-315

PART III: DELINQUENT CAREERS IN THE JUVENILE JUSTICE SYSTEM

Week 12

Apr 10 Police and the Juvenile Court
POLICY: CHESNEY-LIND 8: POLICE & COURTS Pp 183-203
APPLICATION: SHAKUR 10: RECONNECTED Pp 317-352
SYSTEM: BURFEIND & BARTUSCH 15: JUVENILE JUSTICE Pp 628-638

Apr 12 [guest] Site Visit (exact day and time T.B.A.)
NOTE: Working Papers are due at the beginning of 4/19 class

Week 13

Apr 17 Paper Workshop
APPLICATION: SHAKUR 11: NATION TIME & 12: EPILOGUE: Pp 355-383

Apr 19 Probation *Papers Due at the Beginning of Class
SYSTEM: BURFEIND & BARTUSCH 15: COMMUNITY-BASED CORR. Pp 639-642
POLICY: LUNDMAN 6: PROBATION AND PAROLE Pp 151-180

Week 14

Apr 24 Institutionalization

THEORY: BURFEIND & BARTUSCH 15: JUVENILE CORRECTIONS
POLICY: CHESNEY-LIND 9: INSTITUTIONS

Pp 639-647
Pp 204-236

Apr 26 Institutionalization and Conclusions

POLICY: LUNDMAN 10: INSTITUTIONALIZATION

Pp 259-289

Week 15

May 1 Class Discussion and Review

POLICY: LUNDMAN 11: RECOMMENDATIONS
POLICY: CHESNEY-LIND 12: CONCLUSIONS
NOTE: Exercise, Delinquent "Monsters"

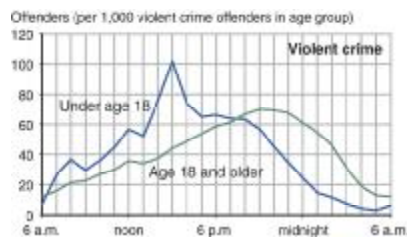
Pp 297-309
Pp 239-244

May 3 Class Discussion and Review

FINAL EXAMINATION: 10:30am-12:30pm Friday, May 11, 2007



Violent crime by juvenile offenders peaks in the afternoon;
violent crime by adults peaks in the late evening



Juvenile Offenders and Victims: 2006 National Report

[movie posters and juvenile delinquency iconography from www.moviegoods.com murder
arrest figures from Office of Juvenile Justice and Delinquency Prevention
<http://ojjdp.ncjrs.org/ojstatbb/>

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 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 19.

I. Introduction [1 paragraph]

- 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 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 page]

- 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.

***Sociology 4141: Juvenile Delinquency (Uggen) Service Learning Option:
Reflect on Your Experiences (3-5 pages)***

For those taking the service learning option, you need only write a short summary of your activities and bring course materials to bear on these experiences in some way. Fifty percent of your paper grade will thus be achieved by completion of the service learning. The other fifty percent is determined by a short, double-spaced typed paper due at the start of class on Thursday, April 19. Here is a suggested outline for this paper.

I. Service Learning Description [1 paragraph]

- Describe what you did, where, when, and how you did it, and with whom.

II. Organization Goals and Challenges [1 page]

- What is the organization trying to accomplish? Is this formally stated somewhere or something you simply picked up from other workers?
- What barriers or challenges to success does the organization face? Try to cite specific incidents or examples.

III. Bring Course Materials to Bear on the Experience [1- 2 pages]

- You have some choice here. You may discuss the “working theory” used by the organization (for example, a juvenile probation program may be based on deterrence theory or labeling theory) or its workers
- You might also comment on how the agency’s practices may be consistent or inconsistent with social science research on delinquency.
- You might note typical experiences and unexpected or atypical experiences that reveal something useful about how the organization operates.

IV. Evaluation and Conclusion [1 paragraph]

- What did you think of your experience? Would you suggest any changes in how the organization operates?