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.)
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  Pp 1-14
   BACKGROUND: LUNDMAN 1: JUVENILE DELINQUENCY  Pp 3-30
   APPLICATION: CROSS 1: YELLING LOUDLY AT FIRST  Pp 1-14
Week 2
Jan 23 Extent and Nature of Delinquency: Official Statistics

[BALDWIN: BURFEIND & BARTUSCH 3: MEASUREMENT Pp 63-142
BACKGROUND: CHESNEY-LIND 2: EXTENT OF FEMALE DEL Pp 8-30

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 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  
**APPLICATION:** SHAKUR 5: CAN'T STOP, WON'T STOP

**Week 10**

Mar 27  **Social Structural Theories: Marxian and Conflict Theories**

**THEORY:** BURFEIND & BARTUSCH 13: SOC. REACTION THEORIES  
**APPLICATION:** SHAKUR 6: THE JUVENILE TANK

Mar 29  **Gender, Social Structure, and Power-Control Theory**

**THEORY:** CHESNEY-LIND 5: FEMALE DELINQUENCY  
**APPLICATION:** CHESNEY-LIND 6: GIRLS’ LIVES & DEL.  
**APPLICATION:** SHAKUR 7: MUHAMMAD ABDULLAH

*NOTE: Film, Angels with Dirty Faces*

**Week 11**

Apr 3  **Prevention and Introduction to Juvenile Justice**

**SYSTEM:** BURFEIND & BARTUSCH 15: JUVENILE JUSTICE  
**POLICY:** CHESNEY-LIND 11: PROGRAMS FOR GIRLS  
**APPLICATION:** SHAKUR 8: TAMU

Apr 5  **The Juvenile Justice System and the “Gender Gap”**

**POLICY:** CHESNEY-LIND 7: GIRLS AND THE JJS: HISTORY  
**APPLICATION:** SHAKUR 9: 48 HOURS

**PART III: DELINQUENT CAREERS IN THE JUVENILE JUSTICE SYSTEM**

**Week 12**

Apr 10  **Police and the Juvenile Court**

**POLICY:** CHESNEY-LIND 8: POLICE & COURTS  
**APPLICATION:** SHAKUR 10: RECONNECTED  
**SYSTEM:** BURFEIND & BARTUSCH 15: JUVENILE JUSTICE

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:

Apr 19  **Probation**  *Papers Due at the Beginning of Class*

**SYSTEM:** BURFEIND & BARTUSCH 15: COMMUNITY-BASED CORR.  
**POLICY:** LUNDMAN 6: PROBATION AND PAROLE
May 3 Class Discussion and Review

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

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.
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?