

**Delinquency**  
**SOCIOLOGY 321**  
**Fall 2019**  
**Tuesday and Thursday 2:15PM - 3:40PM**  
**Wimberly 137**

**Professor:** Dr. Peter Marina  
**Office:** 437K Wimberly Hall  
**Phone:** 608-785-6770  
**Office hours:** 3:45-4:45pm Thursday; or by appointment  
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**Course Description and Objectives**

This course is an overview of the sociological study of delinquency, with special emphasis on competing theoretical perspectives. In the process of learning about theoretical perspectives aimed at explaining delinquency, this course will pay special attention to gender delinquency, gangs, current events regarding delinquency and the U.S. juvenile justice system. Prerequisite: SOC 110 or SOC 120 or ANT 101.

**Course outcomes and student learning objectives**

- (1) Students will be able to define, describe, explain and apply terms and concepts related to sociological theories of juvenile delinquency.
- (2) Students will be able to define, describe, and explain the social characteristics of delinquency and the operation of the juvenile justice system in the United States.
- (3) Students will develop the ability to critically think about and evaluate competing theoretical perspectives of delinquency.
- (4) Students will be able to communicate in formal and informal writing and speaking, the sociological/social structural characteristics related to delinquency and the operation of the juvenile justice system in the United States.

**Prerequisite:** SOC 110 or 120 or 200 or ANT 101.

**Required Books**

Donald J. Shoemaker. *Theories of Delinquency: An Examination of Explanations of Delinquent Behavior*. Sixth edition. Oxford University Press. 2010.

Randol Contreras. *The Stickup Kids: Race, Drugs, Violence, and the American Dream*. University of California Press. 2012.

**Recommended Books**

Stuart Hall and Tony Jefferson (editors), *Resistance Through Rituals: Youth Subcultures in Post-War Britain*. Paperback. Routledge; 2nd edition 2007.

Jody Miller, *Getting Played: African American Girls, Urban Inequality, and Gendered Violence* [Paperback] NYU Press 2008.

**Outside Readings**

At times throughout the semester, you will have recommended and required readings to compliment the main books for the class and our class discussions.

## Weekly Agenda

All students must participate in weekly class discussions on selected class readings. It is important to read all class assignments prior to class lectures and discussions.

## Course Requirements, Evaluation, and Grading

### Mid-term (200 Points)

This exam includes multiple-choice, short answer, and/or essay questions. Tests cover class lectures and scholarly literature assigned in class.

### Oral Presentation and Final Paper (200 Points)

Students will write a 10 - 15-page paper on an approved topic related to youth delinquency that incorporates ideas learned in class lectures, discussions, and readings. This paper will demonstrate an understanding of the theories presented in class, apply these theories to understanding real life delinquency today, and propose solutions to youth delinquency. Students will present their findings at the end of the semester.

## Grading

The class has a total of 400 points distributed as follows:

Assignment/Activity	Points
Exam I (October 17)	100
Exam II (November 21)	100
Oral Presentation and Final Paper (see course schedule)	200
Total	400

## Final Grade Scale

Grade	Total Points
A	372-400
AB	356-371
B	332-355
BC	316-331
C	280-315
D	240-279
F	239 or less

**Make-up Policy:** Students with an approved written excused absence may be allowed to take make-up exams but cannot make up writing assignments or oral presentations.

## Other Course Requirements

**Attendance:** It is important to attend class. Excess lateness and absence may result in grade reduction.

**Reading Assignments:** Read all required class literature prior on the date assigned. Class lectures and

discussions are primarily designed around the scholarly literature assigned for the class.

Writing Assignments: All class writing assignments must have a 12-size regular font and double spaced paragraphs with your name, title, date, and page numbers.

Participation: Participate in class discussion through active listening, questions, comments, and so on.

### **Class Structure**

The course structure involves lectures and discussions primarily related to the scholarly literature, current debates, controversial issues, and current events relevant to the study of youth transgression. Students may be selected on certain weeks to present course material or debate in class. At times during lectures, a modified version of the Socratic method is used to stimulate critical thinking.

### **Class Paper and Oral Presentations**

This class requires you to write a 10-15-page paper applying the theories discussed in class to demonstrate your understanding of youth delinquency in contemporary society. All students are required to present their research during a scheduled class period (see class schedule below). The length of the presentation should be no more than five to seven minutes. Students should prepare and rehearse their presentation. Make your presentation using an outline or note cards; do not prewrite your whole presentation and then read it. The purpose of the oral presentation is to show that you understand key concepts, definitions, main findings, and can effectively communicate your research to a group of peers. See outline below for a general guideline of each oral presentation.

For an effective presentation, you should prepare a one-page handout to be distributed to the class. It may contain an outline of your whole presentation or you can use it to communicate key concepts, findings, illustrations, and references. Remember that you only have 7 minutes to present your work. Do not ramble; keep it succinct.

### **Class Schedule (Subject to modification)**

#### **Week One: Introduction to Delinquency**

9/3: The Juvenile Justice System in the United States

9/5: Explanations of Delinquency

#### **Week Two: The Classical School**

9/10: Rational Choice Theory

9/12: Biological, Biosocial, and Psychological Theories

#### **Week Three: Social Disorganization and Anomie**

9/17: Social Disorganization

9/19: Anomie and Delinquency

#### **Week Four: Lower Class Based Theories of Delinquency**

9/24: Middle Class Measuring Rod and Theory of Differential Opportunity Structure

9/26: Theory of Lower Class Culture and Delinquency

#### **Week Five: Interpersonal and Situational Explanations of Delinquency**

10/1: Differential Association Theory; Drift and Delinquency

\*\*10/3: Open – Instructions provided in class

**Week Six: Race, Drugs, and Violence in the United States**

10/8: Stickup Kids: Introduction/The Rise of the South Bronx and Crack; Crack Days: Getting Paid

10/10: Riker's Island: Normalizing Violence; The New York Boys: Tail Enders of the Crack Era/Crack is Dead

**Week Seven: First Exam and Open Discussion**

10/15: **First Exam and Open Discussion**

\*\*10/17: **Exam I**

**Week Eight: Gangs, Youths, and the Juvenile Justice System/Corrections**

10/22: Stickup Kids: The Girl/Getting the Shit; Drug Robbery torture/Splitting the Profits

10/24: Stickup Kids: Living the Dream.

**Week Nine: Control Theories**

10/29: Personal Controls and Social Controls – The Social Bond; A General Theory of Crime

\*\*10/31: Open Class – Instructions provided in class

**Week Ten: Labeling Theory**

11/5: Becoming a Marijuana User

11/7: Labeling Theory and the Social Construction of Deviance

**Week Eleven: Open Class**

\*\*11/12: Instructions provided in class

\*\*11/14: Instructions provided in class

**Week Twelve: Exam II and Open Discussion**

11/19: Open Discussion/Exam Review

\*\*11/21: Exam II

**Week Thirteen: Preparing for Presentations on Juvenile Delinquency and Sociological Theory**

11/26: Preparing for Student Oral Presentation

\*\*11/28: No Class (Thanksgiving)

**Week Fourteen: Final Student Oral Presentation**

12/3: Student Oral Presentation

12/5: Student Oral Presentation

**Week 15: Conclusion: Understanding Delinquency Using the Sociological Imagination**

12/10: Conclusion

**Final Paper: Friday, December 13th 12:15-2:15pm**

**Enjoy Winter Break.**

## **Other UWL Syllabus Related Policies**

### ***Academic Misconduct (Cheating and Plagiarism)***

Academic misconduct is a violation of the ASA code of ethics and the student honor code (<http://catalog.uwlax.edu/undergraduate/academicpolicies/studentconduct/>). Plagiarism, including inadequate referencing or citation of other research is unacceptable. All work handed in for this class must be the students' own individual work. Plagiarism or cheating in any form may result in failure of the assignment or exam, failure of the course, and may include harsher sanctions. Academic misconduct is unacceptable. All work handed in for this class must be the students' own individual work. Plagiarism or cheating in any form may result in failure of the assignment or exam, failure of the course, and may include harsher sanctions. Refer to the Eagle Eye at <http://www.uwlax.edu/Student-Life/Student-handbook/#14.01> for a detailed definition of academic misconduct. For helpful information on how to avoid plagiarism, go to <http://www.uwlax.edu/catl/readiness/ethics.html>. You may also visit the Student Life Office if you have questions about plagiarism or cheating incidents. I encourage you to discuss any concerns regarding plagiarism or cheating with me directly and well before any assignments are handed in. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct.

### ***Communication about Class Interruptions***

In the event of a campus incident that impacts the availability of teaching spaces, any changes or cancellations will be communicated to you via your university email. Depending on the incident, some or all of the information might be posted on the UWL home page.

### ***Writing Center***

The Writing Center, which is located in the Murphy Learning Center, provides trained peer tutors who can help you with any writing task (e.g., papers, proposals, research projects, summaries, reports, letters, application essays) at any stage of the process — understanding assignments, planning papers, organizing ideas, making revisions, improving sentences, using sources, etc. For current hours or to schedule an appointment, visit <http://www.uwlax.edu/writingcenter/>

### ***Sociology as a Writing-in-the-Major Program***

The Sociology major is a “writing-in-the-major” program (WIMP). The purpose behind the program is to insure that any undergraduate who completes a major in sociology has experienced sufficient informal and formal writing experiences so that graduates are proficient at communicating through a variety of formats. In all your sociology courses, you will be writing, and in each class, you may be asked to do a wide variety of types of writing. The department sees writing as an extremely important skill and as a mechanism to enhance student learning. In addition, you will learn the referencing and citation style used by archaeologists or sociologists. By completing the Sociology major, you will be completing the “writing emphasis” component of your general education requirements. The objectives of the writing-in-the-major program are available at <http://www.uwlax.edu/wimp/>. The student learning outcomes for Sociology major at UWL is available on the department webpage at <http://www.uwlax.edu/sociology/>.

### ***Classroom Protocol***

Coming to class late or leaving class early is disruptive and disrespectful. I expect students to be on time and ready for class. I expect that students will take care of personal needs such as getting a drink of water, going to the bathroom, etc. before or after class and not come and go while class is in session. On occasion, students must leave during a class, if you have to leave a class early, please let me know at the beginning of class and make a quiet exit. It is not necessary to inform me that you will not be attending a class unless arrangements need to be made to make up an assignment for that day.

All electronic devices should be silenced during class and put away. Phone calls, texting, email, internet use, MP3 players/iPod use, etc. are not acceptable within a classroom setting. Students who intentionally use prohibited electronics during class will be required to leave the classroom. Students who disrupt the classroom or other students' learning experience by talking or carrying on side conversations within the classroom will also be required to leave the classroom.

Assignments, papers, and exams must be completed and handed in on the appointed dates. I will not accept late assignments unless I determine the circumstances to be beyond the student's control. The instructor determines the acceptability of student absences. Students with authorized absences will be allowed to make up exams or papers within a reasonable time-period. Students who are going to be absent for more than 3 days should contact the Student Life Office at 149 Graff Main Hall, 785-8062 and notify them of your absence so that the university and all instructors are informed of your absence (they do not authorize absences).

### **Eagle Alert System**

This class will be participating in the Eagle Alert System <https://www.uwlax.edu/academic-advising-center/eagle-alert/student-resources/> through WINGS. The system is designed to promote student success. If I notice that you are experiencing difficulties early in the semester (e.g., low assignment scores or limited participation), I may note this information and you will receive an email indicating that I have entered feedback. I may also enter positive feedback encouraging you to consider additional learning opportunities. The link in the email will take you to WINGS where you can login to see the feedback. I encourage you to meet with me and/or refer to the helpful campus resources listed below under Academic Services and Resources and on UWL's Student Success page <https://www.uwlax.edu/info/student-success/>.

### **Inclusive Excellence**

UWL's core values include "Diversity, equity, and the inclusion and engagement of all people in a safe campus climate that embraces and respects the innumerable different perspectives found within an increasingly integrated and culturally diverse global community"

(<https://www.uwlax.edu/chancellor/mission/>). If you are not experiencing my class in this manner, please come talk to me about your experiences so I can try to adjust the course if possible.

### **Student Evaluation of Instruction (SEI)**

UWL conducts student evaluations electronically. Approximately 2 weeks prior to the conclusion of a course, you will receive an email at your UWL email address directing you to complete an evaluation for each of your courses. In-class time will be provided for students to complete the evaluation in class. Electronic reminders will be sent if you do not complete the evaluation. The evaluation will include numerical ratings and, depending on the department, may provide options for comments. The university takes student feedback very seriously and the information gathered from student evaluations is more valuable when a larger percentage of students complete the evaluation. Please be especially mindful to complete the surveys.

### **Academic Services and Resources at UWL**

Below are several student services available to students taking online courses:

- Academic Advising Center: <http://www.uwlax.edu/advising/>
- ACCESS Center (formerly Disability Resources): <http://www.uwlax.edu/access-center/>
- Career Services: <http://www.uwlax.edu/careerservices/>
- Counseling and Testing Center: <http://www.uwlax.edu/counseling/>
- Financial Information: Financial Aid Office <https://www.uwlax.edu/finaid/> and It Makes Cents <https://www.uwlax.edu/it-makes-cents/>
- Murphy Learning Center (Walk-in tutoring): <http://www.uwlax.edu/murphy-learning-center/>

- Murphy Library: <http://www.uwlax.edu/murphylibrary/>
- Multicultural Student Services: <http://www.uwlax.edu/mss/>
- Public Speaking Center: <https://www.uwlax.edu/murphy-learning-center/subject/public-speaking-center/>
- Records and Registration: <http://www.uwlax.edu/records/>
- Student Handbook: <https://www.uwlax.edu/student-life/student-resources/student-handbook/>
- Student Support Services: <https://www.uwlax.edu/student-support-services/>
- Veteran Services: <http://www.uwlax.edu/veteran-services/>
- Writing Center: <http://www.uwlax.edu/writingcenter/>

### **Technical Support**

For tips and information about D2L visit the Information Technology Services (ITS) student support page, at <http://www.uwlax.edu/D2L/Help-for-students/>.

Need help making sure your computer is set up correctly for online coursework? D2L's System Check <https://community.desire2learn.com/d2l/systemCheck> ensures that your computer and web browser are configured to properly access their system.

You can also contact the ITS Support Center at (608) 785-8774 or email them at [helpdesk@uwlax.edu](mailto:helpdesk@uwlax.edu) for questions about D2L or any other technological difficulties. The hours for ITS are Monday through Thursday from 7:30 am to 6:30 pm, and Friday from 7:30 am to 4:30 pm, Central Time.

### **Legal Obligations**

See the following link of statements that reflect UWL's legal obligations to students:

<https://www.uwlax.edu/info/syllabus/>