**University of Colorado Boulder**

**SOCY 4024- Juvenile Justice and Delinquency**

**Fall 2019**

MUEN E131

MW 3:00PM to 4:15PM

**Instructor:** Kyle Thomas, PhD

**Office:** 173 Ketchum

**Hours:** Monday and Wednesday, 2PM-3PM, or by appointment

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**Course Overview:**

This course will cover several topics concerning juvenile justice and delinquency. First, we will examine the history of childhood and the social construction of juvenile delinquency. We will discuss the origin of the idea of having a separate system for juveniles. Second, we will explore the scope and nature of juvenile crime in the United States. Third, we will discuss the major theories of juvenile delinquency, and critically assess these theories. In the final section of the class we will explore the juvenile justice system’s response to delinquency. Specifically, we will emphasize the police, court, and correctional agencies involved in the processing of juveniles who engage in criminal conduct. We will also cover legal developments, current trends, and proposals for reforming the juvenile justice system.

**Prerequisites:**

Students should have completed SOCY 1001 in order to take this class.

**Required Texts:**

1) Lamar T. Empey, Mark C. Stafford and Carter H. Hay. *American Delinquency: Its Meaning and Construction.* Wadsworth Publishing.

2) Thomas J. Bernard and Megan C. Kurlychek. *The Cycle of Juvenile Justice.* Oxford University Press.

3) Donald Shoemaker. *Theories of Delinquency: An Examination of Explanations of Delinquent Behavior.* Oxford University Press.

Students should read all required course readings *prior to class.* Failure to do so will result in a lowered participation grade and a lower overall grade. If it becomes apparent to me that a non-trivial number of students are failing to read before class, the participation grade will be replaced with in-class quizzes at the beginning of each class.

**Class Attendance:**

All students are expected to attend class regularly and come prepared to participate. Absences will affect your participation, performance on exams, the quality of the final paper and, hence, your final grade.

**Disability Accommodations:**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed (preferably within two weeks after classes start). Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website.

**Religious Observations:**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, any student who anticipates being absent due to the observation of a religious holiday should provide notice to me *at least one week before that class.*

See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.

**Late Work, Missed Exams and Incomplete Assignments**

Extensions for assignments or exams will not be given except in cases of medical or family emergencies. The proper written documentation is required in these circumstances. Any problems that students encounter must be brought to my attention as soon as possible. If an exam is missed for reasons not specified above the student will receive a 0 on the exam.

**Technology in the Classroom:**

**The use of laptops or cellular phones is prohibited in this course.** Unless you have a documented disability that warrants its use, the use of laptops is prohibited in this course. Cell phones are not to be used during the class at any time. If you are caught using your cellphone during the lecture, you will be asked to leave for the remainder of class.

**Academic Dishonesty:**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

**Grading Criteria**

Your final grade for the course will be determined using the following formula:

Exam 1 (100 points) 20%

Exam 2 (100 points) 20%

Exam 3 (100 points) 20%

Term Paper (150 points) 30%

Attendance/Participation (50 points) 10%

100%

**Exams**

The three exams are **NOT** cumulative and will consist of a combination of multiple choice and short answer questions. Exam questions will come from all sources: lectures, class discussions, and assigned readings. The dates of the exams are:

Exam 1: September 25th

 Exam 2: October 30th

 Exam 3: TBD

**Term Paper:**

One of the most important skills you can develop is the ability to write effectively. This class requires a final term paper (8 to 10 pages double spaced) that is worth 30% of the final grade. Students can choose one of two topics:

1. Discuss the theory that you think is best able to explain juvenile delinquency. This will involve a detailed discussion of the theory, a discussion of its empirical support, and why you think it is the best explanation.
2. Trace the history of juvenile delinquency/justice from the 1800s to present day. Discuss seminal changes to the definition of what it means to be a “juvenile” over time, as well as key changes to the juvenile justice system. End with a brief discussion of where you think the juvenile justice system will be heading in the future.

If you would like to write your paper on another topic, please talk to me as soon as possible. Papers deviating from the topics provided *must be approved by me prior to the paper being turned in.* More details on the final paper will be provided later in the semester.

**Classroom Conduct**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/).

The success of this course is dependent both on my abilities as an instructor and in our abilities as a class to create an environment conducive to learning. CU expects faculty and students to be prepared for class and to be actively and respectfully engaged in classroom activities. Disruptive and disrespectful students cheat other students out of opportunities to learn. Examples of disruptive behavior include coming late to class, excessive talking, repeatedly leaving and entering the classroom, disrespectful comments to faculty and students, and persistently speaking without being recognized.

**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation:**

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

**TENTATIVE SCHEDULE OF TOPICS AND READINGS**

| **Session Number** | **Day of Week** | **Date** | **Topic** | **Reading Assignment** |
| --- | --- | --- | --- | --- |
| 1 | Mon. | 8/26 | Introduction and Overview of Course | Empey et al. Ch. 1 |
| 2 | Weds. | 8/28 | History of Childhood  | Empey Ch. 2; Bernard and Kurlycheck Ch. 1 and 2 |
| 3 | Mon. | 9/2 | **No Class Labor Day**  |  |
| 4 | Weds. | 9/4 | The Construction of Delinquency | Bernard and Kurlychek Ch. 3 and 4 |
| 5 | Mon. | 9/9 | Origins of Juvenile Justice | Bernard and Kurlychek Ch. 5 |
| 6 | Weds. | 9/11 | Origins of Juvenile Justice continued. | Bernard and Kurlychek Ch. 6 |
| 7 | Mon. | 9/16 | Measuring Delinquency | Empey et al. Ch. 4 |
| 8 | Weds. | 9/18 | Measuring Delinquency continued. | Empey et al. Ch. 5 |
| 9 | Mon. | 9/23 | Measuring Delinquency Part 3 | Empey et al. Ch. 6 |
| 10 | Weds. | 9/25 | **\*\*EXAM 1\*\*** |  |
| 11 | Mon. | 9/30 | Classical Theories of Delinquency: Deterrence | Empey Ch. 12 |
| 12 | Weds.  | 10/2 | Choice-Based Theories | Shoemaker Ch. 2 |
| 13 | Mon. | 10/7 | Biological and Psychological Theories | Shoemaker Ch. 3 |
| 14 | Weds. | 10/9 | Social Disorganization and Community Theories | Shoemaker Ch. 5 |
| 15 | Mon. | 10/14 | Differential Association and Social Learning | Shoemaker Ch. 7, Akers and Sellers. Ch.  |
| 16 | Weds. | 10/16 | Cultural Deviance Theories | Shoemaker Ch. 6; Miller |
| 17 | Mon. | 10/21 | Strain Theories | Empey Ch. 10; Agnew 1992 |
| 18 | Weds. | 10/23 | Social Control and Self-Control Theories | Empey Ch. 11; Shoemaker Ch. 8 |
| 19 | Mon. | 10/28 | Symbolic Interaction and Labeling Theories | Shoemaker Ch. 9; Saints and Roughnecks |
| 20 | Weds. | 10/30 | **\*\*EXAM 2\*\*** |  |
| 21 | Mon.  | 11/4 | Conflict Theories | Empey Ch. 14; Shoemaker Ch. 10 and 11 |
| 22 | Weds. | 11/6 | Integrated Theories | Empey Ch. 15; Shoemaker Ch. 12 |
| 23 | Mon. | 11/11 | The Development of the Juvenile Justice System: Important Supreme Court Cases | Bernard and Kurlychek Ch. 7; Empey pp. 319-321 |
| 24 | Weds. | 11/13 | **No Class for ASC** |  |
| 25 | Mon. | 11/18 | Important Supreme Court Cases continued | Bernard and Kurlychek Ch. 7; Empey pp. 319-321 |
| 26 | Weds. | 11/20 | Policing Juveniles | Empey Ch. 16 |
| 27 | Mon. | 11/25 | **Thanksgiving Break** |  |
| 28 | Weds. | 11/27 | **Thanksgiving Break** |  |
| 29 | Mon. | 12/2 | Juvenile Court Processing | Empey Ch. 17 |
| 30 | Weds. | 12/4 | Juvenile Corrections | Empey Ch. 18 |
| 31 | Mon. | 12/9 | Juvenile Corrections continued | Empey Ch. 18 |
| 32 | Weds. | 12/11 | Current and Future Trends in Juvenile Justice**\*Term Paper Due** | Empey Ch. 19; Bernard and Kurlychek Ch. 9 and 10 |
| 33 | TBD |  | **\*\*Final Exam\*\***  |  |