

## JUVENILE DELINQUENCY

(Sociology 330 - 3 credits)

**When & Where:** 11:00 - 11:50, Monday, Wednesday, and Friday; Liberal Arts #11.

**Professor:** **Jim Burfeind** (james.burfeind@umontana.edu—email responded to during office hours). 406-243-4811. Social Science Building #331. Office Hours: Monday, Wednesday, and Friday from 1:00-2:00; Thursday from 9:15-10:15; and by appointment.

**Graduate TA:** **Darby Semenza** (darby.semenza@umontana.edu—email responded to during office hours). Social Sciences Building #322. Office hours: Monday 12:00-2:00, and by appointment.

**Preceptor:** **Holly May Senger** (holly.senger@umconnect.umt.edu—email responded to during office hours). Social Sciences Building #324. Office Hours: Monday, Wednesday, and Friday from 12:00-12:50; and by appointment.

### REQUIRED TEXT:

*Juvenile Delinquency: An Integrated Approach* (3<sup>rd</sup> edition). 2016. James Burfeind and Dawn Jeglum Bartusch. London and New York: Routledge.

### COURSE DESCRIPTION:

This course provides a systematic study of juvenile delinquency, including how it is defined, its nature, and major theoretical explanations.

### REQUIREMENTS:

1. **Attendance as Extra Credit Points:** Attendance is essential for success in this course. Attendance will be taken 15 times throughout the semester. If you are on time and attend these days, you will earn 1 point; if you are late or do not attend, you will receive 0 points. Attendance points are extra credit—the only extra credit allowed in the course. If you want extra credit, attend class!
2. **Assigned Readings:** You should come to class having read the assigned readings. Most reading assignments are from the text and are clearly noted on the class schedule. Each unit has one reserve reading, which is available on the Moodle course supplement page.
3. **Exams:** Learning assessment is done through five unit exams, covering specific chapters from the text, lectures, and reserve readings. The course does not have a comprehensive final. The last unit exam (#5) will be given during finals week. Each exam will be composed of 55 objective questions (multiple choice and true - false), worth 1 possible point each. Fifty question (50 points) are drawn from class material and the course textbook. Five questions (5 points) are drawn from the reserve reading. The five tests are worth 275 total possible points.
4. **Reserve Readings** are designed to expose students to the scholarly literature on juvenile delinquency, including journal articles, technical reports resulting from grant research, and reports issued by federal, state, and private agencies that respond to delinquency. Reserve readings are available on the Moodle course supplement page.
5. **Academic Misconduct:** “Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice President for Academic Affairs.” What is “academic misconduct”? What are the consequences? Please review the [Student Conduct Code](http://www.umt.edu/vpesa/Dean%20of%20Students/default.php) (<http://www.umt.edu/vpesa/Dean%20of%20Students/default.php>).

A **MOODLE COURSE SUPPLEMENT PAGE** is available on UM Online, providing announcements, an accessible course syllabus, an individualized grade sheet, lecture slides, study outlines for each section, and pdf files (Adobe Acrobat Reader required) of the reserve readings. Log on to [UM Online](http://umonline.umt.edu) (<http://umonline.umt.edu>) with your network ID and password.

**INTENT TO ACCOMMODATE STUDENTS WITH DISABILITIES:** Students with disabilities may request reasonable modifications by contacting the professor. UM assures equal access to instruction for students with disabilities in collaboration with instructors and [Disability Services for Students](http://www.umt.edu/dss), located in Lommasson Center 154 (<http://www.umt.edu/dss>; 406.243.2243). The University does not permit fundamental alterations of academic standards or retroactive modifications.

**GRADES:** Grades for the course will be based on the total number of points earned throughout the semester. There are 275 total possible points, derived from five unit exams. Grade can be calculated at any point by dividing the number of points earned by the number of possible points up to that point.  $\geq 93\%$  = A; 90-92% = A -; 87-89% = B+; 83-86% = B; 80-82% = B-; 77-79% = C+; 73-76% = C; 70-72% = C -; 67-69% = D+; 63-66% = D; 60-62% = D -;  $\leq 59\%$  = F.

## CLASS SCHEDULE:

### SECTION I: THE CONCEPT OF JUVENILE DELINQUENCY

Jan. 24	The Study of Juvenile Delinquency	Chapter 1 (pp. 3-7)
26	Social Construction of Juvenile Delinquency	Chapter 2 (pp. 17-21)
29	Invention of the Juvenile Court	Chapter 2 (pp. 22-30); Reserve: NCJFCJ (1998)
31 & 2	Reforming Juvenile Justice	Chapter 2 (pp. 30-43)
Feb. 5	Juvenile Delinquency as a Legal Concept	Chapter 2 (pp. 44-46)
7	Unit Review	Reserve: National Research Council (2012)
<b>9</b>	<b>TEST #1</b>	

### SECTION II: DESCRIBING THE NATURE OF JUVENILE DELINQUENCY

12 & 14	Measuring Juvenile Delinquency	Chapter 3
16	The Extent of Delinquent Offenses	Chapter 4
<b>19</b>	<b>President's Day Holiday—No Class</b>	
21	Social Correlates of Offending and Victimization	Chapter 5
23	Developmental Patterns of Offending	Chapter 6
26	Unit Review	Reserve: Hockenberry & Puzanchera (2017) (scan)
<b>28</b>	<b>TEST #2</b>	Reserve: Sickmund & Puzanchera (2014) (scan)

### SECTION III: EXPLAINING DELINQUENT BEHAVIOR—INDIVIDUAL-LEVEL THEORIES

March 2	<b>Theory and Research</b>	Chapter 1 (pp. 8-13)
	<b>Biosocial Criminology</b>	
5	Biological Approaches	Chapter 7 (pp. 185-202)
7	Personality and Intelligence	Chapter 7 (pp. 202-211)
	<b>The Delinquent Event</b>	
9	Situational Aspects of Delinquency	Chapter 8 (pp. 222-233)
12	<i>Routine Activities Theory</i> and <i>Drift Theory</i>	Chapter 8 (pp. 233-242)
14	<i>Rational Choice Theory</i>	Chapter 8 (pp. 242-250)
16	Unit Review	Reserve: Caspi et al. (1994:163-172, 185-189)
<b>19</b>	<b>TEST #3</b>	

### SECTION IV: EXPLAINING DELINQUENT BEHAVIOR—THEOREIS OF SOCIAL RELATIONSHIPS

#### **Social Control Theories: Family Relations**

21	<i>Social Bond</i> and <i>Life-Course Theories</i>	Chapter 9 (pp. 258-271)
23	<i>Self-Control Theory</i>	Chapter 9 (pp. 271-276)

#### **March 26 – 30: Spring Break**

April 2	The Family and Delinquency	Chapter 9 (pp. 276-285)
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#### **Social Learning Theories: Peer Group Influences**

4	<i>Differential Association</i> and <i>Social Learning Theories</i>	Chapter 10 (pp. 297-303)
6	Peer Group Influences and Delinquency	Chapter 10 (pp. 303-308)
9	Street Gangs	Chapter 10 (pp. 308-320)
11	<b>Speaker—Detective Guy Baker: Street Gangs and Drug Trafficking</b>	
13	Unit Review	Reserve: Moffitt et al. (2013)

#### **16 TEST #4**

### SECTION V: EXPLAINING DELINQUENT BEHAVIOR—SOCIAL STRUCTURE THEORIES

#### **Social Structure Theories: Societal Influences**

18	<i>Social Disorganization Theory</i>	Chapter 11 (pp. 328-343)
20	<i>Anomie</i> and <i>Strain Theories</i>	Chapter 11 (pp. 343-351)
23	<i>General Strain Theory</i>	Chapter 11 (pp. 351-357)
25	<i>Strain</i> and <i>Gang Subcultures</i>	Chapter 11 (pp. 357-361)
27	Schools and Delinquency	
30	<b>Labeling Perspective</b>	Chapter 12 (pp. 371-386)
May 2	<b>Critical Criminologies: Power and Control</b>	Chapter 12 (pp. 386-401)
4	Unit Review	Reserve: Liberman et al. (2014:345-350, 363-366)
<b>May 10</b>	<b>TEST #5, Thursday (Finals Week), 10:10 – 12:10</b>	