Sociology 446: Juvenile Delinquency
MW 2:30-3:45
Sewell Social Sciences 5231

INSTRUCTOR:
Michael Massoglia

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Hours: Mondays 1-2pm and by appointment
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Course Description: This course covers various aspects of juvenile delinquency. We will discuss how delinquency is currently measured as well as the extent and distribution of delinquent behavior according to these measures. The class will provide students with a working understanding of the key sociological theories of delinquency. We will apply the conceptual tools of these theories to selected case studies. Finally, we will evaluate concrete policy responses to delinquency.

Required Texts
• Rios, Victor 2011 Punished: Policing the Lives of Black and Latino Boys
• Cullen Francis, John Wright, Kristie Blevins (CWB) Taking Stock: The Status of Criminological Theory

Course Requirements and Class Policies:
• 15% Active participation in the course, which means completing readings on time and contributing positively to discussion in lecture. Credit will be given for participation in lectures. To achieve an outstanding grade, it is required that you actively participate in this class. There is also a group project and presentation, which will be explained in week 3.
• 25% Exam 1
• 25% Exam 2
• 35% Exam 3

Late Assignments/Missed Exams: Assignments, exams and readings must be completed by the beginning of class on their due date. Please come talk to me with problems, something can almost always be worked out that both addresses your concerns and is fair to the other students in the class. If you wait until the end of the semester to bring up issues, it is significantly more difficult to address a problem.

Learning is a cumulative process. All exams are cumulative and may incorporate material from earlier parts of the course.

Grading: At the end of the semester, I compute a total score for each student (for example, 83.5 out of 100 possible points), and then make cut-points for the grades based on the class distribution of scores. While this is a curve, regardless of the overall distribution, the curve
will not be *harder* than: A = 100 to 95; AB = 94.9 to 89; B = 88.9 to 84; BC = 83.99 to 79; C = 78.99 to 71 D = 70.99 to 65; F = 64.99 and below.

**RE-GRADE REQUESTS** With respect to any individual grade, I will entertain requests for re-grades of exams but such requests (1) must be submitted in writing, with a specific description of what part of the grading you believe was incorrect and why; and (2) must occur within one week of the grade being posted. Keep in mind that if I re-grade your assignment, I will re-grade the *entire assignment* (i.e., not just the part you flag). Since mistakes can be made in your favor as well as to your detriment, re-grade requests may result in a *lower* overall grade.

**Laptop/Cell Phone Policy** — The evidence is clear. Laptops (tablets, phones, etc.) in classrooms hinder learning – both for the students who use them and for those seated nearby users. No laptops (tablets, phones, etc.) are allowed in class. All cell phones must be switched off or silenced and put away (i.e., not just set to vibrate) unless you have a legitimate need that you let me know about in advance. I reserve the right to deduct points from your final grade for any class disruptions. Those who have a specific need for electronics in class must 1) discuss this need with me AND 2) arrive to class early enough to sit in the first two rows. If you have a strong reaction against this policy, you may want to enroll in a different section of SOC 446. If you are curious about the scientific evidence behind this policy, here is a short reading list:


**Offensive Material:** A discussion of delinquency can encompass behaviors ranging from minor deviance to severe violent crime. In learning about these issues, healthy, well-adjusted students may encounter language, depictions or attitudes that they find disturbing or offensive. The professor is available to discuss any concerns you have with course materials.
• **Plagiarism/Academic Integrity**: It is each student’s responsibility to become familiar with the University’s policies regarding academic honesty and misconduct. (See http://students.wisc.edu/saja/misconduct/UWS14.html). On this website you can find a clear definition of academic misconduct and an explanation of plagiarism. Knowledge of these rules is your responsibility; lack of familiarity with the rules does not excuse misconduct. The university takes academic misconduct very seriously. I adhere to the Dean of Students’ guidelines for dealing with cases of academic misconduct.

  - According to UWS 14, dishonesty includes, but is not limited to cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Academic dishonesty more specifically includes seeking to claim credit for the work or efforts of another without authorization or citation, use of unauthorized materials, fabricating data in any academic exercise intentionally impeding or damaging the academic work of others, and engaging in any conduct aimed at making false representation of a student's academic performance. Assisting other students in any of these acts is also included under the definition of academic dishonesty.

• **Learning Accommodations**: The University of Wisconsin is committed to the policy that all people shall have equal access to programs, facilities and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by university policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible. To make special arrangements for testing, assignments, or other aspects of the course please work with the instructors and disability services through the McBurney Center. Their website has detailed instructions on how to qualify: http://www.mcburney.wisc.edu/.

**Learning Objectives**

Beyond the specific substantive and methodological content we will cover in this course, this course is designed to achieve the following instructional objectives designated as priorities by the College of Liberal Arts and the Department Sociology:

1. **Critically evaluate published research.** You will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.

2. **Communicate skillfully.** You will write and make oral presentations that build arguments and assess evidence in a clear and effective manner.

3. **Critical thinking about society and social processes.** You can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.

4. **Work effectively in groups.** You will improve your skills in understanding group dynamics and work well with people from different backgrounds with different strengths and weaknesses.
TENTATIVE CLASS DISCUSSIONS AND ASSIGNMENTS

Readings listed below lecture topics should be completed prior to lecture

Week 1: 9/2 Welcome! Defining and Measuring Delinquency

- CWB Introduction, pp. 1-34.
- Rios, Preface, pp. vii-xvi
- Cross 1: Yelling Loudly at First Pp 1-14
- Cross 2: I Hate Mom, I Hate Dad Pp 15-27

Week 2: 9/9 Extent and Nature of Delinquency: Official Statistics

- Sherman, Lawrence L., Denise C. Gottfredson, Doris L. MacKenzie
- Cross 3: Meatball of the Month Pp 28-37
- Cross 4: Prairie Belt Sausage Boy Pp 38-54

Week 3: 9/14 and 9/16 From Correlates to Causal Models (Age, Careers, and the Life Course and Rational Choice)

- Cross 5: The Will of Instinct Pp 55-72
- Cross 6: Didn’t Love Him Enough Pp 73-80
- Cross 7: Soupy Sales in My Fly Pp 81-87
- Cross 8: In High School Again Pp 88-103
Week 4: 9/21 and 9/23  **Differential (Delinquent) Association**

- Cross 15: Every Time I Swallowed Pp 192-205
- Cross 16: Brush Your Teeth Pp 206-220

Week 5: 9/28 and 9/30  **Learning and Control Theories**

- Cross 17: Little Monster Inside Pp 221-236
- Cross 18: Rosewater, Diaper Smell Pp 237-252

Week 6: 10/5 and 10/7  **Labeling and Symbolic Interaction in the Life Course**

- Cross 19: That Legendary Divorce Pp 253-266
- Cross 20: Heart-Shaped Coffin Pp 267-280

Week 7: 10/12  **Catch Up and Review**

10/14  **Mid-Term Examination #1**
Week 8: 10/19 and 10/21  Anomie and Individual-Level Strain Variants

- Shakur 1: Initiation Pp 3-31
- Shakur 2: Boys to Men Pp 35-52
- Shakur 3: The War Pp 53-74

Week 9: 10/26 and 10/28  Gangs, Neighborhoods, and Social Processes

- Cross 21: A Reason to Smile Pp 281-295
- Cross 22: Cobain’s Disease Pp 296-311
- Cross 23: Like Hamlet Pp 312-326
- Cross 24: Angels Hair Pp 327-342
- Cross EP: Lenard Cohen Afterworld Pp 343-352

Week 10: 11/2 and 11/4  Critical Marxian and Feminist Theories


- Shakur 4: Ambush Pp 75-94 (skim)
- Shakur 5: Can’t stop won’t s stop Pp 95-158
- CLASS MOVIE (Monday)

Week 11: 11/9 and 11/11  Prevention and Introduction to Juvenile Justice and the “Gender Gap” in Programming

• Shakur 9: 48 Hours Pp 283-315
• CLASS MOVIE Part II (Monday)

**Week 12: 11/16 and 11/18 Police and Juvenile Court**

• Site Visit Arrangements Class Trip to a Detention Facility (specifics TBA)
• Shakur 6: The Juvenile Tank Pp. 150-200
• Shakur 8: TAMU Pp 237-280

**Week 13: 11/23 Mid-Term Examination #2**

11/25 Thanksgiving Break

**Week 14: 11/20 and 12/2 Probation and Institutionalization**

• Shakur 10: Connected Pp 317-352

**Week 15: 12/7 and 12/9 Conclusions, Discussion, and Class Presentations**

• Shakur 11: Nation Time and 12: Epilogue: Pp 355-383

**Week 16: 12/14 Class Presentations**

**FINAL EXAM 12/19/2015, Saturday 5:05PM - 7:05PM**