

WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF SOCIOLOGY

CRIM 332: Juvenile Delinquency

INTRODUCTION

This detailed syllabus is designed to provide “first day of class” information and introductions. Please read the syllabus thoroughly. While I hope you will find everything you need, if anything is unclear or you simply need additional information about something, please ask.

Your Instructor:

Dr. Holli Drummond, Professor of Sociology. I have been teaching in the department of sociology at WKU since 2004. My most recent rotation of courses include Juvenile Delinquency, Systems of Juvenile Justice, Gender Crime and Justice, Introduction to Criminal Justice and managing departmental interns. However, I now serve as the department head for the Department of Sociology & Criminology and as a result teach fewer courses than in the past.

I have a passion for the study and discussion of juvenile delinquency and juvenile justice in America and look forward to discussing these topics with you. I have taught the course since 2000, and at WKU since 2009, though have mostly done so in a face to face environment (in 2017 I created an ondemand version for distance learners and offered the course for the first time online in summer of 2018).

In addition to teaching on the subject, I am involved in juvenile justice in the local community, serving on committees/boards for local correctional institutions as well as the FAIR (family accountability and intervention response) team for Warren County. In addition, I have studied the topic among youth in AL (my home state), right here in KY, and as far away as Medellin, Colombia! In short, I look forward to sharing not only ideas but also my experience.

In my “free” time, I enjoy traveling with my husband and keeping up with our three young children—six year old boy and boy/girl twins who are three!

How to address me: In addition to a Master’s degree in Criminal Justice, I have a PhD in Sociology. In the role of instructor, I prefer the more

traditional/formal title, Dr. or Prof Drummond. Please avoid referring to me as Ms. Drummond or Mrs. Drummond.

Clarification of Time Zone: Times referred to throughout this course are for the Central Time Zone.

Contacting me:

Email: holli.drummond@wku.edu

Because email is the best means to communicate with me personally, I will typically respond to emails quickly (i.e., **typically** within 24 hours, **during the week**). If you sent your message on a week-day and I haven't responded by day 2, please feel free to send another email or **give me a call (270-792-6442)**. While I am getting to know you and beginning to associate you with this course, I would appreciate it if your email subjects would contain reference to our course (i.e., Juvenile Delinquency....CRIM 332) so that I might identify and prioritize them.

COURSE CONTENT

Course Overview:

This upper level course is designed to introduce students to concepts, issues, concerns, and explanations relating to Juvenile Delinquency within the context of American society (selective attention also given to Juvenile Justice in America). Throughout the term, three course MODULES will be presented.

The first **1st MODULE** is about introductions. First, we introduce the biosocial state of adolescence in order to understand **the Juvenile**. Then, we **EXPLORE** what **juvenile delinquency** is by considering:

1. the role society plays in the creation, evolution, and present state of "childhood" and "adolescence" as social statuses;
2. the creation of "juvenile delinquency" & "delinquents" via the American Juvenile Justice System in historic review.

Our **2nd MODULE** begins by critically examining the importance of relying on quality evidence in understanding and combating problem behavior among juveniles. After discussing the characteristics of quality sources of information about juvenile delinquency, we **EXPLAIN** why delinquency occurs by examining theoretical explanations rooted in sociology/criminology.

Finally, we **CONCLUDE** the semester with a look at delinquency in relation to **family, schools, and peers/gangs** via **MODULE 3**.

While covering a wide range of topics, this course is intended to provide students with knowledge useful in examining adolescent misconduct. The success of this course will be measured in the student's ability to engage in critical thinking when encountering topics discussed during the term and beyond.

Course Objectives, Activities, & Assessments:

Objective Upon completion of this course, students will:	Related Course Materials	Assessment
1. Understand and apply the Sociological Perspective when studying social problems such as Juvenile Delinquency.	Lecture, Reading, & in-class discussions + the "How old is responsible?" exercise.	Specifically Exam #1, however this concept is basic to the entire course and as such is reflected in all other assessments.
2. Have analyzed the unique characteristics of the Juvenile Justice system throughout 6 historical "eras" in America.	Lecture, Reading, in-class discussion + the film <i>Orphan Trains</i>	Exam #1; Reading Quizzes; DB Responses
3. Have analyzed the basic characteristics of quality information on Juvenile Delinquency	Lecture, Reading, & in-class discussion + two exercises ("Kids Count", & "Self-report surveys")	Exam #2; Reading Quizzes; DB Responses
4. Have analyzed the variation in JD on the basis of membership in social categories such as: age, gender, race/ethnicity, and social class.	Lecture, Reading, & in-class discussion.	All Exams; Reading Quizzes; DB Responses
5. Have evaluated the validity of sociological explanations for juvenile delinquency.	Lecture, Reading, & in-class discussion + several films	Exam #2; Reading Quizzes; DB Responses
6. Have evaluated the three primary social contexts/environments (family, school, peers) in which juvenile delinquency is facilitated	Lecture, Reading, & in-class discussion + several films	Exam #3; Reading Quizzes; DB Responses
6. Have developed your written communication skills.	Writing tips, discussion of quality writing, and writing assessment	DB Responses.
7. Have developed your reading comprehension skills.	Assigned reading with reading questions/prompts.	All exams; Reading quizzes; DB Responses

NECESSARY MATERIALS

1) Required Text:

Required Books:

Bates, K.A., & Swan, R.S. (2017). *Juvenile Delinquency in a Diverse Society* (2nd Ed.). Thousand Oakes, CA: Sage Publications.

Regarding the above book, this course participates in The WKU Store's Day One Access program. This program is designed to provide immediate access to required materials for all students at prices cheaper than any other option provided by the bookstore.

Required materials will be delivered to you automatically by enrolling in this course unless you choose to opt-out (specifically, you must opt-out during the drop add period or you will be charged for the book through WKU store). By participating in this program, The WKU Store will bill your Student Billing account, and you will see a charge appear under this Term along with Tuition and Fees ("Account Summary by Term" under the Student Services tab) labelled as "The WKU Store Purchases" after the Add/Drop period. For more information on this program or to opt-out of participation, go to The WKU Store's website (www.wkustore.com) and click the Day One Access link under the Course Materials header.

2) Computer & Internet.

Because this is an online course, make sure you have access to a functioning computer with reliable internet access in order to ensure completion and submission of materials at the date and time required. Students are responsible for completing all assignments as they are due, no "failed technology" exceptions will be given.

3) Microsoft Word and Adobe Acrobat.

All text documents submitted should be in Microsoft Word or rtf format. If you send a file that is not .doc, .docx, or rtf OR a corrupted file, I cannot count those as "turned in" assignments. I will post documents in word or in pdf form. Please make sure you the ability to open files in the following format: .doc, .docx, and .pdf.

4) Functioning Email.

As mentioned above, the primary means of personal communication in this course is via email. Students will need an email address that functions consistently throughout the semester.

5) Basic knowledge of Blackboard.

Blackboard is the course management software used by WKU. You will find all course information there. I encourage you to spend some time during the first week browsing around the site and becoming familiar with the format.

6) A minimum of 9 hours per week-day, 25 hours per week.

Students receive 3 hours of college credit for this course during a very compressed time frame (i.e., 3 weeks). To be successful, I encourage students to commit approximately 25 hours each week (i.e., across 7 days) in pursuit of course goals. Regarding discussion postings, students should plan on sitting down at the computer each day for serious reading/writing sessions, with at least one day in between the two “discussion board” sessions.

ASSESSMENTS/ASSIGNMENTS

Reading Quizzes (10% of your grade in the course, 5 points each)—a minimum of 15 reading quizzes (comprised of MC and TF questions) are provided and students should complete 10 for 5 points each (a study guide is provided for each).

Discussion Boards~Class Participation (15% of your grade)

In addition to reading quizzes, discussion boards are used to ensure understanding of course material. Approximately 10 topics are posted weekly. Students are expected to participate in three of those topics twice each. Specifically, students will respond initially to my thread and then respond to a classmates response a day or two later. You will do this for three topics each week for a total of 6 posts per week (each post worth 5 points). Response to the first topic should appear by Tuesday at 11:59, response to the second topic should appear by Thursday at 11:59, and response to third topic should appear by Saturday at 11:59. All follow-up posts (i.e., responses to a classmates reply to one of my threads), or which three are expected per week, are due by 11:59 pm on Sunday. This is an intensive schedule, but necessary to adequately consider the information provided in this 300 level course across three weeks.

Netiquette of DB posts--Your posts are expected to contribute in a useful and significant manner to the discussion(s). Posts may include but are not limited to: critical comments on the readings for that week, application of the week's material to a real life situation, illustration of the week's material by recent media coverage (could also include a critical analysis of the validity of the media coverage), connections between the current week's

material and previous course material, OR a supportive or critical reply (in the spirit of professional collegiality) to an earlier post. Final note regarding “quality”: Posts which suggest a lack of thoughtfulness, integration of course material, or grasp of course material will earn far fewer points (see “**Grading Rubric for Discussion**” in the **Start Here folder in BB for more information**).

Exams (75% of your grade in the course—125 points/exam): You will have three MC/TF exams each worth 25% of your grade. More information about the content of specific exams will be provided prior to each exam. Please note, the final exam is simply the 3rd exam and as such not cumulative.

All exams in this course are considered closed-book, but can be taken at a location of your choice. For more information, visit the “exams” portion of our bb course.

Grade book:

I will update discussion points weekly and display additional grades in the DB gradebook within one week of submission.

Points:

Completion of 10 MC/TF Reading Quizzes.....50 points (10 points per quiz)

Eighteen DB responses (6 per week).....75 points (5 per response, 6 responses per week, 18 responses total).

Three MC/TF exams.....375 points (125 points per exam)

Total: 500 points

Letter grades will be given according to the traditional grading scale: 500-448=A; 447-398=B; 397-348=C; 347-298=D; 297 and below=F.

COURSE POLICIES

Disability Services—Official University Policy:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu.

Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title XI/Discrimination and Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.