

Juvenile Delinquency

CRIM 332 | On-Demand

BASIC CLASS INFORMATION

Instructor: Dr. Kyle Maksuta
Time: Asynchronous
Location: Online
Email: kyle.maksuta@wku.edu
Office: Grise Hall 111
Office Hours: M/W 10:30am – 12:00pm

REQUIRED BOOKS AND RESOURCES

Bates, Kristin A. and Richelle S. Swan. 2020. *Juvenile Delinquency in a Diverse Society*, 3rd edition. Thousand Oaks, CA: SAGE Publications, Inc. (ISBN: 9781544375434)

This course utilizes first day access. This means the textbook for this course are made available in digital format through the LMS (Blackboard), and the cost will be reflected on your student account. You can opt out of this program. Please keep an eye out for an email from the bookstore when the course starts explaining this.

BOOK REPORT REQUIREMENT

You will be required to purchase, rent, or borrow **one** of the following books for the module 2 book report due in this course. I advise that you review these books early to get an idea of which one you think you might want to read.

Important: These books are not included in first day access!

Contreras, Randol. 2013. *The Stickup Kids: Race, Drugs, Violence, and the American Dream*. Berkeley, CA: University of California Press.

Goffman, Alice. 2014. *On the Run: Fugitive Life in an American City*. Chicago, IL: University of Chicago Press.

Rios, Victor M. 2011. *Punished: Policing the Lives of Black and Latino Boys*. New York, NY: New York University Press.

Morris, M.W. (2016). *Pushout: The criminalization of black girls in schools*. New York: The New Press.

COURSE DESCRIPTION

This course will help students understand the phenomenon of juvenile delinquency in the context of real communities and social policies, integrating the many social factors that shape juvenile delinquency and its control (including race, ethnicity, socioeconomic class, gender, and sexuality). Offering a thorough mix of traditional and cutting-edge theories, research, and practices, this course also helps students answer many of the difficult questions on juvenile delinquency that they will face in their careers and lives.

COURSE SETUP

Asynchronous: This course is asynchronous, meaning there are no set meeting times for this on-demand course.

Module Structure: There are a total of three modules for this course, with multiple units within each module. Each module will contain the formal assessment for that module. In order to complete a module, you must complete each unit within that module. To complete a unit, you must complete the unit quiz. In addition to a unit quiz, you will be required to complete 5 unit reflections during the semester. At least one reflection must come from each module, meaning you cannot simply complete all five reflections at the end of the semester for the last module. Once you have completed the formal assessment for a module, the next module will be made available to you.

Module and Unit Adaptive Releases: All modules and units are setup to be self-paced, meaning that they will release as you complete units and modules. For example, once you have completed unit 1, unit 2 will automatically open for you. If you have any issues with this, please reach out to me as soon as possible.

Lectures: I have recorded lectures for each unit, and provided accompanying videos related to the content for each unit. You will find a link for these in the unit material sections within each unit folder.

COURSE GOALS

- 1) Identify and discuss potential causes of juvenile delinquency – including biological, psychological, and sociological – in society and society's responses to juvenile delinquency.
- 2) Examine and refine analytical, reasoning, and connective abilities, recognizing how theory and social variables are connected and interdependent as they relate to juvenile delinquency.
- 3) Discuss the historical antecedents of juvenile justice policy and responses, and the consequences, both manifest and latent, and how current public responses shape Juvenile Justice outcomes.

- 4) Apply juvenile delinquency theory to juvenile justice policy and real world examples to develop solutions to societal issues surrounding juvenile delinquency with a focus on race, gender, and class.
- 5) Develop your skills in communication, collegiality, critical thinking, teamwork, and problem solving, and evaluate you and your teammates.
- 6) Compare, contrast, and articulate how your thinking about juvenile delinquency has changed throughout the semester.

HOW YOU WILL BE ASSESSED

Unit Quizzes (20% of final grade)

Each unit in this course will be accompanied with one quiz. These quizzes will cover the main concepts presented in each chapter. You will need to complete the unit quiz before you can move onto the next unit. There will be a total of 12 quizzes across 12 units.

Unit Reflections (20% of final grade)

You are required to complete 5 out of the 12 possible unit reflections during the semester. At least 1 unit reflection must come from each of the three modules, meaning you cannot wait until the end of the semester to finish these. You will find the reflection prompts in each unit folder, and a submission link to upload your reflection.

Formal Assessments (60% of final grade)

This course is designed with three formal assessments. The first formal assessment covering module 1, will be a multiple choice/true-false exam. The second assessment will be a book report, and the last formal assessment will be a short research paper. I have decided to use different assessment types for a few reasons, but mostly because some students excel on some assessment types, while others on more varied assessments. You must complete a module's formal assessment before the next module will open up for you regardless of whether the timed release has occurred.

GRADING

<u>Grading Breakdown</u>	<u>Percent of Overall Grade</u>
Weekly Quizzes	20%
Unit Reflections	20%
Formal Assessments	60%

Grading Scale:

A	= 90-100%
B	= 80-89%
C	= 70-79%
D	= 60-69%

F = below 60%

GENERAL COURSE GUIDELINES

Instructor Availability and Office Hours: I will be available for my scheduled office hours unless told otherwise. You do not need to schedule an appointment to come see me, however, I strongly encourage if you would like to meet with me during my scheduled office hours that you reach out if it is to discuss anything outside of what is covered in class, including mentoring, research opportunities, or other extracurricular community engagement work. If you require a meeting outside of my scheduled office hours, please email me so that we can schedule a time that works for the both of us.

Academic integrity: Any student who engages in academic dishonesty (e.g., cheating, plagiarism, fabrication, and facilitating academic dishonesty), will receive a failing grade on the exam or assignment. I will also submit a report to the university Office of Student Conduct where the student may face more serious punishments (suspension, expulsion etc.) Please familiarize yourself with the Undergraduate Academic Regulations (ignorance is no excuse!):
<https://www.wku.edu/handbook/academic-dishonesty.php/> <https://www.wku.edu/handbook/>

E-mail Etiquette: I will only accept emails from your WKU email account! (abcd@wku.edu) Additionally I will do my best to respond within 48 hours. If you have not heard from me after 5 business days, please reach out again. When emailing please include in the subject line the course number and time/date of the class. Furthermore, please use spell check and watch for grammatical errors.

Students with disabilities and ADA Accommodations: 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, Room 1074. The 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 IX/Discrimination & Harassment: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). 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, Deborah Wilkins, 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.

Covid Statement: All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill.

The Learning Center Peer Tutoring Services: The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.