

# Juvenile Delinquency

## SOC 3562-090

Fall 2023

Online

Instructor: Rebecca Owen (she/her)

E-mail: [r.owen@utah.edu](mailto:r.owen@utah.edu)

Office: BEHS 322-B

Office Hours: Mondays & Wednesdays 10:00-11:00 am  
or by appointment (in person or online)



## Course Description

Are children today more violent than in the past? What are the current trends and patterns in the delinquency committed by juveniles today? In this course we will explore the formation of adolescence as a separate developmental stage of life; the creation of a separate juvenile justice system; various theories explaining why juvenile delinquency occurs; the nature, extent, and various forms of juvenile delinquency; and the current state of the juvenile justice system. We will take a child-centered approach to this issue, as suggested by cutting-edge research, not assuming a deficit or problem in children and youth, but looking more closely at how primary groups and institutions in our society affect youth.

## Course Objectives

By the end of this course, you will be able to:

- **Explain** adolescence as a developmental stage and the creation of a separate juvenile justice system
- **Compare and contrast** sociological theories of juvenile delinquency
- **Describe** specific forms of juvenile delinquency such as gangs, school violence, and gender differences in the causes and manifestations of delinquency
- **Apply** theories of juvenile delinquency to real-world scenarios and **critique** their usefulness in explaining such cases

## Expectations

What are our responsibilities to each other during class? Here is what I expect from you:

- **Be prepared.** To do well in an online course, you need to be self-motivated, organized, and willing to stay on top of the schedule. You are in charge of your learning during this course, so stay caught up with the schedule and deadlines. This is extremely important, as some of the requirements utilize class-wide or group discussions. Be prepared to engage in the activities and assignments, which means having watched the lectures, completed the readings, and engaged with any other assigned materials.
- **Be “present”** in this class. This is especially important in this online environment. Be active in the discussions and engage with your peers and with me. You should expect to log onto Canvas regularly, at least 3 times per week. Also make sure that you check announcements regularly in Canvas – update your settings so that you receive announcements and notifications about class in a timely manner.
- **Be respectful.** We will be dealing with some sensitive topics and issues in this class, so make sure that your communication with your peers and with me is respectful. Even if you disagree with me or a fellow student, make sure that your comments are not attacking an individual – you can critique ideas but not individuals. Also realize that everyone comes from different backgrounds, and we all have different experiences – you may not understand someone else’s situation, but be respectful and make an effort to see things from another perspective. More on this under “Rapport” in the Policies, Guidelines, & Resources section.

- **Communicate.** If you have any issues or concerns, please contact me as soon as possible so we can address them. I want each of you to be successful in this class. I know that tough life events don't wait for the semester breaks, so please let me know if you are struggling in any way.

In turn, here is what I'm offering to you:

- I have designed lectures, readings, other materials, and assignments to challenge you and provide you with opportunities to learn and practice course content.
- I will have course content available on or before the date indicated on the schedule. Although this is an online course that includes pre-recorded lectures, it is **not** a class that is run "automatically" by technology. I will interact with the class via announcements, emails/the Canvas Inbox, feedback on assignments, and discussion posts, among other methods.
- I will be available for consultation if you have questions or concerns. For this online course, the best way to reach me is through email ([r.owen@utah.edu](mailto:r.owen@utah.edu)) or Canvas Inbox. I should respond within 24 hours (usually faster during the week, but not as quickly on weekends). If you prefer to have a real-time conversation, we can set up a Zoom meeting or a time to meet face-to-face on campus.
- I will do my best to foster a respectful environment in which we can share our views and explore our thoughts.
- I will adhere to the schedule as best as I can, while still maintaining the right to alter the schedule to meet the needs of the class. Any changes will be announced on Canvas.
- I will provide clear expectations of how you can be successful in this course on Canvas, through descriptions of activities, discussions, and assignments and a rubric for your final paper.
- I will follow all official University of Utah policies regarding conduct in the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis with the required documentation.

### ***Additional Thoughts on Netiquette***

This online course will make extensive use of discussion boards, so here are a few additional thoughts about online etiquette, or netiquette. These guidelines will help you successfully navigate online interactions with your peers and with me:

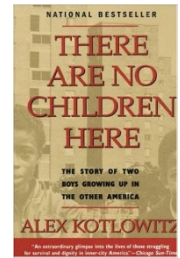
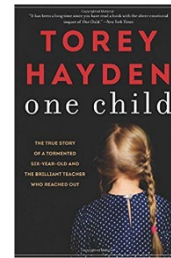
- Writing Style:
  - Use correct spelling, grammar, and punctuation. This is a college course, so you should use formal writing for your online interactions (whether that is an email or discussion post) and assignment submissions. I highly recommend reading your email/post/assignment out loud to yourself before sending, posting, or submitting.
  - Do not use ALL CAPS, since that is the equivalent to shouting online, as is overuse of certain punctuation marks such as exclamation points !!!! and question marks ??????. Just as I wouldn't allow a student to yell at a peer or me face-to-face, I also don't want to see that happening in our online spaces.
  - Avoid acronyms and profanity. Emoticons can be used sparingly in online discussions, but they are not appropriate in assignments.
  - Make sure to stay on topic and keep your posts relevant to the discussion/assignment.
  - Be careful if you are trying to be funny or sarcastic. Written text does not convey tone of voice, facial expression, or a whole host of other cues that help indicate to a listener that you are trying to be funny or sarcastic. So, be careful with your written words, they are oftentimes more easily misunderstood than spoken words.
  - If you use the ideas or words of someone else, you must cite your sources!
- Communication with Others:
  - Another reminder to be respectful of your peers and me. We all have different perspectives, so be open-minded and respectful when someone shares experiences or opinions, even if you don't fully understand or agree. You can ask classmates for clarification if you find their post difficult to understand or possibly offensive. But do so in a

- respectful manner.
- Make sure that the comments you are posting are things that you would be willing to say to someone's face, and with me in the room. Even if you disagree with someone, you can engage in a lively discussion without resorting to personal attacks. Give opinions, ask for more information, and engage in discussion, but keep it civil just like you would in a face-to-face class setting.
- Basically, just realize that these are real people you are communicating with, not just pixels on a screen. Make sure that you communicate with the class in a respectful way that is inclusive and open-minded.

## Course Materials

### Critical Analysis Books:

1. Torey Hayden. 1980/2016. *One Child: The True Story of a Tormented Six-Year-Old and the Brilliant Teacher Who Reached Out*. New York: William Morrow. ISBN: 978-0062564436
2. Alex Kotlowitz. 1991. *There Are No Children Here: The Story of Two Boys Growing Up in the Other America*. New York: Anchor. ISBN: 978-0385265560



These two books are included as part of your tuition through the Inclusive Access program. You can access the books in Canvas by clicking “Bookshelf” in the course navigation menu. If you do not wish to utilize the electronic access to the books through Canvas, you may opt out no later than September 1, 2023, and the cost of the books will be refunded to your tuition account. You will then be responsible for acquiring the books on your own, as you are still required to read both books this semester.

Individual articles for each module are uploaded to Canvas. Links appear in each module. You will need Adobe Acrobat Reader to view them. You may download a copy of Adobe Acrobat Reader free of charge from the Adobe website or you can get the Adobe Creative Suite from <https://software.utah.edu/>. A complete list of required readings is available towards the end of the syllabus.

## Activities & Discussions

In each module there are required activities and/or discussions. This is to help ensure that you are engaging with and understanding the material. Activities provide moments of self-reflection and opportunities to explore your understanding of material in a low-stakes manner. Discussions will allow you to engage with other students in the class, to ask questions, push your thinking forward, and consider different perspectives. Each module will include a few of these tasks. Late submissions/posts are not eligible for full credit.

## Assignments

Most modules have at least one assignment associated with it. Assignments are tied to the required readings. The assignments vary, and will be detailed in the specific assignment description in Canvas. Written assignments should be 2 pages, double-spaced, using 1-inch margins and a reasonable 12-point font. Make sure to **proofread** your submissions! Written assignments must be submitted on Canvas as Word documents (.doc or .docx). All U of U students have access to Microsoft Office 365, and can download it through the [Office of Software Licensing](#). Late written assignments are not eligible for full credit, but may receive partial credit. The exceptions are the quizzes on the books *One Child* and *There Are No Children Here*; those **cannot** be submitted late.

## Tests

You will take four multiple-choice tests through Canvas. The tests are not cumulative, so they will only consist of material covered since the last test. Each test consists of 25 questions, and you will be given 50 minutes to complete the test once you have opened it. The tests are meant to evaluate what

you have learned in class, so use your notes as your reference materials during the tests. Tests cannot be taken late.

### **A note about notes...**

Quality note-taking is an important skill, and one that you should be developing in all of your classes. Although you will have access to the lectures and other materials throughout the entire course, it is impractical to think you could "look up" answers in the lecture videos during the tests - the time constraints would make that a difficult endeavor. You should take notes as you watch lecture videos, read assigned articles, and engage with other media related to the course. Your notes will constitute your best reference material during tests, and you should thoroughly review your notes prior to taking the test.

## **Critical Analysis Paper**

### **Writing Center Review**

In an effort to help you refine your writing, everyone is required to make an appointment with the [University Writing Center](#) prior to submitting your final paper. The Writing Center can assist at the beginning of the process if you need help developing ideas or organizing your thoughts. They can also provide feedback on a draft to help improve the clarity and flow of your writing, correct grammar issues, and help you document sources correctly to avoid plagiarism.

### **Paper**

You will write a critical analysis paper on one of the required books: *One Child* or *There Are No Children Here*. Your paper should be 3-4 pages, double-spaced, and include the following sections:

1. A **thesis** section (no more than 1 page) that introduces the book and theory you will use in your paper.
2. An **analysis** section (at least 2 pages). Briefly describe the **theory in your own words**, and then choose an aspect, character, or scene from the book that clearly illustrates the theory. Feel free to use multiple examples from the book. After each example, **explain how it illustrates the theory** (pretend you are writing this for someone who is not familiar with sociological theory, so make a convincing argument about how/why it applies). You must use a **sociological** theory presented in class. Do not use more than one theory, so that you can fully develop your arguments. Do not use outside theories that were not covered in class.
3. An **evaluation** section (1 paragraph) where you give your opinion of the book or the assignment.

Use a reasonable 12-point font (like Times New Roman, Arial, Calibri...) with 1-inch margins. Be sure to **proofread** your papers! You must upload your papers on Canvas using Turnitin, a plagiarism detection service. Late papers are not eligible for full credit, but may receive partial credit

## **Grading**

Activities & Discussions	200 points
Assignments	100 points
Tests	100 points
Critical Analysis Paper	<u>100 points</u>
Total:	500 points

A few notes about grading:

- It is **your** responsibility to report and discuss grade discrepancies with me. Please contact me with any questions or concerns.
- Late activities, discussions, written assignments, and papers are **not** eligible for full credit.
- Make-up tests and quizzes are **not** offered, except in extenuating circumstances.

### **Letter Grade Conversion:**

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
E	Below 60%

## **Policies, Guidelines, & Resources**

**Tech Skills:** Students electing to take online courses must demonstrate a high level of initiative, autonomy and ability to work independently. Time management and organizational skills are essential to the successful completion of an online course. You are responsible for checking Canvas regularly. You need basic computer literacy skills, and the ability to troubleshoot technical issues and be able to attempt to solve them on your own (a web search of your issue can reveal a lot). You are responsible for submitting assignments using the correct file extensions (which are detailed in each assignment description). Equipment failures are not an acceptable excuse for late or absent assignments. I suggest you back up your assignments (for this and any other class) in some fashion – a cloud service, flash drives, or even just emailing drafts to yourself. Do something so that you can access your work no matter where you are.

Technical support for Canvas is available by calling 1-844-527-0328 or online through [Chat Support](#).

If you come across any broken links or inaccessible files in the course, you need to notify me immediately! I have done my best to ensure the class will operate smoothly, but technology doesn't always do what we want it to do. I'm assuming that links and files are in working order, unless students indicate otherwise. I am committed to fixing broken links or inaccessible files as soon as possible after being notified. In the case that there will be a significant delay before an item can be fixed, I will post an announcement to let the class know about the problem and describe any alternate files/links or alternate due dates for assignments, if applicable. Points lost on assignments cannot be made up if you didn't notify me that there was a broken link or inaccessible file prior to the deadline.

You are responsible for submitting assignments and activities by their due dates. In the very rare case that technical problems prevent you from submitting on time, you must:

- Immediately contact me via email or Canvas Inbox to let me know about the problem and to submit a copy of your assignment as an attachment (where possible).
- Next, immediately contact the Canvas Help Desk to troubleshoot and resolve the problem.
- Then email me again to update me on the issue, whether it was resolved, and if there are any additional steps that either of us need to take to get the assignment properly submitted to Canvas.

Keep in mind that it is inappropriate to contact me about tech problems after a deadline. It is your responsibility to reach out to the appropriate help desk to troubleshoot and resolve tech problems.

**Rapport: Be Respectful.** Participation in the University of Utah community obligates each member to



follow a code of civilized behavior in and out of the classroom. In order to maintain a positive, civil environment for learning, students are expected to meet the goals described in the U of U's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

Keep an Open Mind. Some of the readings, lectures, films, or presentations in this course may include material that is sensitive in nature, graphic, or challenges your beliefs. Please review the syllabus carefully to see if the course is one that you are committed to taking.

Please treat your peers with respect. Discriminatory or unprofessional communication and interactions will not be accepted.

- Be open-minded and supportive to all viewpoints, even when you do not agree.
- Speak with respect to each other and the instructor.
- Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
- Using angry or abusive language is not acceptable and will be dealt with according to the Student Code.
- Course emails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code.
- The learning community fostered in this course depends on the cooperation of all members.

**Academic Misconduct:** It is assumed that all work submitted is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, failure in the course, and/or expulsion from the university. Per University of Utah regulations (Policy # 6-400). "A student who engages in academic misconduct," as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, "may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing." Please refer to the [Student Code](#) for full elaboration of student academic and behavioral misconduct policies.

I have elected to use a plagiarism detection service in this course. Therefore, you will be required to submit your assignments and papers to such a service as part of the requirements. Please note that I consider the use of AI-generated text a form of plagiarism. The work you submit must be 100% your own.

**Wellness Statement:** Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with your ability to succeed and thrive in this course and at the University of Utah. Please seek help before issues become problems. Contact the [Center for Student Wellness](#), 801-581-7776.

**Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the [Center for Disability & Access](#), 162 Olpin Union Building, 801-581-5020. CDA will work with you and your instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with

prior notification to the Center for Disability & Access.

**Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the [Office of Equal Opportunity and Affirmative Action](#), 135 Park Building 801-581-8365, or the [Office of the Dean of Students](#), 270 Union Building 801-581-7066. For support and confidential consultation, contact the [Center for Student Wellness](#), 426 SSB, 801-581-7776. To report to the police, contact the [Department of Public Safety](#), 801-585-2677(COPS).

**The University Writing Center.** Located in the Marriott Library in room 2701, the [University Writing Center](#) is designed to help students become more confident writers. They can help students understand assignments, develop ideas, organize thoughts, form arguments, improve the clarity of writing, improve continuity and flow, consider the audience, polish and improve style, document sources correctly, avoid plagiarism, and learn about common grammar errors. This is a free service that is available to all students. You can make an appointment [online](#).

This is a 3000-level course, which is targeted at juniors and seniors, and presumes that students have taken the required writing classes, WRTG 1010 and 2010. If you are struggling with your writing, I urge you to take advantage of the services the Writing Center offers.

**LGBT Resource Center:** The University of Utah has an [LGBT Resource Center](#) on campus. It is located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. Visit their website to find more information about the support they can offer, a list of events through the center, and links to additional resources.

**Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the [Writing Center](#), the [Writing Program](#), and the [English Language Institute](#).

**Veterans Center:** If you are a student veteran, the U of U has a [Veterans Support Center](#) located in Room 418 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events, and links to outside resources.

**Safety Statement.** The U of U values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [SafeU](#).

**CSBS Emergency Action Plan.** Not every student comes to campus, but if you do, please familiarize yourself with the [CSBS Emergency Action Plan](#) before you come to campus.

## Required Readings

### **Critical Analysis Books:**

1. Torey Hayden. 1980/2016. *One Child: The True Story of a Tormented Six-Year-Old and the Brilliant Teacher Who Reached Out*. New York: William Morrow. ISBN: 978-0062564436
2. Alex Kotlowitz. 1991. *There Are No Children Here: The Story of Two Boys Growing Up in the Other America*. New York: Anchor. ISBN: 978-0385265560

Readings listed below will be posted on Canvas:

### **Definitions & Scope of Juvenile Delinquency**

Walsh, Dylan. 2015. "The Crimes of Children" *The Atlantic*, Aug 10.

<http://www.theatlantic.com/politics/archive/2015/08/the-crimes-of-children/398543/>

### **Race/Ethnicity and Delinquency**

Bridges, George S. and Steen, Sara. 1998. "Racial Disparities in Official Assessments of Juvenile Offenders." *American Sociological Review*. 63(4): 554-570.

### **Sociological Theory**

Chambliss, William J. 1973. "The Saints and the Roughnecks." *Society*. 11(1).

### **Gender and Delinquency**

Rios, Victor M. 2009. "The Consequences of the Criminal Justice Pipeline on Black and Latino Masculinity." *The ANNALS of the American Academy of Political and Social Science* 623(1):150–62.

Acoca, Leslie. 1998. "Outside/Inside: The Violation of American Girls at Home, on the Streets, and in the Juvenile Justice System." *Crime and Delinquency*. 44(4): 561-589.

### **Family & Delinquency**

Clements-Nolle, Kristen and Waddington, Rachel. 2018. "Adverse Experiences and Psychological Distress in Juvenile Offenders: The Protective Influence of Resilience and Youth Assets." *Journal of Adolescent Health*. 64(2019): 49-55.

### **Gangs**

Rodriguez, Luis J. 2006. "The Color of Skin Is the Color of Crime." Pp. 36-41 in *Images of Color, Images of Crime: Readings* (3<sup>rd</sup> ed) edited by Cormae Richey Mann, Marjorie S. Zatz, and Nancy Rodriguez. Roxbury Publishing Company.

### **Education**

Kozol, Jonathan. 2005. "Still Separate, Still Unequal: America's Educational Apartheid." *Harpers Magazine*. 311(1864): 41-54.

### **The Juvenile Justice System**

Gonnerman, Jennifer. 2014. "Before the Law: A Boy was Accused of Taking a Backpack. The Courts Took the Next Three Years of His Life" *The New Yorker*, Oct. 6. <https://www.newyorker.com/magazine/2014/10/06/before-the-law>

Walsh, Meghan. 2015. "David Domenici, Headmaster of the School of Hard Knocks" *Ozymandias*, Oct 4. [http://www.ozy.com/rising-stars/-david-domenici-headmaster-of-the-school-of-hard-knocks/40946?utm\\_source=dd&utm\\_medium=email&utm\\_campaign=10042015](http://www.ozy.com/rising-stars/-david-domenici-headmaster-of-the-school-of-hard-knocks/40946?utm_source=dd&utm_medium=email&utm_campaign=10042015)



## Course Schedule

<b>Week</b>	<b>Topics &amp; Readings</b>	<b>What's Due</b>
Week 1: Aug 21-27	<b>Introduction</b>  <b>Emergence of Childhood</b>	<b>Friday, August 25<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Discussion: Introduction Video</li> </ul> <b>Sunday, August 27<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Discussion replies</li> <li>▪ Activity: Syllabus Scavenger Hunt</li> <li>▪ Activity: Delinquency Poll</li> </ul>
Week 2: Aug 28-Sept 3	<b>Formation of the Juvenile Justice System</b>  <b>Definitions, Measures, &amp; Scope of Juvenile Delinquency</b> Walsh, D. "The Crimes of Children"	<b>Friday, September 1<sup>st</sup></b> <ul style="list-style-type: none"> <li>▪ Discussion: Supreme Court Cases</li> </ul> <b>Sunday, September 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li>▪ Discussion replies</li> <li>▪ Activity: 3 Crimes</li> <li>▪ Assignment: Walsh Article</li> </ul>
Week 3: Sept 4-10	<b>Privilege</b>  <b>Race/Ethnicity &amp; Delinquency</b> Bridges & Steen "Racial Disparities in Official Assessments of Juvenile Offenders"	<b>Sunday, September 10<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Activity: Privilege Exercise</li> <li>▪ Assignment: Bridges &amp; Steen Article</li> </ul>
Week 4: Sept 11-17	<b>Early Theories of Juvenile Delinquency:</b> <b>Classical, Biological/Positivist, Psychological</b>	<b>Sunday, September 17<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Activity: Shoplifting Scenario</li> <li>▪ Test 1</li> </ul>
Week 5: Sept 18-24	<b>Sociological Theories of Juvenile Delinquency</b> Chambliss "The Saints and the Roughnecks"	<b>Sunday, September 24<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Activity: 4 Reasons</li> <li>▪ Assignment: Chambliss Article</li> </ul>
Week 6: Sept 25-Oct 1	<b>Sociological Theories, continued</b>	<b>Friday, September 29<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Discussion: Applying Theory</li> </ul> <b>Sunday, October 1<sup>st</sup></b> <ul style="list-style-type: none"> <li>▪ Discussion replies</li> <li>▪ Test 2</li> </ul>
Week 7: Oct 2-8	<b>Theory in Your Own Words</b>	<b>Sunday, October 8<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Activity: Theory in Your Own Words</li> <li>▪ Quiz: <i>One Child</i></li> </ul>
Week 8: Oct 9-15	<b>Fall Break</b>	
Week 9: Oct 16-22	<b>Gender &amp; Delinquency</b> Rios "The Consequences of the Criminal Justice Pipeline on Black and Latino Masculinity."  Acoca "Outside/Inside: The Violation of American Girls at Home, on the Streets, and in the Juvenile Justice System"	<b>Sunday, October 22<sup>nd</sup></b> <ul style="list-style-type: none"> <li>▪ Activity: Female Juvenile Crime</li> <li>▪ Activity: Tough Guise, Audrie &amp; Daisy</li> <li>▪ Assignment: Rios &amp; Acoca Articles</li> </ul>

<b>Week</b>	<b>Topics &amp; Readings</b>	<b>What's Due</b>
Week 10: Oct 23-29	<b>Families &amp; Delinquency</b> Clements-Nolle & Waddington "Adverse Childhood Experiences and Psychological Distress in Juvenile Offenders: The Protective Influence of Resilience and Youth Assets"	<b>Sunday, October 29<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Activity: Parenting Styles</li> <li>▪ Assignment: Clements-Nolle &amp; Waddington Article</li> </ul>
Week 11: Oct 30-Nov 5	<b>Gangs</b> Rodriguez "The Color of Skin Is the Color of Crime"	<b>Sunday, November 5<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Activity: Crips &amp; Bloods</li> <li>▪ Assignment: Rodriguez Article</li> <li>▪ Test 3</li> </ul>
Week 12: Nov 6-12	<b>Educational System</b> Kozol "Still Separate, Still Unequal: America's Educational Apartheid"	<b>Friday, November 10<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Discussion: School-to-Prison Pipeline</li> </ul> <b>Sunday, November 12<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Discussion Replies</li> <li>▪ Activity: Racial Tracking</li> <li>▪ Assignment: Kozol Article</li> </ul>
Week 13: Nov 13-19	<b>School Violence</b>	<b>Sunday, November 19<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Activity: School Policies</li> <li>▪ Quiz: <i>There Are No Children Here</i></li> </ul>
Week 14: Nov 20-26	<b>Police</b>	<b>Sunday, November 26<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Activity: Interrogation</li> </ul>
Week 15: Nov 27-Dec 3	<b>Juvenile Justice System</b> Gonnerman "Before the Law"  Walsh, M. "David Domenici, Headmaster of the School of Hard Knocks"	<b>Sunday, December 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li>▪ Activity: Detention &amp; Recidivism</li> <li>▪ Assignment: Gonnerman &amp; Walsh Articles</li> </ul>
Week 16: Dec 4-7	<b>Test &amp; Work on Paper</b>	<b>Thursday, December 7<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Test 4</li> </ul>
Finals Week: Dec 11-15	<b>Critical Analysis Paper &amp; Final Reflection</b>	<b>Monday, December 11<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Critical Analysis Paper</li> </ul> <b>Wednesday, December 13<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Activity: Self-Evaluation</li> </ul> <b>Friday, December 15<sup>th</sup></b> <ul style="list-style-type: none"> <li>▪ Extra Credit</li> </ul>

*Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced through Canvas.*