

Juvenile Delinquency

CRIM 350-W4 (Term 1)

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Course Description

An introduction to the sociological study of youthful offenders, including theories of delinquency, macro and micro conditions associated with delinquency, and the juvenile justice system.

Prerequisite: CRIM 200 or SOC 101.

Course Objectives

Upon successful completion of this course, you will be able to:

1. Understand juvenile delinquency in terms of race, class, and gender.
2. Link theories of delinquency, not only to existing public policies but to existing community programs that focus on a critical response to juvenile delinquency and social control.
3. Explore the diversity in your own community and what this means for juvenile delinquency and social control where you live.

Course Requires Text and Materials

Bates, K. A., & Swan, R. S. (2021). *Juvenile delinquency in a diverse society* (3rd ed.). SAGE.

Online Course Expectations

This course is being delivered asynchronously (not at a set time) and is fully online. Students are expected to understand how to access Blackboard, as well as how to locate all necessary assignments and readings on the course Blackboard page. An introductory video is available on Blackboard to help guide you on navigating the various sections of the course Blackboard page. It is expected that you have access to the textbook, either a physical or digital copy. It is also expected that you have access to a computer and a reliable internet connection.

If you anticipate you may have issues with internet access, please contact me and we can figure out how to proceed.

For this class, you will need to generate a written paper so you must have access to technology that will allow to do this. If you do not have access to Microsoft Word, Google Docs is a very reliable alternative.

Content Warning

During the semester, we will discuss various topics in the class which may be sensitive or uncomfortable for some. These include incarceration of parents, physical and sexual abuse, drug abuse, etc. If you think you will have a hard time during any of our weekly discussions, I can come up with an alternative assignment for you. If at any point you find yourself struggling with the content in the course, counseling resources are available to you.

Inclusive Access

For this course, we will be using the above book as an e-book via RedShelf.

Note: There is a \$___ class fee attached to your tuition. You do have the ability to opt out once you click on the class material link and choose that you wish to purchase the book and course materials on their own. You can opt out and back in as many times as you wish. The deadline to opt out is _____. When you opt out, the \$___ class fee is removed from your student account. If you opt back in, it is added back to your account.

Tutorial Videos for Access Coded Materials, e-Books, and How to Op Out

<https://solve.redshelf.com/hc/en-us/articles/360007589114-Blackboard-student-journey->

Summary of Assignments

Assignment	Points	Total Points
Participation Discussions (x7)	30	210
Chapter Quizzes (x 4)	50	200
Chapter Discussion Questions (x 4)	50	200
Activities (x 4)	100	400
Position Paper	150	150
	TOTAL	1,160

Your course grade will be based on the following straight percentage scale:

- A 100-90
- B 89-80
- C 79-70
- D 69-60
- F 59-0

ASSIGNMENTS

Participation (30 points x 7)

There will be seven discussion forums that you need to participate in during the course of the semester. The topics will vary depending on what we are discussing that week, **but everyone needs to make their own submissions and also comment on the submissions of at least TWO other classmates.** I am hoping it will be more of a dialogue and I will also be participating and commenting on your submissions. Your submissions are worth 30 point each. Your post is worth 20 points and your responses to other submissions are worth 10 points.

Chapter Quizzes (50 points x 4)

In order to make sure everyone is keeping up with the reading and to make our class discussions as productive as possible, you will need to take several chapter quizzes throughout the term. These quizzes can be found on Blackboard in the Weekly module when they are assigned. These are simple multiple-choice and true/false questions based on the content of the chapter.

Chapter Discussion Questions (50 points x 4)

The discussion questions, like the chapter quizzes, are intended to judge your mastery of the chapter content. These will be several critical thinking questions and will relate to material from the text only.

Class Activities (100 points x 4)

Throughout the semester we will also be completing some activities. These activities will be related to the specific material being covered during that week and may relate to the supplemental content that is provided. They will vary in format based on what is being discussed that week.

Position Paper (150)

The final activity that will be due will be a position paper. For this paper you are taking a position for or against juveniles receiving life sentences. You need to back up your argument with scholarly sources and reference the theories discussed in the class. The paper needs to be 5-7 pages in length and be in APA format. You also need a minimum of 5 scholarly sources. A rubric with specific guidelines will be posted on Blackboard.

POLICIES

Late Assignments

All assignments are due by the specified time on Blackboard. Any assignment turned in after the deadline is considered late and will receive a deduction of 10% of the assignment value each day it is late. There will be no deduction of points with appropriate documentation.

Correct Pronouns, Names, and Inclusion:

I hope to create a space where students have the opportunity to bring all aspects of their selves into the classroom in order to fully engage in this course. I support people of all gender expressions and gender identities and encourage students to use the name and set of pronouns which best reflect who they are. In this spirit, I welcome and expect all students to also use the correct name and pronouns of their classmates. I will do my best to respect and use the language you use to refer to yourself and will encourage other members of our online classroom community to do the same. Please inform me if my documentation reflects a name or set of pronouns different from what you use, and if you have any questions or concerns, please contact me.

Title IX and Reporting of Discrimination and Sexual Harassment:

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment.

Coker's Commitment to Equality Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.

What is Sexual Harassment? Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation.

Who Can I Talk to? While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are 'mandatory reporters.' This means that if they are made aware of potential discrimination, harassment, misconduct, or violence that has occurred involving any Coker student, staff, or faculty member, they are required by law to report it to Coker's Title IX Officer. This includes incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or in the past. Of course, you may also contact Coker University's Title IX Coordinator, Michael Williamson Student Center, 2nd floor, mwilliamson@coker.edu, 843-383-8194 directly. At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

Confidential Reporting: If you wish to talk with someone who is better able to keep your information confidential, please visit or call Coker's Center for Health and Wellness (843-917-4044).

Additional information is located under the Title IX section on the Coker website:
<https://www.coker.edu/about-coker/offices-services/campus-safety/title-ix/>.

Accommodation:

Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in this class. If a student has a disability that will likely need some accommodation by the instructor, the student should contact Robin Richardson in the Learning Support Services Office (ext. 8021, rrichardson@coker.edu) or Jennifer Rhodes (jrhodes@coker.edu) to provide the necessary documentation.

Plagiarism and Academic Dishonesty:

From the Coker College Student Handbook:

“Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker University Student Covenant, the Mission of the University, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the University; for that reason, penalties for academic dishonesty may include:

- Penalties assessed to the assignment, or
- Penalties assessed to the course grade, or
- Suspension or expulsion from the University

In cases of academic dishonesty, the instructor may elect to take direct action or refer the matter to the Office of the Provost to arrange review by an academic hearing panel composed of members serving on the Student Development Committee of the Faculty Senate. Should an instructor choose to take direct action, they should inform both the student and the Office of the Provost. The Office of the Provost maintains a record of all reported academic dishonesty cases and multiple offenses may result in additional penalties. A student who believes a penalty has been unduly or unfairly assessed may appeal by way of the grade appeal process articulated in this section.

Cheating: A student is guilty of cheating when they wrongfully give, takes, or receive unauthorized assistance or information in the preparation of academic work to be submitted for course credit, or in fulfillment of a University requirement, including re-purposing material from another assignment or course without providing proper attribution by citing the original content.

Plagiarism: A student is guilty of plagiarism when they submit work purporting to be their own, but which in fact, borrows ideas, organization, wording, or anything else from other sources — a published article, a chapter of a book, a friend’s paper, etc. — without appropriate source acknowledgement. Plagiarism, as a form of cheating, also includes employing or allowing another person to alter or revise the academic work the student submits as their own. Students may generally discuss assignments among themselves or with an instructor or tutor, but the actual work must be done by the student alone. When an assignment involves research with outside sources of information, the student must carefully acknowledge exactly what they are, and where and how they have employed them.

Source Acknowledgement: All members of the Coker University community are expected to adhere to the strictest standards regarding acknowledgement of the use of another person’s words, ideas, opinions or theories. Individual instructors and disciplines may employ different methods of citation and acceptable sources (e.g., Sources taken from the Internet may not be

acceptable in some classes). It is the student's responsibility to be familiar with the guidelines for citation in their various courses.

Students should contact their instructors for the specific standards and methods that might apply to individual academic assignments or courses. The information above should serve only as a general guideline for acknowledgment of sources at the University.”

Basic Needs Statement:

We learn as whole people. To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please talk with me or with the Dean of Students. Together we can work to help you find solutions.

If you find yourself struggling with course materials, concepts, or assignments at any time, please do not hesitate to contact me via email or visit me during my office hours. I would be happy to help any and all students in their journey to academic success and will do my best to offer assistance when it is needed. However, please do not wait until the end of the semester to contact me for help.

Week	Readings	Assignments/Exams
1	Chapter 1: Thinking About Juvenile Delinquency in a Diverse Society	Chapter Quiz 1 Due Discussion 1
2	Chapter 2: The Creation of Delinquency Chapter 3: Understanding Delinquency: Data, Correlates, and Trends	Chapter Discussion Questions 1 Discussion 2
3	Chapter 4: Micro-Level Theories Chapter 5: Macro-Level Theories	Chapter Discussion Questions 2 Discussion 3
4	Chapter 6: Critical Theories Chapter 7: Families in Context	Chapter Quiz 2 Discussion 4
5	Chapter 8: Schools in Context Chapter 9: Peers and Gangs in Context	Chapter Quiz 3 Discussion 5
6	Chapter 10: Drugs in Context Chapter 11: Why a Separate Juvenile Justice System	Chapter Discussion Questions 3 Discussion 6
7	Chapter 12: Policing and Juveniles Chapter 13: The Process of the Juvenile Court	Chapter Quiz 4 Discussion 7
8	Chapter 14: Juvenile Corrections Chapter 15: Preventative, Rehabilitative, and Restorative Approaches to Delinquency	Chapter Discussion Questions 4 Position Paper Due