

**Juvenile Delinquency
Sociology 4141**

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**Introductions, Class Survey,
and Defining Delinquency**

Notecards

- **Name (spell phonetically if necessary)**
- **Contact**
 - Phone or email you check frequently
- **Hometown**
- **Courses**
 - Major/minor and related courses
- **Experience**
 - Work or internship (especially in criminal or juvenile justice systems)
- **Future**
 - Long-term career goals?
- **Motivation**
 - Why are you here?
- **Interests (Optional)**
 - Ever visited a prison or detention center? Any suggestions for projects, trips, or speakers?
- **Identification (Optional)**
 - Physical description and seating tendencies

Syllabus and Logic of Course

- Extent and distribution of juvenile delinquency
 - Know this by next week; we will later argue about what the numbers *mean*, but arrests and survey results are “social facts” we must consider
 - Statistics give one view of delinquency while monographs give others
 - Mainly a lecture format; descriptive statistics
 - Cut through (media-fed) preconceptions about juvenile delinquency

Sociological Theories

- Delinquency as group or collective action
 - But rational choice/juvenile justice system is individualized and not geared for group behavior
- Burfeind & Bartusch give theories’ assumptions, concepts, and evaluation
- Format: Lecture, discussion, and application (in exams)

Application to Case Studies Groups of “Data”

- Grunge and Cobain
 - Familiar subculture (dirtbags, burnouts—bottom of high school hierarchy)
 - Relation of culture and subculture to social position
- Urban gangs at peak of youth violence in *Monster* (L.A. Crip)
- Girls in the juvenile justice system
- Format: Questions and Discussion

Juvenile Delinquency Policy

- What have we tried?
- What “works”?
- Evidence?
- Format: Lecture, book, discussion, some video

Course Requirements and Expectations

- Reading varies from quick to difficult
- Grades
 - 20% Active Participation (10% contribution and 10% group/individual exercises)
 - 25% Midterm
 - Know extent and distribution; work with theories
 - Vote on format
 - 25% Working Paper or Service Learning Option
 - OR: see me if you are already working or volunteering;
 - OR: bigger research project/proposal for grad students and ambitious undergrads
 - 30% Final Exam – format TBA

- Course Policies
 - Turn in work on time
 - Grading: convert grades to points in spreadsheet, rank, and draw lines (A vs B vs C grades).
 - Note on offensive materials
 - Note on course page (pdf and ppt)
- Teaching philosophy
 - Anonymous grading
 - Evaluations
 - Accessibility
 - Learn both social facts and big ideas about them

Self-Report Survey

- Old method in juvenile delinquency classes
 - Gives data on class; familiarity with activities
 - Voluntary - Not a graded activity

- **READ BEFORE CLASS**
 - Skim if necessary, but get a feel for the material. Good to bring books
 - Next time:

Jan 20 Defining and Measuring Delinquency
- **BACKGROUND:** BURFEIND & BARTUSCH 2: DEFINING Pp 1-14
- **BACKGROUND:** LUNDMAN 1: JUVENILE DELINQUENCY Pp 3-30
- **APPLICATION:** CROSS 1: YELLING LOUDLY AT FIRST Pp 1-14
- **APPLICATION:** CROSS 2: I HATE MOM, I HATE DAD Pp 15-27
