

Juvenile Delinquency
SOCIOL 345 Fall 2024
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Welcome to SOCIOL 345!

This course will explore current sociological research on juvenile delinquency, and will proceed in 4 units. Unit 1 will explore ways in which juvenile delinquency has been conceptualized, while Unit 2 will go into specifics about young people's engagement with the criminal justice system. Unit 3 will emphasize ways of encouraging positive youth development in order to reduce the risk of young people becoming involved in the criminal justice system. Finally, the course will conclude with Unit 4, which focuses on young people's experiences transitioning out of the juvenile justice system and into adulthood.

Course Format

Our lives are rapidly changing as a result of exponential growth trends, meaning that it is more important now than ever before to consider what we want out of the future and how to achieve it. Part of creating social change involves how we research, frame, and share information on issues we care about. To this end, this course is project-based, meaning that you will learn in the most efficient way: by doing. Rather than lectures, this course is composed of weekly open-ended assignments. Each assignment will introduce you to new techniques and thinking tools to support you in using social science research to envision how young people can positively shape their communities. This “active learning” framework will allow you to connect the assigned research articles to your own perspectives on positive youth development.

Assignments and Grading

You will be graded on two types of assignments: Individual Assignments (which you turn in to the instructor only) and Discussion Assignments (where you post your work to a forum and comment on other students' work). Each assignment prompt is different; specific details of all assignments for the entire semester are in the corresponding sections on Canvas, along with grading criteria attached to each assignment. All assignments receive a grade from 0 to 100, and your final grade will be the mean of all assignments.

Final letter grades will be determined as follows.

Percentage Values	Corresponding Letter Grade
90.00-100.00	A
87.00-89.99	B+
84.00-86.99	B
80.00-83.99	B-
77.00-79.99	C+

74.00-76.99	C
70.00-73.99	C-
60.00-69.99	D
0.00-59.99	F

Expectations for Students

Missed Assignments

Extensions are granted only in cases of emergency (e.g., health-related or employment-related problem). Please communicate with me before completing any missed work.

Data Management

To avoid losing your work (in case of technology failure, hacking, theft, misplacing a device, or other problems), ensure to save your work to at least two different sources in two different physical locations. For example, save a copy of each assignment to both your computer and a cloud drive. Good data management also means saving your work every 10 minutes as you're working, or using a service that periodically saves your work automatically.

Turning in Assignments

Submit all work to Canvas. Submit your work in a commonly used filetype (.doc, .pdf, .rtf, or .odt); do not submit .pages files because they are only compatible with Apple devices. Do not type in the Canvas text box (because your work may be lost if Canvas encounters technical problems); instead, save your work on your own device or cloud and then upload to Canvas once you're finished. If your work will not upload successfully, please email your assignment by the deadline.

Academic Honesty

Students must comply with the university's [academic honesty policy](#).

Resources for Students

Students with Disabilities

Students who require accommodations for this course should register with [Disability Services](#) and should notify me as soon as possible. All documentation about your disability will remain confidential.

Writing Guidelines

Use [ASA format](#) in each assignment this semester for all in-text citations and references page citations. Citation format will be calculated into your grades, but document format (e.g., margins, spacing, headings, etc.) will not, so disregard the information in this link pertaining to document formatting.

Instructor Responsiveness

You are welcome to communicate with me about any assignment in the course, including to ask questions about the assignment prompt or reading material, as well as to let me check your work (or even portions of your work, like notes or a topic sentence) before you turn it in. I generally respond to emails within 24 hours and grade assignments within a week from the due date.

Calendar and Readings

Introductions

Assignment

- Introduction Discussion Due 09/04

Unit 1: What Is Juvenile Delinquency?

How can we use an abundance mindset to think about juvenile delinquency?

Assignment

- Individual Assignment 1 Due 09/11

Articles

- Kizer, Megan, and Jesse Hinueber. 2023. "When Confronting Poverty, Think Abundance, Not Scarcity." *Educational Leadership* 80(4):47-51.
<https://www.ascd.org/el/articles/when-confronting-poverty-think-abundance-not-scarcity>
- April, Keisha, Shannon W. Schrader, Toni E. Walker, Robert M. Francis, Hector Glynn, and Derrick M. Gordon. 2023. "Conceptualizing Juvenile Justice Reform: Integrating the Public Health, Social Ecological, and Restorative Justice Models." *Children and Youth Services Review* 148.

What are some ways juvenile delinquency been defined?

Assignment

- Discussion Assignment 1 Due 09/18 and 09/20

Article

- Collins, Mary Elizabeth, and Michelle Mead. 2021. "Social Constructions of Children and Youth: Beyond Dependents and Deviants." *Journal of Social Policy* 50(3):493-510.

Unit 2: Juveniles' Interactions with the Criminal Justice System

How does policing influence young people's education?

Assignment

- Individual Assignment 2 Due 09/25

Article

- Legewie, Joscha, and Jeffrey Fagan. 2019. "Aggressive Policing and the Educational Performance of Minority Youth." *American Sociological Review* 84(2):220-247.

What are effective ways to address young people missing school?

Assignment

- Discussion Assignment 2 Due 10/02 and 10/04

Article

- Mireles-Rios, Rebeca, Victor M. Rios, and Augustina Reyes. 2020. "Pushed out for Missing School: The Role of Social Disparities and School Truancy in Dropping Out." *Education Sciences* 10(4).

How does the school-to-prison pipeline work?

Assignment

- Individual Assignment 3 Due 10/09

Article

- Jones, Victor M. 2021. "COVID-19 and the 'Virtual' School-to-Prison Pipeline." *Children's Legal Rights Journal* 41:105.

What happens when young people interact with multiple state institutions?

Assignment

- Discussion Assignment 3 Due 10/16 and 10/18

Article

- Sirois, Catherine. "Contested by the State: Institutional Offloading in the Case of Crossover Youth." *American Sociological Review* 88(2):350-377.

What should sentencing look like?

Assignment

- Individual Assignment 4 Due 10/23

Article

- Sivakumar, Savita. 2020. "Kids Will Be Kids: Why Juvenile Life without Parole Has Reached the End of Its Sentence." *Dartmouth Law Journal* 18:32-70.

Midsemester Check-In: How can we share research on juvenile delinquency with the public?

Assignment

- Discussion Assignment 4 Due 10/30 and 11/01

Unit 3: Encouraging Positive Youth Development

Why is trauma-informed care necessary?

Assignment

- Individual Assignment 5 Due 11/06

Article

- Modrowski, Crosby A., Shannon D. Chaplo, and Patricia K. Kerig. 2022. "Advancing Our Understanding of the Risk Factors Associated with Crossover Youth in the Child Welfare and Juvenile Justice Systems: A Trauma-Informed Research Agenda." *Clinical Child and Family Psychology Review* 25(2):283-299.

What could youth empowerment look like?

Assignment

- Discussion Assignment 5 Due 11/13 and 11/15

Article

- Quinn, Mae C., Tierra Copeland, Tatyana Hopkins, Mary Brody, Jamie Adams, Olivia Chick, Madelyn Roura, Ashley Taylor, Patrice Sulton, and Naike Savain. 2022. "A More Grown-Up Response to Ordinary Adolescent Behaviors: Repealing PINS Laws to Protect and Empower DC Youth." *University of the District of Columbia Law Review* 25.

Unit 4: Youth Transitioning out of the Criminal Justice System

How should we describe people transitioning out of delinquency?

Assignment

- Individual Assignment 6 Due 11/20

Articles

- Abrah, Prince Boamah. 2019. "Labeling Theory and Life Stories of Juvenile Delinquents Transitioning into Adulthood." *International Journal of Offender Therapy and Comparative Criminology* 63(2):179-197.
- Toldson, Ivory A. 2019. "Why It's Wrong to Label Students 'At-Risk.'" *The Conversation*, January 23.
<https://theconversation.com/why-its-wrong-to-label-students-at-risk-109621>

Course Wrap-Up: What Support Systems Do We Need?

Assignment

- Discussion Assignment 6 Due 12/04 and 12/06

Article

- Kubek, Julia Behen, Carly Tindall-Biggins, Kelsie Reed, Lauren E. Carr, and Pamela A. Fenning. 2020. "A Systematic Literature Review of School Reentry Practices Among Youth Impacted by Juvenile Justice." *Children and Youth Services Review* 110.