

**FAYETTEVILLE STATE UNIVERSITY**  
**College of Arts and Sciences**  
**Department of Sociology**  
**Fall 2011**

**I. LOCATOR INFORMATION**

Semester: Spring 2008

Course Number and Name: Sociology 555—The Sociology of Juvenile Delinquency

Semester Credit Hours: 3

Day and Time Class Meets: W: 6-8:50

Instructor's Name: Dr. Druann Maria Heckert

Office Location: Taylor Social Science 210-D

Telephone: 672-1503

Office Hours: M 11-1; T 12-2; W 4-6; and F 11-1

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**II. COURSE DESCRIPTION**

The Sociology of Juvenile Delinquency is an exploration of the historical and contemporary theories of the causes of delinquency and the social responses to delinquency. Among topics to be examined are the social and legal meaning of juvenile crime, the social and cultural factors promoting and inhibiting law-breaking by juveniles, and strategies for prevention and control.

**III. DISABLED STUDENT SERVICES**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

#### **IV. TEXTBOOKS**

Agnew, Robert. 2009. *Juvenile Delinquency: Causes and Control*, 3<sup>rd</sup> ed. New York: Oxford University Press.

Shelden, Randall G., Sharon K. Tracy, and William B. Brown. 2004. *Youth Gangs in American Society*, 3<sup>rd</sup> ed. Belmont, California: Thomson-Wadsworth.

#### **V. STUDENT LEARNING OUTCOMES**

Upon completion of the course, the student should be able to:

1. Evaluate the major theoretical perspectives on delinquency and crime.
2. Critically analyze research reports on crime and delinquency.
3. Evaluate proposed crime control policies in light of the theoretical and political assumptions that underlie them.
4. Write scholarly sociological papers.

See Appendix 1.

#### **VI. COURSE REQUIREMENTS AND EVALUATION CRITERIA**

Weekly notes: 35 percent (at least four pages of notes each week with questions included; full credit only if the notes are on time and the student is in class; otherwise a reduction of 30 percent)

Participation: 20 percent

Scholarly Paper: 25 percent

Presentation of Scholarly Paper: 20 percent

**Each member of the class will complete a 10 to 12 page scholarly paper and make a presentation to the class on that particular topic. This course is designed to cover the general principles of Juvenile Delinquency, focusing on the theoretical underpinnings. Each student will choose a substantive area of juvenile delinquency and examine the empirical findings and theoretical underpinnings of that topic. This assignment will be discussed further in class. As well, each student will present his/her research in class.**

#### **VII. ACADEMIC SUPPORT SERVICES**

The University College Learning Center is available. The instructor holds 8 hours of office hours per week. If you have any trouble understanding the material, I encourage you to ask during my office hours.

## **VIII. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE**

This calendar is subject to change or adjustment as needed throughout the semester.

August 24: Course introduction

August 31: Agnew, Ch. 1 (What is Delinquency and How Does It Differ from Adult Crime?); Ch. 2 (How is Delinquency Measured?), and Ch. 3 (How Much Delinquency is There and Is Delinquency Increasing?)

September 7: Agnew, Ch. 4 (Who is Most Likely to Engage in Delinquency?), Ch. 5 (What is a Theory and How Do We Test Theories?) and Ch. 6 (Strain Theory: Does Strain or Stress Cause Delinquency?)

September 14: Agnew, Ch. 7 (Social Learning Theory: Do Individuals Learn to be Delinquent from Others?), Ch. 8 (Control Theory: Do Weak Controls Result in Delinquency?) and Ch. 9 (Labeling Theory: Does the Reaction to Delinquency Lead to Further Delinquency?)

September 21: Agnew, Ch. 10 (The Life Course: How Do We Explain Different Patterns of Offending over the Course of a Lifetime?), Ch. 11 (Is Delinquency More Likely in Certain Types of Situations?) and Ch. 12 (Group Differences in Delinquency: How Can We Explain Group Differences, Particularly Community Differences in Rates of Delinquency?)

September 28: Agnew, Ch. 13 (Individual Traits: What Impact Do Individual Traits Have on Delinquency?), Ch. 14 (The Family: What Impact Does the Family Have on Delinquency?) and Ch. 15 (The School: What Impact Does the School Have on Delinquency?)

October 5: Agnew, Ch. 16 (Delinquent Peers and Gangs: What Impact Do Delinquent Peer Groups and Gangs Have on Delinquency?), Ch. 17 (Other Social Influences: What Effects Do Religion, Work, the Mass Media, Drugs, and Guns Have on Delinquency?) and Ch. 18 (Pulling It All Together: Is It Possible to Construct a General Theory of Delinquency?)

October 12: Research Topics, Brainstorming on Research Topics, and Review of Research Process

October 19: Shelden, Tracy, and Brown, Ch 1. (Introduction), Ch. 2 (What Do Gangs and Gang Members Look Like?), and Ch. 3 (The Gang Subculture)

October 26: Shelden, Tracy, and Brown, Ch. 4 (Criminal Activities of Gangs), Ch. 5 (Girls and Gangs), Ch. 6 (Why Are There Gangs?)

November 2: Agnew, Ch. 24 (The Strategies of Prevention and Rehabilitation: Is It Possible to Prevent Delinquency and to Rehabilitate Delinquents?) and Ch. 25 (What Should We Do to Reduce Delinquency?)

November 9: Preparation for Scholarly Research Presentations

November 16: Presentation of Scholarly Research

November 23: Presentation of Scholarly Research

November 30: Presentation of Scholarly Research

## **IX. TEACHING STRATEGY**

The primary teaching strategies for the course will be discussion and analysis. Each student is expected to read the assigned readings and participate in an analysis or evaluation of those readings at the next class meeting. The course will require a good deal of written and oral analysis.

## **X. SELECTED REFERENCES**

Bourgois, Phillipe. 1995. *In Search of Respect: Selling Crack in El Barrio*. Cambridge: Cambridge University Press.

Cohen, Albert. 1955. *Delinquent Boys: The Culture of the Gang*. Glencoe, Illinois: Free Press.

Elliot, Delbert. 1966. "Delinquency, School Attendance and Dropouts." *Social Problems* 13:30-314.

Farnsworth, Margaret, Terrence Thornberry, Marvin Krohn and Alan Lizotte. 1994. "Measurement in the Study of Class and Delinquency: Integrating Theory and Research." *Journal of Research in Crime and Delinquency* 31:32-61.

Hagan, John. 1994. *Crime and Disrepute*. Thousand Oaks, California: Pine Forge Press.

Merton, Robert. 1938. "Social Structure and Anomie." *American Sociological Review* 3:672-82.

Robbins, Lee and Michael Rutter (eds.). 1990. *Straight and Devious Pathways from Childhood to Adulthood*. Cambridge: Cambridge University Press.

Sampson, Robert and John Laub. 1993. *Crime in the Making: Pathways and Turning Points Through Life*. Cambridge: Cambridge University Press.

