

SOC 2270 (WI)
Juvenile Delinquency
Spring, 2021

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Office Hours: By appointment	Class: DSC 163; 12:30-2:10 T/R

Required Texts

Feld, B. (2017). *The Evolution of the Juvenile Court: Race, Politics, and the Criminalizing of Juvenile Justice*. New York University Press.

Currie, E. (2020). *A Peculiar Indifference: The Neglected Toll of Violence on Black America*. Metropolitan Books.

Course Objectives:

There are four primary course objectives. By the end of the semester all students should be able to:

- Define what delinquency is, both sociologically and legally.
- Explain how systemic racism has impacted adolescents of color who come into contact with the criminal justice system.
- Describe how and why the juvenile justice system is different from the adult criminal justice system.
- Analyze how changing political, historical, economic and cultural contexts affect how delinquency is defined and treated by criminal justice systems.

Important Note on Flexibility

This syllabus is designed to meet Carthage College's Adaptive Course Design (ACD) for teaching during the COVID pandemic. Because there are many uncertainties entering this semester, we will need to be flexible. This means that I might have to change the syllabus at some point in the semester. For example, if we are no longer able to meet in person, I will need to modify the syllabus for remote instruction. It is therefore important for everyone to be mindful of the fact that changes to the syllabus may be necessary.

I will do my best to make sure any changes to the syllabus do not disadvantage the class (e.g., increase the workload). Likewise, I have built in some flexibility in terms of your workload, and when things are due. For each assignment, you will see a section entitled *Planning Flexibility*, where I explain flexibility for you as a student. This flexibility should cover most circumstances. However, if you are experiencing a situation that requires additional flexibility, you must contact

me so we can discuss your particular needs. The best way to contact me is through email. I check email daily and will typically respond within 24 hours.

Course Design

I will assign everyone in the class to either group A or B. Group A will meet on Tuesdays, and group B will meet on Thursdays.

Each of you will have in-person class once a week. You will be required to complete course work out of class on the other day.

If you are taking the class remotely this semester, everything you need to complete the course is available to you on our Schoology site. Please note that there is no synchronous option for people taking the course remotely.

If you have to quarantine this semester, you can continue your course work remotely.

If you are unable to attend class on your regularly scheduled meeting day, it may be possible for you to attend class on the other day. Please let me know your intention to do this before class so that I can ensure we are not violating the classroom's COVID capacity.

Important Dates:

January 12, First day of class (students in group A)

January 14, First day of class (students in group B)

January 19, Last day to add/drop a class

January 25, Last day to drop a spring class

February 26, Midterm grades due

April 19, Last day of classes for spring semester

Academic Honesty and the Carthage Community Code:

Academic honesty is essential to maintaining a high level of academic integrity. Treating others with respect and dignity is also an important dimension in creating a vibrant community where people are free to investigate intellectual ideas, conduct research, and share ideas with others. You are expected to abide by Carthage College's community code, which covers a wide range of community expectations for both faculty and students at: <https://www.carthage.edu/community-code/>

Statement on Learning Differences:

Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).

Attendance and Engagement:

Engaging the course material, your peers, and myself will benefit you in several important ways, and is likely the most significant factor for your success in this course.

Because of the complexities with COVID, I will not take attendance. I expect people to attend class on their assigned days, barring unforeseen circumstances like becoming ill, or needing to quarantine.

If in-person attendance drops below 3 students on a regular basis, we will go fully remote. In that case, the class will become completely asynchronous.

Classroom Conduct:

Due to the ongoing pandemic, Carthage College has adopted a policy requiring masks to be worn by all individuals in all buildings. Masks must be worn at all times in the classroom, laboratory, studio spaces, hallways, bathrooms, and during in-person meetings. The face covering must conform to CDC guidelines and must cover both the nose and mouth at all times. Note that bandanas, neck gaiters, and masks with exhalation or external valves are not acceptable and are not sufficient for protection of others or yourself. Acceptable masks tie behind the head or loop behind the ears, fit snugly over the nose and chin, and can include cloth masks, medical/surgical masks, and N95s or KN95s. Eating and/or drinking are prohibited while in the classroom (because those activities interfere with consistent mask wearing).

Any student who refuses to wear a mask will be dismissed from the class.

Stay Safe Guidelines: <https://www.carthage.edu/carthage-covid-19/stay-safe-carthage/>

Frequently Asked Questions: <https://www.carthage.edu/carthage-covid-19/faqs/>

Course Assignments**Response Writes for in-class material (25% of course grade):**

You should plan to submit 9 short papers (approximately 3/4 to 1 page in length) for this portion of the course grade. These papers have two parts: a one paragraph summary of one of the readings or videos on Schoology for that day, followed by a paragraph or two that makes a connection between the reading and your own life, other course readings/material, or the larger world around you. Files for the readings each week can be found on Schoology in folders entitled “materials for class meeting.”

Planning Flexibility: There are 13 times throughout the semester when you may submit a response write for the in-class material. I will drop the three lowest scores for this assignment. In short, to earn full credit for this assignment, you must submit 9 response writes that earn 10 points each throughout the semester.

Response Writes for out of class material (25% of course grade):

You should plan to submit 9 short papers (approximately 3/4 to 1 page in length) for this portion of the course grade. These papers have two parts: a one paragraph summary of one of the readings or videos on Schoology for that day, followed by a paragraph or two that makes a connection between the reading and your own life, other course readings/material, or the larger world around you. Files for the readings each week can be found on Schoology in folders entitled “materials for out of class discussion.”

Planning Flexibility: There are 13 times throughout the semester when you may submit a response write for the in-class material. I will drop the three lowest scores for this assignment. In short, to earn full credit for this assignment, you must submit 9 response writes that earn 10 points each throughout the semester.

Response Write grading criteria (please note that this grading criteria applies to both in and out of class response writes).

10 Points: Excellent summary of the article or video, followed by a clear connection to either the larger world around you or the other readings/course material. Paper is written in Standard Written English (e.g., complete sentences, grammatically correct and free of spelling errors and typos).

9 Points: Summary of the article or video is good, but not excellent. Connection to the larger world or other course material is clear. Paper is written in Standard Written English (e.g., complete sentences, grammatically correct and free of spelling errors and typos).

8 Points: Above average summary and/or unclear connection to larger world or other course material. Some writing issues may be present (typos, grammar, etc.).

7 Points: Average summary and/or unclear connection to the larger world or other course material.

6 Points: A paper that is too short, vague, and/or does not make a connection to either your life, the other readings for the class, or the larger world around you.

0 Points: Did not submit a paper on time.

You will need to submit your paper through the link on Schoology, please do not print them or email them to me.

Response Writes for in-class material are always due on Tuesdays by 4:00 p.m. ***Late papers will not be accepted.***

Response Writes for out of class material are always due on Fridays at 8:00 a.m. ***Late papers will not be accepted.***

Exam (35% of course grade):

There will be one “open notes” essay exam in this class. Instructions for this exam are posted in Schoology.

Planning Flexibility: You may submit your paper within one week after the due date with a one letter grade deduction. I will not accept papers that are more than one week past the due date unless you talk with me first.

Final Short Paper (15% of course grade)

This paper, which is reflective, will count for 15% of your overall course grade.

Planning Flexibility: Because this paper is due at the end of the semester, we have limited options to extend your deadline. However, if you need an extension, you must contact me as soon as possible.

Grading

Letter grades will be assigned using the following percentage scale:

A = 94% - 100%

A- = 90% - 93%

B+ = 87% - 89%

B = 83% - 86%

B- = 80% - 82%

C+ = 77% - 79%

C = 73% - 76%

C- = 70% - 72%

D+ = 67% - 69%

D = 63% - 66%

D- = 60% - 62%

W = 59% or less