



FORT LEWIS COLLEGE
Durango, Colorado

FLC MISSION

Fort Lewis College provides an integrated and formative liberal arts and professional education to a diverse student population, preparing global citizens to work in and contribute to a complex world.

COURSE INFORMATION

SOC 363: Youth and Crime

CRN: 20942

Fall 2019: 3 Credits

Course Format: Traditional Classroom Lecture and Experiential Learning

Semester Dates: 09/02/2019-12/19/2019

Day and Time : MWF; 10:10am-11:05pm

Room: Jones 109

Professor:

Dr. Benjamin James Waddell

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Office Phone-number:

970-382-6950

Office:

Jones- 112

Office Hours:

M 11:05-12:05pm (El Centro de Muchos Colores)

TRF 11:05-12:05pm (Jones 112)

*Or by appointment.

1. COURSE DESCRIPTION AND LEARNING OUTCOMES

Course Description

This course examines youth in relation to the U.S. juvenile justice system, with attention to policies that push specific youth out of school to be targets for incarceration. The school to prison pipeline, stigmatization and criminalization of youth, and youth justice and empowerment programs and policies will be central themes of this course.

Course Learning Objectives

- To explore the roles of the juvenile justice system in tracking young people onto specific social paths in the US
 - To analyze classic and contemporary criminal justice theory
 - To apply knowledge of the criminal justice system, as it applies to youth, to diverse cases including transnational ones
 - To inspire students to think beyond our current structural constraints to promote progressive change in the juvenile justice system.
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2. ACADEMIC INTEGRITY AND CREDIT HOUR

Academic Integrity

Academic dishonesty includes all forms of unethical or illegal behavior which affects a student's academic standing, including, but not limited to, cheating on exams, plagiarism, forgery of academic documents, falsification of information on academic documents, or unauthorized access to computer files containing academic information. Academic dishonesty may result in sanctions ranging from a lowered grade on a particular assignment to an "F" in the class and report submitted to the Office of the Vice President of Academic Affairs. The policy on academic dishonesty by students can be found at <http://www.fortlewis.edu/Portals/12/Docs/PART-III-Academic-Dishonesty.pdf>

Academic Credit Hour

One credit hour is equivalent to one hour of guided instruction (50 minute class) and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester. The typical student in this 3-credit course should expect to spend at least 6 hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/ exams, problem solving, developing and completing projects, and other activities that enhance learning.

3. ABOUT THE SOCIOLOGY DEPARTMENT

Why Study Sociology

Sociology seeks to explore how our individual and collective biographies intersect history within society. The relationships between social structure and individual consciousness, historical processes and everyday life, and collective interests and individual prerogatives provide the sociological substance by which we become self-conscious. It is through the study of sociology that we learn how our lives and ideas are shaped by the larger social world. Additionally, sociology helps us recognize how we participate in the construction of the social world. In order to cultivate critical consciousness and active participation in processes of development and change in society, the Sociology and Human Services curriculum is organized to facilitate the integration of theory (reflection) and practice (action).

Why Study Sociology at Fort Lewis College

At Fort Lewis College, you can work for change while you're in school. In the Sociology & Human Services program, you'll learn to think critically about the world you live in and the daily events you read about in the news. It is through the study of sociology that we learn how our lives and ideas are shaped by the larger social world. Additionally, sociology helps us recognize how we participate in the construction of the social world. You'll also find ways to work for the welfare of others and to create change. And you won't just be learning how to do this from books: You'll be in the community making it happen. The experiences you gain through Block Internship, Mexico, Community Services, and Service Learning programs will help you find meaningful employment or get admitted into graduate school.

Sociology majors complete a common core of Sociology classes which incorporate theory, writing, and service learning courses. Students are also able to choose from a variety of classes that emphasize their interests. Throughout your studies, our small classes also mean you get an individualized education from our expert faculty. Because our faculty's focus is on teaching, they work closely with their students, taking pride in keeping their office doors open, being involved in their students' progress, and tailoring their assistance to each learner's needs.

Fort Lewis College Department of Sociology

The Fort Lewis College Department of Sociology is unique among sociology departments nationally because all our teachers strategically and deliberately foster a liberatory educational experience grounded in social justice and activism. This empowering, active, reflective approach nurtures the mind, body, soul, and collective.

4. WRITING CENTER

The Writing Center is staffed by trained and certified peer tutors. We are strong writers in different disciplines, and work at the WC because we are interested in supporting other student writers! The purpose of the Writing Center is to give you a place where you can get one-on-one help with any writing assignment or project. You can visit the WC at any point in your writing process: from generating ideas, to establishing an organizational structure, to polishing a final draft. Our goal is to collaborate with you as you develop new skills, and to support you in becoming a confident, independent writer.

Where Are We and How Does it Work?

We are located in Jones 105 C. Half-hour appointments are available by signing up online. We will also take drop-in appointments as long as the tutor on duty is free.

What Can You Do to Prepare for an Appointment?

Our service is absolutely free, so simply bring the assignment guidelines that were provided by your instructor. The text(s) you are using can also be helpful--the books, readings, or other materials you're working with. If possible, come with specific questions about your work. But if you aren't even sure where those questions start, that's okay.

5. DISABILITY SERVICES

Disability Services promotes equal opportunity for students with disabilities in pursuing higher education and achieving academic goals. Disability Services hopes to play a role in your college journey as you develop independence and the ability to effectively self-advocate. We hope you use us as a resource during your time at Fort Lewis. Please keep in mind that collaboration with Disability Services is student-driven and student-initiated. Feel free to contact us with questions, concerns, or feedback. All students apply to Fort Lewis College through the Office of Admissions regardless of whether or not there is a disability present. "Fort Lewis College is committed to providing all students a liberal arts education through a personalized learning environment. If you think you have or you do have a documented disability which will need reasonable academic accommodations, please contact, Dian Jenkins, the Director of Disability Services, 280 Noble Hall, 970-247-7383, and/or jenkins_d@fortlewis.edu for an appointment as soon as possible.

6. COURSE REQUIREMENTS AND GRADING POLICY

- **Assignments:**
 - Quizzes: 40%
 - Interview and essay: 40%
 - Presentation: 20%
- **Written work:** All written work must be typed, double-spaced, 12-point font (Garamond or Times New Roman preferred), with 1" margins on all sides. In general students should follow American Sociological Association (ASA) guidelines. (See link on course website for specifics.) Hard copies of papers should be during class unless I request a digital copy. Late papers will be penalized with a 10-point deduction for *each day* after the deadline.
- **Extra Credit:** For each essay, if you utilize the writing lab I will increase your final grade, for that particular assignment, by 5 percent. You will need to provide edited drafts with your final essay.
- **Making up work:** If you ask me to make up work, including quizzes, due to an illness or an accident or a death in your family, please provide a doctor's note, emergency room paperwork, police report, or some other form of documentation to corroborate the reason for your absence. This needs to be presented in the next class session you attend.

7. GRADING SCALE

| Letter Grade | GPA | Percentage |
|--------------|-----|------------|
| A | 4.0 | 94-100% |
| A- | 3.7 | 90-93% |
| B+ | 3.3 | 87-89% |
| B | 3.0 | 83-86% |
| B- | 2.7 | 80-82% |
| C+ | 2.3 | 77-79% |
| C | 2.0 | 73-76% |
| C- | 1.7 | 70-72% |
| D+ | 1.3 | 67-69% |
| D | 1.0 | 60-66% |
| F | 0.0 | 0-59% |

8. REQUIRED TEXTBOOK(S)

Required Text

-*Juvenile Delinquency: Pathways and Prevention* (JD), by Christopher A. Mallett and Miyuki Fukushima Tedor (ISBN 9781506361024).

-Additional readings are available as links and PDFs on my website: benjaminjameswaddell.com

9. COURSE OUTLINE AND TOPICS

| Date | Topic | Reading | Assignments |
|---|------------------|--|--------------------------|
| Week 1: The System | | | |
| 09/02 | Intro to Course | -Syllabus (benjaminjameswaddell.com) -“Tips for being a successful student.” (Website.) | *Get to know the course. |
| 09/04 | The system | -Chapter 1, JD | |
| 09/06 | The system | - Should students as young as 12 be sent to juvenile detention? (Website) | |
| Week 2: A History of Youth and Crime | | | |
| 09/09 | A little history | -Chapter 2, JD | |
| 09/11 | A little history | -Chapter 2, JD | |
| 09/13 | A little history | - Should we put juveniles away for life? (Website) | |
| Week 3: How We Measure Crime | | | |
| 09/16 | Measuring crime | -Chapter 3, JD | |

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|---|------------------|--|----------------|
| 09/18 | Measuring crime | -Chapter 3, JD -Why there's so much inconsistency in school shooting data. (Website) | |
| 09/20 | Measuring crime | -State abruptly shuts down DeNier youth detention center | |
| Week 4: Classic Theory and Crime | | | |
| 09/23 | Quiz 1 | -Quiz 1 in Canvas during class | Quiz 1 |
| 09/25 | Classic Theory | -Chapter 4, JD | |
| 09/27 | Classic Theory | -How yoga is helping girls heal from trauma. (Website) | |
| Week 5: Modern Theory and Crime | | | |
| 09/30 | Modern Theory | -Chapter 5, JD | |
| 10/02 | Modern Theory | -Chapter 5, JD | |
| 10/04 | Modern Theory | -Racial inequality starts early—in preschool. (Website) | |
| Week 6: The System in Practice | | | |
| 10/07 | The System | -Watch <i>Kids for Cash</i> in class | |
| 10/09 | The System | -Watch <i>Kids for Cash</i> in class | |
| 10/11 | The roots | -Interviewing techniques and overview -Read assignment prompt | |
| Week 7: Criminal Justice Policies | | | |
| 10/14 | Quiz 2 | -Quiz 2 in Canvas during class | Quiz 2 |
| 10/16 | The Roots | -Chapter 6, JD | |
| 10/18 | CJ Policies | -Chapter 7, JD -With harsher disciplinary measures, school systems fail black kids. (Website) | |
| Week 8: Crime and the Education System | | | |
| 10/21 | Crime and School | -Chapter 8, JD | |
| 10/23 | Crime and School | -Chapter 8, JD | |
| 10/25 | Crime and School | -Ending sexual assault in youth detention centers. (Website) -Guest speaker, Stephanie Smith, Diversion Program Manager, LPYS (tentative) | -Take notes! |
| Week 9: Trauma and Delinquency | | | |
| 10/28 | Trauma | -Chapter 9, JD | |
| 10/30 | Trauma | -Chapter 9, JD | |
| 11/01 | Interviews | -No class, interview work day | -Interview due |
| Week 10: Solutions for Delinquent Behavior | | | |
| 11/04 | Trauma | -Ending sexual assault in youth detention centers. (Website) | |
| 11/06 | Solutions | -Chapter 11, JD | |
| 11/08 | Solutions | -Guest lecture with Russ Pool | |
| Week 11: Solutions Continued | | | |
| 11/11 | Quiz 3 | -Review for Quiz 3 in class -Discuss final essay | |
| 11/13 | Solutions | -Quiz 3 in Canvas during class | Quiz 3 |
| 11/15 | Solutions | -Guest speaker, Dillon Walls, Restorative Justice Coordinator, LPYS (tentative) | -Take notes! |
| Week 12: Solutions Continued | | | |

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| 11/18 | Solutions | -Chapter 12, JD | |
| 11/20 | Solutions | -Guest speakers from CASA and SEPT, Bryn Joyner and Kristy Lawson - A prison program in Connecticut . (Website) | |
| 11/22 | Solutions | -Discuss final presentations -Sign-up sheet for final presentations | -Final essay due |
| Week 13: Fall Break | | | |
| 11/25 | Fall Break | -No class | -Study, of course! |
| 11/27 | Fall Break | -No class | -Study, of course! |
| 11/29 | Fall Break | -No class | -Study, of course! |
| Week 14: Final Presentations | | | |
| 12/02 | Presentations | -In class presentations of interviews and essays | |
| 12/04 | Presentations | -In class presentations of interviews and essays | |
| 12/06 | Presentations | -In class presentations of interviews and essays | |
| Week 15: Final Presentations | | | |
| 12/09 | Presentations | -In class presentations of interviews and essays | |
| 12/11 | Presentations | -In class presentations of interviews and essays | |
| 12/13 | Presentations | -In class presentations of interviews and essays | |
| Week 16: Finals! | | | |
| 12/18 | Final Exam | *Final exam from 9:45-11:45am in Jones 109 *Tamales! *Quiz 4 in Canvas | -Quiz 4 |