Early Adolescent Music Preferences and Minor Delinquency


**Discipline and/or subject:**
Information literacy (effects of bias in a research study and subsequent publication of results), sociology, health/medicine

**Pedagogy:**
Reading and evaluation of scholarly article (abstract) and class discussion

**Implementation:**
The article by ter Bogt, T.F.M, Keijsers, L., and Meeus, W.H.J.; *Early Adolescent Music Preferences and Minor Delinquency*, Pediatrics, January 6, 2013, [http://pediatrics.aappublications.org/content/early/2013/01/02/peds.2012-0708.abstract](http://pediatrics.aappublications.org/content/early/2013/01/02/peds.2012-0708.abstract) published its results in summary:

The results showed that early fans of different types of rock (e.g., rock, heavy metal, gothic, punk), African American music (rhythm and blues, hip-hop), and electronic dance music (trance, techno/hardhouse) showed elevated minor delinquency.
concurrently and longitudinally. Preferring conventional pop (chart pop) or highbrow music (classic music, jazz), in contrast, was not related to or was negatively related to minor delinquency.

Before or during class, have students review the first page Abstract: Objectives, Methods, Results, Conclusions (create a handout, or link to the online version).

Questions to ask:
- What can you conclude from this abstract?
- African American music is the only genre defined by race. Do you agree with this definition? Why or why not?
- Jazz, a musical genre with roots in African American culture, was listed in the "highbrow" category. What does that tell you about the perspective of the researchers?
- Can you think of alternate reasons for correlations between music exposure and juvenile delinquency?
- What recommendations might a pediatrician or other child healthcare professional who has not properly evaluated this article make to parents or child-care providers?
- The article was published in a peer-reviewed journal. [Check students’ understanding of this term.] What does this mean when you’re evaluating sources? How does your evaluation of this article affect your perception of peer-reviewed articles?

Further Reading/Resources:
NPR interview with Jeffrey Mumford, an African American symphonic composer on the challenges faced by African American composers

Learning Outcomes:
- Students will be able to evaluate the abstract of a peer reviewed article.
- Students will be able to select and extract bias language and its implications from a scholarly article.
- Students will be able to predict the negative implications if the conclusions of this study are propagated.
- Students will be able to demonstrate the use of analysis techniques to evaluate information for bias.

Submitted by Shannon Simpson, Librarian for Student Engagement and Information Fluency, Sheridan Libraries, Johns Hopkins University