

DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – Fall 2022

SO3210 (A2): Youth, Crime, and Society – 3 (3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation, and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land, and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR: Dr. Kris D'Amuro **PHONE:** (780) 539-2831
OFFICE: C-306 **E-MAIL:** kdamuro@nwpolytech.ca
OFFICE HOURS: T: 13:00 to 14:00, other times by appointment.

CALENDAR DESCRIPTION:

Examination and attempted explanation of crime and juvenile delinquency, with an analysis of the social processes leading to youth criminal behaviour.

PREREQUISITE(S)/COREQUISITE: SO2250 Criminology, or equivalent.

REQUIRED TEXT/RESOURCE MATERIALS:

Whitehead (2018). *Youth In Conflict With The Law, 4th Canadian Edition*.

DELIVERY MODE(S): In person (B201), F: 11:30 – 12:50 & M: 13:00 – 14:20.

COURSE OBJECTIVES:

1. Explore the relationships between youth and crime.
2. Explore perceptions of youth and youthful deviance, crime, and victimization.
3. Examine young people's behavioural choices through a sociological lens.
4. Understand law and legislation in contemporary Canadian society as they relate to young people.

LEARNING OUTCOMES:

- Describe the historical origins of juvenile justice.
- Understand contemporary Canadian legislation related to youth and crime.
- Identify ideological transformations and changes in practices related to age-based systems of justice in Canada.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. **Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

- Book Analysis 20%
- Essays (2 @ 15% each)
- Midterm Exam 20%
- Final Exam 30%

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit

IF your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	100		C+	2.3	70-74
A	4.0	95-99		C	2.0	65-69
A-	3.7	90-94		C-	1.7	60-64
B+	3.3	85-89		D+	1.3	55-59
B	3.0	80-84		D	1.0	50-54
B-	2.7	75-79		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Fall 2022: SO3210 Youth, Crime, and Society

Week #	Day	Date	Topic	Due
1	F	02-Sep	Hello!	
2	M	05-Sep	Labour Day	
	F	09-Sep	Historical Perspectives (ch 1)	
3	M	12-Sep	Legislation (ch 2)	
	F	16-Sep	Legislation Cont'd (ch 3)	
4	M	19-Sep	Looking at youth and crime (statistics) (ch 4)	
	F	23-Sep		
5	M	26-Sep	CYFS Act (ch 5)	
	F	30-Sep	National Day For Truth and Reconciliation	
6	M	03-Oct	Midterm Exam	
	F	07-Oct	Writing Workshop	
Fall Break	M	10-Oct	Fall Break	
	F	14-Oct		
7	M	17-Oct	Arresting / Questioning (ch 6)	
	F	21-Oct	Extra Juridical Measures (ch 7 & 8)	Essay 1
8	M	24-Oct		
	F	28-Oct		
9	M	31-Oct	Pre-trial (ch 8)	
	F	04-Nov	Youth Justice Court (ch 9)	
10	M	07-Nov		
	F	11-Nov	Remembrance Day	
11	M	14-Nov	Custody & Supervision (ch 10)	
	F	18-Nov		Essay 2
12	M	21-Nov	CJS (ch 11)	
	F	25-Nov		
13	M	28-Nov	Young People & Police (ch 12)	
	F	02-Dec		
14	M	05-Dec	Book Presentations	Book Analysis Paper
	F	09-Dec	Restorative Justice Revisited	
15	M	12-Dec	Final Exam Review Session	

STUDENT RESPONSIBILITIES:

You are required not only to attend class but to contribute as well. This means that simply showing up for class is not enough, you must also contribute to class discussions. You are expected to complete assigned readings prior to class, as we will discuss these readings during lecture. Keeping track of due dates for assignments is your responsibility. There may be occasional reminders, but that will not necessarily happen.

I strongly encourage students having trouble with course material to schedule an appointment with me as soon as they are aware they are encountering difficulties and well before deadlines occur. All students who make a good faith effort to engage and understand the material should perform well in this course. I am available as a resource to help you succeed, please do not be afraid to ask for my help. If you are unable to speak with me before/after class or during office hours and must resort to email, be sure to include SO3210 in the subject field.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the Northwestern Polytechnic Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the Student Rights and Responsibilities policy which can be found at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

*Note: all Academic and Administrative policies are available on the same page.

Additional Information:

Late Submission Policy:

You are expected to submit assignments on time, though you are always welcome to submit them early. That said, I understand that missing a deadline is sometimes unavoidable and I am willing to accept late assignments with a penalty.

The penalty structure is as follows:

Submitted within 24 hours of the due date: 25% penalty.

Submitted beyond 24 hours but before 48 hours of the due date: 50% penalty.

Submitted beyond 48 hours after the due date: 100% penalty (not accepted).

Exceptions to this penalty structure will only be made under extreme circumstances and with appropriate documentation.

Requesting Deadline Extensions:

If you know you will not be able to meet a deadline, please email your request at least 24 hours before the deadline since an extension may only be granted if it is requested in advance. Extension requests received on or after the due date will not be entertained.

When requesting an extension please include the following in your email:

- Your name.
- The course number (SO3210).
- The name of the assignment you are requesting an extension for.
- Your proposed alternate due date.

Please **DO NOT** include a rationale (do not provide reasons why) you are making this request, as this information is typically not necessary when a reasonable alternate due date is requested.

I will either approve or deny your request in an email reply. If your request is approved, I encourage you to keep the approval email until your extended submission is graded. The email is your proof of extension and the only evidence I will accept to correct an accidental application of late penalties.

Universal Grading Rubric:

This rubric is your guide for assessment grading.

Rubric Used for Grading Analytical Essays in Sociology

This rubric is a modified version of Pablo Gaston's rubric, which relied on the example rubrics presented by the GSI Teaching and Resource Centre, UC Berkeley, Developed for the Teagle and Spencer Foundation grant, "Systematic Improvement of Undergraduate Education in Research Universities" Professor Kim Voss, Project Lead, Department of Sociology, 2011).

	Excellent	Proficient	Fair	Inadequate
Thesis	Thesis is debatable and clearly presented in the opening and concluding sections of the paper.	Thesis is debatable and is evident in the argument, but is not clearly stated.	Thesis is unclear and requires the reader to search for it, or is self-evident but not debatable.	There is no evident thesis.
Argumentation	Argument is presented clearly and logically. Logical points build directly upon the thesis and prior points. Counter arguments are addressed, dismantled, and folded into the main argument of the paper.	Argument is presented clearly and logically, but points do not necessarily build on each other. Counter arguments are addressed, but many are left unresolved / dealt with inadequately.	Argument is not clear, and there are contradictions left unaddressed. Counter arguments may be presented, but are left unaddressed.	There is no discernible argument, or no alternative interpretation is presented.
Originality	Argument is original and creative. Goes substantially beyond points raised in lecture and readings. Concepts are related to each other in interesting and creative ways.	Argument is strong and interesting, but it does not push any boundaries (plays it safe). Concepts are put in conversation with each other.	Argument is expository rather than analytical. Concepts are described, but dealt with separately and not explicitly related to each other.	Argument is boring, weak and incoherent.
Organization and Writing	Clear organization with a natural flow. Includes an introduction, transition sentences to connect major ideas, and conclusion. There are no grammar or spelling errors. Minimal passive voice. Ideas and evidence are correctly cited.	Clear organization, with introduction, transitions and conclusion, but writing is not always fluid. There are some spelling and/or grammar errors (but not both). Ideas and evidence are correctly cited.	Organization is unclear or without necessary component parts. Significant spelling or grammar errors (but not both). Ideas and evidence are correctly cited.	Little discernible organization. Significant grammar and spelling errors. Ideas and evidence are not correctly cited, or not cited at all.
Use of Evidence	Each logical point is backed up by one or more examples. Evidence is strong and sufficient to advance the argument. Potential counter arguments are accounted for and addressed with evidence.	Each logical point is backed up by one or more examples. Evidence advances the argument, but it may not be sufficient. Potential counter arguments are accounted for, but may not be sufficiently addressed with evidence.	Several points of the argument are left without evidence. Evidence is insufficient.	A few pieces of evidence are thrown in here or there, but not used to defend the main argument.
Application of Readings / Concepts	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.