



DEPARTMENT OF ARTS AND EDUCATION

WINTER SEMESTER 2020

SO 3210 (A3, V/C) – Youth, Crime, and Society 3 (3-0-0) UT 45 hours

INSTRUCTOR: René R. Gadacz- **PHONE:** 780.539.2831
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OFFICE HOURS: Daily; by appointment; drop-ins especially welcome

PREREQUISITE(S)/COREQUISITE(S): SO 2250

REQUIRED TEXT(S)/RESOURCE MATERIALS: [1] Susan Reid, R. Bromwich, 2019, 4th edition, Youth and the Law. Emond: Toronto, [2] Marc Alain, et. al., 2016, Implementing and Working with the Youth Criminal Justice Act Across Canada. University of Toronto Press: Toronto.

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

CREDIT/CONTACT HOURS: 3 (3-0-0) UT 45 hours

DELIVERY MODE(S): lectures, class discussion, group work, class presentations, written tests, written projects

COURSE OBJECTIVES: To define “youth”, “crime”, and “society” and explore the relationships between them; to explore societal perceptions of youth and youthful deviance, crime, and victimization; to examine the context of young people’s behavioral choices with respect to dimensions of race/ethnicity, class/economics, and

gender/sexuality; to understand the response and role of law and legislation in contemporary (Canadian) society as they relate to the governance of 'children' and 'young people' (as socially and culturally constructed) including interventions, treatment, and punishment.

LEARNING OUTCOMES: After taking this course, students should be able to: Describe the historical origins of 'juvenile justice'; compare and contrast the Juvenile Delinquents Act, Young Offenders Act, and the Youth Criminal Justice Act; identify the components of current youth justice legislation; articulate a critical explanation of youth crime; propose informed suggestions about reducing and managing youth crime; and identify the various transformations in ideas and practices related to age-based systems of justice in Canada.

TRANSFERABILITY: Transfers to: UA, UL, AU, UC. Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.

STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/

GRADING CRITERIA:

| GRADING CONVERSION CHART | | | |
|--------------------------|--------------------|-----------------------|-------------------------------------|
| Alpha Grade | 4-point Equivalent | Percentage Guidelines | Designation |
| A ⁺ | 4.0 | 91 – 100 | EXCELLENT |
| A | 4.0 | 86 – 90 | |
| A ⁻ | 3.7 | 81 – 85 | FIRST CLASS STANDING |
| B ⁺ | 3.3 | 77 – 80 | |
| B | 3.0 | 73 – 76 | GOOD |
| B ⁻ | 2.7 | 69 – 72 | |
| C ⁺ | 2.3 | 66 – 68 | SATISFACTORY |
| C | 2.0 | 63 – 65 | |
| C ⁻ | 1.7 | 60 – 62 | |
| D ⁺ | 1.3 | 55 – 59 | MINIMAL PASS |
| D | 1.0 | 50 – 54 | |
| F | 0.0 | 0 – 49 | FAIL |
| WF | 0.0 | 0 | FAIL, withdrawal after the deadline |

EVALUATIONS:

Mid-Term Exam (20%)..... February 25
 Final Exam (30%)..... TBA

Semester Work --

Daily Text Chapter Questions (10%)..... *begins* January 16
 Presentation **on a Chapter in Alain** (20%)..... *begins* January 23
 On-line YCJA Exercise (10%)..... *to be announced*
 YCJA Case Study commentary (10%)..... *to be announced*
 Guest speaker(s) bonus write-up(s) (5%)..... *to be determined*

STUDENT RESPONSIBILITIES:

EXAMS: may consist of multiple choice questions, true-and-false, and/or glossary terms/concepts to define -- based on lecture and text materials.

SEMESTER WORK: Here's the basic breakdown:

(1) Daily textbook [Reid, et al. 2019] end-of-chapter discussion question [x1] – select a question from the back of one of the chapters we are currently covering; don't leap ahead! (10 mins; submit a max. 2-page summary of your response at the same time).

Hello: Many students in the past have chosen to present the Question using PowerPoint slides, which is very effective. You must then submit the printed slides and/or a written response (1-2 pages) to the question you answered *on the day of your presentation*, and must include a title page with your names, date, and course I.D. *work by yourself*

(2) Presentation [x1] **one chapter from Marc Alain 2016, et. al.** – your choice of chapter for the class presentation (with a summarizing write-up of approx. 3 pages, any style, proper formatting and word processing, and an additional bibliography of relevant consulted sources - plus cover page with your student ID). Make sure to supplement with information from the 2016 Census!! *work with a partner*

(3) On-Line YCJA hands-on exercise – Details forthcoming! *work with a partner*

(4) YCJA Case Study commentary [x1] – There is a website (provided later) that tracks YCJA cases and provides summaries and links to actual court decisions. You will select one and provide a summarizing write-up of approx. 3 pages identifying the issues, tying them to our text, course materials, discussion, and the relevant parts/sections of the YCJA legislation itself. Details forthcoming! *work with a partner*

Further instructions, details, and information for the semester requirements will be discussed in class and will also be posted on MOODLE. SEE specifically the posted Presentation Assignment Details for the general requirements.

PLEASE NOTE (WHERE APPLICABLE):

A missed exam unfortunately cannot be accommodated - *unless* the situation is an unexpected personal or family emergency. No make-up exams unless it's an emergency.

Any late work (or any applicable assignment/course components) will result in an automatic loss of 5 percent (of the value of the work) PER DAY, up to and including the day of a late submission, unless prior arrangements, based on extenuating circumstances, have been made. Documented personal or family emergencies, of course, will be accommodated. Example: if an assignment is valued at 20%, one day late makes it 15%, and so on.

COURSE SCHEDULE/TENTATIVE TIMELINE (Winter 2020)

Please note that the topic/chapter sequence below is approximate, and that topics and subjects related to the main text chapter material, and chapters themselves, may be switched around or over-lapped on an as-needed basis (Susan Reid, et. al., 2019 = SR)

January 7, 9 – Outlines; course requirements; Introduction to youth deviance/crime; theoretical underpinnings; public perceptions of youth crime **SR – 1-2**

January 14, **16** – The origins of contemporary juvenile justice legislation (JDA, YOA, YCJA); governance strategies **SR – 2-3** **DAILY TEXT CHAPTER QUESTIONS START ON THE 16th**

January 21, **23** – Philosophy, principles and goals of various historical youth justice systems (JDA, YOA, YCJA); the logic of age-based justice systems; ‘young people’ as a ‘special population’ **SR – 1-4** **ALAIN CHAPTER PRESENTATION STARTS ON 23RD**

January 28, 30 – Measuring youth crime; crime indices, surveys, reports of crime; charges and offences; demographics, SES **SR – 1-4**

February 4, 6 – Applying criminological theories to youth deviance, criminality, and delinquency **SR – 1-4**

February 11, 13 – Overview of the operation of the youth criminal justice system; laws on the books and laws in practice; criminal justice administration **SR – 3-4**

February 18, 20 – **READING BREAK, NO CLASSES THIS WEEK**

February **25**, 27 – Criminal justice processing; encounters with the police; extra-judicial measures **SR – 5** **MID-TERM EXAM ON THE 25th**

March 3, 5 – Continued; Pre-trial procedures and process **SR – 5-6**

March 10, 12 – Continued; Youth court and trials **SR – 6-7**

March 17, 19 – Continued; Meaningful consequences; sentencing **SR – 8-9**

March 24, 26 — Continued; deterrence and youth justice **SR – 8-9**

March 31, April 2 – Does the youth justice system respond to the needs of all young offenders equally? **SR – 9-10**

April 7, 9 – Youth-centered interventions; programs (mentoring, restorative justice alternatives, etc.); challenges for youth justice today **SR – 10-11**

[Classes end Monday April 13, 2020]

Six Ways To Make This Course More Valuable:

- 1. Participate, to engage your learning**
- 2. Question, to enhance your learning**
- 3. Read, to expand your learning**
- 4. Reflect, to measure your learning**
- 5. Apply, to transfer your learning**
- 6. Innovate, to adapt your learning**