



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE - WINTER 2017

SO3210 (A3): Youth, Crime, and Society - 3 (3-0-0) 45 Hours for 15 Weeks

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

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(S): SO2250

REQUIRED TEXT(S)/RESOURCE MATERIALS: [1] Sandra Bell, 2015, 5th edition, Young Offenders and Youth Justice: A Century After the Fact. Nelson: Toronto, [2] Daniel Baum, 2014, Youth and the Law. Dundurn: Toronto. [Recommended: Marc Alain, et. al., 2016, Implementing and Working with the Youth Criminal Justice Act Across Canada. University of Toronto Press: Toronto [note: select chapters are provided for students for assignment purposes; not for sale in the GPRC bookstore]]

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: UA, UL, AU, UC.

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferralberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**** 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:

- Mid-Term Exam (20%)..... February 28
- Final Exam (30%)..... TBA
- Semester Work --**
- Daily Current Events Opener (5% x 2 = 10%)..... **begins** January 12
- Daily Text Chapter Questions (5% x 2 = 10%)..... **begins** January 17
- Presentation Projects (15% x 2 = 30%)..... **begins** February 2
- Guest Speaker summaries & feedback (bonus 5%)..... TBA

EXAMS: 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 current events openers [x2] – choose a current story relating to this course from an *Canadian* major news feed and discuss it in the context of textbook material (10 mins; submit story with your student ID info.);

(2) Daily textbook [**Sandra Bell**] end-of-chapter questions [x2] – select questions from the back of one of the chapters we are currently covering; don't leap ahead! (10-15 mins; max. 2 page summary of your response in point form, plus cover page);

(3) Presentation Projects** [x2] [**one from Daniel Baum (book for course); one from Marc Alain, et. al. (chapter copy provided)**] – chapters to be determined; (**class presentation with a write-up of no fewer than 6 pages, any style, proper formatting and word processing, and an additional bibliography of relevant sources if needed - plus cover page with your student ID**).

(4) Guest speakers summary and feedback [x?]- 1-2 page summary and reflection on each speaker, with cover page, is required. *If guest speakers are not available, or they cancel, this portion of the semester work will be deleted; when applicable, however, submitted summaries will earn a bonus of 5%.*

Whether you will work with a partner (and share the mark) for #1 and #2 will be decided when we know the final enrolments for the course. For #3 and #4, you will work with a partner.

**** Instructions, details, and information will be discussed in class and will also be posted on MOODLE. SEE SPECIFICALLY: Assignment Details document**

PLEASE NOTE:

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.

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	91-100	C+	2.3	67-69
A	4.0	86-90	C	2.0	63-66
A-	3.7	81-85	C-	1.7	60-62
B+	3.3	76-80	D+	1.3	55-59
B	3.0	73-75	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Please note that the topic/chapter sequence below is tentative, and that topics and subjects related to the main text chapter material, and chapters themselves, may be switched around on an as-needed basis. (Sandra Bell = SB)

January 5 – Outlines; course requirements...

January 10, **12** – Introduction to the topic of youth deviance and crime; theoretical underpinnings; how is youth crime different from adult criminal behavior? The nature, extent, and public perceptions of youth crime **SB – 1** **CURRENT EVENTS STARTS ON THE 12th**

January **17, 19** – The historical origins and precursors of contemporary juvenile justice legislation (JDA, YOA, YCJA); governance strategies **SB - 1, 2** **DAILY TEXT CHAPTER QUESTIONS START ON THE 17th**

January 24, 26 – Canadian youth justice – philosophy, principles, and goals of various historical youth justice systems (JDA, YOA, YCJA); the logic of age-based justice systems **SB - 1, 2**

January 31, February 2 – Measuring youth crime; crime indices, surveys and reports of crime; kinds of charges and offences; demographics, SES **SB - 3, 4** **PROJECT PRESENTATIONS START ON THE 2nd**

February 7, 9 – Applying criminological theories to youth deviance, criminality, and delinquency **SB – 5, 6**

February 14, 16 – Overview of the operation of the youth criminal justice system; laws on the books and laws in practice; criminal justice administration **SB – 8, 9, 10**

February 21, 23 – **READING BREAK, NO CLASSES**

February 28, March 2 – Criminal justice processing; encounters with the police, the court system, detention/correctional facilities **SB – 8, 9, 10** **MID-TERM EXAM ON THE 28th**

March 7, 9 – At-risk youth – homelessness, commercial sex work, LGBT youth, substance abuse, bullying, etc.: the contexts of deviant/criminal behaviors and victimization **SB – 3, 4, 7**

March 14, 16 – Street-involved youth – child poverty, youth unemployment, family violence, child abuse, etc; additional contexts of youth deviant/criminal behaviors and victimization **SB – 3, 4, 7**

March 21, 23 – Violence and youth; nature and extent of youth violence (and how defined); gangs and guns; youth gangs – precursors or connections to organized crime? **SB – 3, 4, 7**

March 28, 30 – ‘young people’ as a ‘special population’ – the processes of criminalizing and marginalizing youth; gender and delinquency; ethnicity/race and delinquency **SB – 3, 4, 7**

April 4, 6 – Youth crime reconsidered: does the youth justice system respond to the needs of all young offenders equally? **SB – 11, 12**

April 11 – Youth centered interventions and evaluation of recent programs (mentoring, restorative justice alternatives, etc.); pathways to social justice **SB – 11, 12**

[Classes end Wednesday April 12, 2017]

STUDENT RESPONSIBILITIES:

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**

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 College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

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