



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE - WINTER 2018**

**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  
**OFFICE:** C-306   **E-MAIL:** Rgadacz-Gould@gprc.ab.ca  
**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] Susan Reid, R. Bromwich, S. Gilliss, 2015, 3rd edition, Youth and the Law: New Approaches to Criminal Justice and Child Protection. Emond: Toronto, [2] Marc Alain, et. al., 2016, Implementing and Working with the Youth Criminal Justice Act Across Canada. University of Toronto Press: Toronto.

**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 27
Final Exam (30%).....	TBA
<b>Semester Work --</b>	
Daily Current Events Opener (5%).....	<b><i>begins</i></b> January 11
Daily Text Chapter Questions (5%).....	<b><i>begins</i></b> January 11
Presentation A <b>on YCJA</b> (15%).....	<b><i>begins</i></b> January 30
Presentation B <b>on Chapter in Alain</b> (15%).....	<b><i>begins</i></b> February 1
On-line YCJA Exercise (10%).....	<b><i>due</i></b> TBD

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

**(2)** Daily textbook [**Susan Reid, et al.**] **end-of-chapter discussion questions** [x2] – select questions 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);

**(3)** Presentation Project A\*\* [x1] **one section of the Youth Criminal Justice Act** – your choice of 'part' of the YCJA (only Parts 1-7 are of interest to us) you wish to present with a partner. This involves 'dissecting' the part and explaining it in detail (followed by a write-up of approx. 3 pages (any style) *plus* an additional bibliography of relevant sources - plus cover page with your student ID);

**(4)** Presentation Project B\*\* [x1] **one chapter from Marc Alain, et. al.** – your choice of chapter for the class presentation (with a write-up of a summary of approx. 5 pages, any style, proper formatting and word processing, and an additional bibliography of relevant sources - plus cover page with your student ID). Make sure to supplement with information from the 2016 Census!!

**(5)** On-Line **YCJA hands-on exercise** – see instruction sheet/guideline. Details forthcoming!

**Whether you will work with a partner (and share the mark) for #1, #2, and #5 will be decided when we know the final enrolments for the course. For #3 and #4 you will work with a partner.**

**\*\* Further instructions, details, and information will be discussed in class and will also be posted on MOODLE. SEE specifically the Assignment Details document forthcoming!**

**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 (Winter 2018):**

**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. (Susan Reid, et. al. = SR)**

January 4 – Outlines; course requirements; meet-and-greet...

January 9, **11** – Introduction to youth deviance/crime; theoretical underpinnings; public perceptions of youth crime **SR – 1** **CURRENT EVENTS STARTS ON THE 11<sup>th</sup>**

January **16, 18** – The origins of contemporary juvenile justice legislation (JDA, YOA, YCJA); governance strategies **SR – 1-3** **DAILY TEXT CHAPTER QUESTIONS START ON THE 16<sup>th</sup>**

January 23, 25 – 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 – 1-3**

January 30, February **1** – Measuring youth crime; crime indices, surveys, reports of crime; charges and offences; demographics, SES **SR – 1-2** **PROJECT PRESENTATIONS START ON THE 1<sup>st</sup>**

February 6, 8 – Applying criminological theories to youth deviance, criminality, and delinquency **SR – 1-2**

February 13, 15 – 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 20, 22 – **READING BREAK, NO CLASSES**

February **27**, March 1 – Criminal justice processing; encounters with the police; extra-judicial measures **SR – 5** **MID-TERM EXAM ON THE 27<sup>th</sup>**

March 6, 8 – Continued; Pre-trial procedures and process **SR – 5-6**

March 13, 15 – Continued; Youth court and trials **SR – 6-7**

March 20, 22 – Continued; Meaningful consequences; sentencing **SR – 7-8**

March 27, 29 — Continued; deterrence and youth justice **SR – 8-9**

April 3, 5 – Does the youth justice system respond to the needs of all young offenders equally? **SR – 9-10**

April 10, 12 – Youth-centered interventions; programs (mentoring, restorative justice alternatives, etc.); challenges for youth justice today **SR – 10**

[Classes end Friday April 13, 2018]

***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.