



School of Arts & Science
CRIMINAL JUSTICE DEPARTMENT

CRIM 254-001
Young Offenders and Justice
2009W

COURSE OUTLINE

Course Description: An examination of juvenile offending, its extent, impact, and treatment. This includes an exploration of causation, legal process, and prevention and treatment programs. A detailed and critical analysis of Young Offenders (YCJA) legislation will be undertaken to reflect the current focus of juvenile justice in Canada.

1. Instructor Information

Kelli Moorhouse M.C.J., M.S.W.
Office: Young 210b
Office Hours:
E-mail: moorhouse@camosun.bc.ca
Telephone: 370-3335
Class: Wednesday – Fisher 302 11:30 to 12:50
 Friday - Young 201 12:30 to 1:50

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Identify and evaluate the concept of juvenile delinquency/youth crime and the range of behaviours included under this concept.
2. Report in depth on the magnitude and impact of youth crime in Canada.
3. Identify and critically assess the theories purported to explain juvenile delinquency/youth crime.
4. Evaluate in depth juvenile justice legislation (e.g. Youth Criminal Justice Act, Young Offenders Act) in terms of underlying philosophies and current interpretations (e.g. definitions & legal processes).
5. Identify and review current and critical issues relating to youth justice in Canada.
6. Identify future trends in social responses to youth crime and youth justice.

3. Required Materials

Cruse, G. (2006) *Juvie. Inside Canada's Youth Jails*. Vancouver: Granville Island Publishing.

Minaker, J.C. & B. Hogeveen (2009) *Youth, Crime, and Society. Issues of Power and Justice*. Toronto: Pearson Prentice Hall.

Relevant Online References:

Youth Criminal Justice Act

For a summary and background:

<http://www.justice.gc.ca/en/ps/yj/ycja/explan.html>

4. Course Content and Schedule

Introduction

- Jan. 7 Syllabus / course expectations /
- Jan. 9 Social Justice Praxis (pp. 5-6)
Popular Consciousness of Youth Crime (pp. 6-9)
Nature and Extent of Crime (pp. 9-12)
Both troubled and troubling? (pp. 12-14)
- Jan. 14 Reformable Young offenders vs. Punishable Young Offenders (pp. 17-18)
Theorizing Youth and Crime (pp. 21-23)
Youth at Risk Discourse (pp. 31-35)

Responding to Youth Crime

- Jan. 16 Childhood and Juvenile Delinquency (pp. 43-5)
Classical Legal Governance – Doli Incapax (pp. 45-6)
The Development of Canada's Separate System (pp. 47-57)
Reasons for a Separate System
- Jan. 21 Juvenile Delinquents Act (pp. 57-64)
Moving towards the Young Offenders Act (pp. 67-73)
- Jan. 23 Moving toward the Youth Criminal Justice Act (75-83)
"Youth Justice. A new Approach" (video)
Declaration of Principles (pp. 90-93)

Criminal Justice Proceedings

- Jan. 28 Encounter with the Police:
YCJA – decision making (Figure 5.1 p. 94)
YCJA – discretion (p. 98-9)
Arrest
Legal Rights / Waiving Rights
- Jan. 30 Extrajudicial Measures (pp. 96-98)
Extrajudicial Sanctions (pp. 96-98)
- Feb. 4 Guest Speaker
- Feb. 6 Encounters with the Court System:
Crown, Defense, Judge (pp. 99-103)
Perspectives on Intent
"FASD and the CJS: Are we Criminalizing Disability?" (video)
- Feb. 11 Sentencing Philosophy
Non-custodial options
- Feb. 13 Custodial Options (pp. 103-108)
- Feb. 18 Guest Speaker
- Feb. 20 *READING BREAK*

- Feb. 25 **MID TERM Examination**
- Feb. 27 Adult Sentences
"Hard Times" (video)
- Mar. 4 Custody – McCreary Study
- Mar. 6 Guest Speaker / Youth Custody Centre?

Criminalized Girls

- Mar. 11 Media Representation and Public Perception (pp. 113-14)
"Bad Girls" (video)
Construction of the Criminalized Girl (p. 115)
Female Delinquency Trends (pp. 116-120)
Theorizing Criminalized Girls (pp. 125-27)
Pathways toward Criminalization (pp.127-31)
- Mar. 13 "Aggression and Violence in Girls" (video)
The Sexual Double Standard and Girls' Victimization (pp. 131-33)
The (De)gendered YCJS (pp. 133-41)
Justice for Girls? (pp. 141-42)

Aboriginal Youth

- Mar. 18 Conceptualizing Race/Ethnicity and Aboriginal Youth (pp. 147-51)

Historical Context / Contemporary Implications (pp. 151-58)
Understanding Over-representation of Aboriginal Youth (pp. 158-64)
Aboriginal Youth as 'Other' (pp. 165-69)
- Mar. 20 Guest speaker

Street Involved Youth

- Mar. 25 Who are Street involved Youth? (pp. 184-86)
Youth, Child Poverty, and the "new" welfare state (pp. 187-94)
Pathways to the Street (pp. 194-98)
Consequences (pp. 199-205)
- Mar. 27 Guest speaker
"No Way Home" (video)?

Violence and Youth

- Apr. 1 Violence and the Spectacle (pp. 214-16)
Violence Throughout Time (pp. 216-18)
What is 'violence'? (pp. 218-223)
Toward an Explanation (pp. 223-32)
- Apr. 3 Youth as Victims of Violence (pp. 232-44)
"Victoria's Secret" (video)

Future Directions?

- Apr. 8 What to Do about Youth Crime? (pp. 248-66)

5. Basis of Student Assessment (Weighting)

I. Research Report (25%) Due: February 6, 2009

Purpose: to critically assess the goodness of fit between one common criminological theory (purporting to explain youth offending) and the current 'youth at risk' discourse.

What we are interested in determining is whether or not our criminological theories have any value or substance in the current paradigm. In other words, are these theories outdated?

The Criminological theory you choose can come from any specific one found within the social conflict (e.g. Marxist, Feminist), social process (e.g. social bond, labelling), or social structural perspectives (e.g. general strain theory, differential opportunity). See your CRIM 166 textbook or any other criminological theory textbook. You will be examining the correlates within the theory (independent variables, co-related variables).

Youth at risk discourse will be discussed in class (January 14th). It is overviewed in your textbook (p. 31).

Format:

12 font, 1.5 line spacing, Times New Roman, headings, 1 inch margin on left, page numbers

Work cited (not a Bibliography)

- only primary research for the theory (journal articles, chapters from edited books, government documented research)
- any research including textbook (but not only the textbook) for learning about "youth at risk" discourse

Length: 5 pages minimum (no limit)

Cover page (see CJ Writing Reference Manual)

Table of Contents

Introductory Paragraph (including purpose of report)

Describe "youth at risk" discourse (approximately 1 page)

Comprehensively describe your theory (approximately 1 to 2 pages)

Critically assess the goodness of fit (confirms, enhances, etc) between your theory and the 'youth at risk' discourse (approximately 3 pages)

Summary Paragraph

Work Cited

Guidelines:

As a minimum, you will need to find three (3) pieces of research that use your theory to explain youth crime (avoid those that explain adult crime only); these do not have to be of Canadian origin though I would encourage you to try to find Canadian research. You might use original research (e.g. Travis Hirschi) and / or you might use Smith's application of the Social Bond theory to youth drug use.

II. Examinations (50%) Midterm: February 25th Final: Final Exam Week

You will have two examinations: a mid term and a final. The format for both exams will be short answer, true false, multiple choice, matching and fill in the blank. Both exams are valued at 25% (of the 50% allotted to exams).

III. Critical Reflections (20%)

The book, “Juvie. Inside Canada’s Youth Jails” provides a unique snapshot into the lives of some of the young people caught up in our local youth justice system. It also provides stories and insights from the professionals who work with these youth. The book is divided into three sections: “the kids”, “adults and teenager – relationships in crisis”, and “the youth criminal justice system.”

As you read through the book, I invite you to think about these youth in a broader, yet more personal context than simply focusing on the ‘crime’ they committed. How can you relate to these young people when you reflect on your own adolescence and childhood, and how might you connect with the criminal justice personnel’.

Instructions:

For this assignment you will be making four (4) postings to the discussion area (D2L – online) at various times throughout the semester.

Individually, you are to identify a theme(s) in the reading that is significant for you. For example, you might notice one of the following themes: punishment/prison; struggle; growth; followers and leaders; taking responsibility; change for a better future. You are free to use any of these or (better yet) identify your own.

Discussion Post #1 Post by January 16th (midnight)

This post will be with reference to the material found in the first section of the book, “The Kids.” It covers pages 3 to 52.

Discussion Post #2 Post by January 30th (midnight)

This post will be with reference to the material found in Part two: Adults and Teenager, Relationship in Crisis (pp. 58 to 82).

Discussion Post #3 Post by February 13th (midnight)

This post will address material found from pages 84 through 113.

Discussion Post #4 Post by February 27th (midnight)

This post will address material found from pages 114 through 169.

Grading for the Critical Reflections:

1. length
300+ words = A range 250 + words = B range 200 + words = C
2. quality
 - a. clarity of the theme with examples; demonstration of effort; demonstration of having processed the reading material at a personal or professional level;

IV. Participation (5%)

You can earn participation marks in this course. Attendance will be taken. Participation marks can be earned for your involvement in small group work, large group discussions, and for engaging in online discussions of the posts (see III above).

I encourage you to read each other's reflections and share any meaningful comments you would like to make (no debate or criticisms). To earn participation marks I would ask that you comment on a minimum of two classmates reflections *within one week* (this is a time limited participation mark) after the due date (counts as part of your grade). Feel free to respond to those who have responded to your own post.

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

What do the grades mean?

- A: Designating a “superior level of achievement”, a letter grade of A is awarded to the student who surpasses course expectations by doing additional reading and research, and by providing well thought-out and clearly expressed ideas on exams and assignments. The student demonstrates outstanding organizational, analytical and critical thinking skills, as well as added resourcefulness in meeting course requirements.
- B: Designating a “high level of achievement”, a letter grade of B is awarded to the student who exhibits substantial comprehension of course reading and lecture materials and is able to reflect this knowledge orally and in writing. The student demonstrates analytical thinking skills and clearly performs above average in meeting course requirements.
- C: Designating a satisfactory or “sufficient level of achievement”, a letter grade of C is awarded to the student who completes all course requirements and has a competent understanding of the course materials. Further improvement is attainable with effort and refined reading, writing, analytical, and organizational skills.
- D: Designating a “minimum level of achievement”, a letter grade of D is awarded to the student who generally performs below average, does not show signs of having read the assigned readings or is unable to present ideas in writing in

sufficient clarity or detail. The student may need remedial assistance to improve reading/writing skills.

- F: Designating “below minimum level of achievement”, a letter grade of F is awarded to the student who fails to meet all or most course requirements. This may be due to poor attendance, hastily prepared assignments, not having done the readings or some other correctable problem.
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7. Instructional Policies

- **Late Penalty**

Students having a legitimate concern about meeting the due dates should consult with the instructor well in advance.

All assignments must be completed and submitted by the date assigned. All late written assignments will be penalized by 20% of the total mark per day.

Students may negotiate the late submission of one assignment in the semester; please come see me if you think you need to make use of this permission.

- **Written Assignment Requirements**

All assignments submitted for evaluation must be original and produced for the purposes of this course only. All assignments must be prepared by each student individually, unless I have given permission for a group submission.

- **Course Completion Requirements**

Students must complete all evaluative requirements (four critical reflections, research report, mid term examination, final examination) to receive a passing grade for the course. Students failing to complete all the requirements will receive an F grade.

- **Plagiarism**

If you are concerned about your ability to properly credit and cite references, please come see me ASAP. I am here to help you!!!

Plagiarism is considered a serious academic offense. If plagiarism is documented by your instructor, the penalty will be an automatic "0" for that assignment. A general rule to follow is that 5 or more consecutive words taken from a document or other source should be placed in quotations and referenced appropriately; all other paraphrased information should be credited using a parenthetical citation.

- **Cheating/Academic Dishonesty/Student Conduct**

The Criminal Justice Department has a clearly articulated policy on cheating and student conduct, as does the College. Cheating may result in suspension and the potential loss of a career in the criminal justice field. Please refer to a current College Calendar and the Criminal Justice Orientation Manual.

- **Course Withdrawal**

The last day to withdraw from this and other Winter 2009 courses without receiving a failing grade is March 9, 2009.

- **Mark/Grade Challenges and Appeals**

A student who is seeking to question a mark and/or informally resolve a grade appeal with the course instructor must clearly articulate in writing the specific element of the test or assignment being questioned and provide written reasons/arguments supporting why the mark/grade should be changed. The College appeals process is outlined on pages 34 of the 2008/2009 Camosun College Calendar.

- **Student Responsibility**

It is each student's responsibility to familiarize her/himself with course/program and college policies. Students experiencing difficulties throughout the semester are encouraged to talk to the course instructor at the earliest opportunity.

Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

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