



**SOC423 – SOCIOLOGY OF YOUTH CRIME**  
FALL 2017

LECTURE LOCATION: ENE 322  
 SCHEDULE: M/W/F 2:00-2:50PM, SEP 11 – DEC 8, 2017  
 INSTRUCTOR: Dr. Michael Adorjan  
 EMAIL: [madorjan@ucalgary.ca](mailto:madorjan@ucalgary.ca)  
 OFFICE: SS 952, Social Science Building  
 OFFICE HOURS: By appointment

**Course Objectives**

The ways in which a society responds to the delinquent and criminal behavior of young people reveals much about its broader cultural values, social circumstances and political affairs. With a dual focus on Canadian and international trends in youth crime and justice, this course examines:

- historical trends in Canadian juvenile justice systems and responses
- the 'social facts' of youth crime and juvenile delinquency and measurement issues (including debates about the extent and severity of youth crime)
- perceptions and reactions (e.g. in the media and through the youth justice system) among key stakeholders, including politicians, the media, and victims
- Local and international developments in restorative justice

Theoretically the course draws on moral panics, penal populism as well as reintegrative shaming theory (linked to restorative justice practices). Students will be encouraged to think comparatively across national contexts including Canada, the United States, the United Kingdom, Norway, as well as Japan and Hong Kong.

**Learning Outcomes**

By the end of this course students will:

- Illustrate knowledge of how to think sociologically about juvenile delinquency and youth crime, including the application of sociological theories
- Develop an international perspective regarding differing perceptions and responses to juvenile delinquency and youth crime
- Produce an original research paper on a particular topic/issue related to juvenile delinquency and crime

**Course Assessment**

- |                         |     |
|-------------------------|-----|
| • Midterm               | 30% |
| • Course paper proposal | 10% |
| • Course paper          | 30% |
| • Final exam            | 30% |

### Key Due Dates (for details please see below)

**Midterm Exam:** October 16<sup>th</sup>

**Term Paper Outline:** October 30<sup>th</sup>

**Term Paper:** December 1<sup>st</sup>

**Take Home Exam:** December 15<sup>th</sup>

### Assessment Components

**Midterm Exam**            **30%**    October 16<sup>th</sup>

The midterm exam will cover readings and lecture discussions up to and including October 2<sup>nd</sup>. Students will be responsible for their understanding of historical epochs in Canadian juvenile justice, social facts and measurement of youth crime, and theoretical perspectives. The format of the midterm will be short written definitions and answers. The midterm will be written in class and will be designed to be completed within about 45 minutes or less.

**Course Paper Proposal 10%**    October 30<sup>th</sup>

The term paper proposal identifies the research topic and main argument of the paper. Include title of the paper, full name and student ID at the top of the page (no cover page is required). Format: 1 to 2 pages, 8.5x11" layout, 1" margins on all sides, double spacing. The font Calibri Light is preferred if possible. Students are encouraged to consult with me as early as possible about potential paper topics. The outline must provide the following details, which will structure the full paper:

1. Introduction and thesis statement. The thesis provides a succinct summary of the main argument.
2. Outline how the paper will develop the topic in the body paragraphs, including details of what evidence for your thesis will be provided. Details for each paragraph is not required, but the outline must include sufficient detail about how you will analyze the topic, what issues will be examined, and from which sources (listing some preliminary sources such as books and peer-reviewed journals). Please see the following page for a suggested list of relevant journals for the term paper.

**Course Paper**            **30%**    December 1<sup>st</sup>

Students are required to write ONE term paper for this course. The specific area may be one addressed by required readings or during lectures, but students are encouraged to explore topics of their own interest that directly relate to course material. All source materials must be properly referenced, including required readings (please see syllabus appendix for examples of referencing styles). Students may choose their own preferred reference format (e.g. APA, MLA), so long as it is consistently applied. Papers must incorporate at least 3 peer reviewed scholarly external sources (beyond required readings), which may include books and journal articles. The paper's grade will be reduced without adhering to these guidelines. News sources may also be incorporated. Please consult any of the following journals for inspiration and information:

Youth and Society  
 Youth Justice  
 Canadian Journal of Criminology and Criminal Justice  
 Australian and New Zealand Journal of Criminology  
 Punishment and Society  
 British Journal of Criminology  
 Crime, Media, Culture  
 Theoretical Criminology  
 Symbolic Interaction  
 Journal of Contemporary Ethnography

All of these journals are available through the library journal database. To search these journals, students may either browse the particular journal for relevant articles and/or search [google.com/scholar](http://google.com/scholar) for sources.

#### Format Guidelines:

There is no minimum length. The maximum length is 10 pages not including references. Papers must be formatted to an 8.5x11" layout, 1" margins on all sides, double spacing, with font set at 12pt.. Calibri Light preferred, but not mandatory. All papers must include pagination (preferably at the bottom of the page) and cover page including a concise paper title, full student name and UCID. Please see the appendix for detailed grade descriptors for the essay, as well as citation and referencing guidelines. Students are encouraged to review the university guidelines on plagiarism before proceeding (see below). Paper grading and feedback will be provided via a D2L rubric (see appendix 1/2 below), with additional comments appended to the paper itself, which will be attached to the D2L dropbox folder for the assignment.

#### Submission options:

The term paper MUST be submitted to the D2L dropbox folder for the assignment by its due date. Only Microsoft Word or Apple Pages documents will be accepted, in order for me to provide feedback on the document. PDF files are *not* acceptable. Early submissions are very much welcome!

#### Detailed requirements:

While students are encouraged to explore topics and themes they are interested in, the paper should explore an empirically guided question that requires research. Questions detailed below are strictly for examples. Students are encouraged to think up an original research question based on their own interests.

The question may be normatively guided, e.g.:

What are the effects of the use of administrative segregation on youth in custody, and for their efforts to desist from crime and reintegrate into their communities?

A thesis statement would here be a hypothesis regarding the effects of administrative segregation. The paper would proceed with marshalling evidence for or against this thesis.

The question may be comparative, addressing 'punishment cultures and regimes', e.g.:

How do restorative justice initiatives directed at youth in conflict with the law compare in collectivistic societies such as Japan versus more individualistic ones like the United States?

The question may explore a more social constructionist approach to social problems, e.g.:

Who are the key 'claims makers' involved in federal governmental policy debates regarding youth rehabilitation? What are the various positions they take in their attempts to balance both societal impulse for punishment and rehabilitation of youth in conflict with the law?

The question may also explore moral panics about youth crime, e.g.:

What role did [media source(s)] play in generating a moral panic over [specific incidence]. What broader anxieties were highlighted from this moral panic?

As stated above these are merely examples and students are strongly encouraged to consult with me as early as possible before proceeding with their term paper.

### Final Take Home Exam December 15<sup>th</sup>

Students will have one week to submit a final take home exam, to be posted to D2L by 11:50pm on December 8th. The exam will cover all material past the midterm content (i.e., starting with Schissel's Blaming Children), including required readings and lecture content, theoretical frameworks and substantive topics. Further details will be provided closer to the end of the course.

### GRADING

Letter Grades will be assigned based on the following scale. This scale will be the course grading scheme on the D2L system. Please note that grades for this course will be calculated using the points grades (numerical grades) entered into D2L.

95 - 100 = A+	67 - 69 = C +
90 - 94 = A	63 - 66 = C
85 - 89 = A -	59 - 62 = C -
80 - 84 = B +	54 - 58 = D +
76 - 79 = B	50 - 53 = D
70 - 75 = B -	00 - 49 = F

As noted above, in addition to this general scale, grade descriptors will be employed in this course for the term paper. Student feedback on their assignments will include reference to these grade descriptors.

## COURSE ANNOUNCEMENTS AND UPDATES

All news will be announced through D2L and in lecture, including any updates to the course readings and assignments. Students are also encouraged to refer to D2L for all lecture notes and additional supplementary readings, links, videos, etc. Lecture notes will *normally* be posted before lecture times to allow students to download the document and take notes during lectures. While every effort will be made to provide lecture notes in advance of lectures, this may not be possible before every class. Lecture notes will be posted in PDF versions only, to ensure readability across computer platforms.

## LECTURES & READINGS

The following lists lecture topics which will be covered in the order they will be covered, including all required reading materials. There is a **course pack** available through the bookstore, which contains all required readings, for \$52. While effort will be taken to adhere to the scheduled dates below, some topics may take longer or shorter to cover, depending on variables such as class discussion.

Holidays this term are October 9<sup>th</sup> for Thanksgiving, November 10<sup>th</sup> and 13<sup>th</sup> for mid-term break and Remembrance Day. There are no lectures these dates. In addition, I will be attending an academic conference in mid-November. Announcements for November 15<sup>th</sup> and 17<sup>th</sup> will be forthcoming.

### **1 - Introductions: What is a Sociology of Youth Crime?**

#### **2 - Epochs and Pendulums in Canadian Juvenile Justice**

*Young Offenders and Youth Justice: A Century After the Fact*, Sandra Bell, Nelson (5th ed.). 2015

Chapter 1, The Rise and Fall of Delinquency: pp. 2-8.

Chapter 2, Creating a Juvenile Justice System: Then and Now: pp. 34-60, 69, 70.

#### **3 - Social Facts of Youth Crime and Measurement Issues**

*Young Offenders and Youth Justice: A Century After the Fact*, Sandra Bell, Nelson (5th ed.).

Chapter 3, The 'facts' of Youth Crime: pp. 72-109; 116, 117.

#### **4 - Theoretical Perspectives**

Erich Goode and Nachman Ben-Yehuda. (2009). *Moral Panics: The Social Construction of Deviance (2nd Ed.)*. Chapter 2: The Moral Panic: An Introduction, pg. 34-50. Oxford: Wiley-Blackwell.

Julian Roberts, Loretta Stalans, David Indermaur, Mike Hough. (2003). "Penal Populism in context" and "Summary of International Crime Trends, pp. 4-5; 12-15. In *Penal Populism and Public Opinion. Lessons from five countries*. Oxford: Oxford University Press.

### **5 - Blaming Children - The Politics of Child Hating in Canada (not on midterm)**

Bernard Schissel. (2006). Chapter 4 in *STILL Blaming Children: Youth Conduct and the Politics of Child Hating*, Fernwood Publishing. pp. 55-78.

### **6 - Debating the Extent and Severity of Youth Crime**

Michael Adorjan. 2011. "The Lens of Victim Contests and Youth Crime Stat Wars," *Symbolic Interaction*, 34(4): 550-571.

### **7 - Youth, Corrections, and the Meaning of Rehabilitation, Part 1**

*Young Offenders and Youth Justice: A Century After the Fact*, Sandra Bell, Nelson (5th ed.). Chapter 10, Youth Corrections: Going to Jail: pp. 340-361, 377-378.

### **8 - Youth, Corrections, and the Meaning of Rehabilitation, Part 2**

Michael Adorjan and Rose Ricciardelli. "The Last Bastion of Rehabilitation: Contextualizing Youth Correctionalism in Canada." Forthcoming in *The Prison Journal* (estimated publication January 2019).

### **9 - Penal Populism and Societal Reactions to Children Killing Children**

David Green. (2008). "Introduction." Pp. 1-23 in *When children kill children: Penal populism and political culture*. Oxford: Oxford University Press.

### **10 - The Rise of Penal Populist Responses to Youth Crime in Japan [time permitting]**

Mark Fenwick. 2006. "Chapter 10: Japan: From Child Protection to Penal Populism." Pp. 146-159 in *Comparative Youth Justice: Critical Issues*, John Muncie and Barry Goldson (Eds.). London: Sage.

### **11 - Restorative Justice, Part 1**

John Braithwaite. (1989). *Crime, Shame and Reintegration*. Cambridge: Cambridge University Press. Pg. 1-15; 61-65.

### **12 - Restorative Justice, Part 2 [time permitting]**

Michael Adorjan and Wing Hong Chui. (2014). "Chapter 7: Resisting Restorative Justice in Hong Kong". Pg. 89-109 in *Responding to Youth Crime in Hong Kong: Penal Elitism, legitimacy and citizenship*. New York: Routledge.

**Dec 8: Course and exam review**

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University Policies, Protocols and Classroom Guidelines

**Technology in the Classroom:** Students are encouraged to bring their electronic devices to class (e.g. laptops, smartphones, tablets, etc.) to assist with note taking and learning. Students are expected NOT to distract other students by browsing social media sites, watching any videos, answering phone calls or text messages (unless emergencies), playing video games, or any other activity that would distract other students either through audio or video content. All devices must be set to buzzer or silent mode during the lecture.

**Email and Correspondence:** Questions and comments are always welcome about all aspects of this course. While every attempt will be made to respond to emailed inquiries promptly (e.g. questions about a forthcoming assignment, specific theories and concepts, etc.), A WINDOW OF THREE (3) DAYS MAXIMUM, NOT INCLUDING WEEKENDS should be anticipated for a response. Students should bear this in mind if last minute questions or issues arise, especially before any mid-terms and/or end-term examinations. Please state your full name and course at the beginning of your email (this helps as I teach multiple courses, often with large enrollments).

**Grade Reappraisal:** Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.

**Handing in Papers, Assignments:** All assignment feedback will be posted privately through D2L. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor. Also please note that no course material will be retrievable from public places, in line with The Freedom of Information and Protection of Privacy (FOIPP) legislation. Finally, please note that final grades are not posted by the Sociology Department; they are only available online.

**Ethical Research:** Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. That said, there is no expectation that students engage in research with human subjects for this course, and are advised against doing so given the time required to retrieve ethics approval.

### **Academic Misconduct**

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

### **Deferrals**

When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at: <https://www.ucalgary.ca/registrar/student-forms>

**Deferred Term Work Form:** Deferral of term work past the end of a term also requires a form to be filled out. It’s available at:

[https://www.ucalgary.ca/registrar/files/registrar/deferred\\_termwork15\\_0.pdf](https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf)

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

### **Student Representation**

The 2017-18 Students’ Union VP Academic is Tina Miller ([suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)).

For more information, and to contact other elected officials with the Student’s Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>

You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>

### **Emergency Evacuations**

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at MSC North Courtyard. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

### **Safewalk**

The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

### **Academic Accommodation**

The student accommodation policy can be found at:

[ucalgary.ca/access/accommodations/policy](https://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](https://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

## Appendix 1/2: Grade Descriptors for Essays

	Grade A	Grade B	Grade C	Grade D	Grade F
<b>Argumentation</b>	Examines the question/issue/ problem from all important perspectives. Overall logic is clear. Premises or evidence strongly support conclusions. Arguments fit together to build a compelling case.	Examines the question/issue/problem from most of the important perspectives. Expresses own position, and argumentative structure is clear and logical, but some arguments underdeveloped or some considerations overlooked.	Examines the question/issue/problem from some of the important perspectives. Offers own position but reasoning is sometimes impaired by weak, emotive, or inconsistent argumentation.	Examines things from a single perspective. Only minimal examination of relevant arguments. Offers own position, but the arguments are not put forward explicitly and not sufficiently supported.	Arguments are confused and illogical. Student fails to present and defend a coherent position. Arguments are flawed, disorganized, or difficult to identify or understand.
<b>Structure / Organization</b>	Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. Paragraphing is appropriate at all times with each paragraph containing a central idea which is developed throughout the paragraph with supporting details.	Introduction states writer's thesis or position, and conclusion summarizes main arguments. Paragraphing is appropriate, but some paragraphs lack supporting detail or contain unrelated details.	Introduction and conclusion are included and generally capture the essence of the topic and discussion. Evidence of ability to construct effective paragraphs, but some paragraphs lack a central idea or supporting detail.	Introduction and conclusion are included but do not adequately capture the essence of the topic and discussion. Ability to construct a paragraph with a central idea and supporting details is evident at times but somewhat limited.	Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs with one central idea and supporting details.
<b>Mechanics</b>	The language contains very few, if any, errors in grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes) are followed meticulously. AND/OR The paper stays within the allotted limit.	The language is generally accurate but contains some minor errors in complex grammar and vocabulary that do not distract from the conveyed meaning. Conventions of academic writing (e.g. citation, references, footnotes) are followed apart from the occasional oversight. AND/OR The paper stays within the allotted limit.	The language is mostly accurate; and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes) are followed but at times inconsistencies and/or errors occur. AND/OR The paper slightly exceeds the allotted limit.	The language is sufficient for arguments to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary that are distracting. Conventions of academic writing (e.g. citation, references, footnotes) are inconsistently followed. AND/OR The paper exceeds the allotted limit.	Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes). AND/OR The paper exceeds the allotted limit.

## APPENDIX 2/2: REFERENCING

Standard citation and referencing styles include ASA and MLA. So long as students are *consistent* in their referencing style, either approach is acceptable. See for example:

- [http://www.asanet.org/documents/teaching/pdfs/Quick\\_Tips\\_for\\_ASA\\_Style.pdf](http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf)
- *Cite right: a quick guide to citation styles--MLA, APA, Chicago, the sciences, professions, and more* [available as an e-book through the library]

### Citations in the body of a portfolio/essay:

Citations in the body of the paper are generally needed where you are presenting ideas, data and arguments that are not your own. The following examples may be followed:

Deviance was conceived as a statistical aberration given a normally distributed orderly society (Best 2004, p. 7). Fuller and Myers (1941) defined social problems as “an actual or imagined deviation from some social norm cherished by a considerable number of persons” (p. 25).

*OR*

Deviance was conceived as a statistical aberration given a normally distributed orderly society (Best 2004:7). Fuller and Myers (1941) defined social problems as “an actual or imagined deviation from some social norm cherished by a considerable number of persons” (p. 25).

Use quotations only for exact reproductions of original text and presentation. Paraphrased passages (where you write/summarize in your own words what an author wrote) do not require quotations but *still require citation and referencing*. You do not need quotes but should cite paraphrased summations (as in the first citation for ‘Best 2004, 7’).

Please avoid androcentric (male centered) generic nouns/pronouns: Chairman, policeman, e.g. “in general an individual in society wants to feel normal. **He** will often act in a way to complete this self perception.” Instead use chairperson, police officer, and he/she or she/he.

### Referencing for a bibliography:

Journal:

Wrong, Dennis H., “The Oversocialized Conception of Man in Modern Sociology”, American Sociological Review, 26, 2, April 1961, 183-193.

Book:

Spector, Malcolm and John Kitsuse, Constructing Social Problems, Cummings Publishing Company, Menlo Park, 1977.

*OR*

Wrong, Dennis H. April 1961. "The Oversocialized Conception of Man in Modern Sociology."  
*American Sociological Review* 26, 2:183-193.

Spector, Malcolm and John Kitsuse. 1977. *Constructing Social Problems*. Menlo Park,  
Cummings Publishing Company.

Newer forms of multimedia have a variety of ways to be referenced. So long as the reader can find the source if it is online, and you include the title of the online article if applicable, the author of the online article if applicable, and include the date you accessed the source, that will be sufficient for this course. Indenting the second line may cause interference with the URL that is listed. Indenting is thus not necessary for online sources.

Machinima Report. *Gone Gitmo – a virtual Guantanamo Bay Prison built in Second Life*.  
<http://www.immersivejournalism.com/gone-gitmo/> (Accessed August 2017).

How about a movie? Same general principle – include the name of the movie, the year, and also the director. No need to list actors/actresses. [www.imdb.com](http://www.imdb.com) is a good source.

*The Namesake*. 2006. Directed by Mira Nair.

A television show? If possible include season, episode and directorial information.  
[www.tv.com](http://www.tv.com) is a useful source.

*Stranger Things*. 15 July 2016 [original airdate]. "Chapter One: The Vanishing of Will Byers."  
Season 1, Episode 1. Directed by Matt Duffer and Ross Duffer.