



# UNIVERSITY OF CALGARY

**Fall 2019**

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: SOCIOLOGY OF YOUTH CRIME			
<b>Course Number</b>	SOCI423		
<b>Pre/Co-Requisites</b>	SOCI327 and SOCI313		
<b>Instructor Name</b>	Michael Adorjan	<b>Email</b>	madorjan@ucalgary.ca
<b>Instructor Email Policy</b>	Questions and comments are always welcome about all aspects of this course. Please state your full name and course at the beginning of your email (this helps as I teach multiple courses, often with large enrollments). 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 <u>WINDOW OF THREE (3) DAYS MAXIMUM, NOT INCLUDING WEEKENDS</u> 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.		
<b>Office Location</b>	SS952, Social Science Tower	<b>Office Hours</b>	By appointment
<b>Class Dates</b>	M/W/F, from Sep 6 to Dec 6, 2019		
<b>Class Times</b>	11:00-11:50am		
<b>Class Location</b>	SA245		

## Course Description

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 of police held by young people
- the contexts of and ongoing issues related to youth corrections
- international trends regarding responses to youth crime
- restorative justice, especially in response to youth online and 'cyber-risk'

Theoretically the course draws on moral panics and penal populism in order to examine local and international trends. Students will be encouraged to think comparatively across national contexts including Canada, the United States, the United Kingdom, Norway, as well as Japan.

## Course Objectives/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

## Required Textbooks, Readings, Materials, Electronic Resources

A custom course pack, priced at \$75 is required for this course. The course pack may be ordered through *Bound and Copied*.

## Schedule of Lectures and Readings

Students are encouraged to refer to D2L for all lecture notes, exam review materials 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. While every effort will be made to provide lecture notes in advance of lectures, this may not be possible before every class. Lecture notes are posted in PDF form in order to ensure compatibility for all students and to safeguard against misappropriation.

There will be NO CLASSES this term on Monday, Oct 14<sup>th</sup> (Thanksgiving); and from November 10-16<sup>th</sup> for term break, including Remembrance Day.

The following lecture outline lists topics and required readings. The lectures will proceed in the following order, though the exact pace of lectures and scheduling will be determined as the class progresses.

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

No required readings

## **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: A Sociology of Social Reaction**

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 - 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.

## **6 – Youth Perceptions of Police and Agents of Social Control (and Class!), Part 1**

William Chambliss. 1973. "The Saints and the Roughnecks." *Society* 11(1), 24-31.

## **7 – Youth Perceptions of Police and Agents of Social Control (and Community Policing!), Part 2**

Michael Adorjan, Rose Ricciardelli and Dale Spencer. 2017. "Youth perceptions of police in rural Atlantic Canada," *Police Practice and Research* 18(6), 556-569.

## **8 - Youth, Corrections, and *Meanings* 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.

## **9 - Youth, Corrections, and *Meanings* of Rehabilitation, Part 2**

Michael Adorjan and Rose Ricciardelli. 2018. "The Last Bastion of Rehabilitation: Contextualizing Youth Correctionalism in Canada." *The Prison Journal* 98(6), 655-677.

### 10 - Youth, Corrections, and Meanings of Rehabilitation, Part 3

Rosemary Ricciardelli, Michael Adorjan and Adrienne Peters. 2019. "Increased clarity or continued ambiguity? Correctional officers' experiences of the evolving Canadian youth justice legislation." *Crime, Law and Social Change* 71(5), 503-523.

### 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

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 [time permitting]

Michael Adorjan, Rosemary Ricciardelli and Mohana Mukherjee. 2019. "Cyber-risk and restorative justice practices in schools." Pp. 340-357 in *Justice Alternatives* Ed. Pat Carlen and Leandro Ayres França. Canal Ciências Criminais.

## Methods of Assessment and Grading Weights

Methods of Evaluation	DATE	GRADING WEIGHT
• Midterm	OCT 11 <sup>th</sup>	30%
• Course paper proposal	OCT 15 <sup>th</sup>	10%
• Course paper	NOV 17 <sup>th</sup>	30%
• Final take home exam	DEC 13 <sup>TH</sup> (available on Dec 6 <sup>th</sup> )	30%

### Assessment Components

#### **Midterm Exam 30%**

For the midterm, students will be responsible for their understanding of historical epochs in Canadian juvenile justice, social facts and measurement of youth crime, and theoretical perspectives (i.e., units #1-4 listed above; i.e., all required readings up to and including the required reading on penal populism). 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 class time.

#### **Course Paper Proposal 10%**

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 are 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.
3. A minimum of three peer reviewed sources (books and/or journal articles) are required to incorporate. Please see the following page for a suggested list of relevant journals for the term paper. Please don't hesitate to consult with Dr. Adorjan regarding what constitutes a peer-reviewed academic source.

### **Course Paper                    30%**

Students are required to write ONE term paper for this course. The term paper is to be focused on a particular issue related to youth crime or delinquency or deviancy, but students have broad freedom to select a topic of their own choosing. 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). APA formatting is required. Resources for APA style may be found here:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

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, online sources such as social media posts, blogs, YouTube videos, etc. may also be incorporated but these do not count as peer reviewed academic sources. Please consult any of the following journals for inspiration and information:

Youth and Society; Young; Youth Justice; Canadian Journal of Criminology and Criminal Justice; Canadian Journal of Sociology; Canadian Sociological Review; 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 (if any source is not available please notify Dr. Adorjan). 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 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 efforts to respond to gun violence committed by young people in the United States? 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 online social media play in generating a moral panic over young people and the 'Momo challenge'? 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 Exam Information

Students will have one week to submit a final take home exam, to be posted to D2L by 11:50pm on Friday, December 6<sup>th</sup>, with due date of 11:50pm, Friday, December 13<sup>th</sup>. Further details will be provided.

## Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

## 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 their 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.

## Technology Use

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.

## Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.
3. Final grades are not posted by the Sociology Department. They are only available online.

## Research Ethics

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.

## Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

## 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.html>

## Absences and Deferrals

Students who are absent from class assessments or unable to submit assignments by their due dates (e.g., tests, participation activities, or other assignments) should inform Dr. Adorjan as soon as possible. Dr. Adorjan, in consultation with the student, reserves the discretion regarding how to proceed, including scheduling a deferred exam or submission date for the midterm and/or



assignments. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

**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 can be found at:

**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://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred\\_termwork15\\_0.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/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).

### Academic Accommodation

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://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](http://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.

### Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

### Student Success

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

### Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

### Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here:

<https://www.su.ucalgary.ca>.

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

## Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

## 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.