



UNIVERSITY OF CALGARY

Faculty of Arts

Department of Sociology

Sociology Department Home Page: <http://www.soci.ucalgary.ca>

Sociology 423

The Sociology of Youth Crime

• Winter 2019

• MWF 12:00-12:50

• MS 217

Instructor: John Manzo

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Office Hours: By appointment, Mondays 3:00-5:00

Course Description

This course concerns the history, etiology, and control of youth crime (or “juvenile delinquency”) in Canada and around the world. We will address definitions of “juvenile delinquency” in historical, cultural, and legal context, the extent of youth crime, theories of juvenile delinquency, the system of youth justice, empirical investigations of gangs and of girls' delinquency, and finally, policies and program evaluation for the treatment and prevention of youth crime.

Course Objectives/Learning Outcomes

By the end of this course, students will be able to relate the history of the “juvenile delinquent” and “young offender” categories in Canada and to describe and understand the legal regimes relevant to those categories, to apply sociological theories to both the phenomenon of youth crime per se as well as to the cultural and rhetorical displays and understandings concerning it, to describe the formal nature of youth justice processing in Canada, and to apply methods of sociological research to gather original data

concerning cultural representations of youth crime, to analyze them qualitatively and quantitatively, and to report those findings both as both written reports and oral presentations.

Required Textbooks, Readings, Materials

There are three books required for this course, all available in the University Bookstore:

Bell, Sandra. 2015. *Young Offenders and Juvenile Justice: A Century after the Fact*, 5th edition. Toronto: ITP Nelson ("SB" in the syllabus)

Lundman, Richard. 2002. *Prevention and Control of Juvenile Delinquency*. Third Edition. New York: Oxford ("RL" in the syllabus)

Schissel, Bernard. 2006. *STILL Blaming Children: Youth Conduct and the Politics of Child Hating*. Halifax: Fernwood ("BS" in the syllabus)

I will be sending additional readings as links or as PDF attachments to students via D2L. Details concerning additional readings will be announced as the term progresses.

Methods of Evaluation

Term work will consist of a book review, (15%) one midterm test (30%), an in-class presentation (15%), and a term paper (40%).

Your "Book Review" will entail responses to one or more questions that you will be assigned (by February 4) concerning the Schissel monograph. It is due on Friday, February 15 . The paper should not exceed 500 words, or about two typed, double-spaced pages. It will be marked as per my standards for all papers (including the term paper), which will be addressed via D2L.

The midterm test will take place in class on Monday, March 18. It will comprise three short essay questions. By March 11 I will post a study guide for it to D2L. The study guide will consist of questions from which the test items will be drawn.

Every student will give an oral presentation of not more than 10 minutes on his or her term paper topic. This exercise will constitute the In-Class Presentation portion of the course. I will discuss my expectations with respect to these in lecture as the dates for them draw nearer. Note that your attendance at all presentations is expected. Presentations are NOT group projects. At four presentations per lecture, we will require ten 50-minute lecture days for them. I will assign dates for these presentations at random, unless students wish to volunteer for early dates. Presentations will begin on Wednesday, March 20 and run through the end of the semester.

Your Term Paper is due on the last day of class, April 12. The paper will be an independently-produced manuscript concerning a project of original research that will be assigned around the middle of the semester. The term paper should not exceed eight typed, double-spaced pages, not counting tables, endnotes or list of cited sources if used. The paper will be graded as per the standards that I discuss in lecture. These standards include considerations of sociological acumen, argument and reasoning as well

as organization, grammar, spelling and style. Please note that the mark you receive on your presentation does not guarantee, in a positive or a negative sense, the mark you receive on the term paper.

Final Exam Information

This course does not comprise a final exam.

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-superior performance
A-	85 – 89.99%	3.7	
B+	80 – 84.99%	3.3	
B	75 – 79.99%	3.0	Good – clearly above average performance
B-	70 – 74.99%	2.7	
C+	67 – 69.99%	2.3	
C	63 – 66.99%	2.0	Satisfactory - basic understanding
C-	59 – 62.99%	1.7	
D+	55 – 58.99%	1.3	
D	50 – 54.99%	1.0	Minimal pass - marginal performance
F	<50%	0	unsatisfactory performance

The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

Schedule of Lectures and Readings

Please note that I have not assigned dates to these topics since I cannot know precisely when I will arrive at a specific topic. I will endeavour to apprise students "where we are" and what topics will be addressed on the tests.

1. Introduction: Film, Children Underground

Readings: None

2. Historical Considerations: The Discovery of Adolescence

Readings: SB, ch. 1

3. The Facts: The Incidence of Youth Crime and Public Perceptions of Youth Crime

Readings: SB, ch. 3; BS, chs. 1 and 6

4. Theorising Youth Crime

Readings: Bell, chs. 5 and 6

5. Contexts of Youth Crime: Family, Peers, Schools

Readings: SB, ch. 7

6. Gangs and Other Youth-Related Congregate Crime

Readings: TBA

7. Girls' Delinquency

Readings: TBA

8. The Juvenile Justice System in Canada I: The JDA, YOA and YCJA

Readings: SB, ch. 2

9. The Juvenile Justice System in Canada II: Policing

Readings: SB, ch. 8

10. The Juvenile Justice System in Canada III: Courts

Readings: SB, ch. 9

11. The Juvenile Justice System in Canada IV: Corrections

Readings: SB, ch. 10

12. Community-based Approaches

Readings: "'Community' Organizing," manuscript distributed via D2L.

13. What Works? Program Evaluations and Critiques

Readings: RL. You should endeavour to read the entire book but I will recommend some chapters to pay closer attention to.

Grade Reappraisal

Within one week of the day on which 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 on that basis. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Technology Use

Don't use smartphones or laptops in ways that disturb me or your colleagues in class.

Email

Email is an indispensable tool that facilitate my teaching the hundreds of students that I have every term, and I do encourage you to email me as your first resort. I will endeavor to reply within 24 hours.

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at the Social Sciences Food Court.

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 provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
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.

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>

Absences and 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, I 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 can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

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

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 2018-19 Students’ Union VP Academic is Jessica Revington (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>

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.

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.

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

Student Resources

[SU Wellness Centre](#)

[Campus Mental Health Strategy](#)