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COLLEGE OF SOCIAL AND APPLIED HUMAN SCIENCES

Department of Sociology and Anthropology

**YOUTH JUSTICE**

**SOC\*3710 (01)**

**Fall 2023**

**Class:** Tuesday & Thursday 2:30-3:50 PM

**Instructor:** Sarah Ciotti, PhD

 Email: ciottis@uoguelph.ca

**Course Calendar Description**

This course examines concerns about youth crime in Canada and elsewhere. It examines the history of legislation to control youth crime, criminal justice processing and practices, public reactions and concerns about youth crime and theoretical models used to explain youth crime.

**Prerequisites:** (SOAN\*2112 or SOC\*2700), SOAN\*2120

**Restrictions:** Registration in Anthropology, Criminal Justice & Public Policy, or Sociology (major, minor, or area of concentration)

**Course Objectives**

The course objectives are aligned with the Department of Sociology and Anthropology’s Program Learning Outcomes. By the end of this course students should be able to:

* Address contemporary and historical issues in youth justice,
* Analyze and evaluate quantitative and qualitative literature related to youth justice,
* Critically examine political and socio-cultural relations, social structures and systems in order to develop a broader and deeper understanding of youth justice,
* Communicate effectively, accurately, and professionally, in written form,
* Apply sociological and criminological theories and methods to evaluate policy and discourse related to youth justice.

**Required Readings**

All required readings are available online through ARES Course Reserves.

**Course Requirements**

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|  | **Due Date** | **Submission** | **Value** |
| Midterm 1  | October 5 | In class | 20% |
| Infographic Assignment | October 26 | Post to discussions and Dropbox on CourseLink by 5:00 PM | 20% |
| Infographic Discussions | November 2 | Courselink Discussions | 10% |
| Midterm 2  | November 9 | In class | 20% |
| Final Assignment: Critical Content Analysis Paper | November 30 | Dropbox on CourseLink by 5:00 PM | 30% |

**Midterm Exams:**

There are two midterm exams for the course. The questions will be drawn from the course content including: assigned readings, potential guest-speakers, in-class videos, and lectures.

**Infographic Assignment\*:**

For this assignment, choose any topic related to Youth Justice in Canada and create an infographic and brief written summary.

**Infographic Discussions\*:**

This is an opportunity for peer consultation, feedback, collaboration, and the co-construction of knowledge via the online discussion forums.

**Critical Content Analysis Paper\*:**

Media play a significant role in presenting and reinforcing dominant social discourse. For this assignment, critically analyze of media content related to Youth Justice.

\*Additional assignment descriptions are posted on CourseLink.

**Course Schedule\***

\*Subject to change based on the availability of potential relevant guest speakers.

**Week 1- Introduction & Childhood and Youth Justice**

September 7- Introduction to Youth Justice

Introduce the Youth Justice System

Review course outline & assignments

September 12- Childhood and Youth Justice

Prout, Allan. & James Allison. 1997. “A New paradigm for the Sociology of Childhood? Provenance, Promise and Problems” in A. James and A Prout (eds) *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Children*. London: Falmer Press, pp. 7-34.

Smith, Roger. 2009. “Childhood, Agency and Youth Justice.” *Children & Society* *23*(4): 252–264.

**Week 2- History of Youth Justice in Canada**

September 14 & 19- History of Youth Justice in Canada

Hogeveen, Bryan R. 2005. “‘If We Are Tough on Crime, If We Punish Crime, Then People Get the Message’: Constructing and Governing the Punishable Young Offender in Canada During the Late 1990s.” *Punishment & Society* *7*(1):73-89.

Bala, Nicholas, Peter J. Carrington, and Julian V. Roberts. 2009. “Evaluating the *Youth Criminal Justice Act* after Five Years: A Qualified Success.” *Canadian Journal of Criminology and Criminal Justice 51*(2):131-167.

**Week 3- Theorizing Youth Crime and Deviance & The Social Ecology of Youth Crime and Deviance**

September 21- Theorizing Youth Crime and Deviance

Davies, Scott, and Julian Tanner. 2003. “The Long Arm of the Law: Effects of Labelling on Employment.” *The Sociological Quarterly* *44*(3):385-404.

September 26- The Social Ecology of Youth Crime and Deviance

Bronfenbrenner, Urie. 1979. “Purpose and Perspective.” In *The Ecology of Human Development: Experiments by Nature and Design,* 3-15. Cambridge, MA: Harvard University Press.

**Week 4- Youth with Sexually Abusive Behaviours & Policing Youth**

September 28- Youth with Sexually Abusive Behaviours

Prescott, David. 2004. Emerging Strategies for Risk Assessment of Sexually Abusive Youth: Theory, Controversy, and Practice. *Journal of Child Sexual Abuse, 13*(3/4), 83-15.

Worling, James. 2013. What were we thinking? Five erroneous assumptions that have fuelled specialized interventions for adolescents who have sexually offended. *The International Journal of Behavioural Consultation and Therapy, 3-4*, 80-88.

October 3- Youth Probation

Vidal, Sarah & Jennifer Woolard. 2015. Youth’s Perceptions of Parental Support and Parental Knowledge as Moderators of the Association Between Youth–Probation Officer Relationship and Probation Non-compliance. *Journal of Youth and Adolescence*, *46*(7), 1452–1471. https://doi.org/10.1007/s10964-015-0368-z

October 5- Midterm 1

**FALL READING BREAK TUESDAY OCTOBER 10**

October 12- Children’s Right’s

Covell, Katherine, R. Brian Howe, and J.C. Blokhuis. 2018. “The Promise of Children’s Rights.” In *The Challenge of Children’s Rights for Canada* (2nd edition), 13-30. Waterloo, ON: Wilfrid Laurier University Press.

Moore, Shannon A., and Richard C. Mitchell. April 2009. “Rights-Based Restorative Justice: Evaluating Compliance with International Standards.” *Youth Justice 9* (1): 27–43. <https://doi.org/10.1177/1473225408101430>.

*Supplementary (Critical Content Analysis):*

Ciotti, Sarah, Shannon Moore, Maureen Connolly, and Trent Newmeyer. 2021. Roots, Rights and Risk, Canada, Childhood and the COVID-19 Global Pandemic. *Canadian Journal of Children’s Rights, 8*(1):13-33.  https://doi.org/10.22215/cjcr.v8i1.2814

**Week 6- Youth Crime in Media & Policing Youth**

October 17- Youth Crime in Media

O’Grady, William, Patrick F Parnaby, and Justin Schikschneit. 2010. “Guns, Gangs, and the Underclass: A Constructionist Analysis of Gun Violence in a Toronto High School.” *Canadian Journal of Criminology and Criminal Justice 52*(1): 55–77.

Yanich, Danilo. 2005. “Kids, Crime, and Local Television News.” *Crime and Delinquency* *51*(1): 103–132.

October 19- Policing Youth

Kennelly, Jackie. 2011. “Policing young people as citizens-in-waiting” in *The British Journal of Criminology*, *51*(2):336-354.

Samuels-Wortley, Kanika. 2019. “Youthful Discretion: Police Selection Bias in Access to Pre-Charge Diversion Programs in Canada.” *Race and Justice*: 1-24.

**Week 7- Child Welfare & Victimization**

October 24- Child Welfare

Baidawi, Susan, and Alex R Piquero. 2021. “Neurodisability Among Children at the Nexus of the Child Welfare and Youth Justice System.” *Journal of Youth and Adolescence* *50*(4): 803–819.

Brownell, Marni, Nathan Nickel, Lorna Turnbull, Wendy Au, Leonard MacWilliam, Oke Ekuma, Jeff Valdivia, Scott McCulloch, and Janelle Boram Lee. 2018. “The Overlap Between the Child Welfare and Youth Justice Systems in Manitoba, Canada.” *International Journal of Population Data Science* *3*(4).

October 26- Victimization; **Infographic Due**

Herbert, James Leslie, and Leah Bromfield. 2016. “Evidence for the Efficacy of the Child Advocacy Center Model: A Systematic Review.” *Trauma, Violence & Abuse 17*(3): 341–357.

**Week 8- Youth Courts & Youth Corrections**

October 31– Youth Courts

Sprott, Jane B, and Carolyn Greene. 2010. “Trust and Confidence in the Courts: Does the Quality of Treatment Young Offenders Receive Affect Their Views of the Courts?” *Crime and delinquency,* *56*(2): 269–289.

Sprott, Jane B. 2015. How Court Officials “Create” Youth Crime: The Use and Consequences of Bail Conditions. *Canadian Criminal Law Review*, *19*(1), 27-39.

November 2- Youth Corrections; **Infographic Discussions Due**

Bonta, James, Tanya Rugge, Terri-Lynn Scott, Guy Bourgon, and Annie K. Yessine. 2008. “Exploring the Black Box of Community Supervision.” *Journal of Offender Rehabilitation 47*(3):248-270.

Wiley, Stephanie A, Helene Love, and Kelin A Emmett. 2020. “Indigenous Over-Representation in Canada’s Youth Correctional System: An Assessment of Regional Variability.” *Canadian Journal of Criminology and Criminal Justice 62*(2): 22–43.

**Week 9- Gender and Delinquency & Midterm 2**

November 7- Gender and Delinquency

Sprott, Jane B. and Anthony N. Doob. 2009. “Criminal Girls and Girls in Youth Justice.” In *Justice for Girls?: Stability and Change in the Youth Justice Systems of the United States and Canada*, 1-18. Chicago: University of Chicago Press.

Andersen, Tia Stevens, Jennifer Silcox, and Deena A Isom Scott. 2021. “Constructing ‘Bad Girls’: Representations of Violent Girls in the Canadian and U.S. News Media.” *Deviant Behavior* *42*(3): 353–365.

November 9- Midterm 2

**Week 10- Marginalization & Youth Homelessness**

November 14- Youth Homelessness

Liljedahl, Sophie, Jennifer Rae, Tim Aubry and Fran Klodawsky. 2013. “Chapter 16: Resilient Outcome: Academic Engagement by Youth with Histories of Homelessness” In *Youth Homelessness in Canada: Implications for Policy and Practice*. Canadian Homelessness Research Network: 269-286.

November 16- Marginalization

Chan, Wendy, and Dorothy E. Chunn.  2014.“Chapter 2: Intersectionality, Crime & Criminal Justice” In *Racialization, Crime and Criminal Justice in Canada*Toronto: University of Toronto Press: 27-38.

Tanner, Julian. 2015. “The Colour of Youth Crime.” In *Teenage Troubles: Youth and Deviance in Canada* (4th edition) Don Mills: ON: Oxford University Press: 93-115.

**Week 11- School Safety & Technology, Youth Crime and Deviance**

November 21- School Safety

Hemez, Paul, John J. Brent, and Thomas J. Mowen. 2019. “Exploring the School-to-Prison Pipeline: How School Suspensions Influence Incarceration During Young Adulthood.” *Youth Violence and Juvenile Justice*: 1-21.

November 23- Technology, Youth Crime and Deviance

Jones, Lisa M., Kimberly J. Mitchell, and David Finkelhor. 2012. “Trends in Youth Internet Victimization: Findings From Three Youth Internet Safety Surveys 2000–2010.” *Journal of Adolescent Health* *50*(2): 179–186.

Lippman, Julia R, and Scott W Campbell. 2014. “Damned If You Do, Damned If You Don’t…If You’re a Girl: Relational and Normative Contexts of Adolescent Sexting in the United States.” *Journal of Children and Media* *8*(4): 371–386.

**Week 12- The Future of Youth Justice & Wrap Up**

November 28- The Future of Youth Justice

Arnett, Jeffrey J. 2000. “Emerging Adulthood: A Theory of Development from the Late Teens Through the Twenties.” *American Psychologist 55*(5): 469-480.

November 30- Course wrap up & Review; **Critical Content Analysis Paper Due**

**Course statements**

**Course Website:**

There is a course website at <http://courselink.uoguelph.ca>. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester. Your course outline and assignments are posted there. You will are required to submit your completed assignments to Dropbox and your grades will be available on CourseLink.

*Please note: You are only allowed one submission per Dropbox.*

### Communicating with Your Instructor:

During the course, your instructor will interact with you on various course matters via:

* **CourseLink:** Your instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates.
* **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. Your instructor will respond to your email within 24-48 hours during regular business hours. **Email is not regularly monitored on evenings and weekends.**

### Netiquette Expectations:

### As you would in class, please conduct yourself professionally in all course related virtual platforms. Some examples of unprofessional conduct include:

* Using obscene or offensive language;
* Stating false claims about assignment submissions;
* Threatening or harassment a student, TA or instructor;
* Discriminating against fellow students, instructors, and/or TAs;
* Informal communication methods including using informal greetings (hey, hi, what’s up?), missing subject line (include the course code in the subject line), using texting language (slang, abbreviations);
* Demanding an immediate response.

**Late Assignments\*:**

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late during the semester, you must contact your course instructor to inform them when you will be submitting your assignment.

*\*Please note: All coursework must be submitted by the final class day. Requests for Academic Consideration are submitted by the student to the Program Counsellor and decided by the Academic Review Committee.*

**Receipt of Grades:**

After you receive a grade, please review your feedback and allow 24 hours to contact the individual who graded your work. Any inquiry or dispute over the grade must be addressed to the TA who graded your work first. You must contact the TA within one week of receiving your grade and feedback. You are required to provide rational in writing for your grade dispute. If the issue is not resolved, you can request that your instructor will re-assess your work. You must request this in writing within one week after meeting with the TA. A grade reassessment may result in your grade being increased or decreased or staying the same.

There is a two-week time limit for disputes of grades after grades have been returned. If you fail to protest any grade during a two-week time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml)

*Please note: Each piece of academic work will be assessed as submitted, and graded on its individual merit. Students are not permitted to edit and resubmit their work for re-grading, nor are there options for make-up assignments to improve grades.*

**Turnitin Software:**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

*Please note:* ***Students are strongly encouraged to check their own Turnitin score.*** *Student work submitted to Dropbox will be graded as is once the Dropbox is closed.*

**university statements**

**E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When you cannot meet a course requirement:**

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml)

**Drop date:**

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml) are available in the Undergraduate Calendar.

**Copies of out-of-class assignments:**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

**Academic misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml)

**Recording of materials:**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources:**

The [Academic Calendars](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/) are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

**Illness:**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g. final exam or major assignment).

**For information on current safety protocols, follow these links:**

<https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives

**Disclaimer**:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.  This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.