

**SOCI 4702**

**2012-04-30**

**ADVANCED STUDIES IN  
YOUTH CULTURE AND JUVENILE JUSTICE**

**SUMMER 2012**

**Professor: Michel Vallée**

**Office: A707 Loeb Building**

**Office Hours: 90 minutes before class or by appointment**

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**Course meets: MW 1435 – 1725 A715 Loeb**

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**TITLE OF SEMINAR: Youth Culture and Juvenile Justice**

The aim of this seminar is to gain a better understanding of how the youth justice system in Canada deals with youth deviance and criminal behaviour. This first section of the course will focus on describing the current and past Canadian youth legislations. The second section will discuss the role of the key providers of youth justice (police, probation, NGOs, etc.) in Canada with a particular emphasis on Ontario. The third section will review youth crime trends, causation factors that put youth at risk and discuss some of the contemporary issues pertaining to at-risk children and youth and youth in conflict with the law.

**PREREQUISITE: Fourth-year Standing.**

**SEMINAR THEMES:**

The seminar is organized around three major themes about youth deviance, delinquency and criminality:

1. Legislative framework: What are some of the key factors that lead to the present legislative framework for youth in Canada and what are the core elements of the *Youth Criminal Justice Act*:
2. The youth justice system: Who are the key actors providing services in the Canadian youth justice system and what are their views about youth deviancy, delinquency and criminality?
3. The risks factors and their challenges for children and youth: What are some of the key elements of the risk factors, problems and challenges experienced by

youth in at risk or in difficulty and how do they affect juvenile justice policies and programmes?

## REQUIRED READINGS

There will be required readings. Copies will be available via Carleton WEB CT and in a coursepack that may be purchased through the Carleton University bookstore.

## COURSE REQUIREMENTS – GRADING

In accordance with the Carleton University Undergraduate Calendar (p 43), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam.

The final grade will reflect your performance on four required evaluation components of the course. These are:

### (1) Mid-term team paper and in-class presentation (35 points)

The term paper will focus on a series of pre-identified topics provided under a separate cover (refer to the mid-term paper guide for more detail). Work teams composed of two individuals **must submit their papers in class no later than May 30, 2012**. The length of the papers will be between 9.5 and 10.5 pages double space excluding appendices, references and bibliography. Papers submitted late will be penalized 3.5 points per day late and papers not meeting the other requirements will also be penalized. A maximum of 25 points will be assigned to the actual paper and another maximum of 10 points will be assigned to the class presentation of the papers.

### (2) Weekly Class Work and Participation (35 points)

A total of 15 points will be assessed for class preparation which will include the submission of reading summaries for each class. With respect to the pre-class preparation work, students will have to submit, at the beginning of each class, a **1.5 to 2 pages typed report (double spaced) of one of the readings** (to be specified by the professor) scheduled for discussion during class. The report will include a presentation of the key messages by the author and the formulation of a specific implications example and a

related explanation paragraph. It is hoped that some of the implication suggestions will be used to stimulate class discussions. It is expected that, while only some of the readings will be summarized, all of the assigned readings be read in preparation for class discussion

A total of 20 points will be assessed for class participation. Each class presence will be assessed **up to 1 point per class** (for a maximum of 10 points). Attendance will be taken twice during the class. No points will be assessed for the first and last classes and absences will not be penalized if justified with a valid medical certificate. Finally, the professor will assign up to a **maximum of 10 points** to each student for class interventions and participation in discussions during the semester.

### (3) End-of-term individual paper (30 points)

The end-of-term paper will consist of an interview with someone who **presently works full time with young offenders** (no volunteers or placement students). Papers are to be no less than 5.5 pages typed double spaced and no more than 6.5 pages typed double spaced. A list of category of persons to be interviewed and related content guidelines will be provided to the students on the first day of class. Papers not meeting the requirements will be penalized. Papers are due in class on **June 18, 2012** or may be left in the Department of Sociology and Anthropology “drop slot” on that same day. Late papers will be penalized 3.0 points per day. A complete description of the assignment requirements will be provided on the first day of class. I am obliged to inform you that signed consent forms will have to be attached to the papers or the papers will not be marked. The consent form is a critical requirement set out by the Carleton University Research Ethics guidelines.

## SPECIAL NOTES

### **Academic Regulations, Accommodations, Plagiarism, Etc.**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here:

<http://www.carleton.ca/calendars/ugrad/current/regulations/acadregsuniv.html>

### **Requests for Academic Accommodations**

*For Students with Disabilities:*

Students with disabilities needing academic accommodations are required to contact a coordinator at the Paul Menton Centre to complete the necessary *letters of accommodation*. The student must then make an appointment to discuss their needs with the instructor at least two weeks prior to the first class or ITV test. This is to ensure sufficient time is available to make the necessary accommodation arrangements.

- The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the June 2012 exam period is June 8, 2012. The deadline for August 2012 examinations is July 27, 2012.

*For Religious Obligations:*

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

*For Pregnancy:*

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism**

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

*What are the Penalties for Plagiarism?*

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

*What are the Procedures?*

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs.

The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

**Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>). The Policy is

strictly enforced and is binding on all students. Plagiarism and cheating – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; or a grade of Failure in the course.

Assistance for Students:

Student Academic Success Centre (SASC): [www.carleton.ca/sasc](http://www.carleton.ca/sasc)

Writing Tutorial Services: [www.carleton.ca/wts](http://www.carleton.ca/wts)

Peer Assisted Study Sessions (PASS): [www.carleton.ca/sasc/peer-assisted-study-sessions](http://www.carleton.ca/sasc/peer-assisted-study-sessions)

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Important Information:

- Students must always retain a hard copy of all work that is submitted.
  - All final grades are subject to the Dean’s approval.
  - Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
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## **COURSE OUTLINE AND RELATED READINGS**

### **PART I LEGISLATIVE FRAMEWORK**

#### **1. Historical developments leading to the 1908 *Juvenile Delinquents Act (JDA)*, the 1982 *Young Offenders Act (YOA)* and the *Youth Criminal Justice Act (YCJA)* in Canada:**

- 1) Davis-Barron`, Sherri (2009) *Canadian Youth & the Criminal Law: One Hundred Years of Youth Justice Legislation in Canada*. Pages 1-44. Lexis-Nexis Markham, ON [ISBN 978-0-433-45200-3]

- 2) Davis-Barron, Sherri (2009) *Canadian Youth & the Criminal Law: One Hundred Years of Youth Justice Legislation in Canada*. Pages 44-68. Lexis-Nexis Markham, ON [ISBN 978-0-433-45200-3]

## **2. The Youth Criminal Justice Act:**

- 1) Tustin, Lee and Lutes, Robert E. (2010). *A Guide to the Youth Criminal Justice Act*. Pages 1 to 11, 13-14 & Pages 20-24. Lexis-Nexis. Markham ON [ISBN: 978-0-433-46241-5 (2010 Edition)].
- 2) Canada (2006). *The proposed Youth Criminal Justice Act: Summary and Background* (last updated 2006-01-31). Youth Justice Renewal. Justice Canada. Ottawa, Ontario

## **PART II THE YOUTH JUSTICE SYSTEM**

### **1. The key components/actors of the juvenile justice system and the roles and responsibilities of those who administer it in Canada.**

- (1) Doob, Anthony N. and Cesaroni, Carla (2004) *Responding to Youth Crime in Canada*. Chapter 7 “Getting the Case to Court”, pages 142-170. University of Toronto Press. Toronto Ontario [ISBN 0-8020-8856-2]
- (2) Doob, Anthony N. and Sprott, Jane B. (2005) “Sentencing under the *Youth Criminal Justice Act*: An Historical Perspective. Chapter 11, pages 221-241 **in** *Understanding Youth Justice in Canada*. Kathryn M. Campbell (Editor) Pearson-Prentice Hall , Toronto, Ontario [ISBN 0-13-121749-6]

### **2. Overview of the types of interventions and services for young offenders, youth in conflict with the law or youth at risk in Canada.**

- (1) Campbell, Kathryn (2005) “Rehabilitation Revisited: The Changing nature of Intervention in Juvenile Justice.” Chapter 13, pages 263-288. **In** *Understanding Youth Justice in Canada*. Kathryn Campbell (Editor). Pearson-Prentice Hall , Toronto, Ontario [ISBN 0-13-121749-6]
- (2) 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*, April 2009, pp. 131-167. [ISSN 0704-9722]
- (3) Three guest speakers from the Ottawa Police, Ministry of Children and Youth Services and a community youth service project will present their views on services to young offenders and youth at risk, as well as, on the *Youth Criminal Justice Act*. They will also cover the various types of interventions offered to young people and discuss the key challenges and problems facing these service agencies.

### **PART III THE RISKS AND CHALLENGES FOR CHILDREN AND YOUTH**

1. Trends and patterns crime with emphasis on youth crime and youth court dispositions.
  - (1) Canada (2010) Police-reported crime statistics in Canada, 2009 by Mia Dauvergne and John Turner. Canadian Centre for Justice Statistics. Statistics Canada: Catalogue no. 85-002-X, Vol. 30, no. 2 [ISSN 1209-6393]
  - (2) Canada (2010) Youth Custody and Community Services in Canada, 2008-09 by Donna Caverley, Adam Cotter & Ed Halla. Canadian Centre for Justice Statistics. Statistics Canada: Catalogue no. 85-002-X, Vol. 30 no. 1. [ISSN: 1209-6393]
  
2. Key root causes/high risk factors: the influence of family, school, peers and living environment on youth crime and delinquency.
  - (1) Jensen, Gary F. and Rojeck, Dean G. (1998) Delinquency and Youth Crime (Third Edition). Chapter 7 “Context for Socialization: Family, School and Peer Groups”, pages 253 -306. Waveland Press. Prospect Heights, Illinois [ISBN 0-88133-977-6]
  - (2) Sawdon John (2003) Youth Justice in Canada: A Resource Manual. Section 2.2 Risk and Protective Factors, pp. 13-26. Canadian Training Institute (CTI). Toronto, Ontario. [ISBN 0-921465-15-7]

### **PART IV. SPECIAL CONCERNS RELATING TO YOUTH DELINQUENCY, CULTURE AND JUSTICE:**

- 1) Youth and Mental Disorders
  - (1) Vandergoot, Mary E. (2006) Justice for Young Offenders: Their Needs, our Responses. Chapter 3, pp.41-55. Purich Publishing Limited. Saskatoon, Saskatchewan. [ISBN 1-895830-27-3]
  - (2) Shamsie, Jalal, Lawrence, Joanne and Hood, Carole (2003) Antisocial and Violent Youth- Volume II. Chapter 4, pp. 121-142. Centre for Addiction and Mental Health. Toronto, Ontario. [ISBN 978-0-88868-435-6]
  
- 2) Adolescent substance abuse
  - (1) Centre for Addiction and Mental Health (2011). OSDUHS Highlights: Drug Use Among Ontario Students 1971-2011. Full version available at the web address below. CAMH Research Document Series No. 29 [ISBN: 978-1-77052-980-9 (PDF)]

<http://www.camh.net/research/osdus.html>

- (2) Canada (2001) Workshop on best practises in treatment and rehabilitation for youth with substance use problems. Summary Report. November 22-23, 2001. Health Canada. (Full report available at <http://www.cds.sca.com>) [No ISBN #]

### 3) Youth prostitution

- (1) Schissel, Bernard & Fedec, Kari (2001). "The Selling of Innocence: The Gestalt of Danger in the Lives of Youth Prostitutes". Chapter 9, pages 182-199. **In** Smandych, Russell C. Editor (2001) Youth Crime: Varieties, Theories, and Prevention. Hartcourt Canada, Toronto, Ontario. .[ISBN 0-7747-3694-1]
- (2) Bittle, Steven (2002) "When protection is punishment: Neo-liberalism and secure care approaches to youth prostitution" Canadian Journal of Criminology. Vol. 44, no. 3, pp. 317-350 (July 2002) [ISSN 0704-9722]

### 4) Youth on the streets

- (1) Canada (2006) Street Youth in Canada: Findings from Enhanced Surveillance of Canadian Street Youth, 1999-2003. Public Health Agency of Canada. Cat. [No. HP5-15/2006 ISBN 0-662-49069-X. HP5 15/2006E-PDF. ISBN 0662-43488-9]
- (2) Minaker, Joanne C. and Hogeveen, Brian (2009) Youth, Crime, and Society: Issue of Power and Justice. Chapter 8, pp.183-211. Pearson Prentice-Hall. Toronto, Ontario [ISBN-13: 978-0-13-200127-4]

### 5) Girls and crime

- (1) Barron, Christie L. (2011) "A New Breed of Female Offenders: Chapter 1, pages 5-23 in Governing Girls: Rehabilitation **in** the Age of Risk. Fernwood Publishing Halifax. [ISBN 978-1-55266-436-0]
- (2) Artz, Sibylle, Nicholson, Diana & Rodrigyez, Carmen (2005) "Understanding Girls' Delinquency: Looking Beyond Their Behaviour. Chap. 6, pp. 289-312 **in** Understanding Youth Justice in Canada. Kathryn Campbell, Editor. Person-Prentice Hall, Toronto. [ISBN 0-13-121749-6]

### 6) Chronic and Dangerous Young Offenders

- (1) Shamsie, Jalal, Lawrence, Joanne and Hood, Carole (2003) Antisocial and Violent Youth- Volume II. Chapter 2, pp. 61-81. Centre for Addiction and Mental Health. Toronto, Ontario. [ISBN-0-88868-435-5]
- (3) Bernard, Thomas J. (2006) Serious Delinquency. Chapter16, "Effective Intervention for Serious Juvenile Offenders", pp. 187-201 Roxbury Publishing Company, Los Angeles, CA. [ISBN 1-933220-37-6]

### 7) Youth gangs



- (1) Gordon, Robert M. (2000) “Criminal Business organizations, street gangs and ‘wanna-be’ groups: A Vancouver perspective”. Chapter 7, pages 101 to 124. **In** Flemming, T, O’Reilly, P. & Clark, B., Editors (2001). *Youth Injustice: Canadian Perspective* (2<sup>nd</sup> Edition). Canadian Scholars’ Press. Toronto, Ontario. [ISBN 1-55130-139-3]
- (2) Tanner, Julian (2009) (Third Edition) *Teenage Troubles: Youth and Deviance in Canada*. Chapter 6, “America’s Neighbour: Youth Gangs in Canada. Pages 163-197. Oxford Canada, Don Mills, Ontario [ISBN 978-0-19-542979-4].
- (3) Chatterjee, Jharna (2006) *A Research Report on Youth Gangs: Problems, Perspective and Priorities*. “Executive Summary”. Research and Evaluation Branch, RCMP. Ottawa, Ontario. **To obtain an electronic copy of the complete report (PDF), please send a request by [e-mail](#) to the Research and Evaluation Section (Community, Contract and Aboriginal Policing Services) of the RCMP.** [No ISBN #]

#### 8) Aboriginal youth

- (1) Schissel, Bernard and Carolyn Brooks, Editors (2002) *Marginality & Condemnation: An Introduction to Critical Criminology*. Chapter 7 “Aboriginal People and Social Control: The State, Law, and . ‘Policing’”, Pages 157-173. [ISBN 1-55266-091-5]
- (2) Green Ross Gordon and Healy, Kearney F. (2003). *Tough on kids: Rethinking Approaches to Youth Justice*. Chapter 4, pp. 85-112. Purich Publishing Limited. Saskatoon, Saskatchewan. [ISBN 1-8595830-22-2]

#### 9) Demonising youth throughout society and the media

- (1) Dowler, Ken, Flemming, Thomas, and Muzzatti, Stephen L. (2006) “Constructing Crime: Media, crime and Popular Culture”, *Canadian Journal of Criminology and Criminal Justice*. Volume 48, No. 6, pages 837-850. October 2006. [ISSN 1-707-7753]
- (2) Schissel, Bernard (2006). *Still Blaming Children: Youth Conduct and the Politics of Child Hating*. Chapter 4, pages 55- 78 “Blaming Children: Media, Discourse and Representation”. Fernwood Publication. Halifax, Nova Scotia [ISBN 10: 1-55266-186-5]