

Course Outline

**COURSE:** CRCJ 3202A Youth Justice in Canada [In-Person]

**TERM:** Fall 2023

**PREREQUISITES:** CRCJ 1000 and Third-year standing in the B.A. Honours program in Criminology and Criminal Justice

**CLASS:** Day & Time: Wednesday, 2:35-5:25 p.m.

**INSTRUCTOR:** Dr. Ellen Faulkner, Institute of Criminology & Criminal Justice

**TEACHING ASSISTANT:** Natasha Moodie. Email: Natashamoodie@cmail.carleton.ca

**CONTACT:** Office: CI Office, DT1727, Dunton Tower, Institute of Criminology & Criminal Justice.  
Office Hrs: Wednesday 5:30-6:30 after class  
Email: [Ellen.Faulkner@carleton.ca](mailto:Ellen.Faulkner@carleton.ca)

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\*You must use your Carleton email address in all correspondence with the instructor.

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/208280>

**ACKNOWLEDGEMENT & AFFIRMATION**

**ANISHNABE**

Ni manàdjiyànànìg Màmìwinìnì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì mìgiwewàdj. Ni manàdjiyànànìg kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng. Ninisidawinawànànìg kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nigijewenimànànìg ogog kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

**ENGLISH**

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded. We pay respect to all Indigenous people in

this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, future

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

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**Calendar Description:**

Students will study the definition and control of youth misconduct in an historical and contemporary context. They will become familiar with the ways in which the definition of youth delinquency changes with shifting philosophical and socio-political circumstances with an emphasis on how these circumstances play out in a Canadian context. Students will critically analyze theories of juvenile delinquency. They will assess the social impact of programs and services implemented to deal with young offenders.

This course will review sociological perspectives on youth criminal offending and on the legal and moral regulation of youth. Canadian social policies with respect to the criminal behaviour of young persons will also be examined.

**Course Objectives:**

Students will gain a comprehensive overview of the history of juvenile justice legislation in Canada by examining the past youth models; specifically, the legal aspects of the Juvenile Delinquents Act as well as the Young Offenders Act. A detailed examination of the current youth justice model -- the Youth Criminal Justice Act and its impact on youth sentencing will be given significant emphasis throughout the course. Furthermore, students will gain insight into the past and current trends and patterns of youth crime as well as traditional and more recent theoretical perspectives on juvenile criminality. Similarities, differences and emerging trends of males and females as young offenders will also be examined. Innovative and current research into youth topical issues such as mental/developmental disorders and crime, psychopathy and sex offending, are amongst a few of the topics analyzed in the course.

**Learning Outcomes:**

At the conclusion of the course the successful student will be able to:

Describe the socio-cultural context in which youth crime and its response occurs.

1. Discuss the historical evolution of Canada's legal response to youth crime.
2. Describe characteristics of young offenders as indicated in social science research.
3. Evaluate the models of juvenile justice.
4. Apply theories of crime to youth misconduct.
5. Construct a legal analysis of the Youth Criminal Justice Act.
6. Critically analyze the Youth Criminal Justice Act.
7. Describe effective crime prevention programs involving youth.
8. Compare Canada's response to young offenders to that of other countries.
9. Analyze one or more related topics of the instructor's choice.

**REQUIRED TEXTS:**

Bell, Sandra J. (2015). (Fifth Edition). *Young Offenders and Youth Justice: A Century After the Fact*. Available in the Carleton University Bookstore and online as an E-Publication. Top Hat Monocle.

Schissel, Bernard (1997). *Blaming Children: Youth Crime, Moral Panics and the Politics of Hate*. Fernwood. Available online in E-Reserves.

### **Supplementary Resources:**

Ansloos, Jeffrey Paul. (2017). *The Medicine of Peace. Indigenous Youth Decolonizing Healing and Resisting Violence*. 2017. Halifax, NS: Fernwood Publishing.

Barron, Christie. (2000). *Giving Youth a Voice*. Halifax, NS: Fernwood Publishing.

Barron, Christie. (2011). *Governing Girls: Rehabilitation in the age of Risk*. Halifax, NS: Fernwood Publishing.

Berman, Helene et al. (2020). *Everyday Violence in the Lives of Youth. Speaking Out and Pushing Back*. Halifax, NS: Fernwood Publishing.

Burch, Brian. (2010). *Get that Freak. Homophobia and Transphobia in High Schools*. Halifax, NS: Fernwood.

Carson, Alexa. (2010). *Leaving the Streets. Stories of Canadian Youth*. Halifax, NS: Fernwood Publishing.

Criminal Code (Canada). Government of Canada: <https://laws-lois.justice.gc.ca/eng/acts/C-46/index.html>

Department of Justice Canada. Youth Criminal Justice Act. Government of Canada. Link: <https://laws-lois.justice.gc.ca/eng/acts/Y-1.5/index.html>

Fast, Matthew. (2017). *Finding their Way Again: The experiences of Gang-Affected Refugee Youth*. Halifax, NS: Fernwood.

Gorkoff, Kelly and Jane Runner. (2003). *Being Heard. The Experiences of Young Women in Prostitution*. Halifax, NS: Fernwood.

MacDonald, Sue Ann. *Staying Alive While Living the Life. Adversity, Strength and Resilience in the Lives of Homeless Youth*. Halifax, NS: Fernwood Publishing.

Schissel, Bernard. 2006. *Still Blaming Children*. Halifax, NS: Fernwood Publishing.

Schissel, Bernard. (2011). *About Canada. Children and Youth*. Black Point, NS: Fernwood Publishing.

Winterdyk, John, Kelly Gorkoff, Daniel Antonowicz, Russell Smandych Eds. (2020). *Youth Justice: A Canadian Overview*. (3<sup>rd</sup> Edition). Don Mills: Oxford University Press.

\*\*Links to additional book chapters and journal articles may be accessed on Ares through Brightspace.

## **POLICIES**

### **(i) Contact with Professor**

I will be available for consultation with students during my office hours or by appointment. Please e-mail me should you want to set up an appointment outside of regularly scheduled office hours.

### **(ii) E-mail Policy**

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within 2-3 days. **I read and respond to email between 9:00am-6:00pm on weekdays.**

### **(iii) Late Assignments:**

**Late submissions and Missed Exams** are not encouraged, although exceptions are made for illness or other challenging situations. Please contact your instructor as quickly as possible should you require accommodation on deadlines. Each day of late submission without an extension may result in a penalty of 5% per day. Late assignments will only be accepted up to three days after the deadline. University regulations require late submissions on final exams be supported by documentation. Please remember, instructors cannot grant extensions on final exams. Those must go through the official Faculty deferral process. Information and forms should you require a formal exam deferral are available online:

<https://carleton.ca/registrar/special-requests/deferral/>

### **(iv)Disclaimer:**

Please note that this schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives. Any changes will be communicated to the class via email.

### **(v) Respect**

Our classroom will be defined by a commitment to intellectual openness and the acceptance of multiple opinions. Therefore, everyone must feel safe to express opinions, beliefs, and live out their values. We will all demonstrate respect for everyone in this class during group discussions. Respect does not mean that you cannot disagree. Rather it means listening to differing perspectives without interruption, prejudice or intimidation – verbal or nonverbal. Any form of disrespect will not be tolerated.

### **(vi) Confidentiality**

Treat any personal information that you hear about a peer or an instructor as strictly confidential.

**(v) Always keep copies of all your written work** submitted. Retain for yourself more than one copy in alternate formats (hard copy, external hard drive, or USB in addition to your original on your primary computer) of all your written academic work.

**(vi) Email to Professor or TA:** Where needed emails should receive a response within two business days. Please keep time constraints in mind when emailing for virtual appointments or questions on assignments. Emails should not include questions already addressed on the course outline or Brightspace, requests for 'extra credit assignments,' or whether required readings are required.

## **EVALUATION:**

**(All components must be completed for a passing grade)**

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Assignment	Percentage	Due Dates
1. Mid-Term Exam	25%	Week 6 Sun Oct 15
2. Research Paper	25%	Week 8 Sun Nov 5
3. Final Exam	25%	TBA Final Exam Period
4. Reflection Assignments Class Participation	10%	Ongoing Weeks 2, 3, 4, 7, 9
5. Research Paper Presentation	10%	Weeks 10-13
6. In class presentation	5%	Ongoing, Weeks 2-8
TOTAL	100%	

**\*All written assignments and the Mid-Term Exam will open Sunday at 11:59 p.m. and close the following Sunday at 11:59 p.m. in Brightspace.**

**1. Mid-Term Exam (25%). Due Week 6. Sunday October 15 at 11:59 p.m. Exam Must be Submitted Online in Brightspace.**

The Mid-Term Exam will test students on comprehension of the main concepts, theories, and issues covered in material (lectures, textbook readings, videos etc.) from Weeks 1-5 in the course. The exam will be composed of multiple choice and true false questions as well as short and long essay questions. **Please see the Instructions and Grading Rubric posted in the course.**

**2. Research Paper. – (25%) Due – Due: Week 8 – Sunday November 5 at 11:59 p.m. Assignment must be Submitted Online in Brightspace.**

This assignment requires you to write a paper summary (Double Spaced 8-10 pages in length) of a case brief from the course textbook. You will be assigned a legal case from the Sandra Bell text, *Young Offenders and Youth Justice*. Second, you must locate the case in Quicklaw from the Library Research Resources Database. Once you have located a copy of your case, read it. Make sure that you read the actual case and the opinion of the court. (Submit a copy of the case with your research paper). You should then prepare a case brief which contains the following:

1. Name of the Case (always in Italics)
2. Citation number and year of the decision
3. Summarize the facts of the case (this should be approximately one to two paragraphs). Provide information on the background of the accused and victims and any socio-economic, age, class, race, gender, ethnicity, and sexual orientation differences etc. which may have factored into the crime(s) committed.
4. What is the issue of the case? This should be stated as a question, and is essentially the legal question that the Court is attempting to resolve in the case.
5. What was the motivation for the crime and why was the crime committed?
6. What did the Court decide? This is called the "Ruling," and should provide the answer to the question stated in item #4.
7. What was the legal reasoning behind the decision? In other words, why did the Court make the decision that it did? In what way(s) did the age of the youth factor into the decision?

8. Your opinion – do you agree or disagree with the Court’s decision, and why?
9. Was any consideration made of age, race, class, ethnicity, gender, sexual orientation, ability or any other difference in the judge’s disposition? If not, why not? Would you make any recommendations?

Your brief should be structured with the above information presented under these headings:

1. Name of Case
2. Citation and Year
3. Facts
4. Issue
5. Holding
6. Legal Reasoning
7. Opinion

I expect this to be a challenging but worthwhile assignment – Provincial and Supreme Court cases can be difficult to read and understand, but it is an important skill to learn. I encourage you to start this project well before the due date!

The paper must be 8-10 pages long (double-spaced, not including cover page or References). **Additional guideline and grading rubric to be posted online.**

**NOTE:** All assignments should be submitted as Word Documents, and use a reasonably sized font (e.g., 12-point Arial or Times New Roman Font) and be double-spaced. Any citation style may be used as long as you remain consistent.

**How to submit assignments:** Please submit assignments using the drop box feature located on Brightspace. Assignments are due by 11:59pm on the due date. All assignments in the course must be completed to receive a passing grade.

**3. Final Exam. (25%). TBA Due during the Final Exam Period. Exam must be submitted online in Brightspace.**

The Final Exam will test students on comprehension of the main concepts, theories, and issues covered in material (lectures, textbook readings, videos etc.) from Weeks 6-12 in the course. The exam will be composed of multiple choice and true false questions as well as short and long essay questions. **Please see the Instructions and Grading Rubric posted in the course.**

**4. Participation – In Class Reflection Assignments (10%) - Ongoing - Open in Weeks 2, 3, 4, 7, 9 (2pts each). Due Sunday at 11:59 p.m. in Brightspace.**

This grade will be based on your in- class groupwork activity and online reflection posts in Brightspace during the course. There will be 5 online reflection submissions throughout the course which will be open for one week Sunday to Sunday during the week they are due. Weekly online activities and readings will be assigned requiring you to reflect upon a question related to these in-class assignments or a required or suggested reading in your online post. Contributing to online class discussions will help you articulate your understanding and opinions of the ideas and information presented in the course and enable you to directly engage with the course material. **More information will be provided in class. Please see the grading rubric posted in the course.**

**5. Presentation. (10%).**

In the last 4 weeks of class students will present the findings of their Research Brief Project Paper to the Class. **Please see the Grading Rubric Posted in the Course.**

**6. Presentation on Reading: (5%)** Starting in Week 2, Students will work with a group to present on one chapter from the Bernad Schissel text, *Blaming Children* (1997). **This book is available online in the MacOdrum library.** Students will present the following: a) a brief summary of the reading, b) three interesting things you found in the reading, c) two questions for the author and d) pose questions from the reading to the class for discussion. Students will be assigned to groups in Week 1 of the course. **Students must be in class to obtain points for this assignment. Please see the Grading Rubric Posted in the Course.**

## **COURSE INFORMATION**

**In-Person Course:** This course will be delivered in a classroom where we can interact as a group to engage in respectful discussion and co-learning. It is my hope that we will all work together to create a respectful and valuable learning experience.

**What students can expect from the Instructor and TA:** This is an in-person course, which means that all required material will be available in the classroom and/or posted online to the course website each class, so that students can flexibly engage with the material on their own weekly schedules. Students may meet with the instructor weekly to ask questions during class time. Each class will feature an in-person lecture. Students can expect a weekly message from their instructor, and weekly engagement by the Instructor and TA in the classroom and during office hours. Your instructor and TA are available for office hours and by appointment, and we can be contacted by email; the primary mode of engagement with the course material, however, should be in the classroom so that we can connect and discuss the material and ideas together.

**What we expect from students:** As members of the Institute of Criminology and Criminal Justice and of Carleton University, CRCJ 3202 students are expected to engage in respectful consideration and analysis of course topics, and respectful discussion with our peers and with the teaching team. Students should allocate enough time each week to complete the assigned readings and attend weekly lectures. Some classes will involve more work, and should be allocated time accordingly.

Students should note that a considerable portion of your grade involves writing. An inability to present a clear and concise work will have an impact on the grade you receive for the class. Cheating, plagiarism, handing in the same assignment as someone else in the class, and handing in the same assignment or essay for two or more courses (without the permission of all instructors involved) are classified by the University as academic offences and will be dealt with accordingly. If you would like assistance with your writing, please contact the Centre for Academic Support (CSAS) Writing Services at: <https://carleton.ca/csas/writing-services/>

### **Useful Resources**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4<sup>th</sup> floor of MacOdrum Library or online at: [carleton.ca/csas](https://carleton.ca/csas).

## **OTHER CONCERNS**

**September 30, 2023: Last day to withdraw from full fall and fall/winter courses with full fee adjustment.**

**November 15, 2023: Last day for academic withdrawal from full fall and late fall courses.**

<https://calendar.carleton.ca/academicyear/>

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### **PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

### **INTELLECTUAL PROPERTY**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **STATEMENT ON STUDENT MENTAL HEALTH**

As a University student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a link to information about all of the resources, both on campus and off, that you may find helpful: <https://carleton.ca/wellness/crisis/emergency-numbers/>



### **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes can be found at the below link:

<https://students.carleton.ca/course-outline/>

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or Faculty of Public Affairs 20 Teaching Regulations 2022-23 as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wpcontent/uploads/Accommodation-for-Student-Activities-1.pdf>

**SCHEDULE:** Please note that on occasion the class schedule may vary slightly from the course outline. This schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.

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**Class 1 Week 1: September 6 - Introduction to Course: Content, Format and Requirements. The Rise and Fall of Delinquency**

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- ☐ Presentation of the course outline and assignments
- ☐ Understanding course expectations
- ☐ Lecture: Historical Background: The Rise and Fall of Delinquency.

**Required reading:**

Bell, Sandra. (2015). Chapter 1. "The Rise and Fall of Delinquency." In *Young Offenders and Youth Justice: A Century After the Fact*.

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**Class 2: Week 2. September 13 - Creating a Juvenile Justice System.**

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- ☐ Lecture: Creating a Juvenile Justice System
- ☐ Reflection 1 – In Class Assignment
- ☐ In-Class Presentation 1

**Required Reading:**

Bell, Sandra. (2015). Chapter 2. "Creating a Juvenile Justice System." In *Young Offenders and Youth Justice: A Century After the Fact*.

Schissel, B. (1997) Ch 1: "The Study of the Hatred of Children." In, *Blaming Children*. Online.

**Assignments:** Reflection #1 Due: Sunday September 17 at 11:59 p.m. in Brightspace.

In-Class Presentation 1 (Schissel, Ch 1)

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**Class 3: Week 3. September 20 – The "Facts" of Youth Crime.**

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- ☐ Lecture: Canadian "Facts" about Youth Crime.
- ☐ Reflection 2 – In Class Assignment
- ☐ In-Class Presentation 2

**Required reading:**

Bell, Sandra. (2015). Chapter 3. "Creating a Juvenile Justice System." In *Young Offenders and Youth Justice: A Century After the Fact*.

Schissel, B. (1997). Ch 2 - "The Actors in the Theatre of Crime." In, *Blaming Children*. Online.

**Assignments:** Reflection #2 Due: Sunday September 24 at 11:59 p.m. in Brightspace.

In-Class Presentation 2 (Schissel, Ch 2)

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**Class 4: Week 4. September 27 – The Social Face of Youth Crime in Canada.**

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- ☒ Lecture: The Social Face of Youth Crime in Canada
  - ☒ Reflection 3 – In Class Assignment
  - ☒ In-Class Presentation 3

**Required reading:**

Bell, Sandra. (2015). Chapter 4. "The Social Face of Youth Crime." In *Young Offenders and Youth Justice: A Century After the Fact*.  
Schissel, B. (1997) Ch 3 -"Media Discourse and the Deconstruction of Crime Myths." In, *Blaming Children*. Online.

**Assignments:** Reflection #3 Due: Sunday October 1 at 11:59 p.m. in Brightspace.  
In-Class Presentation 3 (Schissel, Ch 3)

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**Class 5: Week 5. October 4 - Explaining Crime and Delinquency.**

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- ☒ Lecture: Explaining Crime and Delinquency
  - ☒ Mid-Term Exam Review
  - ☒ In-Class Presentation 4

**Required reading:**

Bell, Sandra. (2015). Chapter 5. "Explaining Crime and Delinquency." In *Young Offenders and Youth Justice: A Century After the Fact*.  
Schissel, B. (1997). Ch 4 -"The Socio-Fiction of Young Folk Devils." In, *Blaming Children*. Online

**Assignments:** Mid-Term Exam Review  
In Class Presentation 4 (Schissel, Ch 4)

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**Class 6: Week 6. October 11 – Different Directions in Theorizing.**

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- ☒ Lecture: Different Directions in Theorizing.
  - ☒ Mid-Term Exam on Weeks 1-5 Material.
  - ☒ In-Class Presentation 5

**Required readings:**

Bell, Sandra. (2015). Chapter 6. "Different Directions in Theorizing." In *Young Offenders and Youth Justice: A Century After the Fact*.  
Schissel, B. (1997). Ch 5 -"The Reality of Youth Crime and Misconduct." In, *Blaming Children*. Online.

**Assignments:** Mid-Term Exam Due Sunday October 15 at 11:59 p.m. in Brightspace.  
In-Class Presentation 5 (Schissel, Ch 5)

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**Class 7: Week 7. October 18 – Family, School and Peers.**

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- ☐ Lecture: Family, School and Peers.
- ☐ Reflection 4 – Assignment.
- ☐ In-Class Presentation 6

**Required reading:**

Bell, Sandra. (2015). Chapter 6. "Family, School and Peers." In *Young Offenders and Youth Justice: A Century After the Fact*.  
Schissel, B. (1997). Ch 6- "Understanding Child Hating." In, *Blaming Children*. Online.

**Assignments:** Reflection #4 Due: Sunday October 22 at 11:59 p.m. in Brightspace.  
In Class Presentation 6 (Schissel, Ch 6).

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**October 23-27 – FALL BREAK - NO CLASSES**

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**Class 8: Week 8. November 1 - First Contact, Police and Diversion.**

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- ☐ Lecture: First Contact, Police and Diversion.
- ☐ Research Paper Due
- ☐ In-Class Presentation 7

**Required reading:**

Bell, Sandra. (2015). Chapter 8. "First Contact, Police and Diversion." In *Young Offenders and Youth Justice: A Century After the Fact*.  
Schissel, B. (1997). Ch 7 "A Kinder World for Youth." In, *Blaming Children*. Online.

**Assignments:** Research Paper Due: Sunday November 5 at 11:59 p.m. in Brightspace.  
In Class Presentation 7 (Schissel, Ch 7).

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**Class 9: Week 9. November 8 – Going to Court.**

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- ☐ Lecture: Going to Court.
- ☐ Reflection 5 – In Class Assignment.
- ☐ In-Class Presentation 7 (Barron article).

**Required reading:**

Bell, Sandra. (2015). Chapter 9. "Going to Court." In *Young Offenders and Youth Justice: A Century After the Fact*.  
Baron, Christie. (2000). Ch 1 - "Giving Youth a Voice." In, *Giving Youth a Voice*. PDF.

**Assignments:** Reflection #5 Due: Sunday November 12 at 11:59 p.m. in Brightspace.  
In-Class Presentation 8 (Baron, Ch 1).

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**Class 10: Week 10. November 15 - Youth Corrections: Going to Jail.**

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- ☒ Lecture: Youth Corrections: Going to Jail.
- ☒ In-Class Presentations I – on Research Paper

**Required readings:**

Bell, Sandra. (2015). Chapter 10. "Youth Corrections: Going to Jail." In *Young Offenders and Youth Justice: A Century After the Fact*.

**Assignment: In-Class Presentations I. Research Paper.**

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**Class 11: Week 11. November 22 – Perpetuating Social Injustice.**

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- ☒ Lecture: Perpetuating Social Injustice.
- ☒ In-Class Presentations II – on Research Paper

Bell, Sandra. (2015). Chapter 11. "Perpetuating Social Injustice." In *Young Offenders and Youth Justice: A Century After the Fact*.

**Assignment: In-Class Presentations II. Research Paper.**

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**Class 12: Week 12. November 29 – Youth Justice: A Century after the Fact.**

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- ☒ Lecture: A Century after the Fact.
- ☒ In-Class Presentations III – on Research Paper

Bell, Sandra. (2015). Chapter 12. "Youth Justice: A Century after the Fact." In *Young Offenders and Youth Justice: A Century After the Fact*.

**Assignment: In-Class Presentations III. Research Paper.**

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**Class 13: Week 13. December 6 – Final Exam Preparations**

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- ☒ Lecture: Final Exam Preparation
- ☒ In-Class Presentations IV – on Research Paper
- ☒ Course Wrap-up

**Assignment: In-Class Presentations IV. Research Paper.**

**Final Exam Prep** – TBA. Final Exam will be available in Final Exam Period - Testable Material Weeks 6-12, Chapters 6-12 in the Bell Textbook.

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**End of term. Have a lovely Winter break!**

### Course Schedule and Readings:

Week 1 – Sept 6 –	Introductions and Lecture 1 The Rise and Fall of Delinquency	Bell, Ch 1
Week 2 – Sept 13 -	Creating a Juvenile Justice System <b>Reflection 1 &amp; Presentation 1</b>	Bell, Ch 2
Week 3 – Sept 20 –	The “Facts” of Youth Crime <b>Reflection 2 &amp; Presentation 2</b>	Bell, Ch 3
Week 4 – Sept 27 -	The Social Face of Youth Crime <b>Reflection 3 – Presentation 3</b>	Bell, Ch 4
Week 5 – Oct 4 --	Explaining Crime and Delinquency <b>Exam Review – Presentation 4</b>	Bell, Ch 5
Week 6 – Oct 11 -	Different Directions in Theorizing <b>Mid Term Exam on Weeks 1-5 material &amp; Presentation 5</b>	Bell, Ch 6
Week 7 - Oct 18 -	Family, School and Peers <b>Reflection 4 &amp; Presentation 6</b>	Bell, Ch 7
Week 8 – Nov 1 -	First Contact, Police and Diversion <b>Research Paper due &amp; Presentation 7</b>	Bell, Ch 8
Week 9 – Nov 8 -	Going to Court <b>Reflection 5 &amp; Presentation 8</b>	Bell, Ch 9
Week 10 – Nov 15 -	Youth Corrections: Going to Jail <b>Presentations I – Research Paper</b>	Bell, Ch 10
Week 11 – Nov 22 -	Perpetuating Social Injustice <b>Presentations II – Research Paper</b>	Bell, Ch 11
Week 12 – Nov 29 -	A Century After the Fact <b>Presentations III – Research Paper</b>	Bell, Ch 12
Week 13 – Dec 6 –	Final Exam Prep - Presentations <b>Presentations IV – Research Paper</b>	

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