
COURSE:	LAWS 3307A – Youth and the Criminal Law
TERM:	FALL 2020
PREREQUISITES:	LAWS 2301 and LAWS 2302
CLASS:	Day & Time: Monday's 6:05 PM- 8:55 PM Room: All Courses in the Fall 2020 term are offered online. Lectures will be delivered asynchronously. Pre-recorded lectures will be uploaded to the CuLearn course page every Monday at 6:00 pm.
INSTRUCTOR: (CONTRACT)	Corinne Baray, M.A
CONTACT:	Office: Office Hrs: Online by appointment via Zoom Meeting or via Telephone Telephone: Email: corinnebaray@cmail.carleton.ca

CALENDAR COURSE DESCRIPTION

A review of the Youth Criminal Justice Act within the framework of the Canadian justice system, with particular emphasis on historical and philosophical developments and objectives. Current topics include: constitutional issues, procedure, confessions, transfers, sentencing options, alternative measures, reviews, and possible amendments.

COURSE DESCRIPTION

This course will provide an in-depth overview of the youth criminal justice act and its antecedents. This course will review various approaches to youth criminal offending and on the legal and moral regulation of youth. It will review the theories and concepts underpinning these approaches to youth offending. This course will elucidate youth experiences of the criminal justice system.

REQUIRED TEXTS

Students are not required to buy a text for this course. The textbook and readings for this course are available online through the MacOdrum Library:

Textbook: Bala N., Anand S. Youth Criminal Justice Law, 3rd edition

COURSE DELIVERY

This course will be delivered both remotely and asynchronously. Lectures and Modules

will be available to students on Monday's at 6pm (EST). Please check CuLearn frequently for course updates or communications.

EVALUATION*

*All assignments will be submitted via the CuLearn course page.

<u>Assignments</u>	<u>Percentage of Total Grade</u>	<u>Due Date</u>
Paper Abstract and Sample Bibliography	5%	October 12th, 2020 @11:59PM EST
Discussion Forum CuLearn	20%	Weekly
Critical Commentaries	20%	4 throughout the semester
Research Paper	30%	December 11th, 2020 @11:59PM EST
Final Exam	25%	During Final Exam Period December 12 th – December 23 rd 2020

* students must complete all components in order to get a passing grade.

Standing in a course is determined by the course instructor subject to the approval of the Department and 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 Department and the Dean.

Assignment Breakdown:

Paper Abstract and Bibliography (5%):

This assignment involves the development of a specific research question and research parameters for your final paper. The abstract (1-2 double spaced typed pages, or 250-500 words) should briefly outline the thesis, issues, and arguments you will present in your final paper. Try to choose a clearly delineated and manageable topic and avoid embarking on vast research enterprises.

The bibliography should present the literature you propose to use to address these issues. The bibliography is expected to conform to the minimum requirements for the final research paper.

Research Paper (30%):

For this assignment, students shall write an essay on a subject matter suitable to the course. It is important to utilize ideas, arguments, and concepts presented in class and in course readings and to discuss and critically evaluate the materials you use in your paper. The aim of the research paper is to synthesize, discuss, and assess (not simply describe or summarize) scholarly literature and to develop a conceptual analysis of the topic chosen.

Papers shall be between 2000-2500 words and must be typed and double-spaced with 1-inch margins and APA, Legal, or Chicago style citations (choose one).

Critical Commentaries (20%)

To promote class discussion and participation, each class member shall prepare four written critical commentaries throughout the semester. Each critical commentary will be written on the required reading, and be prepared to raise issues from course material or assigned readings, including topics found interesting and relatable to that weeks' course material. **Students must submit four critical commentaries throughout the semester.** Students can choose which week they submit their critical commentaries (week 2-week 12).

Critical commentaries should briefly outline the central claims and issues, the central debates or points of comparison, and the scholarly strengths and limitations of material as you see it (interpretations of the material are encouraged).

Commentaries must include at least one critical question that will inform class discussion and stimulate debate of issues of scholarly importance.

Each submission of critical commentaries must be 300-500 words, double-spaced pages and ***handed in on the day that the reading is assigned.*** Students must submit their critical commentary at the beginning of class. **Throughout the semester, students will submit a total of 4 critical commentaries.**

Discussion Forum /Community Standards (20%)

Lecture modules are engaged with mixed media to give you context, background, and an overview of interesting and relevant issues. These serve as background for your discussions. The more you communicate with the other members in the class and lead or participate in the electronic discussions, the more you will learn. Participants should be discussing the same material at approximately the same time; therefore, credit is not given for late participation.

The discussion board is a place for you to learn from each other and to help each other learn (to ask questions, offer responses, and work through problems). Our CuLearn Discussion forum offers you the opportunity to ask questions, answer your peer's questions, and/or make observations about what you have seen and read. **Each of you should hold yourself individually responsible for creating and maintaining a welcoming and academically engaging environment in this community.** Not only should you speak up if someone says something that is outside of community standards, you should alert your instructor (Corinne Baray) to problems rather than waiting for someone else to do something.

Some of the discussions will be on prompts offered by the instructor, but you should also suggest interesting and relevant topics for conversation. Even when your instructor offers a discussion prompt, she will not be a central participant in your discussions. (However, at the end of each module, she will summarize some of the important points and offer any necessary general corrections.) On the discussion board, if you lead a discussion – as evidenced by posting something that sparks a larger conversation – you will earn quality points toward your final grade. This is also a reason to post early, rather than late! **Additionally, you will get full credit only if your posts show engagement: more than passing effort, an accurate and thoughtful response to the material.** This means that your postings must offer something original and not just restate a previous post, whether by you or someone else. If you say facile or factually incorrect things and/or do not read a substantial number of posts by other students, you are not an engaged participant: you will likely not receive much credit for your posts. The discussion forum should be a conversation based on your work, not something off the top of your head, or a hit-and-run!

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Deadlines for submissions are set prior to the start of the term. Students are expected to

organize their time to ensure they meet deadlines. The penalty for late submissions will be 10% for each day between the due date and submission date (including Saturday, Sunday, and Holidays), subject to the discretion of the TA or Professor.

Extensions will be granted in extreme conditions such as illness, injury, or death of a family member. Students encountering unforeseeable difficulties should communicate their request for extension to their Teaching Assistant via email and within 24 hours of becoming aware of the need for extension.

Students are reminded that all course requirements must be met in order to receive a passing grade. Thus, if an assignment is received so late that it requires a grade of '0', the assignment must still be submitted or the student will be unable to pass the course.

The granting of extensions is determined by the instructor who will confirm whether an extension is granted and the length of the extension. For requests for extensions lasting less than 7 days, please complete the form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>. **Extensions for longer than 7 days will normally not be granted.** In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

SCHEDULE

<u>Class #</u>	<u>Topic(s)</u>	<u>Readings</u>
1 September 14, 2020	Course Introduction/ expectations	
2 September 21, 2020	Youth: a Concept	Foster, K. R., & Spencer, D. C. (2011). At risk of what? Possibilities over probabilities in the study of young lives. <i>Journal of Youth Studies</i> , 14(1), 125–143. Beckman, M. (2004). Crime, culpability, and the adolescent brain. <i>Science</i> , 305(5684), 596-9. Retrieved from https://proxy.library.carleton.ca/login?url=https://search-proquestcom.proxy.library.carleton.ca/docview/213605259?accountid=9894
3 September 28, 2020	Theories of Youth Deviance	Winters, A.M. Theoretical Foundations: Delinquency Risk Factors and Services Aimed at Reducing Ongoing Offending. <i>Child Adolesc</i>

		Soc Work J 37, 263–269 (2020). https://doi-org.proxy.library.carleton.ca/10.1007/s10560-020-00655-7
4 October 5, 2020	History of Youth Justice System	Bala N., Anand S. Youth Criminal Justice Law, 3 rd edition, Chapter 1: A, D, H
October 12, 2020		STATUTORY HOLIDAY, UNIVERSITY CLOSED
5 October 19, 2020	Youth Criminal Justice Act (YCJA)	Barnhorst, R. (2004). The youth criminal justice act: New directions and implementation issues. <i>Canadian Journal of Criminology and Criminal Justice</i> , 46(3), 231-250. doi: http://dx.doi.org.proxy.library.carleton.ca/10.3138/cjccj.46.3.231
October 26, 2020		FALL READING WEEK, NO CLASS
6 November 2, 2020	Youth: at risk of what?	Maurutto, P., & Hannah-Moffat, K. (2007). Understanding Risk in the Context of the Youth Criminal Justice Act. <i>Canadian Journal of Criminology and Criminal Justice/La Revue Canadienne de Criminologie et de Justice Pénale</i> , 49(4), 465–491
7 November 9, 2020	Policing Youth	Hepburn, Taryn & Spencer, Dale. (2020). Rural Policing, Youth and Overlapping Fields of Youth Justice. <i>Youth Justice</i> . 147322542092517. 10.1177/1473225420925175. 544. Ricciardelli, Rose & Adorjan, Michael & Spencer, Dale. (2019). Canadian Rural Youth and Role Tension of the Police: ‘It’s Hard in a Small Town’. <i>Youth Justice</i> . 147322541987240. 10.1177/1473225419872406.
8 November 16, 2020	Sentencing and Incarceration	Bala N., Anand S. Youth Criminal Justice Law, 3 rd edition, Chapter 8
9 November 23, 2020	Mental Health and Deviance	Canadian Institute for Health Information, <i>Improving the Health of Canadians: Mental Health, Delinquency and Criminal Activity</i> (Ottawa: CIHI, 2008).: http://publications.gc.ca/collections/collection_2

		<p>008/cihi-icis/H118-48-2008E.pdf</p> <p>Guebert, A. F., & Olver, M. E. (2014). An Examination of Criminogenic Needs, Mental Health Concerns, and Recidivism in a Sample of Violent Young Offenders: Implications for Risk, Need, and Responsivity. <i>International Journal of Forensic Mental Health</i>, 13(4), 295–310. https://doi.org/10.1080/14999013.2014.955220</p> <p>Bala N., Anand S. Youth Criminal Justice Law, 3rd edition, Chapter 7: E</p>
10 November 30, 2020	Aboriginal and BIPOC Youth	<p>Bala N., Anand S. Youth Criminal Justice Law, 3rd edition, Chapter 1:F</p> <p>Corrado, R. R., Kuehn, S., & Margaritescu, I. (2014). Policy Issues Regarding the Overrepresentation of Incarcerated Aboriginal Young Offenders in a Canadian Context. <i>Youth Justice</i>, 14(1), 40–62. https://doi.org/10.1177/1473225413520361</p> <p>Video, Fifth Estate: Indigenous youth deaths in Thunder Bay - Stories From the River's Edge (2011) https://www.youtube.com/watch?v=SUa55wxnshg</p>
11 December 7, 2020	Immigrant Youth and the Justice System	<p>Hagan, J., Levi, R. and Dinovitzer, R. (2008), The Symbolic Violence of the Crime-Immigration Nexus: Migrant mythologies in the Americas. <i>Criminology & Public Policy</i>, 7: 95–112.</p> <p>Rossiter, M. J., & Rossiter, K. R. (2009). Diamonds in the Rough: Bridging Gaps in Supports for At-Risk Immigrant and Refugee Youth. <i>Journal of International Migration and Integration / Revue de L'integration et de La Migration Internationale</i>, 10(4), 409–429.</p>
12 December 11, 2020 (Monday Schedule)	Wrap Up	No assigned readings

Communication (Yours, mine, and ours)

Instructor Communication

I will be online daily with the exception of holidays. I will answer messages as quickly as possible; please make sure that your message is sent to my email with the heading "LAWS3307A". If you do not get a response within 36 hours, please re-send your message, flagging it as high importance.

Getting assistance

When you have questions about the course, you should start a new post in the "Help" discussion forum. If you can offer help to a student who needs it, that will count as a quality post!

- Questions about TECHNOLOGY should have a subject line that includes the word TECHNOLOGY
- Questions about an ASSIGNMENT or the SYLLABUS should have a subject line that says COURSE MATERIALS
- PERSONAL MATTERS should be discussed with your instructor through email or meeting.

Appropriate Communication Style

All emails and discussion board postings are an exercise in professional communication and self-representation. They must therefore follow traditional academic writing standards. If you are unsure about proper "netiquette," this [site](#) provides an excellent introduction. (Summary: be scholarly, be respectful, be professional, be polite. If you aren't sure what those words imply, you should follow the link!)

Each Discussion forum communication should include:

- A message or body that is clear, concise, polite, and has complete sentences with standard spelling and grammar—including capitalization and punctuation. (No text message-ese or IM slang).

Additionally, emails and discussion board postings should include:

- A Salutation: Hi/Hello (include Person's Name/Title if applicable)
- A Clear Subject: Make the subject line work for you! Tell us what you are writing about so we know before we even click the email or discussion post.
- A Sign-Off: Thanks/Happy New Year/Have a nice weekend/Best wishes, and your name.

Other Important Information

***Online learning will require different skills from you than a regular course that meets in person. In effect, will be taking greater responsibility for learning the material while using the tools and format that the online course provides. Because you will not have to meet at the same time and place every day or week, you must be committed to the online course, have time management skills, be self-motivated and be able to work independently. In a course this short, you likely need to log in every day to be successful (with the exception of Dec. 24, 25, and Jan 1). (A three hour course includes 45 contact hours, with 1-2 hours of additional reading and assignments for each contact hour. You should expect to put in approximately 120 hours in this course. That averages out to approximately 40 hours a week of reading, writing, and communicating. You cannot leave all that work to one – or even two – days in each module and expect to do well.)

If you only study when you think of it, rather than scheduling time for study, you will fall behind. If you procrastinate or lose sight of the course calendar, you will not be happy with your grade in this course (and you will also make partners and group members unhappy!). Alternatively, if you plan time to study, read the textbook and watch/listen to the online material carefully, and make sure that you complete assignments by their deadlines, including participating in the discussion board both early and later, you will not only be likely to earn a grade that pleases you, but you will likely have learned valuable skills that will help you as you look for a job or market yourself to a new employer.*** All deadlines are set for 11:59 pm Eastern Standard Time (EST). If you are in a different time zone, plan accordingly.

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Pregnancy obligation

Please contact 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, visit the Department of Equity and Inclusive Communities (EIC):

<https://carleton.ca/equity/>

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, visit the Department of Equity and Inclusive Communities (EIC):

<https://carleton.ca/equity/>

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact The Paul Menton Centre (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me as soon as possible to ensure accommodation arrangements are made. Please consult the PMC Website for their deadline to request accommodations for the formally-scheduled exam (if applicable) <https://carleton.ca/pmc>

Plagiarism

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism 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, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence. More information on the University's Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>

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 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/studentssupport/svpolicy/>

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. Please contact your instructor 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/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/services/accommodation/>

Department Policy

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations: <https://carleton.ca/law/current-students/>