

SOC423 – SOCIOLOGY OF YOUTH CRIME
WINTER 2015



LECTURE LOCATION: Earth Science 054
SCHEDULE: Tues/Thurs 11:00am-12:15pm; Jan 13-Apr 14 2015
INSTRUCTOR: Dr. Michael Adorjan
EMAIL: madorjan@ucalgary.ca
OFFICE: SS 952, Social Science Building
OFFICE HOURS: By appointment

Course Description

The ways in which a society responds to the delinquent and criminal behavior of young people reveals much about its broader cultural values, social circumstances and political affairs. This course provides an international and sociological perspective examining perceptions and reactions to juvenile delinquency and youth crime. Theoretically the course draws on moral panics and social constructionist theory, as well as reintegrative shaming theory (linked to restorative justice practices) to examine how politicians, the media and key stakeholders in the youth justice system interpret and respond to youth crime. Students will be encouraged to think comparatively across national contexts including Canada, the United States, the United Kingdom, Norway, as well as Japan, China and Hong Kong.

Learning Outcomes

By the end of this course students will:

- Illustrate knowledge of how to think sociologically about juvenile delinquency and youth crime, including the application of sociological theories
- Develop an international perspective regarding differing responses to juvenile delinquency and youth crime
- Produce original written and oral assessments of a particular topic/issue related to juvenile delinquency and crime

Course Assessment

- 10% Term Paper Proposal
- 20% Individual Presentation
- 30% Term Paper
- 40% Take Home Final Exam

Key Due Dates (for details please see below)

Term Paper Outline: Friday, February 13th, 11:50pm

Term Paper: Friday, March 13th, 11:50pm

Take Home Exam: Tuesday, April 21st, 11:50pm

All assignments above are to be submitted to the course D2L dropbox in .doc or .docx formats by the required due dates. Early submissions are very much welcome!

Assessment Components

Term Paper Outline

The term paper outline identifies the research topic and main argument of the paper. Include title of the paper, full name and student ID at the top of the page (no cover page is required). Format: 1 to 1.5 pages, 8.5x11" layout, 1" margins on all sides, double spacing, Times New Roman or Calibri or Cambria font, 12pt. type. Cambria is preferred, but not mandatory. The outline must provide the following details, which will structure the full paper and guide the presentation:

1. Introduction and thesis statement. The thesis statement for this paper will be an argument about how the chosen topic relates to theory. Students are free to formulate a supplementary thesis statement that makes a normative argument (i.e. takes a position on an issue), though this is NOT required. The outline can summarize the connection between theory and topic, though this connection must be elaborated upon in the full paper and presentation (i.e. include a summary of the theory, why it is appropriate to analyze a topic, and how it will be applied).
2. Outline how the paper will develop the topic in the body paragraphs. A detailed explication of each paragraph is not required, but the outline must include sufficient detail about how you will analyze the topic, what issues will be examined, from which sources, etc.

Term Paper

Students are required to write ONE term paper for this course. The specific area may be one addressed by required readings or during lectures, but students are encouraged to explore topics of their own interest. The paper *must* interpret the substantive topic addressed in relation to *at least one* of the following theoretical concepts: moral panics theory OR social constructionism OR penal populism. **Passing references to theory will be penalized**; the paper must demonstrate understanding and application of theory. The paper may integrate more than one theoretical framework but this is not a requirement. All sources materials must be properly referenced, including required readings. Papers must incorporate at least 3 peer reviewed scholarly external sources (beyond required readings), which may include books and journal articles. News sources may also be incorporated. Please consult any of the following journals for inspiration and information:

Youth and Society
Youth Justice
Canadian Journal of Criminology and Criminal Justice
Australian and New Zealand Journal of Criminology
Punishment and Society
British Journal of Criminology
Crime, Media, Culture
Theoretical Criminology
Symbolic Interaction
Journal of Contemporary Ethnography

All of these journals are available through the library journal database. To search these journals, students may either browse the particular journal for relevant articles and/or search google.com/scholar for sources.

Format Guidelines:

There is no minimum length. The maximum length is 10 pages *not including references*. Papers must be formatted to an 8.5x11" layout, 1" margins on all sides, double spacing, Times New Roman or Calibri or Cambria font, 12pt. type. Cambria is preferred, but not mandatory. All papers must include pagination (preferably at the bottom of the page) and cover page including a concise paper title, full student name and UCID. Please see the appendix for detailed grade descriptors for the essay, as well as citation and referencing guidelines. Students are encouraged to review the university guidelines on plagiarism before proceeding (see below).

Individual Presentation

Each student will give a short (no more than 10 minutes) oral presentation on his or her term paper topic. About 3 presentations per class will begin starting March 3rd through April 9th. The presentation must address:

1. The importance and relevance of the chosen topic (answering the 'so what?' question)
2. The chosen theory (providing a succinct summary of the theoretical framework, how it is being applied, and why it is an appropriate theory to analyze the topic - the theoretical 'so what?')

All students will receive 2-3 minutes of time following their presentations for questions and answers. Students will be graded based on how well they stay within the 10 minute time limit and how well they are able to articulate the required tasks above. Student responses to questions will also be factored into the grading for the presentation. All students are encouraged to ask supportive and constructive questions and/or make supportive and constructive comments.

Final Take Home Exam

Students will have one week to submit a final take home exam, to be distributed during the final class on April 14th. The exam will cover all required readings and lecture content in the course, including theoretical frameworks and substantive topics. Further details will be provided closer to the end of the course.

GRADING

Letter Grades will be assigned based on the following scale. This scale will be the course grading scheme on the D2L system. Please note that grades for this course will be calculated using the points grades (numerical grades) entered into D2L.

95 - 100 = A+	67 - 69 = C +
90 - 94 = A	63 - 66 = C
85 - 89 = A -	59 - 62 = C -
80 - 84 = B +	54 - 58 = D +
76 - 79 = B	50 - 53 = D
70 - 75 = B -	00 - 49 = F

In addition to this general scale, grade descriptors will be employed in this course for particular assignments (see appendix of this syllabus). Student feedback on their assignments will include reference to these grade descriptors.

LECTURES & READINGS

The following lists lectures topics that will be covered, including all required reading materials. Readings will either be posted in PDF form on D2L for direct download or will be available in e-book form through the library. Students are also encouraged to refer to D2L for all lecture notes and additional supplementary readings, links, videos, etc. (posted in the 'this and that' folder). Lecture notes will *normally* be posted before lecture times to allow students to download the document and take notes. Notes will be posted in PDF format to ensure all students are able to view them regardless of computer system, and for security purposes. While every effort will be made to provide lecture notes in advance of lectures, this may not be possible before every class. Please note that the following schedule is designed to be flexible, with some topics requiring more (or less) time than indicated below, also based on in-class discussion.

WEEK 1: JAN 13, 15

- Course Introduction
- The theory part 1: Moral Panics and Penal Populism

Erich Goode and Nachman Ben-Yehuda. (2009). *Moral Panics: The Social Construction of Deviance (2nd Ed.)*. "Chapter 2: The Moral Panic: An Introduction", pg. 34-50. Oxford: Wiley-Blackwell. [posted to D2L]

Julian Roberts, Loretta Stalans, David Indermaur, Mike Hough. (2003). "Penal Populism in context" and "Summary of International Crime Trends", pp. 3-5; 12-15. In *Penal Populism and Public Opinion. Lessons from five countries*. Oxford: Oxford University Press. [available as an e-book through the UofC library]

WEEK 2: JAN 20, 22

- The Theory part 1 (continued): Moral Panics and Penal Populism
- The Theory part 2: Social Constructionism

Jack Spencer. 2011. *The Paradox of Youth Violence*. London: Lynne Rienner. "Chapter 1: The Problem of Youth Violence" (pp. 1-24) [posted to D2L]

WEEK 3: JAN 27, 29

- The Social Construction of Adolescence

Allan Patenaude. 2006. "Chapter 1: History of the treatment and attitudes towards children." Pp. 3-16 in *Handbook of Juvenile Justice: Theory and Practice*, Barbara Sims, Pamela Preston eds.: New York: CRC Press (Taylor & Francis). [posted to D2L]

WEEK 4: FEB 3, 5

- The Canadian Context: The Transformation of Canadian Juvenile Justice

Michael Adorjan. 2009. "Chapter 1: A Tale of Three Youth Laws". Ph.D. Thesis, *Discord and Ambiguity in Youth Crime and Justice Debates*. McMaster University, Department of Sociology. [posted to D2L]

WEEK 5: FEB 10, 12

- Canadian Debates Over Youth Crime Rates

Michael Adorjan. 2011. "The Lens of Victim Contests and Youth Crime Stat Wars," *Symbolic Interaction*, 34(4): 550-571. [posted to D2L]

WEEK 6: READING WEEK

WEEK 7: FEB 24, 26

- Comparing penal populism across political cultures

David Green. (2008). "Introduction." Pp. 1-23 in *When children kill children: Penal populism and political culture*. Oxford: Oxford University Press. [available as an e-book through the UofC library]

WEEK 8: MAR 3, 5

- Responding to Youth Crime in International Contexts: Japan

Mark Fenwick. 2006. "Chapter 10: Japan: From Child Protection to Penal Populism." Pp. 146-59 in *Comparative Youth Justice: Critical Issues*, John Muncie and Barry Goldson eds. [posted to D2L]

WEEK 9: MAR 10, 12

- Responding to Youth Crime in International Contexts: Hong Kong

Michael Adorjan and Wing Hong Chui. (2014). "Chapter 3: Juvenile Delinquency in Hong Kong: Existing trends and research." Pg. 20-38 in *Responding to Youth Crime in Hong Kong: Penal Elitism, legitimacy and citizenship*. New York: Routledge. [posted to D2L]

WEEK 10: MAR 17, 19

- Responding to Youth Crime in International Contexts: Hong Kong

Michael Adorjan and Wing Hong Chui. (2014). "Chapter 5: Riotous Opportunities." Pg. 47-67 in *Responding to Youth Crime in Hong Kong: Penal Elitism, legitimacy and citizenship*. New York: Routledge. [posted to D2L]

WEEK 11: MAR 24, 26

- Restorative Justice: The theory of reintegrative shaming

John Braithwaite. (1989). *Crime, Shame and Reintegration* (Pp. 1-15; 60-65). Cambridge: Cambridge University Press. [posted to D2L]

WEEK 12: MAR 31, APR 2

- Restorative Justice in International Contexts: China

Xiaoming Chen. (2002). "Social Control in China: Applications of the Labeling Theory and the Reintegrative Shaming Theory." Pg. 171-179 in *Contemporary Readings in Criminology*, Gennifer Furst ed. Los Angeles: Sage. [posted to D2L]

WEEK 13: APR 7, 9

- Responding to Youth Crime in International Contexts: Hong Kong

Michael Adorjan and Wing Hong Chui. (2014). "Chapter 7: Resisting Restorative Justice in Hong Kong". Pg. 89-109 in *Responding to Youth Crime in Hong Kong: Penal Elitism, legitimacy and citizenship*. New York: Routledge. [posted to D2L]

WEEK 14: APR 14

- Course and take-home exam review

Late Penalties

Assignments must be submitted by the due dates set up through D2L. Assignments submitted late (without **documented** medical illness or personal emergency) will be deducted 10%/day for a maximum of 30% penalty after 3 days. Assignments will not be graded past this 3-day window.

Technology in the Classroom

Students are encouraged to bring their electronic devices to class (e.g. laptops, smartphones, tablets, etc.) to assist with note taking and learning. Students are expected NOT to distract other students by watching any videos or engaging in any video chats, answering phone calls (unless emergencies), playing video games, or any other activity that would distract other students either through audio or video content. All devices must be set to buzzer or silent mode during the lecture.

Email and Correspondence

Questions and comments are always welcome about all aspects of this course. While every attempt will be made to respond to emailed inquiries promptly, A WINDOW OF THREE (3) DAYS MAXIMUM should be anticipated for a response. Students should bear this in mind if last minute questions or issues arise, especially before any mid-terms, assignment due dates and/or end-term examinations.

Grade Appeals

If students wish to appeal a grade on any assignment or examination, they are required to make an appointment with the instructor and bring with them a written document specifying what grade they believe they should have earned and the reasons for that grade. The instructor retains the right NOT to change the grade, to raise the grade or LOWER the grade after consultation with the student.

University Policies and Protocols

The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.

Academic Misconduct: Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:
<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Protection of Privacy: The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or through D2L. "If students are unable to pick up their assignments from the instructor, they may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment."

Ethical Research: Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Deferrals: If possible, please provide advance notice to the instructor if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. If you have missed a test for a legitimate reason, the instructor can require you to write a "make up" test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a "make up" test for you, its date and location will be at the convenience of the Department of Sociology. Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

http://www.ucalgary.ca/registrar/files/registrar/Sp_Su_DFE_App.pdf

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf> Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Student Representation: The 2014-15 Students' Union VP Academic's email is: Hana Kadri suvpaca@ucalgary.ca. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters:

<http://www.ucalgary.ca/provost/students/ombuds/role>

Emergency Evacuation: In the case of fire or other emergency evacuation of this classroom, please proceed to ICT food court. The social science food court is the alternate emergency assembly point. Please check these assembly point locations for your other classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

Academic Accommodation: Students who require academic accommodation, must register with Student Accessibility Services (formerly the Disability Resource Centre) at MC 452 (or phone 403-220-8237). Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

Appendix 1/2: Grade Descriptors

Grade Descriptors for Essays

	Grade A	Grade B	Grade C	Grade D	Grade F
Addressing the Task	Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Identifies and addresses the main question(s) and most of the subsidiary, embedded or implicit aspects.	Identifies and addresses the main question(s) and some of the subsidiary, embedded or implicit aspects.	Identifies part of the main question(s) and a few of the subsidiary, embedded or implicit aspects but only addresses them partially.	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.
Understanding, Analysis, Synthesis, and Application of Knowledge	Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is consistently clear and effective.	Frequent perceptive and critical engagement with issues and themes; the analysis, synthesis and application of knowledge is generally clear and effective but occasional shortcomings in understanding of relevant concepts and theories are evident.	Overall, some perceptive and critical engagement with issues and themes, the analysis, synthesis and application of knowledge is mostly clear and effective but the essay in parts reveals rather superficial understanding of relevant concepts and theories.	Occasional critical engagement with key issues and themes but in general rarely goes beyond reproduction of relevant concepts and theories, impaired in parts by considerable inaccuracies.	No critical engagement with issues, and themes. Essay characterized by serious inaccuracies and misunderstandings.
Argumentation	Examines the question/issue/ problem from all important perspectives. Overall logic is clear. Premises or evidence strongly support conclusions. Counter-evidence or rival positions addressed. Arguments fit together and build a compelling case.	Examines the question/issue/ problem from most of the important perspectives. Expresses own position, and argumentative structure is clear and logical, but some arguments underdeveloped or some considerations overlooked.	Examines the question/issue/ problem from some of the important perspectives. Not all relevant arguments and counter arguments are fully examined. Offers own position but reasoning is sometimes impaired by weak, emotive, or inconsistent argumentation.	Examines things from a single perspective. Only minimal examination of relevant arguments and counterarguments. Offers own position, but the arguments are not put forward explicitly and not sufficiently supported.	Arguments are confused and illogical. Student fails to present and defend a coherent position. Offers own position, but arguments are flawed, disorganized, or difficult to identify or understand.
Structure / Organization	Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. Paragraphing is appropriate at all times with each paragraph containing a central idea which is developed throughout the paragraph with supporting details.	Introduction states writer's thesis or position, and conclusion summarizes main arguments. Paragraphing is appropriate, but some paragraphs lack supporting detail or contain unrelated details.	Introduction and conclusion are included and generally capture the essence of the topic and discussion. Evidence of ability to construct effective paragraphs, but some paragraphs lack a central idea or supporting detail.	Introduction and conclusion are included but do not adequately capture the essence of the topic and discussion. Ability to construct a paragraph with a central idea and supporting details is evident at times but somewhat limited.	Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs with one central idea and supporting details.
Mechanics	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	The language is generally accurate but contains some systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed apart from the occasional oversight.	The language is mostly accurate; and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.	The language is sufficient for arguments to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary that are distracting. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but show many inconsistencies and/or errors.	Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).

APPENDIX 2/2: REFERENCING

Standard citation and referencing styles include ASA and MLA. So long as students are *consistent* in their referencing style, either approach is acceptable. See for example:

http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf

- *Cite right: a quick guide to citation styles--MLA, APA, Chicago, the sciences, professions, and more* [available as an e-book through the library]

Citations in the body of a portfolio/essay:

Deviance was conceived as a statistical aberration given a normally distributed orderly society (Best 2004, 7). Fuller and Myers (1941) defined social problems as “an actual or imagined deviation from some social norm cherished by a considerable number of persons” (p. 25).

OR

Deviance was conceived as a statistical aberration given a normally distributed orderly society (Best 2004:7). Fuller and Myers (1941) defined social problems as “an actual or imagined deviation from some social norm cherished by a considerable number of persons” (p. 25).

Use quotations only for exact reproductions of original text and presentation. Paraphrased passages (where you write/summarize in your own words what an author wrote) do not require quotations but **still require citation and referencing**. You do not need quotes but should cite paraphrased summations (as in the first citation for ‘Best 2004, 7’).

Please avoid androcentric (male centered) generic nouns/pronouns: Chair**man**, polic**eman**, e.g. “in general an individual in society wants to feel normal. **He** will often act in a way to complete this self perception.” Instead use chairperson, police officer, and he/she or she/he.

Referencing for a bibliography:

Journal:

Wrong, Dennis H., “The Oversocialized Conception of Man in Modern Sociology”, American Sociological Review, 26, 2, April 1961, 183-193.

Book:

Spector, Malcolm and John Kitsuse, Constructing Social Problems, Cummings Publishing Company, Menlo Park, 1977.

OR

Wrong, Dennis H. April 1961. “The Oversocialized Conception of Man in Modern Sociology.” *American Sociological Review* 26, 2:183-193.

Spector, Malcolm and John Kitsuse. 1977. *Constructing Social Problems*. Menlo Park, Cummings Publishing Company.

Newer forms of multimedia have a variety of ways to be referenced. So long as the reader can find the source if it is online, that it include the title of the online article if applicable, the author of the online article if applicable, and that you include the date you accessed the source, that will be sufficient for this course. Indenting the second line may cause interference with the URL that is listed. Indenting is thus not necessary for online sources.

Machinima Report. *Gone Gitmo – a virtual Guantanamo Bay Prison built in Second Life*.
<http://www.immersivejournalism.com/gone-gitmo/> (Accessed August 2014).

How about a movie? Same general principle – include the name of the movie, the year, and also the director. No need to list actors/actresses. www.imdb.com is a good source.

Fight Club. 2000. Directed by David Fincher.

A television show? If possible include season, episode and directorial information.
www.tv.com is a useful source.

Breaking Bad. “Blood Money.” Season 5, Episode 9. Directed by Bryan Cranston.