

CJ-4105-3

Seminar in Youth and the Criminal Justice System

REQUIRED READINGS: All assigned readings will be posted on WebCT

COURSE DESCRIPTION:

This course will include an overview and critical examination of the important systemic and policy issues pertaining to youth and the criminal justice system. The key theme of the course is to evaluate the effectiveness of current youth justice strategies, interventions, and legal reforms and to develop informed strategies for change. Specific topics include an examination of public discourse on youth crime and justice both in a historical and current context, the subjective social constructions of adolescents involved with the youth justice system, empirical research on the nature and extent of youth crime and a comparative analysis of the policy choices made in developing frameworks for responding to youth justice.

TEACHING METHOD:

The primary method of instruction for this class is a seminar format. The course will be conducted through a combination of presentations & discussions led by the instructor, student discussion/presentations, small group discussions, and occasional guest lectures. Participation (which includes attendance and active engagement) is essential to the success of this course. Students are expected to come to class prepared to discuss the assigned readings in a thorough and comprehensive manner.

CLASS PARTICIPATION:

The evaluation of class participation is based on your understanding of the material as well as your ability to foster discussion and demonstrate understanding of diverse viewpoints and perspectives. Discussion is essential to the development and articulation of ideas. Like writing, it is often hard work, requiring preparation and commitment. We all need to work to ensure that the class is a respectful place where everyone has a turn to speak and no one monopolizes the discussion.

COURSE EVALUATION:

Final grades will be determined on the basis of the following evaluations:

Seminar Presentations	15%
Class Participation	15%
Annotated Bibliography	10%
Research paper outline	20%
Research Paper	40%

GRADE DISTRIBUTION:

The following letter/percentage scale will be used for all assignments.

A+ = 90-100%	B+ = 75-79%	C = 60-64%
A = 84-89%	B = 70-74%	D = 50-59%
A- = 80-83%	C+ = 65-69%	F = 0-49%

Seminar Presentation:

Students will be required to lead the discussion of the assigned readings twice during the term. There will be two presentations per seminar (each approximately 30 minutes.)

Class Participation:

Class participation encompasses:

- a) Regular attendance in class;
- b) Doing the readings in preparation for class;
- c) Participating in the class discussion; and
- d) Submission of one written question/comment per week

The questions are designed to provoke further critical analysis of the reading in class discussion. For example, the questions may direct attention to a debate in the readings as a whole or may draw a connection between the readings and previous readings or class discussions.

Annotated Bibliography:

The annotated bibliography should contain a minimum of 15 citations relevant to your research topic (APA reference formatting). An annotated bibliography is a bibliography with an additional description or evaluation (i.e., annotation) of each source. The purpose of the annotation is to help the reader evaluate whether the work cited is relevant to a specific research topic or line of inquiry. Annotations could be descriptive or evaluative, or a combination of both.

Research Paper Outline:

While the choice of topic of this paper is open (as long as it's visibly relevant to the course content), this essay is held to the expectations of an academic research paper. There should be three to six pages that display the organization of your paper and the development of your main ideas, i.e. Introduction (1-2 pages), body and conclusion, plus a working title and bibliography.

For further information of referencing correctly please click the link below;

http://rhetoric.uwinnipeg.ca/Tutoring_Centre/Writing_Resources/Writing_Resources.html

Late papers will be deducted 5 marks per day late.

ACADEMIC DISHONESTY:

Students should acquaint themselves with the University's policy regarding **academic ethics** (i.e. cheating). It is outlined in The University of Winnipeg Course Calendar under the heading; Regulations and Policies.

<http://www.uwinnipeg.ca/index/calendar-calendar>

WITHDRAWAL DATE:

The final date to withdraw from the course without academic penalty can be found online. <http://www.uwinnipeg.ca/index/services-withdrawal-schedules>

SERVICES FOR STUDENTS WITH DISABILITIES:

Students with documented disabilities requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., access to volunteer note-takers) are encouraged to contact the Coordinator of Disability Services (DS) at 786-9771 to discuss appropriate options. Specific information about DS is available on-line at <http://www.uwinnipeg.ca/index/services-disability>. All information about the disability is confidential.

COURSE OUTLINE AND READING LIST

Please note that this is a tentative reading list which may be modified throughout the term. Students will be advised of any changes in class.

Week 1	Introduction to the course and seminar participants; review of expectations, course evaluation and assessment.
Week 2	HISTORICAL ORIGINS OF YOUTH, JUSTICE, AND THE LAW
Readings	Hogeveen, Bryan "History, Development, and Transformations Canadian Juvenile Justice 1800-1984." Alvi, Shahid "A Criminal Justice History of Children & Youth in Canada; Taking Stock in the YCJA Era." Myers, Tamara & Joan Sangster "Retorts, Runaways and Riots: Patterns of Resistance in Canadian Reform Schools for Girls, 1930-1960." Montgomery, John She Was Only Three: The Trials of John Thomas James Jr. Chapters 1-8
Week 3	THE SOCIAL CONSTRUCTION OF YOUTH CRIME & DEVIANCE

Readings

Tanner, Julian "Deviant Youth: The Social Construction of Youth Problems."

Schissel, Bernard "Youth Crime, Moral Panics, and the News: The Conspiracy Against the Marginalized in Canada."

Cohen, Stanley "Youth Deviance & Moral Panics."

Montgomery, John She Was Only Three: The Trials of John Thomas James Jr. Chapters 9-15

Week 4

THE REALITY OF YOUTH CRIME

Readings

Schissel, Bernard "The Reality of Youth Crime and Misconduct".

Sprott Jane B and Anthony Doob "Youth Crime Rates and the Youth Justice System."

Tanner, Julian "The Reality of Youth Problems: What do we know about deviant and delinquent youth and how do we know it? "

Week 5

YOUTH JUSTICE, LEGISLATION & GOVERNANCE

Readings

Hogeveen, Bryan and R. Smandych "Origins of the Newly Proposed Youth Criminal Justice Act"

Hogeveen, Bryan "If We Are Tough on Crime, If We Punish Crime, Then Will People Get the Message"?

Hogeveen, Bryan "Is There Justice for Young People"?

Barnhorst, Richard "The Youth Criminal Justice Act: New Directions and Implementation Issues."

Week 6

SUBJECTIVE CONSTRUCTIONS OF YOUTH JUSTICE

Readings

Minaker, J & B Hogeveen 2009 "Youth Voices and Youth-Centred Innovations".

Healy, K "A Letter From Saskatchewan Youth Court"

Barron, Christie 2000 "The Youth Justice System and Inherent Contradictions in Perception."

Harris, Peter, Brian Weagant, David Cole & Fern Weiper "Working in the Trenches" with the YCJA."

Week 7

MARGINALIZED POPULATIONS: CRIMINALIZED GIRLS

Readings

Barron, Christie and Lacombe, D "Moral Panic and the Nasty Girl."

Karlene Faith and Yasmin Jiwani "The Social Construction of "Dangerous" Girls and Women."

Corrado, Raymond, Candice Odgers & Irwin Cohen "The Incarceration of Female Young Offenders".

Week 8

MARGINALIZED POPULATIONS: ABORIGINAL YOUTH

Readings

Jason Brown, Nancy Higgitt, Susan Wingert, Christine Miller, Larry Morrissette "Challenges Faced By Aboriginal Youth in the Inner City."

Hogeveen, Bryan "Toward "Safer" and "Better" Communities?: Canada's Youth Criminal Justice Act, Aboriginal Youth and the Process of Exclusion."

Grekul, Jan and Patti LaBoucane-Benson "Aboriginal Gangs and Their (Dis)placement: Contextualizing Recruitment, Membership, and Status."

Week 9

MARGINALIZED POPULATIONS: STREET YOUTH: PARENTS

Readings

Parnby, Patrick "Disaster Through Dirty Windshields Law, Order and Toronto's *Squeegee Kids*."

Baron, Stephen "Differential Coercion, Street Youth and Violent Crime."

Hillian, Doug "Parents and Youth Justice."

Week 10

RESPONDING TO YOUTH CRIME: INNOVATION, IMPLEMENTATION & CHANGE: COMMUNITY-BASED

ALTERNATIVES

Readings

Kelly, Katherine & Tullio Caputo "Community-Based Alternatives?"

Mann, Ruth, Charlene Senn, April Girard, Salma Ackbar "Community-Based Interventions for At-Risk Youth in Ontario under Canada's Youth Criminal Justice Act: A Case Study of a "Runaway" Girl."

Week 11

RESPONDING TO YOUTH CRIME: INNOVATION , IMPLEMENTATION & CHANGE: RESTORATIVE JUSTICE

Readings

Green, Ross Gordon & Kearney Healy "A Different Response: Restorative Justice."

Green, Ross Gordon & Kearney Healy "Progressive Approaches to Youth Crime & Justice."

Bazemore, Gordon & Mark Umbreit "Rethinking the Sanctioning Function in Juvenile Court: Retributive or Restorative Responses to Youth Crime."

Week 12

Conclusions: Looking Forward