

WESTERN UNIVERSITY

BRESCIA UNIVERSITY COLLEGE

SOCIOLOGY 2267B Sec-530

Youth in Conflict with the Law

Winter 2019

Course Director: Dr. Peter D. Chimbos Time: Monday 5:30pm.-8:30pm.
Phone: 519 432-8353 ext. 20662 Room: MSJ 303
Office: Ursuline Hall Room 218

COURSE DESCRIPTION:

This half course is planned to provide the student with a comprehensive overview of the theoretical, methodological and empirical aspects of juvenile delinquency and society's attempt to control it. The perspective is primarily sociological, emphasizing social factors and influences, but does not ignore the role of psychological factors. Some of the topics for analysis include: laws of delinquency, measurement of adolescent misbehaviour, legal processing of delinquents, delinquency causation, dilemmas in the juvenile court and the role of social institutions (family, school and religion) in the prevention of delinquency. Canadian social policies and programs with respect to institutionalization, "diversion" and "treatment" of delinquency will also be examined and evaluated.

LEARNING OUTCOMES:

By the end of this course students should be able to:

1. Understand the historical development of the Canadian juvenile justice system from its origin in the 19th century to present. (*Social Awareness and Engagement*)
2. Recognize and critically evaluate the methods criminologists use to collect and disseminate juvenile crime data. (*Critical Thinking*)
3. Explain youth crime patterns and trends from a cross cultural perspective and provide focus on selected offences. (*Social Awareness and Engagement/ Problem Solving*)
4. Identify social and demographical categories of youth that are most likely to commit crimes and be victims of crime. (*Social Awareness and Engagement*)
5. Understand and critically evaluate the major sociological, psychological and biological theories and research that have contributed to the field of juvenile delinquency. (*Critical Thinking /valuing*)
6. Identify the conditions and social processes within the family which contribute to children's delinquent behavior. (*Self Awareness and Development*)
7. Explain why many children are at risk for educational problems, school failure and delinquency. What children are most likely to be victims of school crime. (*Communication*)

8. Describe the judicial process and legal rights of young offenders during arrest, court proceedings and dispositions. (*Communication*)
9. Understand and evaluate the various rehabilitation and treatment programs for institutionalized young offenders. (*Valuing/Communication*)
10. Demonstrate knowledge of the function of probation and parole services and other community based programs for young offenders. (*Inquiry and Analysis*)
11. Propose school-based programs for delinquency prevention and control. (*Problem Solving/Inquiry and Analysis*)
12. Examine different ways of thinking about correctional programming for Aboriginal youth. (*Critical Thinking*)
13. Consider and understand how the economic and political reality of Canada has an impact on the effectiveness of youth crime-prevention policies. (*Social Awareness and Engagement*)

This course will not only be helpful to students who major in the social sciences, but also to counsellors, social workers, police officers, teachers, parents and students of law.

GRADING STRUCTURE:

Midterm Exam: February 25, 2019 Monday 5:30pm – 8:30pm.....50%
Final Exam: April 2019 – date to be posted by the registrar.....50%

Prerequisite(s): 1.0 from Sociology courses at the 1000 level

REQUIRED TEXT: Bell, Sandra *Young Offenders and Youth Justice: A Century After the Fact*, Nelson Education, 5th Edition

OUTSIDE READINGS REFERENCES:

1. Siege J. and B, Welsh, *Juvenile Delinquency: The Core*, Wadsworth, 5th Edition.
2. Regoli M., Hewitt J., Delisi M., *Delinquency in Society*, Jones and Bartlett Learning, 9th Edition.

NOTE: Outside reading texts are used as reference when required. Do not buy these books.

NOTE: The use of tape recorders in class are strictly prohibited.

Class Attendance: Any student who is absent too frequently from class may be debarred from taking the required examinations in the course.

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GENERAL COURSE OUTLINE

A. AN INTRODUCTION TO THE STUDY OF JUVENILE DELINQUENCY

1. Sociology and the Problem of Juvenile Delinquency

- a) What is delinquency? Problems of definition and measurement
- b) What are the origins of a separate system of justice?
- c) What were the objectives of special laws for children in U.S.A. and Canada?
- d) Canada's legislation dealing with young offenders

2. A General View of Juvenile Delinquency

- a) How much juvenile delinquency is there in Canada? Are rates of juvenile delinquency increasing?
- b) How do we measure delinquency?
- c) What are the major categories of delinquent roles?
- d) What are some of the sociodemographic variations of juvenile delinquency?
- e) Juvenile delinquency in selected countries

B. EXPLANATIONS OF JUVENILE DELINQUENCY

1. Biological and Psychological Theories

- a) Physical types theories (W. Sheldon, S. Glueck and E. Glueck)
- b) Genetic factors (identical twin studies and adopted children studies)
- c) Psychoanalytic theories (S. Freud, Edward Glover)
- d) Sociopathy and juvenile delinquency
- e) Explanations of sociopathic behaviour and prospects for prevention (McCord and McCord, Eysenck)
- f) Fetal Alcohol Spectrum Disorder (FASD), a prenatal risk factor that affects a child's physical and brain development

2. Major Sociological Theories and Research

a) Social Structural Theories

- 1) Strain theories (Merton, Cohen, Cloward and Ohlin)
- 2) Subcultural conflict theory (W. Miller)
- 3) Social disorganization of slums (L. Yablonski)
- 4) Differential Oppression Theory (R. Regoli and J. Hewitt)

b) Social Process Theories

1. Social Control (containment) Theory (Walter Reckless and Simon Dinitz)
2. Social Bonds Theory (Travis Hirschi)
3. Drift Hypothesis (soft Determinism Perspective) (David Matza)
4. General Theory (self-control Theory), (M. Gottfredson and T. Hirschi)
5. Labeling Theory (Frank Tennenbaum and Edwin Lemert)
6. Learning Theory (Edwin Sutherland)
7. Differential Reinforcement Theory (Ronald Akers)

c) Developmental Theories of Delinquency (T. Moffitt, R. Samson and J. Laub)

d) Evaluation of sociological theories and research

MID-TERM EXAM: February 25, 2019, 5:30 pm – 8:30 pm

3. Contexts for Child Socialization

a) The family and delinquency

- 1) Processes and conditions conducive to juvenile delinquency
- 2) Factors influencing family life and especially the socialization of children
- 3) New trends of family dissolution and consequences on children
- 4) How can we strengthen the family and increase its effectiveness in meeting the needs of children?

b) The school and delinquency

- 1) The school as an agent of socialization
- 2) How does the school contribute to delinquency?
- 3) Violence in schools
- 4) Prevention of delinquency through the school

c) Televised violence and juvenile delinquency

- 1) How does TV influence juvenile delinquency and especially violence?
- 2) What does research indicate about TV violence? (Berkowitz, Bandura, Chafee and Mcleod)
- 3) Other modeling effects of televised aggression (video games)
- 4) How can we combat televised violence?

C. JUDICIAL PROCESS OF JUVENILE OFFENDERS

1. Police Encounters with Juvenile Offenders

- a) dispositions of juvenile offenders by the police
- b) factors influencing apprehension and disposition
- c) alternative measures to court referral (diversion)
- d) the rights of the child before the hearing

2. The Juvenile Court

- a) a profile of court processed youths
- b) court proceedings
- c) dispositions of young offenders
- d) the training school for juvenile offenders

3. Treatment Programs for Institutionalized Delinquents

- a) academic and vocational training
- b) behaviour modification
- c) psychotherapy
- d) reality therapy
- e) “scared straight” approach
- f) effectiveness of treatment programs for institutionalized delinquents

D. DELINQUENCY PREVENTION AND CONTROL: Suggestions and Recommendations

1. Early identification and intervention
2. Styles of community policing and delinquency prevention
3. The institutional approach
4. Rethinking the delinquency problem

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READING ASSIGNMENTS

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READING ASSIGNMENTS FROM REQUIRED TEXT:

A. For the mid-term exam read:

1. Chapters: 1, 2, 3, 4, 5, 6.

B. For the Final exam read:

1. Chapters: 7, 8, 9, 10, 11, 12.

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their **Academic Advisor** for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. **Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s).**

Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation. A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation. The full policy on requesting accommodation due to illness can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered. If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the

appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/>

or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment.

Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryId=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryId=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar. If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse. The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation

marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14. Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>

The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may

be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/> . Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html , for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence. If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario