

WESTERN UNIVERSITY

BRESCIA UNIVERSITY COLLEGE

SOCIOLOGY 2267b Sec-530

Youth in Conflict with the Law

(Juvenile Delinquency)

Winter 2015

Course Director: Dr. Peter D. Chimbos Time: Tuesday 9:30 am – 11:20 (Room 201)
Phone: 519 432-8353 ext. 28284 Thursday 9:30am – 10:20 pm (Room 201)
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.
2. Recognize and critically evaluate the methods criminologists use to collect and disseminate juvenile crime data.
3. Explain youth crime patterns and trends from a cross cultural perspective and provide focus on selected offences.
4. Identify social and demographical categories of youth that are most likely to commit crimes and be victims of crime.
5. Understand and critically evaluate the major sociological, psychological and biological theories and research that have contributed to the field of juvenile delinquency.
6. Identify the conditions and social processes within the family which contribute to children's delinquent behavior.
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.

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

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 24, 2015 9:30am – 12:00pm50%
Final Exam	(April 2015 – date to be posted by the registrar50%

NOTE: The above exam dates are tentative and therefore subject to change.

PREREQUISITE:

Sociology 1020 (Introductory Sociology) or permission of the instructor. Unless you have the prerequisites for the course, or written permission from your dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustments to your fees in the event that you are dropped from a course for failing.

REQUIRED TEXT: Sociology 2267B First CUSTOM EDITION

- Young Offenders and Youth Justice: A Century After the Fact, 4e (Bell) and
- Juvenile Delinquency: The Core, 5e (Siegel / Welsh)

OUTSIDE READINGS REFERENCES:

1. Thompson, W. And J. Bynum, Juvenile Delinquency: A sociological approach, Allyn and Bacon 2010.
2. Bartol, C. And A. Bartol, Juvenile Delinquency and Antisocial Behaviour Prentice Hall 2009.

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.

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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. Individual Theories and Research

- 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) Evaluation of individual theories and research

2. Major Sociological Theories and Research

a) Social Structural Theories

- 1) Strain theories (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 24, 2015, 9:30am – 12:00 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
- 5) Government participation and legislation

c) T.V. violence and 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
- 4) How can we combat TV 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, 13.

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 on medical grounds 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. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). 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 under the Medical Documentation heading of the following website:

<https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, 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. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2014/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem 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 may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an 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, www.registrar.uwo.ca, for official dates). 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.*

The 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.

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.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. 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 Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, 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 (see Scholastic Offence Policy in the Western Academic Calendar).

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.

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 signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your 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 prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.