



Douglas College

Course Information

A: Division: **INSTRUCTIONAL**
 B: Faculty: **HUMANITIES & SOCIAL SCIENCES**
 Department: **CRIMINOLOGY**

Date: **JUNE 1997**
 New Course:
 Revision of Course Information form: **OCTOBER 1987**

C: CRIM 253 D: YOUTH, CRIME & THE LAW E: 3
 Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: This course provides an introduction to processes of construction and response to youth crime. These processes are examined in historical and contemporary contexts. Attention is focussed upon the social construction of the young offender and the emerging criticisms of this notion. Theoretical explanations for the criminal behaviour of the young offender, the Young Offenders Act and its application, and relevant components of the justice system, programs and agencies related to the control of youth crime are discussed. A series of related topics will also be introduced.

Summary of Revisions: (Enter date & section)
 Eg: Section C,E,F

N

G: Type of instruction: Hrs per week / per semester

Lecture:	4	Hrs.
Laboratory:		Hrs.
Seminar:		Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other (Specify):		Hrs.
Total:	4	Hrs.

H: Course Prerequisites:
CRIM 150

I: Course Corequisites:
NONE

J: Course for which this Course is a Prerequisite:
NONE

K: Maximum Class Size:
35

L: College Credit Transfer
 College Credit Non-Transfer
 Non-Credit

M: Transfer Credit: Requested:
 Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:

SFU **CRIM 210 (3)**
 UBC **SOCI (3)**
 UNBC **SOSC 200 lev (3)**
 UVIC **SOCI 200 lev (1.5) to a maximum of 3 units**
 UCFV **CRIM 210 (3)**
 OTHER **See current BC Transfer Guide**

Carla Vello

Course Designer(s)

Bob det

Department Chair

[Signature]
 Dean
[Signature]
 Registrar

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form) will be selected from the following:

Bohm, R.M. A Primer on Crime & Delinquency. Wadsworth Publishing Company, 1997.

Creechan, J.H. and Silverman, R.A. Canadian Delinquency. Prentice Hall Canada Inc. 1995.

Shoemaker, D.J. Theories of Delinquency. An Examination of Explanations of Delinquent Behavior. (3rd Ed.) Oxford University Press, 1996.

Thompson, E. and Bynum, J.E. Juvenile Delinquency: Classic & Contemporary Readings. Allyn & Bacon, 1991.

Winterdyk, J.A. Issues & Perspectives on Young Offenders in Canada. Toronto: Harcourt Brace & Co. 1996.

These textbooks will be updated periodically.

Supplemental readings will be distributed by the instructor as needed. With permission of the department, similar texts may also be adopted.

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content; Q. Method of Instruction; R. Course Evaluation

O. **Course Objectives**

By the conclusion of this course, the student will be able to:

1. Describe the socio-cultural context in which youth crime and its response occurs.
2. Discuss the historical evolution of Canada's legal response to youth crime.
3. Describe characteristics of young offenders as indicated in social science research.
4. Evaluate the models of juvenile justice.
5. Apply theories of crime to youth misconduct.
6. Construct a legal analysis of the Young Offenders Act.
7. Critically analyze the Young Offenders Act.
8. Describe effective crime prevention programs involving youth.
9. Compare Canada's response to young offenders to that of other countries.
10. Analyze one or more related topics of the instructor's choice.

P. Course Content

1. Socio-cultural Context of Youth Crime
2. The Models of Juvenile Justice
3. Theoretical Exploration of Youth Criminality
4. The Measurement of Youth Crime
5. The History of Legal Responses to Youth Crime in Canada
6. The Young Offenders Act
7. Youth Corrections
8. The Prevention of Youth Crime
9. Special Topics in Juvenile Justice

Q. Method of Instruction

This course will employ a number of instructional methods including some of the following: lectures, audio visual material, guest speakers, field trips, and class discussion.

R. Evaluation

Evaluation will be carried out in accordance with Douglas college policy and will include both formative and summative components. Criteria for grading will be based on the following: quizzes, exams, term papers, research projects, oral presentations, and class participation/attendance.

The specific criteria will be provided by the instructor at the beginning of the semester.

An example of one possible evaluation scheme:

2 Midterm Exams	40%
Term Paper	20%
Presentation	10%
Final Exam	<u>30%</u>
	100%