



**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL** Date: **MAY 2002**

**B:** Department/ **CRIMINOLOGY** New Course | | Revision | **X**

Program Area: **HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **F, M, N, P, Q, R**

Date Last Revised: **JUNE 1997**

**C:** **CRIM 253** **D:** **YOUTH, CRIME & THE LAW** **E:** **3**

Subject & Course No. Descriptive Title Semester Credits

**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 Youth Criminal Justice 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.

**G:** Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings

**Lecture**

Number of Contact Hours: *(per week/ semester for each descriptor)*

**Lecture: 4 hrs. per week/ semester**

Number of Weeks per Semester: **14**

**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:** PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M: Course Objectives/Learning Outcomes:**

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 Youth Criminal Justice Act.
7. Critically analyze the Youth Criminal Justice 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.

**N: 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 Youth Criminal Justice Act
7. Youth Corrections
8. The Prevention of Youth Crime
9. Special Topics in Youth Justice

**O: Methods of Instruction:**

This course will employ a number of instructional methods to accomplish its objectives and will include some of the following:

- ▶ lectures
- ▶ audio visual aids
- ▶ guest speakers
- ▶ field trips
- ▶ class discussion

**P: Textbooks and Materials to be Purchased by Students:**

A textbook such as one of the following:

Bell, S. (2002). Young Offenders as Juvenile Justice: A Century After the Fact. Nelson Canada.

Smandych, R. C. (2001). Youth Crime - Varieties, Theories, and Prevention. Harcourt Canada.

Tanner, J. (2001). Teenage Troubles: Youth and Deviance in Canada. (2<sup>nd</sup> ed.) Thompson Learning.

Winterdyk, J.A. (2000). Issues & Perspectives on Young Offenders in Canada. (2<sup>nd</sup> ed.)  
Toronto: Harcourt Brace & Co.

Textbooks will be updated periodically. Supplemental readings will be distributed by the instructor as needed.

**Q: Means of Assessment:**

Evaluation will be carried out in accordance with Douglas College policy. The instructor will provide written course outline with specific evaluation criteria at the beginning of the semester. Evaluation will be based on some of the following: quizzes, exams, term papers, research projects, oral presentations, and class participation/attendance.

An example of an evaluation scheme would be:

Exam I	20%
Exam II	20%
Term Paper	20%
Presentation	10%
Final Exam	<u>30%</u>
	100%

**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

No.

Course Designer(s): Carla Hotel

Education Council/Curriculum Committee Representative

Dean/Director

Registrar