



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Effective Date: **SEPTEMBER 2004**

B: Department / **CRIMINOLOGY** Revision New Course
 Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **C, H**
 Date of Previous Revision: **MAY 2002**
 Date of Current Revision: **APRIL 2004**

C: **CRIM 2253** 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 <u>Youth Criminal Justice Act</u> 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.	
Allocation of Contact Hours to Type 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: 15	H: Course Prerequisites: CRIM 1150	
	I: Course Corequisites: NONE	
	J: Course for which this Course is a Prerequisite NONE	
	K: Maximum Class Size: 35	
L:	PLEASE INDICATE:	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes:

At the conclusion of the course the successful 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:

The course will employ a variety of instructional methods to accomplish its objectives, including 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. (2nd ed.) Thompson Learning.

Winterdyk, J.A. (2000). Issues & Perspectives on Young Offenders in Canada. (2nd 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