

QUEEN'S UNIVERSITY
Sociology 511
Children, Youth and the Law
Fall 2020

Professor: Dr. Stephen Baron
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Office Hours: Mondays: 12:30 PM to 1:30 PM Eastern Time on MSTeams
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Course Description

Sociology 511 is a seminar examining the sociological study of youth crime. In the course students will critically exam the theory and empirical research that has developed in sociology and criminology focusing on juvenile offenders.

Format of the Course

The class this semester is offered in a nonsynchronous online format. This means that we will not be meeting in person all together at the same time. Instead, you will be expected to learn and complete your work through various technological resources. While we will not be meeting in person, there is a weekly class meeting online. You can join the class meetings by clicking on the MSTeams link posted on onQ. Participation in that meeting is not mandatory but rather voluntary. These meetings will be held on Mondays from 11:30 AM to 12:30 PM Eastern Time to offer students an opportunity to meet with the instructor and classmates and to discuss readings and course requirements. The instructor will also be available after 12:30 PM until 1:30 PM Eastern Time for individual meetings on MSTeams. These can be arranged by sending the instructor an email. Students may also request meetings outside of this time period by corresponding with the instructor via email.

Course Requirements

Seminar Presentation: Students will be expected to make 1 seminar presentation **worth 35%** of their grade. Students will be asked on the first day of class (Sept. 14) to review the course readings (see below) and to submit their top 4 choices for presentations (choose an article to summarize, analyze and discuss) by September 17 via email to the instructor. The instructor will strive to place each student with one of their choices. Please select 4 choices across a range of at least 3 dates. The instructor will communicate the selection to each student by email. The presentation that the student is assigned will then be due before class on the date when the article will be discussed in class.

Format of the presentation

The article can be obtained via the link provided on onQ. The structure of the articles used in the class follow the same basic structure. They have an introduction, a theory section, a previous research section, a section on methods, a section on results, and a summary section. The task of the student is to take the article and create a presentation that would best communicate the information in the article to an audience of their peers. To do this will require the student to first construct a visual presentation on PowerPoint of the information, and then to add their verbal presentation (audio recording) on top of the PowerPoint slides. The presentation should be approximately 20 minutes long. Beyond the information in the article, the student is expected to provide 4 questions for discussion. These questions can explore issues raised or not raised in the article. As a side bar, students should consider providing one possible answer to each of their questions. **The presentation should be uploaded on onQ by 11:00 AM Eastern Time the day it is due.**

Note: Other students will not see/hear the presentation. Only the professor will see and hear these productions.

Seminar Participation: Students not presenting material will be expected to have read the material and participate in the discussion forum for the week on onQ. Since the class is not offered synchronously, evaluation of participation will be based on contribution to class discussions. Each student is expected to contribute by posting at least 1 question or comment on the readings per week and by responding to at least one question or comment posted by a classmate per week. **The questions or initial comments will be due by the Friday prior to the class by 8 AM Eastern Time. The responses are due by the Monday 8 AM Eastern Time the day of the class.** This form of class **participation will represent 20%** of the student's grade.

Term Paper: Students will also be required to submit a term paper for this course **worth 45%** of their final grade.

General Guidance on the Term Paper

There is currently a great deal of debate surrounding youth crime and young offenders in Canada. Often these debates take place without the benefit of the knowledge we will have acquired in this class. In this class we will explore specific topics, draw on various theoretical perspectives to understand these topics, and unpack the research findings to expose what is vital to understanding factors linked to offending and what is still to be determined owing to contradictory findings or yet to be investigated pathways. The task of the term paper is to choose one of the specific topics explored in the class.

Therefore, you can choose from everything ranging from policing to racial discrimination, from gender to school, and everything else we examine in this course. You also have the option of simply exploring what explains youth offending if you want to adopt a broader perspective.

In writing your paper you should go beyond the readings in the class to incorporate a more substantive literature. Remember the class readings are merely examples to introduce us to some of our topics. While there is not a standard expectation in terms of number of sources (e.g., 10 sources) since I find this often restricts students' performances, in a 4th year seminar class, one should strive to use as many sources as required to complete a high quality paper. This is usually more than 10 sources. Further, the sources should be journal articles from sociology or criminology journals (see course readings for the range of journals that have been used in this class) as well as books. **Encyclopedia articles, Wikipedia and blogs are discouraged.**

In the term paper, there should be an introduction to your topic which will also outline what you intend to cover in your paper. Your paper will also then outline the theoretical perspectives in some detail that are most often used to contextualize or explain the topic that you have chosen. You should then move to provide results from a number of studies to educate the reader on what the main pattern of results is in the research. In other words, what are the discoveries, outcomes, conclusions, or verdicts of these works? Following your review of theories and research findings, you should then attempt to provide some policy recommendations to deal with the problem you have decided to focus on. The goal here is to formulate some advice or proposal based on your reading of the theory and findings together. **The goal in the paper is not to track down others' policy recommendations** but to use your knowledge and creativity to produce your own recommendations. The paper should end with a discussion/conclusion section.

Your paper should be between 12-15 double spaced pages (12 Font) with 1-inch margins and follow ASA formatting as learned in SOC122. Students will be expected to submit the term paper on **December 7 by 11:30 AM Eastern Time on onQ. A DEADLINE IS A DEADLINE.**

Policies

- Students must complete all the course work in order to complete the course. Students will not be allowed to replace or supplement assignments with alternative or additional work. Late assignments will receive a ten percent per day penalty, including weekends. Delays regarding completing course assignments must be reported immediately to the professor.
- I will only give 'incompletes' (extensions beyond the end of the course) in truly extraordinary circumstances. In almost every case, it is far better to turn in a "work in progress" than to delay your progress by taking an incomplete. Official written documentation is required for circumstances.

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Statement on Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the

instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

- *Please note that I have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:*
- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Consideration for Students with Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Dr. Stephen W. Baron
Instructor/Coordinator email address: barons@queensu.ca

Netiquette

In this course you will communicate with your peers and the instructor through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions, and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

Required Readings

The required readings for the course are listed on onQ.

SCHEDULE AND REQUIRED READINGS

Week 1

Week of Sept. 14 WELCOME, INTRODUCTION, GOALS, ORIENTATION

Week 2

Week of Sept. 21 THE ROLE OF THE FAMILY

Parental Practices and Crime:

Vazsonyi, Alexander T., and Lara M. Belliston. 2007. "The Family, Low Self-Control, Deviance.: A Cross Cultural and CrossNational Test of Self-Control Theory." *Criminal Justice and Behavior* 34: 505-530.

Stewart, Eric A., Ronald L. Simons, Rand D. Conger and Laura V. Scaramella. 2002. "Beyond the Interactional Relationship between Delinquency and Parenting Practices: The Contribution of Legal Sanctions." *Journal of Research in Crime and Delinquency* 39: 36-59.

Broken Homes and Working Moms:

Demuth, Stephen, and Susan L. Brown. 2004. "Family Structure, Family Processes, and Adolescent Delinquency: The Significance of Parental Absence versus Parental Gender." *Journal of Research in Crime and Delinquency* 41: 58-81.

Vander Ven, Thomas M., and Francis T. Cullen. 2004. "The Impact of Maternal Employment on Serious Youth Crime: Does the Quality of Working Conditions Matter?" *Crime & Delinquency* 50: 272-291.

Week 3

Week of Sept. 28 CHILD ABUSE

Baglivio, Michael T., Kevin T. Wolff, Nathan Epps, and Randy Nelson. 2017. "Predicting Adverse Childhood Experiences: The Importance of Neighborhood Context in Youth Trauma Among Delinquent Youth." *Crime & Delinquency* 63: 166-188.

Fox, Bryanna H., Nicolas Perez, Elizabeth Cass, Michael T. Baglivio, and Nathan Epps. 2015. "Trauma Changes Everything: Examining the Relationship Between Adverse Childhood Experiences and Serious, Violent and Chronic Juvenile Offenders." *Child Abuse & Neglect* 46: 163-173.

Perez, Nicholas M., Wesley G. Jennings, and Michael T. Baglivio. 2018. "A Path to Serious, Violent, Chronic Delinquency: The Harmful Aftermath of Adverse Childhood Experiences." *Crime & Delinquency* 64: 3-25.

Tillyer, Marie Skubak. 2015. "The Relationship Between Childhood Maltreatment and Adolescent Violent Victimization." *Crime & Delinquency* 61: 973-995.

Week 4

Week of Oct. 5 SCHOOL AND DELINQUENCY

Offending and Victimization at School:

Stewart, Eric A. 2001. "School Social Bonds, School Climate, and School Misbehavior: A Multilevel Analysis." *Justice Quarterly* 20: 575-604.

Peterson, Samuel, Nicole V. Lasky, and Bonnie S. Fisher. 2018. "Gendered Opportunity and School Based Victimization: An Integrated Approach." *Youth Violence and Juvenile Justice* 16: 137-155.

Can School Increase/Decrease Involvement in Offending?:

Henry, Kimberly L., Kelly E. Knight, and Terence P. Thornberry. 2012. "School Disengagement as a Predictor of Dropout, Delinquency, and Problem Substance Use During Adolescence and Early Adulthood." *Journal of Youth and Adolescence* 41:156-166.

Turner, Michael G., Alex R. Piquero, and Travis C. Pratt. 2005. "The School Context as a Source of Self-Control." *Journal of Criminal Justice* 33: 327-339.

Week of Oct. 12 Thanksgiving Holiday No Class

Week 5

Week of Oct. 19 EMPLOYMENT/POVERTY AND CRIME

Is Working While Going to School Good or Bad?:

Wright, John Paul, Francis T. Cullen, and Nicolas Williams. 1997. "Working While in School and Delinquent Involvement: Implications for Social Policy." *Crime & Delinquency* 43: 203-221.

Wright, John Paul, and Francis T. Cullen. 2000. "Juvenile Involvement in Occupational Delinquency." *Criminology* 38: 863-896.

Economic Problems, Poverty and Crime:

Agnew, Robert, Shelley Keith Matthews, Jacob Bucher, Adria N. Welcher, and Corey Keyes. 2008. "Socioeconomic Status, Economic Problems, and Delinquency." *Youth & Society* 40: 159-181.

Wright, John Paul, Francis T. Cullen, Robert S. Agnew and Timothy Brezina. 2001. "The Root of All Evil"? An Exploratory Study of Money and Delinquent Involvement." *Justice Quarterly* 18: 239-268.

Week of Oct. 26 READING WEEK

Week 6

Week of Nov. 2 PEERS AND CRIME

How Do Peers Effect Crime and Victimization?:

Brezina, Timothy, and Andia M. Azimi. 2018. "Social Support, Loyalty to Delinquent Peers, and Offending: An Elaboration and Test of the Differential Social Support Hypothesis." *Deviant Behavior* 39: 648-663.

McCarthy, Bill, John Hagan, and Lawrence E. Cohen. 1998. "Uncertainty, Cooperation, and Crime: Understanding the Decision to Co-offend." *Social Forces* 77: 155-176.

Schreck, Christopher J. and Bonnie S. Fisher. 2004. "Specifying the Influence of Family and Peers on Violent Victimization: Extending Routine Activities and Lifestyles Theories." *Journal of Interpersonal Violence* 19:1021-1041.

Nino, Miachael, Gabe Ignatow, and Tianji Cai. 2017. "Social Isolation, Strain, and Youth Violence." *Youth Violence and Juvenile Justice* 15: 299-313.

Week 7

Week of Nov. 9 GANGS

Esbensen, Finn-Aage, L. Thomas Winfree Jr., Ni He, and Terrance J. Taylor. 2001. "Youth Gangs and Definitional Issues: When is a Gang a Gang, and Why Does it Matter" *Crime & Delinquency* 47: 105-130.

Taylor, Terrance J., Adrienne Freng, Finn-Aage Esbensen, and Dana Peterson. 2008. "Youth Gang Membership and Serious Violent Victimization: The Importance of Lifestyle and Routine Activities." *Journal of Interpersonal Violence* 23: 1141-1464.

Decker, Scott H., Charles M. Katz, and Vincent J. Webb. 2008. "Understanding the Black Box of Gang Organization: Implications for Involvement in Violent Crime, Drug Sales and Violent Victimization." *Crime & Delinquency* 54: 153-172.

O'Neal, Eryn Nicole, Scott H. Decker, Richard K. Moule Jr., and David C. Pyrooz. 2016. "Girls, Gangs, and Getting Out: Gender Differences and Similarities in Leaving the Gang." *Youth Violence and Juvenile Justice* 14: 43-60.

Week 8

Week of Nov. 16 RACIAL DISCRIMINATION, RACIAL IDENTITY AND CRIME

Simons, Ronald L., Yi-Fu Chen, Eric A. Stewart, and Gene H. Brody. 2003. "Incidents of Discrimination and Risk for Delinquency: A Longitudinal Test of Strain Theory with an African American Sample." *Justice Quarterly* 20: 827-854.

Unnever, James D., Francis T. Cullen, and J. C. Barnes. 2017. "Racial Discrimination and Pathways to Delinquency: Testing a Theory of African American Offending." *Race and Justice* 7: 350-373.

Hautala, Dane S., Kelley J. Sittner, and Les B. Whitbeck. 2016. "Prospective Childhood Risk Factors for Gang Involvement Among North American Indigenous Adolescents." *Youth Violence and Juvenile Justice* 14: 390-410.

Isom, Deena. 2016. Micro Aggressions, Injustices, and Racial Identity: An Empirical Assessment of the Theory of African American Offending. *Journal of Contemporary Criminal Justice* 32: 27-59.

Week 9

Week of Nov. 23 GENDER AND DELINQUENCY

Sharp, Susan F., Dennis Brewster, and Sharon Redhawk Love. 2005. "Disentangling Strain, Personal Attributes, Affective Response and Deviance: A Gendered Analysis." *Deviant Behavior* 26: 133-157.

Whaley, Rachel Bridges, Rebecca Hayes, and Justin Mathew Smith. 2016. "Differential Reactions to School Bonds, Peers, and Victimization in the Case of Adolescent Substance Use: The Moderating Effect of Sex." *Crime & Delinquency* 62: 1263-1285.

Muftic, Lisa R., and Alexander H. Updergrove. 2018. "The Mediating Effect of Self-Control on Parenting and Delinquency: A Gendered Approach with a Multinational Sample." *International Journal of Offender Therapy and Contemporary Criminal Justice* 62: 3058-3076.

Weerman, Frank M., and Machteld Hoeve. 2012. "Peers and Delinquency Among Girls and Boys: Are Sex Differences in Delinquency Explained by Peer Factors?" *European Journal of Criminology* 9: 228-244.

Week 10

Week of Nov. 30 SUBSTANCE USE

Bahr, Stephen J., John P. Hoffman, and Xiaoyan Yang. 2005. "Parental and Peer Influences on the Risk of Adolescent Drug Use." *The Journal of Primary Prevention* 26: 529-551.

Eitle, Tamela McNulty. 2013. "General Strain Theory and Substance Use Among American Indian Adolescents." *Race and Justice* 3:3-30.

Zhang, Lening, William F. Wieczorek, and John W. Welte, 1997. "The Impact of Age of Onset of Substance Use on Delinquency." *Journal of Research in Crime and Delinquency* 34: 253-268.

Leal, Wanda, and Carrie Mier. 2017. "What's Age Got to Do with It? Comparing Juveniles and Adults on Drugs and Crime." *Crime & Delinquency* 63: 334-352.

Week 11

Week of Dec. 7 JUVENILES AND THE POLICE

Hayle, Steven, Scot Wortley, and Julian Tanner. 2016. Race, Street Life, and Policing: Implications for Racial Profiling. *Canadian Journal of Criminology and Criminal Justice* 58: 322-353.

Wu, Yuning, Rodney Lake, and Liqun Cao. 2015. "Race, Social Bonds, and Juvenile Attitudes Toward the Police." *Justice Quarterly* 32: 445-470.

Sanden, Michael, and Ericka Wentz. 2017. "Kids and Cops: Juveniles' Perceptions of the Police and Police Services." *Journal of Contemporary Criminal Justice* 33: 411-430.

McLean, Kyle, and Scott E. Wolfe. 2016. "A Sense of Injustice Loosens the Moral Bind of Law: Specifying the Links between Procedural Injustice, Neutralizations, and Offending." *Criminal Justice and Behavior* 43: 27-44.

Note: Paper due today