Course Description

Sociology 511 is a seminar examining the development of juvenile justice in Canada and 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.

Course Requirements

Students will be expected to take turns leading the seminar by presenting the required material to the class for discussion. Each student will be expected to lead the seminar twice during the semester. In these presentations students will be expected to provide a summary of the readings and lead the class in discussion on the topic being covered. While communication style is important, the focus of the grading will be on the substance (organization, coverage of issues, understanding of material, questions produced, discussion generated) of the presentation rather than the style. Students not presenting material will be expected to have read the material in advance and participate in the discussion. Participation means more than mere presence. Evaluation of participation will be based on contribution to class discussions, debates, and student presentations. Each seminar presentation will be worth 25% of the student's grade and class participation will represent another 15%. Students will also be expected to submit a term paper on November 26th IN CLASS worth 35% of their grade. A DEADLINE IS A DEADLINE. Students must complete all the course work in order to complete the course. Students will not be allowed to replace or supplement these assignments with alternative or additional work. In terms of assignments there should be no late assignments, nor need for extensions. Ten percent per day, including weekends, will be deducted each day, or part thereof, essays are overdue. Any and all delays regarding completing course assignments must be reported immediately to the professor. Students will have considerable freedom in their choice of research topic. The research must relate to an aspect of youth crime and approached from a sociological perspective.
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

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

### Statement on Academic Integrity

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, Respect, responsibility and courage (see [www.academicintegrity.org](http://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](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 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](http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1)), on the Arts and Science website (see [http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity](http://www.queensu.ca/artsci/academics/undergraduate/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.

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](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/](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, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see [http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf](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](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
**Classroom Protocol**

1. All class participants are expected to refrain from the use of electronic devices (eg. cell phones, internet use, text messaging, iPods) during seminars.

2. The Freedom of Information and Protection of Privacy legislation disallows the public distribution of assignments (e.g leaving assignments outside the professor’s office), and the general posting of grades. All assignments will be picked up by individual students during class or during the professor’s office hours.

**Required Readings**

The required readings for the course are listed below. Each of the readings can be obtained online through the library webpage by the following steps. Begin by clicking on Library on the university homepage. Then click Databases. Then type in Web of Science. Click Web of Science. Here type in the appropriate citation to gain online access to each particular journal article.
SCHEDULE AND REQUIRED READINGS

Week of Sept. 10  INTRODUCTION

Week of Sept. 17  JUVENILES AND THE POLICE


Week of Sept. 24  THE ROLE OF THE FAMILY

Parental Practices and Crime:


Broken Homes and Working Moms:


Week of Oct. 1 CHILD ABUSE


Week of Oct. 8 Thanksgiving. No Class

Week of Oct. 15 SCHOOL AND DELINQUENCY

Offending and Victimization at School:


Can School Increase/Decrease Involvement in Offending?:


Week of Oct 22       EMPLOYMENT/POVERTY AND CRIME

Is Working While Going to School Good or Bad?:


Economic Problems, Poverty and Crime:


Week of Oct 29       PEERS AND CRIME

How Do Peers Effect Crime and Victimization?:


**Week of Nov. 5  **  **GANGS**


**Week of Nov 12: RACIAL DISCRIMINATION, RACIAL IDENTITY AND CRIME**


Week of Nov 19  GENDER AND DELINQUENCY


Week of Nov 26  ABSTAINERS, ADOLESCENT LIMITED AND FUTURE IMPACT


Paper Due in Class Today