

## Short Form Unit Details

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| Unit Title                                | Youth, Crime and Delinquency  |
| Level                                     | 3   |
| Reference No.<br>( <i>showing level</i> ) | PCR-3-303   |
| Credit Value                              | 15 CAT points   |
| Student Study Hours                       | Contact hours: 40<br>Student managed learning hours: 110  |
| Pre-requisite learning                    | Completion of level 2 Criminology units or equivalent   |
| Co-requisites                             | None  |
| Excluded combinations                     | None  |
| Unit co-ordinator                         | Laurence Marlow   |
| Faculty/Department                        | Arts and Human Sciences / Social and Policy Studies   |
| Short Description                         | This unit provides an introduction to the issues of juvenile delinquency and youth crime in a social policy context, and examines the care and control systems set up to deal with young offenders.   |
| Aims                                      | The Unit will provide: <ul style="list-style-type: none"> <li>▪ an overview of the evolution of the problem of juvenile delinquency</li> <li>▪ an investigation of the forces that have shaped &amp; regulated young people's lives since the late nineteenth century</li> <li>▪ an examination of changing patterns of youth crime</li> <li>▪ a review of the development of systems of care and control that have been created to address the problem of the young offender</li> <li>▪ an analysis of the changing profiles of the offender giving attention to issues of class and gender.</li> </ul>  |
| Learning Outcomes                         | <p><b>Knowledge and Understanding:</b><br/>At the end of the unit students will have:</p> <ul style="list-style-type: none"> <li>• knowledge of the development of juvenile delinquency</li> <li>• an understanding of the changing pattern of institutions of punishment and control created to deal with the delinquent</li> <li>• developed an awareness of changing patterns of youth life and culture</li> <li>• identified patterns of youthful offending</li> </ul> <p><b>Intellectual Skills</b><br/>At the end of the unit students will have:</p> <ul style="list-style-type: none"> <li>• reviewed the development of ideas about delinquency</li> <li>• discussed the changing pattern of institutions of punishment and control created to deal with the delinquent</li> <li>• examined the significance of changing patterns of youth life and culture and related these to changing perceptions of the problem of youth offending</li> <li>• analysed patterns of youthful offending</li> <li>• reviewed current debates on the direction of juvenile crime and its treatment</li> </ul> <p><b>Practical Skills:</b><br/>On completion of the unit, students will have:</p> <ul style="list-style-type: none"> <li>• shown the ability to present, in written and oral form, a sustained, analytical and coherent examination of issues related to juvenile delinquency</li> <li>• shown the ability to communicate and sustain an informed argument and analysis on issues related to juvenile delinquency</li> <li>• working in small groups.</li> </ul> <p><b>Transferable Skills:</b></p> <ul style="list-style-type: none"> <li>• Time management skills</li> <li>• Working and presenting in small groups</li> </ul> |

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|                                    | <ul style="list-style-type: none"> <li>• Working to set deadlines</li> <li>• Development of written and oral communication skills</li> <li>• Development of skills in research and information retrieval</li> <li>• Enhancement of information technology skills [for those who word-process coursework assignments]</li> </ul>   |
| Employability                      | This unit develops skills that students should find very useful in their future employment. In particular it will demonstrate students' ability to pursue independent initiatives, to meet deadlines, to search for academic materials and to write in an academic style.   |
| Teaching and learning pattern      | Lectures, seminars and seminar presentations.   |
| Indicative content                 | <p><b>SECTION 1: ON CONSTRUCTING THE DELINQUENT:</b> The Discourse of Youth, Crime &amp; the State: Contemporary Dimensions; 'Child Saving' &amp; the creation of the Modern Delinquent, c.1880s-1940; Delinquency, Disorder &amp; the Welfare State, 1950s-1970s; Issues in Juvenile Justice, 1970s &amp; 1980s; Problem Children &amp; Troublesome Youth in the 1980s &amp; 90s.</p> <p><b>SECTION 2: YOUTH &amp; CRIME - CURRENT PERSPECTIVES:</b> New Labour &amp; Contemporary Youth Justice; Problems of Custody, Care &amp; Control; Moving beyond class- Gender, Race &amp; Youth; The Gang; Youth Crime &amp; Restorative Justice; Young People Today-Issues of Poverty &amp; Exclusion; Theorising Delinquency.</p>   |
| Assessment Elements & weightings   | <p>1: One <b>1,000-1,500 word (max)</b> essay drawn from questions covering <b>Section 1</b> of the Unit. [40% of the marks]</p> <p>2: One <b>1500-2,000 word (max)</b> essay drawn from questions covering <b>Section 2</b> of the Unit. [60% of the marks]</p>  |
| Indicative Sources (Reading lists) | <p>B.GOLDSON &amp; J.MUNCIE (Eds), <i>Youth Crime &amp; Justice</i>, (2006)</p> <p>J.MUNCIE, <i>Youth and Crime: A Critical Introduction</i>, (2<sup>nd</sup> edition; 2004)</p> <p>J.MUNCIE ET AL (Eds), <i>Youth Justice: Critical Readings</i>, (2002)</p> <p>J.DAVIS, <i>Youth and the Condition of Britain</i>, (1990)</p> <p>L.GELSTHORPE &amp; A.MORRIS, "Juvenile Justice, 1945-1992," in M.MAGUIRE ET AL (Eds), <i>Oxford Handbook of Criminology</i>, (2<sup>nd</sup> edition; 2002)</p> <p>B. GOLDSON (Ed) <i>The New Youth Justice</i> (2000)</p> <p>C.GRIFFIN, <i>Representations of Youth: The Study of Youth &amp; Adolescence in Britain and America</i>, (1993), Ch. 4</p> <p>G.PEARSON, <i>Hooligan: A History of Respectable Fears</i>, (1983)</p> <p>G.PEARSON, "Youth, Crime and Society," in M.MAGUIRE ET AL (Eds), <i>Oxford Handbook of Criminology</i>, (2002)</p> <p>J. PITTS, <i>The New Politics of Youth Crime: Discipline or Solidarity</i> (2001)</p> <p>P.SCRATON (Ed), <i>'Childhood' in Crisis?</i>, (1997)</p> |