

London South Bank University

Module Guide

Youth, Crime and Delinquency

DSS_5_YCD



School of Law and Social Sciences

Level 5

Semester 2

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OVERVIEW OF LECTURE PROGRAMME

Week 1	(29.01.20)	Introduction: Social Construction of ‘Youth’ (Esmorie Miller)
Week 2	(05.02.20)	The Nature and Extent of Youth Offending (Becky Shepherd)
Week 3	(12.02.20)	Youth Crime and Diversity: Class & Race (Esmorie Miller)
Week 4	(19.02.20)	Welfare vs Justice (Esmorie Miller)
Week 5	(26.02.20)	Reading Week
Week 6	(04.03. 20)	Youth Crime & Restorative Justice (Esmorie Miller)
Week 7	(11.03. 20)	Custody, Care and Control (Esmorie Miller)
Week 8	(18.03. 20)	Youth Offending: Theoretical Perspectives (Esmorie Miller)
Week 9	(25.03. 20)	Youth and the Media (Esmorie Miller)
Week 10	(01.04. 20)	Youth crime and gender (Becky Shepherd)
Week 11	(29.04. 20)	Gangs and the Racialisation of Youth Crime (Esmorie Miller)
Week 12	(06.05. 20)	Youth, Violence and Bullying (Esmorie Miller)
Week 13	(13.05. 20)	There are no lectures this week; assignment tutorials.

MODULE DETAILS

Module Title:	Youth, Crime and Delinquency
Module Level:	Level 5
Module Reference Number:	DSS_5_YCD
Credit Value:	20
Student Study Hours:	200
Contact Hours:	45
Private Study Hours:	155
Pre-requisite Learning (If applicable):	Completed level 4
Co-requisite Modules (If applicable):	None
Course(s):	BSc Criminology, BSc Criminology with Sociology
Year and Semester	2019-2020, Semester 2
Module Coordinator:	Dr Esmorie Miller
MC Contact Details (Tel, Email)	0207 815 5724 millere6@lsbu.ac.uk
Teaching Team & Contact Details:	Esmorie Miller (Room - BR267b) & Rebecca Shepherd shepher7@lsbu.ac.uk
Subject Area:	Criminology
Summary of Assessment Method:	1 essay x 3000 words (100%)
External Examiner:	Dr Christine Haddow, Edinburgh Napier
Module Title:	Youth, Crime and Delinquency

SHORT DESCRIPTION

This module provides an overview of the development of youth crime as a specific area of criminological inquiry and a distinct jurisdiction within the criminal justice system. The Module considers the development of 'delinquency' as a specific field of intervention and investigation. It gives particular attention to the evolution of youth justice policies and examines current literature in relation to the strengths and limitations of the contemporary youth justice system.

AIMS OF THE MODULE

To provide an understanding of the development of youth justice policy in the post 1945 period in the context of the changing lives and experiences of young people in Britain.

LEARNING OUTCOMES

5.1 Knowledge and Understanding

On successful completion of the module students will have:

- Examined the development of ideas about 'delinquency', looking at distinctions between young offenders and 'at risk'/vulnerable young people
- Discussed the changing rationales of institutions of punishment and control created to deal with the delinquent

- Looked at the changing nature of young people's lives in post 1945 Britain with reference to the family, education, labour market, peer groups and youth culture
- Reviewed the evolution of youth justice policy in relation to more general social policy developments

5.2 Intellectual Skills

On successful completion of the module students will have:

- Considered the various factors-political, social & intellectual which have shaped the understanding of delinquency & the operation of the youth justice system
- Considered the role of gender and ethnicity in shaping aspects of criminal justice provision
- Enhanced skills in critical evaluation and analysis of relevant literature
- Demonstrated familiarity with the different sources of data which can be used to provide information on crime and the criminal justice system in past times

5.3 Practical Skills

On successful completion of the module students will have:

- Further developed their skills in: research and information retrieval; developing ideas and arguments; communication and small group working.

5.4 Transferable Skills

- Time management skills
- Working and presenting in small groups
- Working to set deadlines
- Development of written and oral communication skills
- Development of skills in research and information retrieval
- Enhancement of information technology skills
- Enhancement of skills as an independent learner
- Developed critical reading and summarising skills

ASSESSMENT OF THE MODULE

1 x 3000-word essay at the end of the module (**Monday 18th May 2020**).

Please note that to pass the module a mark of 40% is required.

Marks will be deducted for late submission or for exceeding the word limit.

For a more general outline of assessment issues and marking criteria please see the DSS Course Guide

Plagiarism

Plagiarism is the act of taking the words or ideas of others and passing them off as your own. In many cases plagiarism takes the form of copying from books and articles without full and accurate acknowledgement of sources. This can happen unintentionally when you use notes taken from a book/journal article and put them directly into your essay without properly attributing the source. Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a

form of cheating and there are strict University regulations to deal with it if it is discovered. You will find a further discussion of plagiarism, and a link to LSBU regulations & procedures governing plagiarism, in your Course Guide. Please read these carefully.

It is vital when taking notes to:

- a) Note the FULL reference of the book/article at the top of the first page of notes.
- b) Keep a precise note of the page numbers of any quoted material (for example in the margins of your notes)
- c) Use precise double quote marks at the beginning & end of any quotes in your notes and check that any quotes/material used in your essay is accurately and carefully attributed.

Referencing & Bibliography

All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the essay. The Library has a very detailed Help Sheet on the operation of the Harvard system which you should read carefully: [How to Reference Using the Harvard System](#).

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H. Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, for example:

Tomlinson, J. (1992) Planning: Debate and Policy in the 1940s, *Twentieth Century British History*, vol. 3, no. 2.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from: <http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library (see <http://lispac.lsbu.ac.uk/> or <https://my.lsbu.ac.uk/general/library.aspx>). From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites,

electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

FEEDBACK

Feedback will normally be given 20 working days after the submission of an assignment.

INTRODUCTION TO STUDYING THE MODULE

8.1 Overview of the Main Content

WEEK	LECTURE THEMES
1: 29.01.20	Introduction: Social construction of 'youth' (Esmorie Miller)
2: 05.02.20	The nature and extent of youth offending and victimisation (Rebecca Shepherd)
3: 12.02.20	Young crime and diversity: class and race (Esmorie Miller)
4: 19.02.20	Welfare versus Justice (Esmorie Miller)
5: 26.02.20	Reading Week
6: 04.03. 20	Youth crime and restorative justice (Esmorie Miller)
7: 11.03. 20	Custody, care and control (Esmorie Miller)
8: 18.03. 20	Youth offending: Theoretical perspectives (Esmorie Miller)
9: 25.03. 20	Youth and the media (Esmorie Miller)
10: 01.04. 20	Youth crime and gender (Becky Shepherd)
11: 01/05/19	Gangs (Esmorie Miller)
12: 29.04. 20	Youth violence and bullying (Esmorie Miller)
13: 13.05. 20	There are no lectures this week; assignment tutorials

8.2 Overview of Types of Classes

The course will be taught by means of lectures, seminars & some directed study via Moodle. The **lectures** will provide the context for the issue under discussion as well as (a) locating the topic within the overall framework of the module (b) offering a critical review of some of the key literature or debates. **Seminars**: Most weeks the seminar will be organised by general group work. There will be the expectation that everyone has prepared some material prior to the seminar and will work with others in the group to work through some questions prior to general discussion. The directed activities will be focussed on gaining familiarity with policy literature and will help build up knowledge for use in the assignment.

8.3 Importance of Student Self-Managed Learning Time

In addition to attending lectures and seminars regularly, it is very important that you set aside enough time for reading and seminar preparation. The 155 hours of non-contact time should be spent in reading and note-taking around the weekly topics in preparation for the seminars and coursework, and, more generally, to develop your knowledge and understanding. It is to be expected that questions raised and difficulties encountered here will be brought to seminars for discussion.

It is expected that **all students** will read around the Module and prepare some material for every seminar. Effective seminar work depends upon all members of the group making an effort to read and prepare ready for the discussion. We will work on the assumption that everyone who attends the seminar has done the required reading.

8.4 Employability

The module helps you to develop skills that are relevant for future employment. For example, you will need to take responsibility for your own learning and progress, pursue independent study and meet deadlines. Youth crime and delinquency can be emotive topics and you will need to analyse the often, complex mixture of theories and evidence that lie behind the media and political debates.

THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Please complete the required reading before each seminar. This can be found on Moodle.

WEEK 1: 29.01.20

Lecture: Introduction: The Social Construction of 'Youth'

- An introduction to key themes and issues in relation to youth crime; course expectations; reading material; assignments and seminar work. The lecture will explore how concepts such as youth and adolescence have developed and changed over time. We will also look at how terms such as 'delinquent' have come to be associated with young people.

Reading (See Moodle to download Reading):

- Shore, H. (2013) 'Inventing' the juvenile delinquent in nineteenth-century Europe. In *Comparative histories of crime* (pp. 124-138). Willan.

Seminar (Week 1)

- This week we are starting to think about youth and crime: we will be looking at your existing knowledge/opinions on this topic and seeing how they compare to what we know from research and data.
- Discussion: This general discussion will take you through a series of themes on what is meant by the social construction of 'youth'.

Additional reading on social constructions of 'youth'

- Brown, S. (2005) *Understanding Youth and Crime: Listening to Youth?*, Maidenhead: Open University Press. Chapter 1
- Cohen, S. (1973) *Folk Devils & Moral Panics*
- Halsey, K. and White, R. (2008) *Young People, Crime and Public Perceptions*, Slough: NFER (available on Moodle)
- Hendrick, H. (2002) 'Constructions and Reconstructions of Childhood in Britain: An Interpretative Survey, 1800 to the Present', in J. Muncie, G. Hughes & E. McLaughlin (eds) *Youth Justice: Critical Readings*
- Hendrick, H. (2006) 'Histories of Youth Crime and Justice' in B. Goldson and J. Muncie (eds) *Youth Crime and Justice*, London: Sage.
- Jacobson, J. and Kirby, A. (2012) *Public Attitudes to Youth crime: Report on Focus Group Research*, London: Home Office.
- Krinsky, C. (2008) *Moral Panics over Contemporary Children and Youth*
- May, M. (2002) 'Innocence & Experience: The Evolution of the Concept of Juvenile Delinquency in the Mid-Nineteenth Century', in J. Muncie, G. Hughes & E. McLaughlin (eds), *Youth Justice: Critical Readings*
- Muncie, J. (2014) *Youth and Crime* (4th edition), London: Sage, chapter 1.
- Pearson, G. (2009) 'Present Tense: Moderates and Hooligans', in T. Newburn (ed) *Criminology: Critical Readings*, Cullompton: Willan (This is an extract from Pearson, 1983, Hooligan)
- Smith, R. (2011) *Doing Justice to Young People*, Cullompton: Willan. Chapter 1 'The Production of Youth' (ebook)

WEEK 2: 05.02.20

Lecture: The Nature and Extent of Youth Offending and Victimization

- This lecture will explore trends in youth offending and victimisation.

Seminar (Week 2): Please complete the required readings below, using the questions to prepare, ahead of seminar...

Readings: Reading (See Moodle to download Reading)

- See Moodle for reading: 'MyStory...'

Seminar Questions:

- How much weight should we give to young people's own accounts of their lives / problematic behaviour?
- What are the similarities / differences between the three accounts given in *MyStory*?
- What can we learn from *MyStory* about: (1) the reasons for young people's offending?; and (2), how society responds to youth offending?
- What are the limitations of *MyStory* as a source of criminological knowledge?
- What are the connections between youth offending and youth victimisation?

Additional reading on young people as offenders and victims

Bateman, T. (2006) 'Youth Crime and Justice: Statistical 'Evidence', Recent Trends and Responses', in B. Goldson and J. Muncie (eds) *Youth Crime and Justice*, London: Sage.

Brown, S. (2005) *Understanding Youth and Crime: Listening to Youth?*, Maidenhead: Open University Press. Chapter 5

Gelsthorpe, L. and Sharpe, G. (2006) 'Gender, Youth Crime and Justice' in B. Goldson and J. Muncie (eds) *Youth Crime and Justice*, London: Sage.

Hancock, L. (2006) 'Urban Regeneration, Young People, Crime and Criminalisation' in B. Goldson and J. Muncie (eds) *Youth Crime and Justice*, London: Sage.

Jacobson, J. et al (2010) *Punishing Disadvantage: A Profile of Children in Custody*, London: Prison Reform Trust.

<http://www.prisonreformtrust.org.uk/uploads/documents/PunishingDisadvantage.pdf>

McAuley, R. (2007) *Out of Sight: Crime, Youth and Exclusion in Modern Britain*, Cullompton: Willan. [ebook]

Ministry of Justice (2015) *Youth Crime Statistics 2013-14: Executive Summary*, London: Ministry of Justice.

Smith, R. (2011) *Doing Justice to Young People*, Abingdon: Willan, chapter 5.

Webster, C. (2006) 'Race, Youth Crime and Justice' in B. Goldson and J. Muncie (eds) *Youth Crime and Justice*, London: Sage.

White, R. and Cuneen, C. (2006) 'Social Class, Youth Crime and Justice', in B. Goldson and J. Muncie (eds) *Youth Crime and Justice*, London: Sage.

WEEK 3: 12.02.20

Lecture: Youth Crime and Diversity – Class and Race

- Building on the previous lecture, this week we will explore how notions of race, gender and class impact youth crime.

Seminar (Week 3): Please complete the required readings below, using the questions to prepare, ahead of seminar...

Readings: (See Moodle to download Reading)

- Halsey, K. and White, R. (2008) *Young people, crime and public perceptions: a review of the literature*. Berkshire: National Foundation for Educational Research

Seminar Questions:

- The youth crime problem is just an illusion – it diverts attention away from other social issues such as unemployment, poverty and other social harms – how much do you agree with this statement?
- Everyone has the same opportunities in terms of education, so everyone is responsible for their own actions – How much do you agree with this statement?

Additional reading on youth crime and diversity

Cohen, P. (1997) *Re-thinking the Youth Question*, London: Macmillan

Bursik, R. (1988) “Social Disorganisation and Theories of Crime and Delinquency: Problems and Perspectives”, *Criminology*, 26, Pages 519—559

Goldson, B and Muncie, J. (eds) (2006) *Youth Crime and Justice* London: SAGE (Chapters 2, 3 and 4)

Heidensohn, F. (1996). “Women and the penal system”. In Heidensohn, F.(ed.) *Women and crime*, London: Macmillan Education UK.

Murray, C. (1990) *The Emerging Underclass*, London: Institute of Economic Affairs

Phillips, C. and Bowling, B. (2002). *Ethnicities, racism, crime and criminal justice*, Oxford: Oxford University Press

Webster, C. (2015) ‘Race’, Youth Crime and Youth Justice’ in Goldson, B. and Muncie, J. *Youth, Crime and Justice: Critical issues*, London: SAGE

WEEK 4: 19.02.20

Lecture: Welfare versus Justice

- Social responses to youth crime/delinquency have varied over time between contrasting approaches. The lecture will explore the key concepts of welfare and justice – and the tensions between them - and show how these have influenced policy and legislation.

Seminar (Week 4): Please complete the required readings below, using the questions to prepare, ahead of seminar...

Readings: (See Moodle to download Reading)

- Goldson, B. (1997) Children, crime, policy and practice: Neither welfare nor justice. *Children & society*, 11(2), pp.77-88.

Seminar Questions:

- Explain the terms ‘welfare’ and ‘justice’ and identify examples of these in relation to youth justice policy.
- How and why has the balance between ‘welfare’ and ‘justice’ changed over time?
- Which do you think should be most prominent in terms of policy, ‘welfare’ or ‘justice’?
- What were the strengths/weaknesses of New Labour’s approach to dealing with young crime?

Additional reading on welfare versus justice

Brown, S. (2005) *Understanding Youth and Crime: Listening to Youth?*, Maidenhead: Open University Press. Chapter 4

Burke, R. H. (2008) *Young People, Crime and Justice*, Cullompton: Willan, chapters 3 and 4. **(ebook)**

Clarke, J. (2002), ‘The Three Rs - Repression, Rescue and Rehabilitation: Ideologies of Control for Working Class Youth’, in J. Muncie, G. Hughes & E. McLaughlin (eds), *Youth Justice: Critical Readings*

Goldson, B. (1997) ‘Children in Trouble: State Responses to Juvenile Crime’, in P. Scraton (ed) *Childhood in Crisis?*, London: UCL Press.

Goldson, B. (1997) ‘Children, Crime, Policy and Practice: Neither Welfare nor Justice’, *Children and Society*, vol 11: 77-88.

Haydon, D. and Scraton, P. (2000) “‘Condemn a Little More, Understand a Little Less’: The Political Context and Rights Implications of the Domestic and European Rulings in the Venables-Thompson Case,” *Journal of Law and Society*, Vol. 27 (3)

Muncie, J. (2008) ‘The “Punitive Turn” in Juvenile Justice’, *Youth Justice*, vol 8(2): 107-121.

Smith, D. (2003) ‘New Labour and Youth Justice’, *Children and Society*, vol 17: 226-235.

Smith, R. (2007) *Youth Justice: Ideas, Policy and Practice*, Cullompton: Willan, chapter 1 ‘Lessons from history: the 1980s’. [ebook]

Solomon, E. and Garside, R. (2008) *Ten Years of Labour’s Youth Justice Reforms: An Independent Audit*, London: CCJS, available at <https://www.crimeandjustice.org.uk/sites/crimeandjustice.org.uk/files/youthjusticeaudit.pdf>

Squires, P. and Stephen, D. (2005) *Rougher Justice: Anti-Social Behaviour and Young People*, Cullompton: Willan.

WEEK 5: 26.02.20

READING WEEK

- **There are no lectures and seminars in week 5, but it is not a break.**
- **Please take this week to catch up on your lessons.**

WEEK 6: 04.03.20

Lecture: Youth Crime and Restorative Justice

- Restorative Justice (RJ) is becoming an increasingly important element of youth justice policy and practice. This lecture considers what role RJ should play in interventions with young offenders and whether it could potentially provide a new paradigm for youth justice systems.

Seminar (Week 6): Please complete the required readings below, using the questions to prepare, ahead of seminar...

Readings: (See Moodle to download Reading)

- Newbury, A. (2011) 'I would have been able to hear what they think': Tensions in achieving restorative outcomes in the English youth justice system. *Youth Justice*, 11(3), pp.250-265.

Seminar Questions:

- Does RJ provide a credible approach for dealing with the problems of youth crime?
- What are some of the practical challenges in implementing RJ in practice?

Additional reading on restorative justice

Crawford, A. and Newburn, T. (2002) 'Recent Developments in Restorative Justice for Young People in England and Wales: Community Participation and Representation', *British Journal of Criminology*, vol. 42(3).

Crawford, A. and Newburn, T. (2003) *Youth Offending and Restorative Justice* (ed).

Dignan, J. (2006) 'Juvenile Justice, Criminal Courts and Restorative Justice', in G. Johnstone and Van Ness, D. (eds) *A Handbook of Restorative Justice*, Cullompton: Willan.

Gelsthorpe, L. and Morris, A. (2002) 'Restorative Youth Justice: The Last Vestiges of Welfare', in J. Muncie, G. Hughes and E. McLaughlin (eds.) *Youth Justice: Critical Readings*

Haines, K. and O'Mahony, D. (2006) 'Restorative Approaches, Young People and Youth Justice' in B. Goldson and J. Muncie (eds) *Youth Crime and Justice*, London: Sage.

Jacobson, J. and Gibbs, P. (2009) *Making Amends: Restorative Youth Justice in Northern Ireland*, London: Prison Reform Trust. Available on Moodle and at:
http://www.prisonreformtrust.org.uk/uploads/documents/making_amends.pdf

Johnstone, G. (2003) *A Restorative Justice Reader*

Johnstone, G. and Van Ness, D. (2006) (eds.) *A Handbook of Restorative Justice*, Cullompton: Willan.

Morris, A. (2002) 'Critiquing the Critics: A Brief Response to Critics of Restorative Justice', *British Journal of Criminology*, vol. 42(3)

Morris, A. and Maxwell, G. (2001) *Restorative Justice for Juveniles* (eds)

McLaughlin et al (2003) (eds) *Restorative Justice: Critical Issues* (chapter 10 for example)

Toor, S. (2009) 'British Asian Girls, Crime and Youth Justice', *Youth Justice*, 9(3): 239-253

Weitekamp, E. (2003) (ed), *Restorative Justice in Context*, chapters 10 and 13

Williams, B. (2004) 'Restorative Justice and Incarcerated Young Offenders', *Youth Justice*, vol 4(3): 191-203.

WEEK 7: 11.03.20

Lecture: Custody, Care and Control

- There are long-standing controversies surrounding the practice of sending young people to custody. This lecture will consider the history of custodial facilities for young people, the ongoing debates over placing young people in these environments and also look at how custody highlights the tensions between care and control which run throughout the youth justice system.

Seminar (Week 7): Please complete the required readings below, using the questions to prepare, ahead of seminar...

Readings: (See Moodle to download Reading)

- Goldson, B. (2005) Child Imprisonment: A case for abolition. *Youth Justice*, 5(2), pp.77-90.

Seminar Questions:

- What impact does custody have on children/young people?
- Review the justifications for incarcerating children/young people. Which do you find most/least persuasive?

Additional reading on custody, care and control

Bateman, T. (2012) 'Who Pulled the Plug? Explaining the Fall in Child Imprisonment', *Youth Justice*, vol 12(1): 36-52.

Goldson, B. (2002) *Vulnerable Inside: Children in Secure and Penal Settings*, London: The Children's Society, particularly Chapter 7.

Goldson, B. (2006) 'Penal Custody: Intolerance, Irrationality and Indifference', in B. Goldson and J. Muncie (eds.) *Youth Crime and Justice*. London: Sage. pp 139-156 (ebook available)

Glover, J. and Hibbert, P. (2009) *Locking Up or Giving Up?* London: Barnardo's, available at http://www.barnardos.org.uk/locking_up_or_giving_up_august_2009.pdf

Harvey, J. (2007) *Young Men In Prison*, London: Routledge

Holligan, C. (2013) "The Cake and Custard is Good!" A Qualitative Study of Teenage Childrens' Experience of being in Prison', *Children and Society*, DOI: 10.1111/chso.12059

Jacobson, J. et al (2010) *Punishing Disadvantage: A Profile of Children in Custody*, London: Prison Reform Trust.

<http://www.prisonreformtrust.org.uk/uploads/documents/PunishingDisadvantage.pdf>

Lyon, J., Dennison, C. and Wilson, A. (2000) *Tell Them so They Listen: Messages from Young People in Custody*, Home Office Research Study 201, London: Home Office. Available at <http://webarchive.nationalarchives.gov.uk/20110218135832/http://rds.homeoffice.gov.uk/rds/pdfs/hors201.pdf>

Moore, S. (2000) 'Child Incarceration and the New Youth Justice' in B. Goldson (ed) *The New Youth Justice*

Morgan, R. (2007) 'Children and Young Persons', in Y. Jewkes (ed.) *Handbook on Prisons*. Cullompton: Willan. pp 201-223. (ebook available)

Muncie, J. (2002) 'Failure Never Matters: Detention Centres and the Politics of Deterrence', in J. Muncie, G. Hughes and E. McLaughlin (eds), *Youth Justice: Critical Readings*,

Ramsbotham, D. (2001) 'Reflections of a Chief Inspector', *Youth Justice*, vol 1(1): 17-27.

Solomon, E. and Allen. R. (2009) *Reducing Child Imprisonment in England and Wales: Lessons from Abroad*, London: Prison Reform Trust

Summerfield, A. (2011) *Children and Young People in Custody 2010-11: An Analysis of the Experience of 15-18 Year Olds in Prison*, London: HM Inspectorate of Prisons.

WEEK 8: 18.03.20

Lecture: Explaining Youth Offending: Theoretical Perspectives

- The lecture this week will begin by exploring positivist theories of youth crime and then move on to looking at how radical and critical criminology can explain the youth crime problem.

Seminar (Week 8): Please complete the required readings below, using the questions to prepare, ahead of seminar...

Readings: (See Moodle to download Reading)

- Barry, M. (2009) Promoting desistance amongst young people. In: *Youth Justice Handbook, Theory, Policy and Practice*. Willan Publishing.

Seminar Questions:

- What is meant by the term 'desistance'?
- Why is it important to study this process?
- What factors do young people think are important in this process?
- Does your knowledge about desistance change the way you think about some of the core criminological theories?

Additional reading on positivist criminology

Farrington, D (2002) “Development and risk-focussed prevention” in Maguire, M et al, *The Oxford Handbook of Criminology*, 3rd ed, Oxford: OUP.

Farrington, D. and West, D. (1990) “The Cambridge Study in Delinquent Development” in H.L. Kerner and G. Kaiser (Eds) *Criminality: Personality, Behaviour and Life History* Berlin: Springer-Verlag

Muncie, J (2014) *Youth and Crime* (second edition) London: Sage (Chapter 3)

West, D.J. (1982) *Delinquency: Its Roots, Careers and Prospects* London: Heinemann (Chapter 4)

Additional reading on radical and critical criminology

Becker, H. S (1963) *Outsiders: Studies in the Sociology of Deviance*. London: Free Press of Glencoe.

Carrington, K. and Hogg, R. (Eds) (2002) *Critical Criminology: Issues, Debates, Challenges* Cullompton: Willan

Lea, J. and Young, J. (1984) *What is to be Done about Law and Order?* Harmondsworth: Penguin

Muncie, J (2015) *Youth and Crime* (second edition) London: Sage (Chapter 4)

Murray, C. (1994) *Underclass: The Crisis Deepens* London: Institute of Economic Affairs

Walton, P. and Young, J. (Eds) (1998) *The New Criminology Revisited* Basingstoke: Macmillan

WEEK 9: 25.03.20

Lecture: Youth and the Media

- This lecture will explore the representation of young people in the media.

Seminar (Week 9): Please complete the required readings below, using the questions to prepare, ahead of seminar...

Readings: (See Moodle to download Reading)

- Cohen, S. (1978) From Folk Devils and Moral Panics: The Creation of the Mods and Rockers (St Albans: Paladin, 1973), pp.30–48.

Seminar Questions:

- What are moral panics? We are looking for a working definition.
- What are some contemporary examples of moral panics?
- How do moral panics affect the way we react to media depictions of youth crime?

- How are contemporary moral panics different from the moral panics Cohen spoke about in the 1960s?

Additional reading on youth and the media

Pearson, G. (1983) *Hooligan: A History of Respectable Fears* Buckingham: OUP (Part 4)

McRobbie, A & Thornton, S. (2002) Rethinking Moral Panic for Multi-Mediated Social Worlds' in Muncie, Hughes and McLaughlin (eds) *Youth Justice: Critical Readings* London: Sage

Pearson, G. (2002) 'Youth Crime and Moral Decline: Permissiveness and Tradition' in Muncie, Hughes and McLaughlin (eds) *Youth Justice: Critical Readings* London: Sage

Cohen, S. (1973) 'Folk Devils and Moral Panics' in Jewkes, Y and Letherby, G. (eds) *Criminology: A Reader*, London: Sage

WEEK 10: 01.04.20

Lecture: Youth crime and gender

- This lecture will discuss to what extent youth crime is gendered, and whether the youth justice system treats boys and girls differently, with an emphasis on girls' offending.

Seminar (Week 10): Please complete the required readings below, using the questions to prepare, ahead of seminar

Readings: (See Moodle to download Reading)

Worrall, A., 2004. Twisted sisters, ladettes, and the new penology: the social construction of "violent girls". *Girls' violence: Myths and realities*, pp.41-60.

Mayeda, D.T. and Pasko, L., 2012. Youth violence and hegemonic masculinity among Pacific Islander and Asian American adolescents. *Critical criminology*, 20(2), pp.121-139.

Seminar Questions:

- In the seminar we will be considering:
- How girls who offend are portrayed in society
- How hegemonic masculinity influences boys' offending

Additional reading:

Steffensmeier, D. and Allan, E., 1996. Gender and crime: Toward a gendered theory of female offending. *Annual review of sociology*, pp.459-487.

Schaffner, L., 2004. Capturing girls' experiences of "community violence" in the United States. *Girls' Violence*, pp.105-129.

Radford, J. and Stanko, E., 1991. Violence against women and children: The contradictions of crime control under patriarchy. *The politics of crime control*, pp.188-202.

Gaarder, E., Rodriguez, N. and Zatz, M.S., 2004. Criers, liars, and manipulators: Probation officers' views of girls. *Justice Quarterly*, 21(3), pp.547-578.

Burman, M. and Batchelor, S.A., 2009. Between two stools? Responding to young women who offend. *Youth Justice*, 9(3), pp.270-285.

Messerschmidt, J.W., 1994. Schooling, masculinities and youth crime by white boys. *Just boys doing business? Men, masculinities and crime*, pp.81-99.

WEEK 11: 29.04.20

Lecture: Gangs

Whilst much of the offending committed by young people is relatively minor, some become involved in more serious criminality. This lecture will explore the concept of the gang, looking at literature from both the USA and the UK, and at recent research on the extent of the 'gang problem' in the UK.

Seminar (Week 11): Please complete the required readings below, using the questions to prepare, ahead of seminar...

Readings: (See Moodle to download Reading)

- Gormally, S. (2015) 'I've Been There, Done That...': A Study of Youth Gang Desistance. *Youth Justice*, 15(2), pp.148-165.

Seminar Questions:

- What factors are associated with the development of gangs?
- What do we learn from the views and perspectives of young people themselves?

Additional reading on gangs

Bennett, T. and Holloway, K. (2004) 'Gang Membership, Drugs and Crime in the UK', *British Journal of Criminology*, 44(3): 305–23.

Campbell, C. (1991) *The Girls in the Gang*

Esbensen, F-A., Winfree, Jr., L., He, N. and Taylor, T. (2001) 'Youth Gangs and Definitional Issues: When Is a Gang a Gang, and Why Does It Matter?', *Crime and Delinquency*, 47(1), 105–30.

Goldson, B. (2011) *Youth in Crisis?: 'Gangs', Territoriality and Violence*, Abingdon: Routledge.

Hallsworth, S. and Young, T. (2008) 'Gang Talk and Gang Talkers: A Critique', *Crime, Media, Culture*, 4(2): 175–95.

Hazlehurst, K. and Hazlehurst, C. (1998) *Gangs and Youth Subcultures: International Explorations*

Joseph, I. and Gunter, A. (2011) *Gangs Revisited: What's a Gang and What's Race Got to Do With It?*, London: Runnymede.

- Klein, M. (1997) *The American Street Gang: Its Nature, Prevalence, and Control*. New York: OUP.
- Laidler, K. and Hunt, G. (2001) 'Accomplishing Femininity Among the Girls in the Gang', *British Journal of Criminology*, Vol. 41 (4)
- McVie, S. (2010) *Gang Membership and Knife Carrying: Findings from the Edinburgh Study of Youth Transitions and Crime*. Edinburgh: Scottish Government Social Research.
- Muncie, J. (2009) *Youth and Crime*, p32-36.
- Pitts, J. (2008) *Reluctant Gangsters: The Changing Face of Youth Crime*, Cullompton: Willan
- Young, T. and Hallsworth, S. (2009) 'Young People, Gangs and Street-based Violence', in C. Barter and D. Berridge (eds) *Children Behaving Badly? Exploring Peer Violence between Children and Young People*. London: Routledge/Falmer. [ebook]
- Young, T., FitzGerald, M., Hallsworth, S. and Joseph, I. (2007) *Groups, Gangs and Weapons*. London: Youth Justice Board.
- Young, T. (2009) 'Girls and Gangs: 'Shemale' Gangsters in the UK?', *Youth Justice*, 9(3): 224-238.

WEEK 12: 06.05.20

Lecture: Youth Violence and Bullying

- This session will explore the nature and extent of bullying in schools.

Seminar (Week 12): Please complete the required readings below, using the questions to prepare, ahead of seminar...

Readings: (See Moodle to download Reading)

- Olweus, D. (1994) Bullying at school: basic facts and effects of a school-based intervention program. *Journal of child psychology and psychiatry*, 35(7), pp.1171-1190.

Seminar Questions:

- What is the nature and extent of bullying in schools?
- What is the best way forward?

Additional Reading on youth violence and bullying

Chapell, M. S., Hasselman, S. L., Kitchin, T., Lomon, S. N., MacIver, K. W. & Sarullo, P. L. (2006). Bullying in elementary school, high school, and college, *Adolescence*, 41, 633-648

Myers, C. (2006) 'Schoolbags at Dawn' in F. Heidensohn *Gender and Justice: New Concepts and Approaches* Willan

Schreck, J. et al. (2003) 'Trouble in the School Yard: a Study of the Risk Factors of Victimization at School', *Crime and Delinquency* 49, 460-484

Siann, G., Callaghan, M., Glissov, P., Lockhart, R., and Rawson, L. (1994) 'Who Gets Bullied? The Effect of School, Gender and Ethnic Group', *Educational Research*, 36/2: 123-35.

Whitney, I. and Smith, P. K. (1993) 'A Survey of Nature and Extent of Bullying in Junior/Middle and Secondary Schools', *Educational Research*, 35/1 3-25.

Wolke, D., Woods, S., Stanford, K. and Schulz, H. (2001) 'Bullying and Victimization of Primary School Children in England and Germany: Prevalence of School Factors', *British Journal of Psychology*, 92/4 673-96.

WEEK 13: 13.05.20

There are no formal lectures or seminars this week. Esmorie and Becky are available for one-on-one tutorials.

LEARNING RESOURCES

10.1 Core Materials

Goldson, B. and Muncie, J. (eds) (2006) *Youth Crime & Justice*, London: Sage.

Burke, R. H. (2008) *Young People, Crime and Justice*, Cullompton: Willan.

Muncie, J. (2009) *Youth and Crime* (3rd edition), London: Sage.

Muncie, J., Hughes, G. and McLaughlin, E. (2002) (eds) *Youth Justice: Critical Readings*, London: Sage.

Smith, R. (2011) *Doing Justice to Young People: Youth Crime and Social Justice*, Cullompton: Willan.

10.2 Optional Materials

Barry, M. and McNeill, F. (2009) (eds) *Youth Offending and Youth Justice*, London: Jessica Kingsley Publishers.

Brown, S. (2005) *Understanding Youth and Crime: Listening to Youth?*, Maidenhead: Open University Press.

Goldson, B. (2011) *Youth in Crisis? 'Gang's, Territoriality and Violence*, London: Routledge.

McAuley, R. (2007) *Out of Sight: Crime, Youth and Exclusion in Modern Britain*, Cullompton: Willan

Morgan, R. and Newburn, T. (2012) 'Youth Crime and Justice' in M. Maguire et al (eds) *Oxford Handbook of Criminology* (5th edition), Oxford: Oxford University Press.

Pitts, J. (2003) *The New Politics of Youth Crime: Discipline or Solidarity?*, Basingstoke: Palgrave Macmillan.

Pitts, J. (2008) *Reluctant Gangsters: The Changing Shape of Youth Crime*, Cullompton: Willan.

Shoemaker, D. (2010) *Theories of Delinquency*, New York: Oxford University Press.

Smith, D. (ed) (2010) *A New Response to Youth Crime*, Cullompton: Willan.

Wikström, P-O. (2013) *Breaking Rules: The Social and Situational Dynamics of Young People's Urban Crime*, Oxford: Oxford University Press.