SO265-15 Youth, Crime and Criminal Justice

24/25

Department
> Sociology

Level
> Undergraduate Level 2

Module leader
> Shona Robinson-Edwards

Credit value
> 15

Assessment
> Multiple

Study location
> University of Warwick main campus, Coventry

Description

Introductory description

This module aims to equip students with a sound theoretical knowledge of youth offending, crime and criminal justice, exploring both historic and contemporary perspectives. The module explores different key debates relating to education, welfare, justice, race, class, gender and the construction of 'youth'. We investigate a range of concepts pertaining to the complex relationships between young people, identity, youth offending and criminality. We also explore how it relates to intersectionality and the construct of identity within society and beyond. In essence, this module will encourage in depth reflection and critical discussion furthering student's ability to explore sociological, psychological and criminological perspectives. In addition, students will develop the necessary analytical, theoretical, and critical skills needed to understand crime and some of the causes of crime. We shall ask whether the term 'youth crime' and 'young offender' in and of itself is problematic? And how can we begin to look at young people who commit crime from a less punitive angle.

Module aims

The module aims to provide a perspective within the discipline of criminology. It draws on the expertise of a number of scholars and practitioners who work on the 'frontline'. The module will explore the complex relationship between various intersections as it relates to young people and crime. On successful completion of this module, students will be able to critically assess the

intellectual contribution of criminological and sociological perspectives and apply to a broad range of contemporary problems such as social inequalities, disorder, and media representations. Additionally, students will critically examine the effectiveness of criminal justice policies and demonstrate a link between theory, practice and policy making.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

This module will explore issues pertaining to youth, crime and justice. It will utilise both historic and contemporary case studies to explore this phenomena. Lectures will introduce the development of laws and legislations in England and Wales as it pertains to children and young people. The age of criminal responsibility, mediatisation, deviance amplification and stigmatisation will be considered. These considerations will include discussions on the impact of race, class, gender and so forth, analysing the way in which these intersections interact and impact the overarching structure of the Youth Justice System (YJS). This module will offer insightful and importantly engaging methods to explore various topics in an open yet critical manner.

Provisional outline 1. An Introduction to Youth Justice in England and Wales 2. Welfare, Punishment, and Justice 3. Criminological and Sociological Explanations of Crime 4. Young People in Custody 5. Guest Lecture (Practitioner Perspective) 6. Reading week – No Lecture or Seminar 7. Young People, County lines and Criminality 8. Media Myths? Crime, Media and Popular Culture 9. Youth Victimology 10. 'Faith' on the Frontline.

Learning outcomes

By the end of the module, students should be able to:

- 1. Evaluate the different ways of understanding youth, crime and criminal justice from a political, criminological, sociological and cultural context.
- 2. Display an appreciation of the impact of the mediatised representation of youth crime and Justice, considering cultural criminology and media theories in the understanding of youth crime and social responses to it.
- 3. Demonstrate critical awareness of the responses to youth crime with specific reference to labelling, stigma, punishment, rehabilitation and reentry.
- 4. Analyse understandings of key criminological and sociological theories, concepts and contemporary debates pertaining to youth, crime and criminal justice.
- 5. Develop skills in accessing and evaluating relevant literature for independent study, research, presentations and essay writing.

Indicative reading list

- Bushway, S.D., Piquero, A.R., Broidy, L.M., Cauffman, E., and Mazerolle, P. (2001). "An Empirical Framework for Studying Desistance as a Process", Criminology, Vol. 39 (2) pp. 491- 516.
- Case, S., and Haines, K. (2015a) 'Children First, Offenders Second Positive Promotion: Reframing the Prevention Debate', Youth Justice, Vol. 15(3), pp. 226–239.

- Case, S., and Haines, K. (2015b). Children First, Offenders Second: The Centrality of Engagement in Positive Youth Justice, The Howard Journal of Crime and Justice, Vol. 54, (2), pp. 157-175.
- Case, S., and Haines, K. (2015c) Risk Management and Early Intervention: A Critical Analysis in Goldson, B. and Muncie, J. (eds) Youth, Crime and Justice. London: Sage.
- Cohen, S. (2002). Folk Devils and Moral Panics, London: Routledge.
- Deuze, M. (2012). Media Life, Cambridge: Polity.
- Farrington, D. (1986), "Age and Crime", in Morris, N. and Tonry, M. (Eds), Crime and Justice: An Annual Review of Research, Vol. 7, Chicago University Press, Chicago, IL.
- Ferrell, J., Hayward, K. and Young, J. (2015). Cultural Criminology (2nd ed.), London: Sage.
- Garside, R. (2009). Too young to be a criminal. The Guardian, 5th February, Available at https://www.theguardian.com/commentisfree/2009/feb/05/uk-age-of-criminal-responsibility [Accessed 7th July 2021]
- Giordano, P.C., Cernkovich, S.A., and Rudolph, J.L. (2002). "Gender, Crime and Desistance: Towards a Theory of Cognitive Transformation", American Journal of Sociology, Vol. 107 pp. 990-1064.
- Giordano, P.C., Longmore, M.A., Schroeder, R.D., and Seffrin, P.M. (2008), A Life-Course Perspective on Spirituality and Desistance from Crime, Criminology, Vol. 46 (1), pp. 99-132.
- Glynn, M. (2014). Black Men, Invisibility, and Crime: Towards a Critical Race Theory of Desistance, London: Routledge.
- Goldson, B. and Muncie, J. (eds) (2015) Youth, Crime and Justice. 2nd edition London: Sage.
- Haines., K and Case, S. (2015). Positive Youth Justice: Children First, Offenders Second. Policy Press.
- Hallsworth, S. (2013). The Gang and Beyond: Interpreting Violent Street Worlds, Hampshire: Palgrave MacMillan.
- Hill-Collins, P., and Bilge, S. (2016). Intersectionality, Cambridge: Polity.
- Hopkins Burke. R. (2016). Young People, Crime and Justice, (2nd ed.), London: Routledge.
- House of Commons Library. (2016). The Age of Criminal Responsibility. Briefing Paper Number 7687, 15th August 2016. Available at https://researchbriefings.files.parliament.uk/documents/CBP-7687/CBP-7687.pdf [Accessed 6th July 2021]
- Jewkes, Y. (2015). Media and Crime (3rd ed.), London: Sage.
- Laub, J.H. and Sampson, R.J. (2001). "Understanding Desistance from Crime", Crime and Justice, Vol.28 pp.1-69.
- Maruna, S. (1997). "Going Straight: Desistance from Crime and Self-Narratives of reform", The Narrative Study of Lives, Vol. 5 (1), pp. 59-93.
- Maruna, S. (1999). "Desistance and Development: The Psychosocial Process of 'Going Straight'", The British Criminology Conferences: Selected Papers, Vol. 2
- Maruna, S. (2001). Making Good: How Ex-Convicts Reform and Rebuild Their Lives, Washington DC: American Psychological Association.
- Maruna, S (2010) 'Re-entry as a rite of passage', Punishment and Society, 1: 1–26.
- Maruna, S (2018) Desistance as a Social Movement, Irish Probation Journal 14, 5-20.
- McNeill, F. (2012) Four forms of 'offender' rehabilitation : towards an interdisciplinary perspective. Legal and Criminological Psychology, 17 (1). pp. 18-36.
- Muncie, J. (2021). Youth and Crime, (5th Ed.), London: Sage.

- National Institute of Justice (2018) Gangs and Gang Crime, Washington: NIJ
- Nugent, B. and Schinkel, M. (2016) 'The pains of desistance', Criminology & Criminal Justice, 16(5), pp. 568–584.
- Robinson – Edwards, S and Kewley, S. (2018). Faith-Based Intervention: Prison, Prayer, and Perseverance. Religions, Vol 9, (4), pp. 130.
- Robinson-Edwards, S., and Pinkney, C. (2018). "Black Men, Religiosity and Desistance: Exploring Islām, Desistance and Identity", Safer Communities, Vol. 17 (1) pp.47-67.
- Smith, R. (2007) Youth Justice: Ideas, Policy and Practice. Cullompton: Willan.
- Thomas, M. (2013). Accountability. In: Aidan Worsley, Tim Mann and Angela Olsen Editors, (2013). Key Concepts in Social Work Practice, The SAGE Key Concepts Series, London: SAGE Publications Ltd. pp. 1-5 Available at: http://www.doi.org/10.4135/9781473914988.n1 [Accessed 14 Jul 2021].

Subject specific skills

By the end of the module the students should be able to :

- Evaluate the role of the YJS and critically analyse welfare and punitive approaches.
- Effectively articulate information and present arguments in a clear academic manner.
- Confidently discuss and present historic and contemporary case studies important to the topic of youth, crime and justice and analyse their impact (if any).
- Have an appreciation of the limits of knowledge and various perspectives (sometimes conflicting) presented by scholars.
- Critically evaluate arguments and assumptions, and to explore a wide range of literature in identifying the complexities of a given topic.

Transferable skills

By the end of the module the student will

- Have acquired the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility.
- Use skills to confidently present and speak in public by partaking in seminars, Q&A sessions with guest lecturers and group work.
- Establish external connections with organisations/practitioners who contribute to the module. The development of new skills and professional connections will potentially open the door for future collaborations and employment

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Study

Study time

Type	Required
Lectures	9 sessions of 1 hour (50%)
Seminars	9 sessions of 1 hour (50%)
Total	18 hours

Private study description

Readings for lectures and seminars; preparation for seminars; preparation and writing for formative and summative assessments.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A

	Weighting	Study time
Youth, Crime and Criminal Justice	100%	50 hours

There will be 10 questions and students will be required to answer one essay question.

Assessment group R

	Weighting	Study time
Youth, Crime and Justice	100%	

There will be 5 questions and students will be required to answer one essay question.

Feedback on assessment

Written feedback via Tabula

Availability

Courses

This module is Core optional for:

- Year 3 of ULAA-ML33 Undergraduate Law and Sociology

This module is Optional for:

- USOA-L301 BA in Sociology
  - Year 2 of L301 Sociology
  - Year 2 of L301 Sociology
  - Year 2 of L301 Sociology
- Year 2 of USOA-L314 Undergraduate Sociology and Criminology

This module is Option list A for:

- ULAA-ML34 BA in Law and Sociology (Qualifying Degree)
  - Year 3 of ML34 Law and Sociology (Qualifying Degree)
  - Year 4 of ML34 Law and Sociology (Qualifying Degree)
- Year 5 of ULAA-ML35 BA in Law and Sociology (Qualifying Degree) (with Intercalated year)
- Year 4 of ULAA-ML33 Undergraduate Law and Sociology

This module is Option list B for:

- Year 2 of UHIA-VL15 Undergraduate History and Sociology (with a term in Venice)
- Year 2 of UPOA-ML13 Undergraduate Politics and Sociology