Youth Crime and Justice

This module aims to:

- Examine the relationship between ‘youth’ and ‘crime’
- Analyse both historical and contemporary criminological theories associate with ‘youth crime’
- Discuss the role of the media and its power to influence ‘moral panic’ on the public perception of ‘youths’
- Consider if and how ‘youth victimisation’ and ‘youth culture’ impacts on ‘youth crime’
- Determine the significance of social exclusion, social control and social causation on ‘youth crime’
- Examine the limitations of both welfare and the justice system on youth crime

Learning outcomes

On completion of this module, students will be able to:

- outline the ‘youth crime problem’ and evaluate historical and contemporary criminological debates around youth justice
- summarise both the positivist and sociological theories of criminology and evaluate their relevance to youth crime
- recognise the difference between social causation and social construction youth crime
- evaluate the role of ‘culture’ on youth crime
- explain how youth victimisation impacts on youth crime
- discuss the impact of interventions on re-offending by young people

Syllabus

- The relationship between ‘youth’ and ‘crime’
- Histories of ‘youth’ and ‘crime’
- Explaining youth crime through positivist criminology
- Explaining youth crime through radical and realist criminological theories
- Youth victimology
- Youth lifestyle and culture
- Regulations and social policies affecting youths
- Youth welfare and justice
- Youth justice and punishment
- Global trends to youth justice
Learning and teaching methods

The learning and teaching methods for the module follow the intended online delivery strategy for the programme as a whole. The module will be delivered through the provision of specified reading materials on the virtual learning platform, which shall be supported by specified discussion forums and lecturecasts, and tutor support will be available to students via phone, email, and a fortnightly synchronous question and answer (Q&A) session.

Students will be provided with indicative guidance on, and encouraged to look at, relevant websites which are appropriate to the module, and to identify and share appropriate web-based resources as learning support references with their fellow students and as indicators of their individual learning contexts with their tutors. The live lectures will include referenced use of selected case studies which will be drawn from the reading materials/web based module learning resources and the practice-based and professional/educational contexts and experience of the tutors. At pre-arranged and regularly agreed points, on specified days and times in advance of each lecture (typically two to three days prior to the lecture) there will be a ‘drop in’ telephone or online preparatory learning liaison session conducted between the student(s) and tutor, typically lasting for 20 to 30 minutes. These sessions are designed to provide students with an introductory preview of the week’s work and give them an opportunity to ask specific and general questions related to that week’s learning opportunities and to enable them to contextualise their learning experience. Self-managed learning will supplement lectures and students are given weekly direction on required and indicative reading.

<table>
<thead>
<tr>
<th>Description of unit of assessment</th>
<th>Length/Duration</th>
<th>Submission date</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion contributions</td>
<td>Fortnight</td>
<td>Unit 2 and Unit 3</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-module assignment</td>
<td>2,000 words</td>
<td>Unit 6</td>
<td>40%</td>
</tr>
<tr>
<td>Journal entries</td>
<td>500 words (each)</td>
<td>Unit 4 and Unit 8</td>
<td>10%</td>
</tr>
<tr>
<td>End of module project</td>
<td>2,000 words</td>
<td>Unit 9</td>
<td>40%</td>
</tr>
</tbody>
</table>

READY TO APPLY? Complete the online application form and an Admissions Adviser will be in touch to assist you in the enrolment process.