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CRIM2038

Young People, Risk and Harm

Term Three // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Howard Sercombe	h.sercombe@unsw.edu.au	Tuesdays 3-4.30. Or by appointment.	G38	0402093106

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

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Course Details

Credit Points 6

Summary of the Course

Subject Area: *Criminology*

In this course you will gain a critical understanding of how young people become involved in antisocial behaviour and offending over key developmental stages. You will critically analyse the multidisciplinary nature of risk factors contributing to young people's involvement in antisocial behaviour and offending. Furthermore you will become familiar with a range of effective prevention and intervention programs and strategies to address antisocial behaviour and offending in young people.

Course Learning Outcomes

1. Synthesise and appraise multilevel risk factors of young people's antisocial behaviour and offending at key developmental stages.
2. Recognise the complex interaction between individual, family, peer, and community factors that contribute to the development of antisocial behaviour and offending among young people.
3. Identify and evaluate intervention and prevention strategies to address young people's antisocial behaviour and offending.
4. Apply critical thinking skills to evaluating the quality of research evidence.
5. Work effectively in a group with peers.
6. Present evidence-based argument both orally and in writing.

Teaching Strategies

This course will be taught in lecture/tutorial format, but with a focus on experiential learning. Students will be provided opportunities to engage with case studies and real data on young people to ensure they are engaged in deep learning with respect to the concepts discussed. The emphasis throughout the course will be on the "real world" application of the knowledge and skills being developed by students. In line with this rationale, and with the "Guidelines on Learning that Inform Teaching at UNSW", teaching strategies will focus on the development of interesting, engaging activities (e.g., case studies of children, young people, and their families); will emphasise the applicability of the skills/knowledge to relevant professional contexts (e.g., criminal justice system, family and community services); will emphasise student responsibility for progress including an emphasis on synthesis and higher order learning; and will provide timely feedback.

Assessments will scaffold through the course as students develop knowledge and skills in the field. Earlier assignments (and related feedback) will help students to improve their performance for the final research essay.

Assessment

In this course you are expected to attend at least 80% of tutorials (including online tutorials). This means that you must attend 10/12 of tutorials. If you attend less than 80% of tutorials, you may be refused final assessment. This means that if you do not attend at least 80% of possible tutorials, your final assignment may receive a mark of zero. For the purpose of attendance monitoring, the final assessment for this course is the research essay worth 50% of your overall grade for this course. This is the assessment item that will be graded at zero if you do not meet the attendance requirement for this course.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Annotated Bibliography	25%	15/10/2019 11:55 PM	1,4
Group Presentation	25%	11/11/2019 11:59 PM	2,3,5,6
Research Essay	50%	25/11/2019 11:59 PM	1,2,3,6

Assessment Details

Assessment 1: Annotated Bibliography

Start date: Not Applicable

Length: 1000 words

Details: For this assessment you must find 6-8 scientific studies on your Research Essay topic and complete a 1,000 word Annotated Bibliography. Written feedback from lecturer provided through Moodle (1000 words).

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 2: Group Presentation

Start date: 30/09/2019 11:59 PM

Details: For this assessment you must identify a prevention or intervention program/strategy and prepare a 20-25 minute group presentation to address a key policy issue that you will be given in class. Peer feedback in tutorials; written feedback from lecturer (a single group mark is assigned to all members)

Assessment 3: Research Essay

Start date:

Details: You will complete a research essay explaining key factors in the development of antisocial behaviour and offending among young people. You will be required to appraise the research evidence

and provide evidence-based recommendations for the prevention of and intervention with youth at risk of antisocial behaviour and offending. Written feedback against detailed marking rubric provided through Moodle (2500 words). This task will be the final assessment for the course.

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 16 September - 20 September	Lecture	The central problematic: the age/crime curve Multiple epistemologies and working across disciplines. The problem of agency.
	Tutorial	Introductions: participants, the unit, assessment, expectations, objectives.
Week 2: 23 September - 27 September	Lecture	Problematisations: youth, risk, crime.
	Tutorial	Risk based assessment Group formation
Week 3: 30 September - 4 October	Lecture	The neuroscience of adolescence and risk: genetics, epigenetics and developmental neuroscience
	Tutorial	r/K epigenetic strategies
	Online Activity	<i>Pregnancy and infancy</i>
Week 4: 7 October - 11 October	Lecture	Mental health and substance use
	Tutorial	Working with personality disorders
Week 5: 14 October - 18 October	Lecture	The problematic family
	Tutorial	The cost of intervention, and the cost of not intervening
	Assessment	Assignment 1 due week 5: Monday 14 October 11:59pm
Week 6: 21 October - 25 October	Lecture	Child maltreatment
	Tutorial	FASD
Week 7: 28 October - 1 November	Lecture	The community: areas of multiple deprivation
	Tutorial	Policing in areas of multiple deprivation
Week 8: 4 November - 8 November	Lecture	Peers and school
	Tutorial	Gangs
Week 9: 11 November - 15 November	Lecture	Criminalisations: drugs, anti-social behaviour, sexualities
	Tutorial	What would happen if we decriminalised drugs?
	Assessment	Group assignment due Monday November 11 : 11:59pm
Week 10: 18 November - 22 November	Lecture	Youth, the media and crime
Week 11: 25 November -	Assessment	Research Assignment 3 due Monday November

29 November

25: 11:59pm

Resources

Prescribed Resources

CORE TEXTS

Cunneen C and White R (2007) *Juvenile Justice. Youth and Crime in Australia* Oxford University Press.

Morizot, J. and L. Kazemian (2015). *The Development of Criminal and Antisocial Behavior: Theory, Research and Practical Applications*. London, Springer.

http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA51167744620001731

White, R. & Wyn, J (2013) *Youth and Society Exploring the Social Dynamics of Youth Experience 3rd Edition*. Melbourne, Oxford University Press Available from the University bookshop.

Recommended Resources

Bor, W., T. R. McGee and A. A. Fagan (2004). "Early risk factors for adolescent antisocial behaviour: An Australian longitudinal study." *The Australian and New Zealand journal of psychiatry* **38**(5): 365-372.

Carrington K and Pereira M (2009) *Offending Youth, Sex, Crime and Justice* Federation Press

Cauffman, E. (2008). "Understanding the female offender." *The future of children* **18**(2): 119-142.

Chassin, L., A. D. Mansion, B. Nichter and D. Pandika (2016). Substance use and substance use disorders as risk factors for juvenile offending. *APA Handbook of Psychology and Juvenile Justice*. K. Heilbrun, D. DeMatteo and N. E. S. Goldstein. Washington, DC, US, American Psychological Association: 277-305.

Chen, S., T. Matruglio, D. Weatherburn and J. Hua (2005). The Transition from Juvenile to Adult Criminal Careers. *BOCSAR NSW Crime and Justice Bulletins*.

DeLisi, M. and M. G. Vaughn (2014). "Foundation for a temperament-based theory of antisocial behavior and criminal justice system involvement." *Journal of Criminal Justice* **42**(1): 10-25.

Farrington, D. P. (2005). "Childhood origins of antisocial behavior." *Clinical psychology & psychotherapy* **12**(3): 177-190.

Fleming, J., & Ledogar, R. J. (2008). Resilience, an evolving concept: A review of literature relevant to Aboriginal research. *Pimatisiwin*, **6**(2), 7-23.

Gifford-Smith, M., K. A. Dodge, T. J. Dishion and J. McCord (2005). "Peer influence in children and adolescents: Crossing the bridge from developmental to intervention science." *Journal of abnormal child psychology* **33**(3): 255-265.

Goldson B and Muncie J (2006) *Comparative Youth Justice* London: Sage

- Goldson B and Muncie J (2006) *Youth, Crime and Justice: Critical Issues* London: Sage
- Goodwin, V. and B. Davis (2011). "Crime families: Gender and the intergenerational transfer of criminal tendencies." Trends and issues in crime and criminal justice **414**.
- Homel, R., R. Lincoln and B. Herd (1999). "Risk and resilience: Crime and violence prevention in Aboriginal communities." Australian & New Zealand Journal of Criminology **32**(2): 182-196.
- Irvine, T. Maunder, D. and Sherrington, G. (1995) *Youth in Australia: policy, administration and politics*, Melbourne, MacMillan Education.
- Lanctôt, N. (2015). Chapter 25: Development of Antisocial Behavior in Adolescent Girls. The development of criminal and antisocial behavior. J. Morizot and L. Kazemian. London, Springer: 399-412.
- Masten, A. S. and J. D. Coatsworth (1998). "The development of competence in favorable and unfavorable environments: Lessons from research on successful children." American psychologist **53**(2): 205.
- Mulvey, E. P., L. Steinberg, J. Fagan, E. Cauffman, A. R. Piquero, L. Chassin, G. P. Knight, R. Brame, C. A. Schubert and T. Hecker (2004). "Theory and research on desistance from antisocial activity among serious adolescent offenders." Youth Violence and Juvenile Justice **2**(3): 213-236.
- Muncie J (2004) *Youth and Crime: A Critical Introduction* 2nd Ed London: Sage
- Nilan, P., Roberta, J. & Germov, J. (2007) *Australian Youth: social and cultural issues*, Melbourne, Pearson.
- Omaji P (2003) *Responding to Youth Crime* Hawkins Press Leichhardt
- Pardini, D., R. Waller and S. W. Hawes (2015). Chapter 13: Familial Influences on the Development of Serious Conduct Problems and Delinquency. The development of criminal and antisocial behavior. J. Morizot and L. Kazemian. London, Springer: 167-180.
- Piquero, A. R., W. G. Jennings, B. Diamond, D. P. Farrington, R. E. Tremblay, B. C. Welsh and J. M. R. Gonzalez (2016). "A meta-analysis update on the effects of early family/parent training programs on antisocial behavior and delinquency." Journal of Experimental Criminology **12**(2): 229-248.
- Poynting S and Morgan G (2007) *Outrageous! Moral Panics in Australia* ACYR
- Sampson, R. J. and S. W. Raudenbush (2001). Disorder in urban neighborhoods: Does it lead to crime?, US Department of Justice, Office of Justice Programs, National Institute of Justice.
- Sanders, J. and Grainger, R. (2003) *Youth Justice: your guide to cops and courts in New South Wales*, Sydney: The Federation Press.
- Schindler, H. S. and C. F. D. Black (2015). Chapter 27: Early Prevention of Criminal and Antisocial Behavior: A Review of Interventions in Infancy and Childhood. The development of criminal and antisocial behavior. J. Morizot and L. Kazemian. London, Springer: 433-446.
- Smith, R. (2003) *Youth Justice: Ideas, Policy, Practice*, Cullompton, Willan

Tibbetts, S. and R. J (2015). Chapter 11: Prenatal and Perinatal Factors in the Development of Persistent Criminality. The development of criminal and antisocial behavior. J. Morizot and L. Kazemian. London, Springer: 167-180.

Tremblay, R. E. (2015). Chapter 3: Antisocial Behavior Before the Age–Crime Curve: Can Developmental Criminology Continue to Ignore Developmental Origins? The development of criminal and antisocial behavior. J. Morizot and L. Kazemian. London, Springer: 39-49.

Widom, C. S. and H. W. Wilson (2015). Intergenerational transmission of violence. Violence and mental health. J. Lindert and I. Levav, Springer: 27-45.

Course Evaluation and Development

Student feedback will be obtained formally via the myExperience survey and informally in lecture and tutorial. This course has recently been redesigned to be more practical and applied. Both lectures and tutorials emphasise case studies and real world examples.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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