‘... The public expects that serious offenders face prison. That is right. But it is also crucial that young people, most of whom have had chaotic and troubled lives, finally get the discipline so badly needed to help turn their lives around... introducing a strict, lights-out policy is all part of our approach to addressing youth offending. Those who fail to comply will face tough sanctions.”

(Chris Grayling, Minister of Justice, 2014)
Course Guide

Module Convenor: Paul Olaitan
Youth Justice
Course Code: LALA078S7
School of Law, Birkbeck, University of London
Spring Term 2016

GENERAL INFORMATION:

Class Time: Tuesdays 19:30 – 21:00
Location: LSHTM LG6 (Please check your “My Birkbeck” timetable in case of any room changes.)
Module Convenor: Paul Olaitan
Email: p.olaitan@bbk.ac.uk
Office Location: 4 Gower Street, Room 301
Mailbox: Law School Office, 16 Gower Street
Course Tutor: Paul Olaitan

OVERVIEW AND MAIN AIMS OF MODULE:

This course aims to provide students with a critical overview of the broad themes and key debates within contemporary youth justice theory, policy and practice. The course explores youth justice issues through historical, socio-legal and theoretical perspectives as well as through a set of contemporary case studies.

Main Aims of the Module:

1. To understand and critically assess the history, current statutory framework and workings of the youth justice system in England and Wales.
2. To understand and critically assess the implications and impact of international legal conventions relating to children’s rights and human rights on the youth justice system.
3. To explore issues of race and gender in relation to youth justice policy and practice.
4. To understand and critically assess the policy environment and it’s the-
5. To consider contemporary issues in youth justice policy and practice, such as definitions and approaches to youth gangs

LEARNING FORMAT

Most seminars will begin with a brief lecture or presentation that will outline key topics, themes and issues for that week. The remaining seminar time provides space for questions, discussion and debate arising from the lecture and the readings for that week. The lectures are designed to compliment the weekly readings, but do not summarise or replicate them.

Full learning requires active participation on three key components of the module: (1) preparing for the seminar in advance by reading the required materials; (2) attending the lecture part of the class (3) actively engaging in the discussion and question part of the seminar. While the specific format of individual seminars may vary, the over-aching aim is to promote active learning by way of student participation through preparation, debate and discussion.

Attendance

Whether you are undertaking this course as a full time or a part time student you should make active participation in the seminars a primary goal. Seminars are the cornerstone on which we seek to build an academic community: a community of critical thinkers and researchers with whom you may exchange views, generate ideas and develop skills. Attendance at seminars is also imperative for your individual academic development.

If you cannot attend class or are going to be late, please inform the course convenor (in advance if possible) and arrange to get lecture/discussion notes from another student in the seminar.

Preparation

It is essential that you prepare in advance for seminars. You will probably have to spend the equivalent of at least one day in preparation for each seminar you are undertaking. This is a minimum. The more you prepare, the more you will get out of the class, so it is important that you take responsibility for your own learning. Reading skills, summary skills and note taking skills are all essential. Some of the materials will be challenging. If you experience frustration, try not to become disillusioned or resentful; instead take a break and return to the text later.
Seminar Participation

Because the module is seminar-based, full participation is crucial for the learning process. In past experience, classes are most fruitful and engaging when everyone takes part. Students are therefore expected to:

- Come to class having done the readings and prepared answers to the seminar questions in advance of the seminar.
- Be prepared to critically discuss the readings and engage in debate. The goal is not to agree – but to explore various perspectives and engage with different ideas.
- Be open to new ideas. Some of the course readings, topics or discussions may challenge you intellectually, politically or emotionally. This is not a bad thing! Feeling unsettled, challenged and provoked are important components of critical learning.
- Ask questions of clarification if you don’t understand or are confused. This is not something to feel shy about: if you are unsure about something, others are probably wondering the same thing.
- Participate to the fullest of your ability; a strong tutorial depends on the inclusion of each individual voice.
- Foster shared and respectful speaking space. It is a collective responsibility to ensure that everyone has the opportunity to participate in discussion: monitor yourself (are you speaking too much, too little?) and support others to contribute. Be conscious of body language and non-verbal responses -- they can have as much impact as words.

Birkbeck’s Virtual Learning Environment / Blackboard

You should check Moodle which can be accessed via ‘My Birkbeck’ [http://www.bbk.ac.uk/mybirkbeck/]. Moodle will contain course announcements, updates and course materials. Each weekly topic has a folder (posted under “Learning Materials”), which contains relevant links, articles and other resources.

Course Materials

There is no single textbook for this course, but a reading pack will be provided at the start of the course. Some materials will also be available electronically on Blackboard.

The following books are suggested for general reading:


**ASSESSMENT**

The module is assessed by one 4,000 word essay. A pass mark is 50%.

The word limit does not include footnotes or bibliography, but this should not be used to displace your key arguments into the footnotes. Key arguments must be developed in the body of the essay. The essay must draw from a range of course materials as well as your own independent research.

The topic of the essay is for you to determine. The aim is for you to undertake research about a particular aspect of the subject that interests you. Approval for your essay title must be obtained from the course convener. Advice about formulating the essay title will be provided by the course convener.
NOTE ON DUE DATES:

Please note that deadlines are strictly kept. Unless there are mitigating circumstances, late essays will be marked with a capped grade of 50% for essays submitted within 3 weeks following the deadline and 0% for essays submitted more than 3 weeks after the deadline.

The course convenor is not permitted to grant extensions. Requests for mitigating circumstances to be considered must be directed to the law school office, along with documentation (e.g. medical note). Failure to submit an assignment (notwithstanding mitigating circumstances) will result in a zero for that assignment and an incomplete in the module.

When handing in assignments, Students must complete an “Essay Submission Form” with their written assignment. Full details on where and how to submit coursework are available in your Student Handbook.

Essay Deadline: 25th April 2016, 11.30am

GOOD ACADEMIC PRACTISE

Good academic practise requires that you provide full and proper references for all materials that you draw from in your work. Any reference to ideas or material from other sources (including internet sources!), whether in the form of direct quotation or paraphrasing must be acknowledged using properly formatted referencing style.

You are welcome to use the referencing style of your choice, provided that you are consistent (i.e., don’t mix and match styles) and the style is recognised in the academy (e.g. Harvard, MLA, Chicago, etc.) If you are unsure about the proper format of a particular referencing style, please consult a referencing style guide.

There are several referencing guides available online and in the library. For example:

Footnoting Style:

Oxford Standard for Citation of Legal Authorities (OSCOLA)
http://www.law.ox.ac.uk/published/oscola/oscola_2006.pdf

Modern Humanities Research Association (MHRA)

Chicago Style (Note Chicago has two variations: footnote or author-date_
http://www.chicagomanualofstyle.org/tools_citationguide.html

Youth Justice LALA078S7 5 Course Handbook 2015/16
Remember: Using another person's work without acknowledgment, or using work in a way that may mislead or deceive your reader is plagiarism. It doesn't matter whether you deliberately intended to deceive or not; it still counts as plagiarism and is subject to the university’s policies and penalties on academic misconduct (see links below). Plagiarism is not only dishonest, but it undermines the integrity of academic scholarship and is not acceptable.

General tips for avoiding plagiarism:

- **Give yourself enough time** to work on your assignment, so you are not tempted to copy text from other sources.

- **Take notes carefully** so that you include specific sources and page numbers, and clearly identify which ideas are your own and which come from your sources.

- **Reference as you write**, rather than leaving all the referencing to the end. Even if you just use shorthand as your write (i.e. note the author’s last name and page number), you can then go back and do the formatting later. But it is always better to reference as you go – it will save you time in the long run and you are less likely to forget something.

- **Consult a referencing guide!** If you are unsure about referencing format or procedure, check a referencing style guide.

To ensure proper referencing, please consult the resources available at: [http://www.bbk.ac.uk/mybirkbeck/services/facilities/support/plagiarism](http://www.bbk.ac.uk/mybirkbeck/services/facilities/support/plagiarism)

Definitions, procedures, and penalties for dealing with plagiarism:
[www.bbk.ac.uk/reg/assessment/current_students/undergraduate/plagiarism/](http://www.bbk.ac.uk/reg/assessment/current_students/undergraduate/plagiarism/)
[www.bbk.ac.uk/mybirkbeck/services/rules/assmtoff.pdf](http://www.bbk.ac.uk/mybirkbeck/services/rules/assmtoff.pdf)
DISABILITY, ACCESSIBILITY & DYSLEXIA SUPPORT

If you have any disability, accessibility or dyslexia support needs, please inform the course convenor so adequate support and assistance is available to enable you to participate fully in the course. You are also encouraged to contact the Disability and Dyslexia Support Office if you haven't already. The Disability Office offers a range of supports and services, including financial support for those who qualify. [www.bbk.ac.uk/disability](http://www.bbk.ac.uk/disability)

OTHER SKILLS RESOURCES

There are many resources available at Birkbeck to improve your academic writing skills – be sure to make use of them! For skills related to the assignments for this module, please consult the folder titled “Writing Skills and Resources” which is posted on Blackboard under the “assignments” section.

The college also runs a number of short courses and special sessions to help with writing and other skills. Please consult “My Birkbeck” for more details.

[http://www.bbk.ac.uk/mybirkbeck/get-ahead-stay-ahead/skills](http://www.bbk.ac.uk/mybirkbeck/get-ahead-stay-ahead/skills)
**Youth Justice**  
**Lecture/Seminar Programme Schedule**  
**2013-14**

**Term Starts 6 January 2012**

**Tues 12th Jan**  Seminar 1  Youth Offending Teams  
**Tues 19th Jan**  Seminar 2  Policy Agenda - Realism and Managerialism  
**Tues 26th Jan**  Seminar 3  Recent Trends in Youth Justice - Interpreting the Figures  
**Tues 2nd Feb**  Seminar 4  Comparative Youth Justice  
**Tues 9th Feb**  No Class  **Reading Week**  
**Tues 16th Feb**  Seminar 5  Race and Gender in Youth Justice Outcomes  
**Tues 23rd Feb**  Seminar 6  Residential and Custodial Responses  
**Tues 1st March**  Seminar 7  Children’s Rights  
**Tues 8th March**  Seminar 8  Wrong Place, Wrong Time - Youth Gangs  
**Tues 15th March**  Seminar 9  The ‘Civilising Process’ - Norbert Elias  

**End of Term**
SEMINAR 1
7 January 2016

Youth Offending Teams

Seminar Tutor: Paul Olaitan

This first seminar will look at the major tool of delivery for the modern youth justice system - the multiagency entity of Youth Offending Teams

Questions for Discussion:

1. Do multiagency teams deliver the improved services and support intended?

2. What do we mean by ‘youth justice’ and do we experience this through YOTs?

3. What role do young people have in the multiagency arrangements?

4. YOTs - what is the future for this model of delivery and support

Recommended Readings:


Session Resources:

Please view section 3 ‘Overview of the disposal framework’ pp6-11 of the following: The new framework of ‘Out of Court Disposals’ following the introduction of the Legal Aid, Sentencing and Punishment of Offenders (LASPO) Act 2012:

From the Archives: A 1998 Audit Commission discussion document on it's seminal 1996 report ‘Misspent Youth’:
From the Archives: ‘No More Excuses: A new approach to tackling youth crime in England and Wales’ 1998 -

Hard copies of the following chapter will be provided:

‘Multiagency practice: experiences in the youth justice system’ chapter Anna Souhami 2008, which appeared in:
Green, Lancaster & Feasey, ed. - ‘Addressing Offending Behaviour; context, practice and values’ 2008; Willan Publishing
SEMINAR 2
19th January 2016

Policy Agenda - Realism and Managerialism

Seminar Tutor: Paul Olaitan

The seminar will explore the historical influences that have developed over recent decades and have resulted in the rejection of positivist, interventionist policies in favour of a more pessimistic approach to support and enforcement.

Questions for Discussion:

1. What do we mean by ‘underclass’ and in what ways is this a meaningful term?

2. How does the ‘radical non-intervention’ of the early 1970s compare to the ‘diversionary’ practices of modern youth justice - e.g. custody/diversionary triage in YOTs?

3. Is there any room for professional creativity in a managerial policy environment? If so, where?

Recommended Readings:


Wilson J Q (1975) ‘Thinking about crime’

Murray C (1990) ‘The underclass’

Lea J and Young J (1984) ‘What is to be done about law and order?’


Session Resources:

Health Warning The following article is a subjective opinion piece, as the title suggests, and should be read as such

George Monbiot explores the views of Ayn Rand and the impact on public sector policy

http://www.monbiot.com/2012/03/05/a-manifesto-for-psychopaths/
Hard copies of the following two items will be made available:

Discussion Piece: Paul Olaitan ‘Realism and Managerialism in Modern Social Policy’

Extracts from ‘Safeguarding in the 21st Century - where to now?’ - Research in Practice 2010
SEMINAR 3  
26th January 2016

Recent Trends in Youth Justice - Interpreting the Figures

Seminar Tutor: Paul Olaitan

This seminar looks at the issue of crime statistics and the issues associated with reading and interpreting them.

Questions for Discussion:

1. When is a fall in crime, not a fall in crime?

2. What relationship, if any, is there between public perception of crime and recorded crime figures?

Recommended Readings:


SEMINAR 4  
2 February 2016

Comparative Youth Justice

Seminar Tutor: Paul Olaitan

This seminar looks at the various approaches to youth justice in different jurisdictions

Questions for Discussion:

1. Compare a justice approach to youth justice with a restorative approach

2. Why are we always so hard on the punitive approach to youth justice?

Recommended Readings:


Session Material:

Hard copies of the following chapter will be made available
‘The ‘problem’ of spending on children’ pp 3-27 in ‘Investing in Children - Poli-
cy, law and practice in context’; Piper 2008

Tuesday 9th February 2016
Reading week - NO SEMINAR

SEMINAR 5
16 February 2016

Race and Gender in Youth Justice

Seminar Tutor: Paul Olaitan

This seminar explored the issues of disproportionality in regards to race, and
the impact of policy in regards to gender

Questions for Discussion:

1. What do we mean by ‘lowest hanging fruit’ and what impact did this have
on youth justice policy in the first decade of this century?

2. What drives racial disproportionally in youth justice?

Recommended Readings:

Batchelor, S (2005) “‘Prove me the bam!” Victimisation and agency in the lives
of young women who commit violent crime’ Probation Journal 52 (4)
Bateman, T (2008) Review of provision for girls in custody to reduce re
offending. CIBT Education Trust
Bateman,T and Hazel, N( 2014) Resettlement of girls and Young women: research report;Beyond Youth Custody
Nacro Youth crime Briefing (2008)) Responding to girls in the Youth Justice
System
Girls violence: Myths and Realities Publishes State University of New York
search study 145
SEMINAR 6
23rd February 2016
Residential and Custodial Responses
Seminar Tutor: Paul Olaitan

This seminar looks at the history and trends of the use of custody in your justice

SEMINAR 7
1st March 2016
Children’s Rights
Seminar Tutor: Paul Olaitan

Questions for Discussion:
1. Is ‘youth justice’ compatible with children’s rights?

Recommended Readings:


UN Committee on the Rights of the Child General comment
no 10: Children’s rights in juvenile justice (2007)

www.humanium.org
SEMINAR 8
8th March 2016

Wrong Place, Wrong Time - Youth Gangs

Seminar Tutor: Paul Olaitan

This seminar looks at the emergence and definition of urban youth gangs, and the implications for practice

Questions for Discussion:

1. What’s all the fuss about?
2. What’s the appropriate response when children are killing each other?

Recommended Readings:


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SEMINAR 9
15 March 2016

The ‘Civilising’ Process - Norbert Elias

Seminar tutor: Paul Olaitan

This seminar explores the work of Norbert Elias and asks what implications his ideas have for youth justice