

Subject Description Form

Subject Code	APSS516									
Subject Title	Delinquency and Family									
Credit Value	3									
Level	5									
Pre-requisite / Co-requisite / Exclusion	Nil									
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 40%;">Individual Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td style="text-align: center;">70%</td> </tr> <tr> <td>2. Group presentation</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>3. Participation in class</td> <td style="text-align: center;">10%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; Student must pass all the components if he/she is to pass the subject. 		100% Continuous Assessment	Individual Assessment	1. Term paper	70%	2. Group presentation	20%	3. Participation in class	10%
100% Continuous Assessment	Individual Assessment									
1. Term paper	70%									
2. Group presentation	20%									
3. Participation in class	10%									
Objectives	<p>The objective of the subject is to help student critically examine the nature of juvenile delinquency and explore different possibilities of responses to the problem. It aims at providing students with the essential perspectives that will enable them to tackle the juvenile delinquency problem at different levels of intervention, especially that in relation to the family. It is expected that students would be more aware of the nature of their professional activities and be able to devise and choose appropriate intervention strategies amidst a wide array of intervention possibilities in juvenile delinquency.</p>									
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Critically appraise the usefulness of different theories of juvenile delinquency; b. Recognize the family context of delinquency, with specific reference to the local context; c. Identify the professional roles of the learners in preventing juvenile delinquency in the light of different theories of delinquency management; d. Devise programs of delinquency management in the light of the research evidence on different type of programmes; e. Have the cognitive abilities and skills in working with other professionals in helping delinquents and their families. 									

<p>Subject Synopsis / Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. Concepts of Delinquency <ul style="list-style-type: none"> - Concepts of crime and delinquency - Approaches to measuring crime and delinquency - Delinquency and the family: reality and / or political rhetorics? 2. A Recapture and Critical Appraisal of Theories of Delinquency <ul style="list-style-type: none"> - Perspectives on delinquency - Individual explanations - Mid-range explanations - Sociological explanations - Framework for evaluation delinquency theories 3. The Family Context of Delinquency <ul style="list-style-type: none"> - Theoretical perspectives - The 'broken-home model' of delinquency - The structure-function debate - The family context of delinquency - Some local studies and their implications 4. Roles of Social Worker and Teachers in the Justice System <ul style="list-style-type: none"> - The justice system and process in Hong Kong - Social workers in the justice system - The welfare and justice models of justice - Focus of intervention : people, family or systems - Issues and dilemmas in working with the justice system 5. Recent Trends in Juvenile Justice and their Implications to Delinquency Management <ul style="list-style-type: none"> - Corporatist model - Restorative justice - Actuarial justice 6. Working with delinquency and their families <ul style="list-style-type: none"> - The shifting sands of working with offenders - Contexts of practice : legal and societal - Social work with offenders and their families - Mediating delinquents and the court : role of probation officer - Issues of concern
<p>Teaching / Learning Methodology</p>	<p>The participation of students both in the lectures and seminars are crucial for learning in this subject. The subject lecturer will be responsible for providing students with the theoretical and knowledge inputs about family violence while students are expected to share on topics and case discussion guided by the lecturer as the subject is delivered.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods / tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Term paper	70%	√	√	√	√	√
	2. Group presentation	20%	√	√	√	√	√
	3. Participation in class	10%	√	√	√	√	√
Total	100%						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment will be based on seminar presentation or a topic chosen by the students and on their participation in class. Students will be required to hand in a term paper to critically examine a topic of interest which reflect their individual efforts and understanding of the subject.</p>							
Student Study Effort Expected	Class contact:						
	▪ Lecture		27 Hrs.				
	▪ Student presentation and in class discussion		12 Hrs.				
	Other student study effort:						
	▪ Reading		56 Hrs.				
	▪ Group discussion outside class		28 Hrs.				
Total student study effort		123 Hrs.					
Medium of Instruction	English						
Medium of Assessment	English						
Reading List and References	<p><u>Essential</u></p> <p>Lilly, J.R., Cullen, F.T., & Ball, R.A. (2010). <i>Criminology theory: context and consequences</i>. 5th Edition. Sage.</p> <p>Muncie, J. (2009). <i>Youth and Crime</i>. 3rd Edition. London: Sage.</p> <p>Muncie, J., Hughes, G., & Mc Laughlin (Eds). (2002). <i>Youth Justice: Critical Readings</i>.</p>						

Sage.

Simons, Ronald L. (2004). *Families, delinquency and crime : Linking society's most basic institution to antisocial behavior*. Roxbury Publishing Company.

Supplementary

Bottoms, A., Stelman, A. (1988). *Social inquiry reports : A framework for practice development*. Wildwood House.

Chow, N.W.S. (1985). *A study of the values, leisure, behavior and misbehavior of the youth in Tsuen Wan and Kwai Chung*. Tsuen Wan District Board.

Chow, N.W.S. (1987). *A comparison of delinquent youth and non-delinquent youth on the aspects of parental supervision and schooling : a follow-up study*. Kwai Tsing & Tsuen Wan District Board.

Forx, G.L., Benson, M.L. (Eds.) (2000). *Family, crime, and criminal justice*. New York: JAI.

Gray, P. (1994). *Inside the Hong Kong juvenile court : the decision-making process in action*. Department of Social Work and Social Administration, University of Hong Kong.

Harris, R., Webb, D. (1987). *Welfare, power and juvenile justice: the social control of delinquent youth*. Tavistock Publications.

Hil, R., McMahon, A. (2001). *Family, crime, and juvenile justice*. New York: Peter Lang. Pub.

Law, C.K. (1990). *A study on the relation between school dropout and delinquency*. University of Hong Kong and the Hong Kong Playground Association.

Law, Chi Kwong. (1986). *A study in the behaviors and attitudes of the youths in Kwun Tong*. Kwun Tong District Board.

Lo, T. Wing. (1986). *Gang dynamics : report of a study of the juvenile gang structure and subculture in Tung Tau*. Outreaching Service, Caritas.

Matthews, R., Young, J. (eds.). (1992). *Issues in realist criminology*. Sage.

Mok, Bong Ho. (1985). *Problem behavior of adolescents in Hong Kong : socio-cultural perspective*. Hong Kong : CUHK Centre for Hong Kong Studies.

Ng, Agnes. (1975). *Social causes of violent crimes among young offenders in Hong Kong*. Hong Kong : Social Research Centre, CUHK.

Ng, Agnes. (1980). *Family relationship and juvenile delinquency*. Hong Kong : Social Research Centre, CUHK.

Pitts, J. (1988). *The politics of juvenile crime*. Sage.

Quay, H.C. (ed.). (1987). *Handbook of juvenile delinquency*. John Wilney & Sons.

	<p>Shoemaker, D.J. (2010). <i>Theories of delinquency: An examination of explanation delinquent behavior</i>. Oxford University Press.</p> <p>Thorpe, D.H., Smith, D., Green, C.J., Paley, J.H. (1980). <i>Out of care: the community support of juvenile offenders</i>. George Allen & Unwin.</p> <p>Traver, H., Vagg, J. (eds.). (1991). <i>Crime and justice in Hong Kong</i>. Hong Kong : Oxford University Press.</p> <p>Utting, D., bright, J., Henricson, C. (1993). <i>Crime and the Family: Improving Child-rearing and Preventing Delinquency</i>. London: Family Policies Studies Centre.</p> <p>Vagg, J., et.al. (1995). <i>Research on the social causes of juvenile crime (final report)</i>. Hong Kong: Fight Crime Committee.</p> <p>Working Group on juvenile Crime. (1981). <i>Report of working group on juvenile crime</i>. Hong Kong : Government Printer.</p> <p>Young, J., Matthews, R. (eds.). (1992). <i>Rethinking criminology: The realist debate</i>. Sage.</p>
--	---