

# CJ 491: Juvenile Deviancy & Juvenile Justice

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Instructor: Joe Allen, Ph.D.

Fall 2009

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MWF 1p-1:50p/2p-2:50p

Office: Behavioral Sciences #109

Office Hours: Mondays & Fridays (Noon-1p) or by appt.

Course Prerequisites: CJ 291.

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## **COURSE/CATALOG DESCRIPTION:**

Patterns of deviancy in youths, with particular emphasis on roles and relationships of the family, school, and peer groups; theories of causation and influence of middle-class culture on deviancy.

## **PROGRAM LINKING STATEMENT:**

This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of basic rights guaranteed to each individual by both state and federal constitutions and laws.

## **COURSE DESCRIPTION:**

This course will be presented using a variety of methods, primarily through lecture and group discussions and exercises, often employing instructional aids like PowerPoint and other audio/visual material. The assigned textbook for the course is: *Bartollas, Clemens and Stuart Miller. Juvenile Justice in America, 5<sup>th</sup> ed. 2008.* Additional reading materials will also be assigned to supplement the textbook.

## **STUDENT LEARNING OUTCOMES:**

Upon successful completion of this course, the student will have a demonstrable understanding of:

1. The history and social construction of juvenile delinquency.
2. The theories underlying juvenile delinquency.
3. The issues relating to youth programming and program development.
4. The nature and extent of current gangs and the institutional responses to gangs.
5. The impact and extent of contemporary institutional responses to juvenile delinquency, like juvenile court adjudications and juvenile waiver.
6. The Five Marianist Educational Values are how they are integrated into the course subject.
7. An understanding of human behavior relative to various environmental contexts.

## **ASSESSMENT FOR BOTH TRACKS:**

- **Classroom Assignments.** These assignments will consist of short papers, worksheets, and other activities related to readings and in-class activities.
- **Four (4) Quizzes.** Quizzes focus on materials covered in specified sections, concentrating on textbook materials. Other items on a quiz may come from supplemental reading materials, classroom lecture and discussions, or other means used throughout the specified section.
- **One (1) Midterm Examination.** These exams are not cumulative and will include only materials covered in the specified sections. Items on the exam may come from the text, supplemental reading materials, classroom lecture and discussions, or other means used throughout the period. Exams may consist of questions in multiple choice, short answer, and essay formats. There will be a short review of the exam before it is administered.
- **One (1) Final Examination.** This exam is cumulative and will include materials covered during the entire class term. This exam will have a primary focus on the materials included in the last section of the term, but it will also include items from the entire class term. Exams may consist of questions in multiple choice, short answer, and essay formats. There will be a short review of the exam before it is administered.

### **ADDITIONAL ASSESSMENT FOR SERVICE-LEARNING TRACK:**

- **Service Learning Activities (9).** Each student will participate in mentoring/tutoring activities at Palolo Elementary School, visiting the school and participating students throughout the term (or the I-Rec program upon approval). A minimum of 9 visits is required; participation up and beyond 9 visits may be eligible for extra credit for the course. During the visits, student will do various mentoring and tutoring functions with the Palolo student participants. Successful completion of each activity will count toward the grade for this course component; each visit weighted equally. For each visit, students will be required to satisfactorily complete an on-line summary of their visit in order to receive credit.
- **Service Learning Reflection Paper (1).** Each student will write a 4-5 page paper reflecting on their service learning activities. The specifics of the writing assignment will be discussed in class.

### **ADDITIONAL ASSESSMENT FOR PAPER TRACK:**

- **Research/Literature Review Paper Project.** Students who choose not to participate in the service-learning track will be required to submit a minimum 15 page paper by the end of the semester. The specifics of the paper requirements will be discussed in more depth later, but the general focus of the paper will on after-school mentoring and tutoring programs.

### **GRADING SYSTEM:**

The class will be graded on a curve, based on the highest score received on exams, participation, and attendance. For this curve, a standardized grading system will be used:

A = 93-100% (of highest point total received)

B = 84-92%

C = 75-83%

D = 66-74%

F = 65% and below

| <b>BOTH TRACKS</b>            | <b>Activity/Assignment</b>        | <b>% of Final Grade</b> | <b>Point distribution</b> |
|-------------------------------|-----------------------------------|-------------------------|---------------------------|
|                               | Assignments                       | 20%                     | 100                       |
|                               | Quizzes (4)                       | 8%                      | 40 (4 x 10)               |
|                               | Midterm Exam                      | 10%                     | 50                        |
|                               | Final examination                 | 16%                     | 80                        |
|                               | Participation/Attendance          | 10%                     | 50                        |
|                               |                                   | <b>66%</b>              | <b>330</b>                |
| <b>Service-Learning Track</b> | Service Learning Activities (9)   | 24%                     | 120 (9 x 13.33)           |
|                               | Service Learning Reflection Paper | 10%                     | 50                        |
|                               |                                   | <b>34%</b>              | <b>170</b>                |
| <b>Paper Track</b>            | Paper Project                     | 34%                     | 170                       |
|                               |                                   | <b>34%</b>              | <b>170</b>                |

As a policy, the curve for this class will not exceed a straight 90-80-70-60 curve. For example, if a student scores 100% on an exam, the curve will revert downward to a standard 90-80 . . . etc. curve. It will not be 93%/84%, etc. Based on overall class performance, the instructor will adjust the curve accordingly if anomalies occur.

### **ATTENDANCE & PARTICIPATION:**

- **Regular Class Attendance.** As a policy, if a student misses more than **6** classes throughout the term, a deficiency notice will be sent to the registrar's office. Absences up and beyond 6 will result in the student losing 5% of their overall final grade points for each absence. For those with extenuating circumstances, documentation will be required for an incomplete (to be made up no later than 30 days after the final exam). "Extenuating circumstances" will be determined on a case-by-case basis, but the standard for this sort of exception is considered as circumstances beyond one's control (e.g., medical illness, family emergency). Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

- **Regular classroom participation.** Besides simply coming to class, students will be asked to contribute to lecture, group discussions and exercises, informal presentations, and to complete in-class and out-of-class assignments. Contributions to group and individual assignments will be assessed through participation (e.g., extent and depth of discussion), completeness of work turned in, etc. This also means that students will come to class prepared, being able to respond to questions posed from the instructor.

### **STUDENTS WITH DISABILITIES:**

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

## **MARIANIST EDUCATIONAL VALUES**

The five characteristics of a Marianist Education are:

### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

### **2. Provide an Excellent Education**

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### **3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### **4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### **5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

## SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling  
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations  
Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

**TERMS OF COURSE REQUIREMENTS:**

1. *Late assignments/projects will be discounted 10% per day after the due date. All late assignments must be turned in within 1 week, otherwise loss of **all** credit will occur.*
2. *Unless otherwise specified, assignments are due at the beginning of class.*
3. *Exams and Quizzes are to be taken on the days that they are administered. Exceptions are to be granted only in extenuating circumstance, otherwise loss of all credit will occur. If you are given the opportunity to take an exam after given in class, you will be given a different exam which may be more comprehensive than the initial one given.*
4. *Regular attendance is a must given the amount of material covered in the course. If you know you will be missing a class in the future due to legitimate reasons, be sure to tell me in advance and provide any necessary paperwork; this will allow me to keep you up-to-date on material you will be missing.*
5. *Students will be expected to have read materials prior to each class session and completed appropriate assignments. It is especially important that students read and do work outside of the classroom due to the breadth of materials covered in such a relatively short period of time.*
6. *I have an open-door approach when it comes to helping students understand the material and do well in the course. If you would like to meet with me, visit me during my office hours or call/e-mail me to set up an appointment for an alternative time if those hours don't work for you. **DON'T HESITATE** to talk to, call, or e-mail me!*
7. *Any instances of academic dishonesty will result in an "FD" (failure for dishonesty) grade for the course and will be subject to the policies and procedures for the college. If you are at all unclear about what constitutes academic dishonesty, refer to catalogued materials.*
8. *As a policy, opportunities for extra credit **WILL NOT** be available. All students begin the course with perfect scores, and will have every opportunity to maintain this score.*
9. *The instructor reserves the right to change the schedule of the syllabus when deemed necessary.*

**About the Instructor:**

*Dr. Allen is a full-time faculty member, Assistant Professor, in the C&CJ Department. He is an advisor to CJ majors and oversees the CJ Club; additionally, he is the program's internship/ volunteer coordinator and programmatic assessment lead. His usual repertoire of courses includes criminology, juvenile delinquency, behavioral sciences statistics, seminar in criminal justice agencies, and sex crimes. He has been a full-time faculty member in the Department since 2004 and began teaching at Chaminade in a part-time capacity in 1994. He has also taught courses in Sociology at the University of Hawaii and Hawaii Pacific University. Before joining the Department in a full-time capacity, he worked with the Corrections Population Management Commission (thru the Department of Public Safety), Department of the Attorney General, and the Social Science Research Institute (University of Hawaii). Throughout the years, he has been involved in various research and evaluation projects, including the topics of: probation and parole recidivism, sentencing simulation modeling and policy analysis, juvenile delinquency and youth gangs, community crime prevention, restorative justice, domestic violence and anger management, substance abuse treatment, ecstasy, prostitution, runaway and missing children, uniform crime reporting, victimization surveys, and crime trends and law enforcement/correctional policy analysis. Dr. Allen received his Ph.D. from the Sociology Department at the University of Hawaii with an emphasis in Criminology. Before transferring to the University of Hawaii he attended the University of Minnesota. He is originally from Minnesota but has called Hawaii 'home' since 1990.*

**FALL DAY 2009  
FINAL EXAMINATION SCHEDULE  
EXAM TIME**

**CLASS TIME**

Monday, December 7, 2009

|                          |                  |
|--------------------------|------------------|
| Tu Th 9:30 - 10:50 AM    | 8:00 - 10:00 AM  |
| MWF 9:00 - 9:50 AM       | 10:30 - 12:30 PM |
| MWF 2:00 - 2:50 PM       | 12:45 - 2:45 PM  |
| ALL EN 100, EN 101 & 102 | 3:00 - 5:00 PM   |

Tuesday, December 8, 2009

|                       |                  |
|-----------------------|------------------|
| Tu Th 8:00 - 9:20 AM  | 8:00 - 10:00 AM  |
| MWF 1:00 - 1:50 PM    | 10:30 - 12:30 PM |
| Tu Th 12:30 - 1:50 PM | 12:45 - 2:45 PM  |
| ALL JA 106, SPN 102   | 3:00 - 5:00 PM   |

Wednesday, December 9, 2009

|                        |                  |
|------------------------|------------------|
| Tu Th 11:00 - 12:20 PM | 8:00 - 10:00 AM  |
| MWF 11:00 - 11:50 AM   | 10:30 - 12:30 PM |
| Tu Th 2:00 - 3:20 PM   | 12:45 - 2:45 PM  |
| MWF 4:00 - 4:50 PM     | 3:00 - 5:00 PM   |

Thursday, December 10, 2009

|                      |                  |
|----------------------|------------------|
| MWF 8:00 - 8:50 AM   | 8:00 - 10:00 AM  |
| MWF 10:00 - 10:50 AM | 10:30 - 12:30 PM |
| MWF 3:00 - 3:50 PM   | 12:45 - 2:45 PM  |
| Tu Th 3:30 - 4:50 PM | 3:00 - 5:00 PM   |

**COURSE SCHEDULE****CJ 491**

| <b>Week</b>              | <b>General Topic</b>   | <b>Read for Week</b> |
|--------------------------|--|----------------------|
| <b>1</b><br>8/24-8/28    | Introduction to Course   | Chap. 1              |
| <b>2</b><br>8/31-9/4     | History & Social Construction of Juvenile Delinquency  | Chap. 2              |
| <b>3</b><br>9/7-9/11     | <i>Monday (9/7) – NO CLASS (Holiday)</i><br>Nature & Extent of Juvenile Delinquency              | Chap. 3              |
| <b>4</b><br>9/14-9/18    | Nature & Extent of Juvenile Delinquency<br>Delinquency Theories Revisited                        | Readings             |
| <b>5</b><br>9/21-9/25    | <b>Short Paper #1 Due</b><br>Prevention Programs for Youth                                       | Chap. 9<br>Readings  |
| <b>6</b><br>9/28-10/2    | Prevention Programs for Youth (cont'd.)<br>Community-Based Programming                           | Chap. 13             |
| <b>7</b><br>10/5-10/9    | Gangs<br>Social Context of Delinquency<br><b>Quiz #1 (1-3, 13)</b>                               | Ch. 14               |
| <b>8</b><br>10/12-10/16  | <i>Monday (10/12) – NO CLASS (Holiday)</i><br>Gangs & Social Context (cont'd.)                   | Ch. 4                |
| <b>9</b><br>10/19-10/23  | Formal System: Police & Juvenile Court<br><b>Quiz #2 (14, 4-5)</b>                               | Ch. 5                |
| <b>10</b><br>10/26-10/30 | <b>Midterm Exam (1-5, 13-14)</b><br>Formal System: Juvenile Court (cont'd.)                      | Ch. 6                |
| <b>11</b><br>11/2-11/6   | Formal System: Adjudication, Adult Court, Waiver<br><b>Short Paper #2 Due</b>                    | Ch. 7                |
| <b>12</b><br>11/9-11/13  | <i>Wednesday (11/11) – NO CLASS (Holiday)</i><br>Formal System: Juvenile Probation, Aftercare    | Ch. 8                |
| <b>13</b><br>11/16-11/20 | Formal System: Detention, Confinement  | Ch. 10<br>Ch. 11     |
| <b>14</b><br>11/23-11/27 | Formal System: Detention, Confinement (cont'd.)<br><i>Friday (11/27) – NO CLASS (THX Recess)</i> | Ch. 11               |
| <b>15</b><br>11/30-12/4  | Contemporary & Local Developments in Juvenile Justice  | Readings             |

**\*\*\*\*FINAL EXAMINATION: SEE ATTACHED FINAL EXAM SCHEDULE\*\*\*\***

**Service-Learning Track: Final Reflection Paper due by Friday 12/4**

**Paper Track: Final Paper Project due by Friday 12/4**