

# CJ 291: Juvenile Justice System

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**Instructor:** Joe Allen, Ph.D.

**Spring 2015**

**E-Mail:** joseph.allen@chaminade.edu

**Individualized Study**

**Office:** Behavioral Sciences #109

**Office Hours:** By appt. (easy, just e-mail to set up)

**Course Prerequisites:** None. Open to non-majors.

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## **CATALOG COURSE DESCRIPTION:**

Components of the juvenile justice system and the processing of the juvenile through the system; rights of the juvenile; criminological theories relevant to juvenile delinquency and criminal behaviors.

## **PROGRAM LINKING STATEMENT:**

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

## **READING MATERIALS:**

Siegel, Larry J. and Brandon C. Welsh. Juvenile Delinquency: The Core, 5<sup>th</sup> ed. 2014.

Additional required reading material will be assigned.

## **STUDENT LEARNING OUTCOMES:**

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

1. The concept of childhood, contemporary views of youth, and the identification of delinquency.
2. The nature and extent of juvenile delinquency.
3. The major theories and explanations of delinquent behavior.
4. The major components of the juvenile justice system and the rights specific to juveniles.
5. The historical and current treatment of juvenile delinquents.
6. The Five Marianist Educational Values are how they are integrated into the course subject.
7. The connections between academic work and real-life situations.
8. The commitment to their role in issues of public concern.
9. How service-learning increased their interest in being civically engaged.

## **ASSESSMENT:**

- **Six (6) 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.
- **Two (2) Midterm Examinations.** 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, 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 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.
- **Assignments.** The student will be given several assignments; each of these assignments will count equally toward the assignment grade.

**GRADING SYSTEM:**

The class will be graded on a curve, a standardized grading system will be used as follows:

A = 90-100% (of highest point total received)  
B = 80-89%  
C = 70-79%  
D = 60-69%  
F = 59% and below

**POINT DISTRIBUTION & SCORING SYSTEM:**

Activity/Assignment	% of Final Grade	Points
Quizzes (6)	12%	60 (6 x 10)
Midterm Exam #1	12%	60
Midterm Exam #2	16%	80
Final examination	20%	100
Assignments	40%	200
	<b>100%</b>	<b>500</b>

**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.

**University Statement on Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

## **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.

**TERMS OF COURSE REQUIREMENTS:**

1. *Late assignments/projects will be discounted an initial 30% and 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. *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.*
3. *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!*
4. 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.
5. *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.*
6. 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, Associate 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/volunteership 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.*

**COURSE SCHEDULE****CJ 291**

<b>Week(s)</b>	<b>General Topic</b>	<b>Have Read for Week</b>
<b>1-2</b>	Course Introduction Overview of Childhood & Delinquency Nature & Extent of Delinquency	Ch. 1-2
<b>3</b>	Individual Explanations of Delinquency ▶▶ <b>Quiz #1 (Chapters 1-3)</b> Sociological Explanations of Delinquency	Ch. 3-4
<b>4</b>	Developmental Explanations of Delinquency ▶▶ <b>Quiz #2 (Chapters 4-5)</b>	Ch. 5
<b>5-6</b>	Developmental Explanations of Delinquency ▶▶ <b>Exam #1 (Chapters 1-5)</b> Gender & Delinquency	Ch. 6
<b>7</b>	Family Dynamics & Delinquency	Ch. 7
<b>8-9</b>	▶▶ <b>Quiz #3 (Chapters 6-7)</b> Peer Relationships & Gangs Schools & Delinquency	Ch. 8
<b>10</b>	▶▶ <b>Quiz #4 (Chapters 8-9)</b> Schools & Delinquency (cont'd.)	Ch. 9
<b>11-12</b>	▶▶ <b>Exam #2 (Chapters 6-9)</b> Drug Use & Delinquency Overview of the Juvenile Justice System, History & Development	Ch. 10-11
<b>13</b>	▶▶ <b>Quiz #5 (Chapters 10-11)</b> Police & Juveniles & Rights of Juveniles Juveniles & the Adjudication Process	Ch. 12-13
<b>14-15</b>	▶▶ <b>Quiz #6 (Chapters 12-14)</b> Juvenile Rehabilitation & Corrections	Ch. 14

**\*\*\*\*FINAL EXAMINATION: TBD\*\*\*\***

**(Chap. 1-14; all materials covered during term)**

**Meeting Dates**

Tentative meeting dates will be weekly on Wednesdays given the student's availability. Changes to dates will depend on mutual changes and/or progress or lack thereof. If the latter, additional dates to meet will be set. If the student has availability, s/he is encourage to sit in (audit) the regular course as this will likely edify their own studies.

**Dates:** 1/21, 1/28, 2/4, 2/11, 2/18, 2/25, 3/4, 3/11, 3/18, 3/25, 4/1, 4/8, 4/15, 4/22, 4/29