

CJ 491: Juvenile Deviancy & Juvenile Justice

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Fall 2015-16
Individualized Study

COURSE PREREQUISITES: CJ 291 – Juvenile Justice Systems.

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. 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.

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.

READING MATERIALS:

Bartollas, Clemens and Stuart Miller. Juvenile Justice in America, 8th ed. 2013.

Additional required reading material will be assigned throughout the term.

COURSE REQUIREMENTS:

The student will complete several assignments, exams, and complete a final paper. To see full list of assignments and weights, go to section listing all assignments.

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. 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.
3. *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.*
4. 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. Don Kopf, 735-4845** or **Dr. June Yasuhara, 739-4603**, 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.
5. The instructor reserves the right to change the schedule of the syllabus when deemed necessary.

GRADING SYSTEM:

The class will be graded on a standard curve, and the following grading system will be used:

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = <60%

MEETING DATES:

The Instructor and student will meet bi-weekly to apprise progress on the materials and to discuss the subject material. These meetings will be on Wednesdays. Time of the meetings to coincide with student-instructor schedules.

CJ 491: Individualized Study Semester Worklist**Writing/worksheet assignments (individually assigned due dates; tba)**

1. (r) Gary Gilmore Paper (3-5 pgs.) – 10%
2. (v) Orphan Trains (3 pgs.) – 8%
3. (v) Scared Straight (3 pgs.) – 8%
4. (v) Teen Wilderness Camps (worksheet) – 5%
5. (v) Thug Life (3-5 pgs.) – 10%
6. (v) Juvenile Justice (worksheet) – 5%

Literature Review Paper (due by end of term – first week of May)

1. Topic: TBA (12 pgs.) – 24%

Examinations (week to complete listed)

1. Midterm – 15% (take by week 9)
2. Final – 15% (take by finals week); (includes reading on HYCF audit)

CJ 491: Final Paper Guidelines

Instructions: This is a literature review-oriented project. You are to research a topic and gather resources that relate to it. You must summarize/review the findings of each resource. In the remainder of the paper, you are asked to critically assess the articles, note common themes/ differences, and/or compare/contrast the articles. What is generally desired is that you now look at all of the resources you have gathered and examine them as a whole.

Students are responsible for the production of at least 8 pages on the topic of youth mentoring.

You must use at least 5 sources beyond the textbook for this paper.

The format of the paper should follow this general outline:

- Resource #1: Name of the article/resource with all author and publication information
 - o Summary/review of Resource #1
- Resource #2: Name of the article/resource with all author and publication information
 - o Summary/review of Resource #2
- Resource #3: Name of the article/resource with all author and publication information
 - o Summary/review of Resource #3
- Resource #4: Name of the article/resource with all author and publication information
 - o Summary/review of Resource #4
- Resource #5: Name of the article/resource with all author and publication information
 - o Summary/review of Resource #5
- Critical assessment, common themes, compare/contrast of articles

Technical guidelines:

1. All papers must be submitted through e-mail in Microsoft Word or as a text file.
2. Papers must be double-spaced.
3. Margins need to be 1" on the top, bottom and the sides. Remember, the default setting for Word is 1.25", so make sure you change it to 1".
4. Font should either be Times New Roman 12 pitch or Arial 11 pitch.
5. Do not use too many quotations, try to paraphrase. If you do use an important but lengthy excerpt, use double indentations, single space, and place in a smaller font (8 to 10 pitch).
6. DO NOT use the word "I" or "I think". These are unnecessary and redundant.
7. Avoid using opinions without any justification or support from the text, examples, etc.
8. Check for spelling, grammar, and consistent verb tense. I will mark down papers with an abundance of these types of mistakes.
9. READ YOUR PAPER AT LEAST ONCE BEFORE TURNING IT IN! This will make a big difference!
10. All papers are checked for plagiarism; all papers are first subjected to a software program to check the use and/or misuse of on-line resources, and then once they have passed this, they are checked during reading by the instructor.

Guide for the use of On-line Citations for Paper Project

To gauge the acceptability of on-line resources, two main indicators can be used:

1. The source has an identifiable author.A
2. The source makes reference to other articles, research, and/or other authors.B

A Not just any author; the author should have some expertise in the field or on the subject matter, an academic, or a writer for a reputable news source (e.g., local or national newspaper, government organization, reputable on-line resource).

B Unless the person is an expert or the foremost researcher on the subject at hand and/or doing original research, all resources and articles should reference other articles and authors; those that do not have unverifiable information or are plagiarizing other people's work.

Resources that do not conform to the above are not acceptable unless given my consent. If you have any questions on the acceptability of your resources, you are advised to play it safe and ask me, lest you might not receive full credit for the sources that you do pull for completion of the assignment.

Remember, do not forget printed materials located in our library, ebsco, and in bookstores. Many if not all of the subjects I have seen chosen are dated enough to have plenty of printed references – even in OUR library. If your subject is more recent, visit a bookstore and read sections of your subject there, making note of the reference. There are a large amount of these types of books in the crime section of local bookstores like Borders, Waldenbooks, or Barnes & Noble.

Papers that do not adhere to the above guidelines will be marked down appropriately, or you will be asked to re-do your paper.

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 provide 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.
