

CJ 491: Juvenile Deviancy & Juvenile Justice

Instructor: Joe Allen, Ph.D.
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Office: Behavioral Sciences #109
Office Hours: By appt. (easy, just e-mail to set up)
Course Prereq: CJ 291

Winter 2016
Online

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.

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.

READING MATERIALS:

The assigned textbook for the course is: *Bartollas, Clemens and Stuart Miller. Juvenile Justice in America, 7th ed., 2014.* Additional reading materials will also be assigned to supplement the textbook.

COURSE APPROACH:

The structure of an online course does not always allow for the easy flow of information as one would normally expect in a traditional classroom setting. Notably, there is often less “back n’ forths” between student-instructor, overall less exchanges of ideas on the materials, and a lag time between questions and responses. To this end, your success in this course depends more on your self-study habits than on the secondary guidance provided by the instructor and through other students. The student must read materials and do assignments in a responsible manner. Online courses require more planning and pacing on the student’s behalf. Besides reading the textbook, other materials will accompany the course, including things like PowerPoint presentation notes, videos, etc. to be viewed online.

ASSESSMENT:

- **Quizzes.** Quizzes focus on materials covered in specified sections, concentrating on textbook materials. Other items on a quiz may come from supplemental reading materials or other means used throughout the specified section.
- **Assignments.** Throughout the term, students will be given additional assignments, usually short written papers of a critical and/or reflective nature. Each will count equally toward the assignment portion of the grading unless specified otherwise.
- **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 covered in the quizzes.

GRADING SYSTEM:

The grading for the course will be based on the below standardized grading system

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% and below

Activity/Assignment	% of Final Grade
Chapter Quizzes	64%
Assignments	20%
Final examination	16%

Based on overall class performance, the instructor will adjust the curve accordingly if anomalies occur; adjustments will only be made downward (i.e., increasing student performance).

LOGGING IN, PARTICIPATION, & COMMUNICATION:

- **Regular Class Login.** As a policy, if a student misses materials due to not logging in when necessary, this is not excusable. For those with extenuating circumstances, documentation will be required for an incomplete (to be made up no later than 30 days after the final day of the course). “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). Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not seen, 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.
- **Participation & Communication.** This class will not use the postboard as a means to determine a student’s contribution to the class, nor will it be used in the determination of one’s grade. However, it is suggested that students use this as a means to ask questions on the material. Students will NOT send out group e-mails to all other students; if a question needs to be asked, e-mail the instructor directly or post up your question on the postboard.

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.

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 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. *Exam/Quiz materials are to be completed within the timeframe that they are made available. Exceptions are to be granted only in extenuating circumstance, otherwise loss of all credit will occur.*
3. *Logging into the course regularly is a must taking into consideration the amount of material covered in the course.*
4. *Students will be expected to read the assigned materials as these materials provide the pedagogical basis for the course. Students will be unlikely to pass, much less perform well, if they do not read the assigned materials.*
5. *I have an open-door approach when it comes to helping students understand the material and do well in the course. DON'T HESITATE to talk to, call, or e-mail me!*
6. *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.*
7. *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.*
8. *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, survey research methods & 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

In this course, students will have flexibility, within various timeframes, to complete quizzes and assignments at their own pace. There are deadlines though in terms of completing 'chunks' of material. This is done so that students do not get overloaded at the end of the course and set themselves up for not doing well. For those students who wish to work through and complete the materials at a quick pace, they can do so (however, grading of and/or knowledge of missed answers will not be available until each individual timeframe has been completed). Given the schedule flexibility to complete materials within the course, it may be tempting to wait until the last day of a timeframe to complete all the quizzes and/or assignments due; however, I suggest that students allot a reasonable amount of time to study for each quiz or to write/complete each assignment. In other words, cramming is not recommended.

Quiz & Final Exam Schedule Deadlines:	
Deadline Date	Quizzes/Exam to Complete
1/24 (Sunday)	Chapters 1-3
2/14 (Sunday)	Chapters 4-7
2/28 (Sunday)	Chapters 8-12
3/13 (Sunday)	Chapters 13-16
3/20 (Sunday)	Final Exam 1-16

Written Assignment Deadlines:	
Deadline Date	Assignment
1/17 (Sunday)	Writing Assignment #1
2/7 (Sunday)	Writing Assignment #2
2/21 (Sunday)	Writing Assignment #3
3/6 (Sunday)	Writing Assignment #4

Chapters & Topic

PART I: INTRODUCTION

1. Juvenile Justice: An Overview
2. The Measurement of Juvenile Crime and Victimization
3. Causes of Juvenile Crime

PART II: THE SYSTEM AND EARLY DECISION MAKING

4. The Police
5. The Juvenile Court
6. The Juvenile Court: Trial and Disposition
7. Juveniles in Adult Court

PART III: COMMUNITY-BASED CORRECTIONS

8. Juvenile Probation
9. Community-Based Programs

PART IV: INSTITUTIONALIZATION

10. Juvenile Institutionalization
11. Juvenile Aftercare
12. Treatment Technologies

PART V: TOWARD AN UNDERSTANDING OF THE YOUTHFUL OFFENDER

13. Juvenile Gangs
14. Drugs and Youthful Offending

PART VI: THE INTERNATIONAL SCENE

15. International Juvenile Justice

PART VII: THE FUTURE

16. Juvenile Justice in the Twenty-First Century