

CJ 291: Juvenile Justice System

Instructor: Joe Allen, Ph.D.

Fall 2016

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Online

Office: Behavioral Sciences #109, 735-4879

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

Course Prerequisites: None. Open to non-majors.

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, 5th ed. 2014.

Additional required reading material will be assigned throughout the term.

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.

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 assignments. There will be 6 of these assignments; each will count equally toward the assignment portion of the grading unless specified otherwise.

GRADING SYSTEM:

The class will be graded using the following standardized grading system:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

POINT DISTRIBUTION & SCORING SYSTEM:

Activity/Assignment	% of Final Grade
Quizzes	70%
Assignments/Participation	30%
	100%

Notice that the curve for this course is a bit more forgiving in terms of percentages and associated grade. As an online course, this allowance assists students compensate for the lack of instructor guidance that would normally accompany an on-ground course. Based on overall class performance, the instructor will adjust the curve accordingly if anomalies occur.

'ATTENDANCE' & PARTICIPATION:

- J **Regular Class Attendance.** 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.

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.

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 when necessary is a must taking into consideration the amount of material covered in the course. If you know you will be away or not have internet access due to legitimate reasons, be sure to tell me in advance; this will allow me to keep you up-to-date on material you will be missing.*
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. If you would like to talk 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!*
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.

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.

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 (undergraduate and graduate), juvenile delinquency, behavioral sciences statistics, survey research methods and statistics (graduate), seminar in criminal justice agencies, and sex crimes. He has been a full-time faculty member in the Department since 2004, having previously taught at Chaminade in a part-time capacity since 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 Schedule Deadlines:

Deadline Date	Quizzes to Complete
10/16 (Sunday)	Chapters 1-3
11/6 (Sunday)	Chapters 4-8
11/27 (Sunday)	Chapters 9-12
12/11 (Sunday) Finals Week	Chapters 13-14

Chapters & Topic

1. Childhood and Delinquency.
2. The Nature and Extent of Delinquency.
3. Individual Views of Delinquency.
4. Sociological Views of Delinquency.
5. Developmental Views of Delinquency.
6. Gender and Delinquency.
7. The Family and Delinquency.
8. Peers and Delinquency: Juvenile Gangs and Groups.
9. Schools and Delinquency.
10. Drug Use and Delinquency.
11. The History and Development of Juvenile Justice.
12. Police Work with Juveniles.
13. Juvenile Court Process: Pretrial, Trial, and Sentencing.
14. Juvenile Corrections: Probation, Community Treatment, and Institutionalization.

Written Assignment Deadlines:

Deadline Date	Tentative Assignment Due
10/9 (Sunday)	"Little Criminals"
10/23 (Sunday)	"Broken Child"
10/30 (Sunday)	"Thug Life"
11/13 (Sunday)	"Bastards of the Party"
11/20 (Sunday)	"Mind of a Rampage Killer"
12/4 (Sunday)	"When Kids Get Life"

QUIZ, ASSIGNMENT, GRADING & OTHER NOTES

Quizzes:

- J There are 12 quizzes that students complete during the 'regular' term (i.e., not including finals week). The final will consist of two quizzes put together, chapters 13 and 14.
- J You will know the results of your quiz score upon completion; however, you will not be able to view the correct/incorrect answers until the timeframe to complete that set of quizzes has passed. This step is done to maintain a higher level of integrity (so students do not share answers to those who have not taken a particular quiz yet).
- J Results of quizzes are normally posted on the Tuesdays after the quizzes are due (Sundays).
- J Quizzes will consist of objective questions, multiple choice mainly. Reviews for the quizzes will be provided. These are very good indicators of materials that will be on the quiz.
- J The number of questions per quiz (i.e., chapter) will usually range from 10-15 questions.
- J Quizzes will be timed. The rough time for each quiz will depend on the number of questions, but the general standard will be about 1 minute per multiple choice question (this time limit is about 25% higher than the generally recognized standard for multiple choice questions). This means that students will have to read and study/prepare prior to the quiz in order to do well.
- J Students will be provided with resources to assist them in studying for the quizzes: chapter outlines, chapter bullet point summaries, and PowerPoint files. I will also provide a number of general questions to focus on; these will give you a good idea of the gist of most of the questions. However, remember that while the reviews will be a good barometer for potential quiz questions.

Written Assignments:

- J Written assignments will consist of watching or reading supplementary materials and answering questions, providing responses/reactions, etc.
- J The grading of written assignments will be usually be done within a 1 week of all student submissions having occurred; if there will be a delay in this, I will let you know.

Contacting the Instructor:

I will be checking into Canvas every day unless I am away or something comes up. Given my schedule on various days, allow me at least 48 hours to get back to you (though it will usually be much quicker).

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.