

CJ491: Juvenile Deviancy & Juvenile Justice

Instructor:	Joe Allen, Ph.D.	Fall 2018
E-Mail:	joseph.allen@chaminade.edu	MWF 2:30p-3:20p
Office:	Hale Hoaloha 203E	Henry Hall 102
Office Hours:	By appt. (easy, just email to set up)	
Course Prereq:	CJ 291	

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, 8th ed., 2017.* 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:

- **Assignments/Activities.** These assignments will consist of papers, worksheets, and other activities related to the material and readings. Examples of assignments include, but are not limited to: watching/reading something and responding to questions in paper format and developing a juvenile prevention/intervention program and briefing/presenting on it.
- **Final Paper.** This paper will revolve around a contemporary juvenile justice/delinquency issue. The paper will involve researching a topic using scholarly works, data and findings from original research, and secondary data when applicable. The paper will be 6-7 pages in length.
- **Reading Homework (14).** For each chapter of the textbook covered in the course (Ch. 1-14), students will be given a set of questions to answer. These questions will be presented in objective formats (e.g., multiple choice, true/false, completion) and short answer/essay format. The number of questions will usually range from 10-15 per chapter.
- **Three (3) 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.
- **Final Examination.** This exam is cumulative and will include materials covered during the entire class term. This exam will have focus on the previously taken quizzes, but will also include

materials from the last section of the term (ch. 13-14). The exam will consist of objective format questions and short answer/essay.

- **Participation/Attendance.** Student can fulfill this aspect of the course by attending class regularly and participating. Absences up and beyond 5 for the entire term, especially without excuse, will negatively impact the student's grade in a sizeable way (see below regular class attendance).

GRADING SYSTEM:

The class will be graded based on the following standardized grading system:

A = 90-100%

B = <90-80%

C = <80-70%

D = <70-60%

F = <60%

Activity/Assignment	% of Final Grade
Assignments/Activities	35%
Final Paper	15%
Reading Homework	15%
Quizzes	15%
Final Examination	10%
Participation/Attendance	10%
	100%

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 contribute to lecture, classroom discussions and exercises, informal presentations, and 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 an initial 30% and 10% per day after the due date. Assignments, quizzes, and exams that are not completed by the time items have been graded or discussed in class will receive no credit.*
2. Unless otherwise specified, *assignments are due at the beginning of class.*
3. *Quizzes & Exams are to be taken on the days that they are administered.* Exceptions are granted only in extenuating circumstance, otherwise loss of all credit will occur. Final exams may be taken earlier if needed and arrangements can be agreed upon; taking the final exam after the scheduled final exam day/time will not be considered unless extenuating circumstances exist.
4. *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.*
5. *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.
6. *Students are expected to read materials as assigned.* It is especially important that students read and do work outside of the classroom due to the breadth of materials covered during the term.
7. *I have an open door when it comes to helping students understand the material and do well in the course. If you would like to meet with me, don't hesitate to approach me and/or e-mail me to set up an appointment.*
8. 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.
9. 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.

University Title IX Statement

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. Should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center – 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

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. 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. Prior to Chaminade, he worked with the Corrections Population Management Commission (thru the Department of Public Safety), the 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: victim compensation/restitution, 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 was born in Minnesota and spent his formative years there).

FALL DAY 2018 Final Examination Schedule
(December 03 – December 06, 2018)

CLASS TIME**EXAM TIME***Monday, December 03, 2018*

Tu Th 10:00 –11:20 AM
 MWF 09:30 –10:20 AM
 MWF 02:30 –03:20 PM
 ALL EN 101 & 102

08:30–10:30 AM
 11:00 –01:00 PM
 01:15 –03:15 PM
 03:30 –05:30 PM

Tuesday, December 04, 2018

Tu Th 08:30 –09:50 AM
 MWF 01:30 –02:20 PM
 Tu Th 01:00 –02:20 PM
 ALL HA, JA, KOR & SPN

08:30–10:30 AM
 11:00– 01:00 PM
 01:15 –03:15 PM
 03:30 –05:30 PM

Wednesday, December 05, 2018

Tu Th 11:30 –12:50 PM
 MWF 11:30 –12:20 AM
 Tu Th 02:30 –03:50 PM
 MWF 04:30 –05:20 PM

08:30–10:30 AM
 11:00 –01:00 PM
 01:15– 03:15 PM
 03:30 –05:30 PM

Thursday, December 06, 2018

MWF 08:30–09:20 AM
 MWF 10:30–11:20 AM
 MWF 03:30–04:20 PM
 Tu Th 04:00–05:20 PM

08:30–10:30 AM
 11:00–01:00 PM
 01:15–03:15 PM
 03:30–05:30 PM

COURSE SCHEDULE

CJ 491

Week	General Topic	Read for Week
1 8/20-8/24	Introduction to Course Overview of Delinquency	Ch. 1
2 8/27-8/31	Nature & Extent of Juvenile Delinquency	Ch. 2
3 9/3-9/7	<i>Monday (9/3) – NO CLASS (Holiday – Labor Day)</i> Causes/Delinquency Theories Revisited	Ch. 3
4 9/10-9/14	Tentative: Quiz #1 (Ch. 1-3) Police & Juveniles	Ch. 4
5 9/17-9/21	Juvenile Court	Ch. 5
6 9/24-9/28	Juveniles in Adult Court	Ch. 6
7 10/1-10/5	Juveniles in Adult Court	Ch. 7
8 10/8-10/12	<i>Monday (10/8) – NO CLASS (Holiday – Discoverers' Day)</i> Tentative: Quiz #2 (Ch. 4-7) Juvenile Probation	Ch. 8
9 10/15-10/19	Community-Based Programming & Delinquency Prevention	Ch. 9
10 10/22-10/26	Prevention Programs for Youth Institutionalization	Ch. 10
11 10/29-11/2	Aftercare	Ch. 11
12 11/5-11/9	Treatment/Interventions	Ch. 12
13 11/12-11/16	<i>Monday (11/12) – NO CLASS (Holiday – Veterans' Day)</i> Tentative: Quiz #3 (Ch. 8-12) Gangs & Social Context of Delinquency, U.S. & International	Ch. 13
14 11/19-11/23	Gangs (cont'd.) <i>Friday (11/23) – NO CLASS (Thanksgiving Recess)</i>	Ch. 14
15 11/26-11/30	Drugs & Youthful Offending Contemporary & Local Developments in Juvenile Justice Final Paper Due	

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

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~~