

CJ 291: JUVENILE JUSTICE SYSTEMS

Instructor:	Joe Allen, Ph.D.	Spring 2020
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Office Hours:	By appt. (easy, just email to set up)	Henry Hall 102
Course Preq:	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.

COURSE DESCRIPTION:

This course will be presented using a variety of methods, primarily through lectures and group discussions and exercises, often employing instructional aids like PowerPoint and other audio/visual material. The assigned textbook for the course is: Siegel, Larry J. and Brandon C. Welsh. Juvenile Delinquency: The Core, 6th ed. 2017. ISBN: 9781305577411. Additional reading materials may also be assigned to supplement the textbook.

ALIGNMENT OF LEARNING OUTCOMES:

COURSE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

1. Explain the concept of childhood, contemporary views of youth, and the identification of delinquency.
2. Explain the nature and extent of juvenile delinquency.
3. Critique and understand the major theories and explanations of delinquent behavior.
4. Identify the major components of the juvenile justice system and the rights specific to juveniles.
5. Explain and contextualize the historical and current treatment of juvenile delinquents.

#	CCJ PROGRAM LEARNING OUTCOMES (PLOs)
1	Demonstrate an understanding of practical knowledge regarding the inherent complexities and day-to-day operations of the American justice system.
2	Demonstrate an understanding of issues of age, race and ethnicity, gender and social class and the need to understand social causes of crime.
3	Demonstrate an understanding of integrating concepts of forensic science, and prosecutorial law in criminal investigation instruction.
4	Demonstrate an understanding of learning the basic rights guaranteed to each individual by both state and federal constitutions and laws.
5	Demonstrate an understanding of a model of criminal justice management theory and practice, stressing conceptual, methodological and contextual knowledge development and application.
6	Demonstrate an understanding of formulating plans for research.
7	Demonstrate an understanding of providing service to the community and preparing for careers in criminal justice.

MARIANIST EDUCATIONAL VALUES

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace.
5. Educate for adaptation and change.

NATIVE HAWAIIAN VALUES

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school.

ALIGNMENT OF LEARNING OUTCOMES

Area/CLO	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Essential Questions	1	2	3	4	5
Marianist /NH Values	5	5	4	5	4,5
Program Learning Outcomes	2,3,4	2,3,4	1,3,4,5	1,3,4,5	1,2,3,4,5

ASSESSMENT:

- **Assignments/Activities.** These assignments will consist of papers, worksheets, and other activities related to the material and readings. An example of an assignment is watching/reading something and responding to questions in paper format.
- **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.
- **Exams (2).** 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, classroom

lectures and discussions, or other means used throughout the period. Exams may consist of questions in multiple choice, short answer, and essay formats.

- **Final Exam.** This exam is cumulative and will include materials covered during the entire class term. This exam will have some focus on the materials included in the last section of the term, but it will also include items from the entire class term. Exams may consist of questions in multiple choice, short answer, and essay formats.
- **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 = 100-90% B = <90-80% C = <80-70% D = <70-60% F = <60%

Activity/Assignment	% of Final Grade
Assignments/Activities	35%
Reading Homework	15%
Exams (2)	20%
Final Examination	20%
Participation/Attendance	10%
	100%

Grading Scale

- A - Outstanding scholarship and an unusual degree of intellectual initiative
- B - Superior work done in a consistent and intellectual manner
- C - Average grade indicating a competent grasp of subject matter
- D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F - Failed to grasp the minimum subject matter; no credit given

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 subsequent 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 be asked to contribute to lecture, group discussions and exercises, informal presentations, and to 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 by the instructor.

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 circumstances, 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 material 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 email 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 cataloged materials.
9. The instructor reserves the right to change the schedule of the syllabus when deemed necessary.

ADA POLICY

Statement from the [New Student Handbook](#)

Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualified students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center in the Student Support Services Building, Room 101, by phone at (808) 735-4845 / email: counselingcenter@chamiande.edu For further information, go to: studentaffairs.chaminade.edu/counseling-center/counseling-services

TUTORING AND WRITING SERVICES

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua `Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors.

Please check Kōkua `Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua `Ike at tutoring@chaminade.edu or 808-739-8305.

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.

TITLE IX COMPLIANCE

Chaminade University of Honolulu 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. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

ACADEMIC CONDUCT POLICY

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

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 earlier formative years there).

<u>SPRING DAY 2019 - 2020 Final Examination Schedule</u>	
<u>(May 04 – May 07, 2020)</u>	
<u>CLASS TIME</u>	<u>EXAM TIME</u>
<u>Monday, May 04, 2020</u>	
Tu Th 10:00 –11:20 AM	08:30–10:30 AM
MWF 09:30 –10:20 AM	11:00–01:00 PM
MWF 02:30 –03:20 PM	01:15 –03:15 PM
UPON REQUEST	03:30 –05:30 PM
<u>Tuesday, May 05, 2020</u>	
Tu Th 08:30 –09:50 AM	08:30–10:30 AM
MWF 01:30 –02:20 PM	11:00– 01:00 PM
Tu Th 01:00 –02:20 PM	01:15 –03:15 PM
ALL Language Courses	03:30 –05:30 PM
<u>Wednesday, May 06, 2020</u>	
Tu Th 11:30 –12:50 PM	08:30–10:30 AM
MWF 11:30 –12:20 AM	11:00 –01:00 PM
Tu Th 02:30 –03:50 PM	01:15– 03:15 PM
MWF 04:30 –05:20 PM	03:30 –05:30 PM
<u>Thursday, May 07, 2020</u>	
MWF 08:30–09:20 AM	08:30–10:30 AM
MWF 10:30–11:20 AM	11:00–01:00 PM
MWF 03:30–04:20 PM	01:15–03:15 PM
Tu Th 04:00–05:20 PM	03:30–05:30 PM

COURSE SCHEDULE		CJ 291
Week	General Topic	Read for Week
1 1/13-1/17	Course Introduction Overview of Childhood & Delinquency	Ch. 1
2 1/20-1/24	<i>Monday (1/20) – NO CLASS (Holiday – MLK)</i> Overview of Childhood & Delinquency (cont'd.)	Ch. 2
3 1/27-1/31	Nature & Extent of Delinquency	
4 2/3-2/7	Individual Explanations of Delinquency	Ch. 3
5 2/10-2/14	Sociological Explanations of Delinquency	Ch. 4
6 2/17-2/21	<i>Monday (2/17) – NO CLASS (Holiday – President's Day)</i> Developmental Explanations of Delinquency	Ch. 5
7 2/24-2/28	Developmental Explanations of Delinquency	
8 3/2-3/6	Tentative: Exam #1 (Ch. 1-5)	
9 3/9-3/13	Gender & Delinquency	Ch. 6
10 3/16-3/20	Family Dynamics & Delinquency	Ch. 7
3/23-3/27	SPRING BREAK -- NO CLASS	
11 3/30-4/3	Peer Relationships & Gangs	Ch. 8
12 4/6-4/10	Schools & Delinquency <i>Friday (4/10) – NO CLASS (Holiday – Good Friday)</i>	Ch. 9
13 4/13-4/17	Police & Juveniles & Rights of Juveniles Tentative: Exam #2 (Ch. 6-9)	Ch.10
14 4/20-4/24	Drug Use & Delinquency Overview of the Juvenile Justice System, History & Development	Ch. 11 Ch. 12
15 4/27-5/1	Juveniles & the Adjudication Process Juvenile Rehabilitation & Corrections	Ch. 13 Ch. 14
****FINAL EXAMINATION: SEE SCHEDULE ON PREVIOUS PAGE**** (Ch. 1-14; all materials covered during term)		

Chapters & Topic

1. Childhood and Delinquency
2. The Nature and Extent of Delinquency
3. Individual Views of Delinquency: Choice and Trait
4. Sociological Views of Delinquency
5. Developmental Views of Delinquency: Life Course and Latent Trait

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. Delinquency Prevention and Juvenile Justice Today
12. Police Work with Juveniles
13. Juvenile Court Process: Pretrial, Trial, and Sentencing
14. Juvenile Corrections: Probation, Community Treatment, and Institutionalization