



## CJ291: JUVENILE JUSTICE SYSTEMS

<b>Instructor:</b>	Joe Allen, Ph.D.	<b>Summer 2021</b>
<b>Email:</b>	joseph.allen@chaminade.edu	<b>Online</b>
<b>Office/Phone:</b>	Hale Hoaloha 203A, 808-735-4879	
<b>Office Hours:</b>	By appt. (easy, just email to set up)	
<b>Course Preq:</b>	None. Open to non-majors.	

**COURSE/CATALOG 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.

**READING MATERIALS:**

Siegel, Larry J. and Brandon C. Welsh. Juvenile Delinquency: The Core, 6<sup>th</sup> 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, students will be able to:

1. Explain the concept of childhood, contemporary views of youth, and be able to identify delinquency.
2. Explain the nature and extent of juvenile delinquency.
3. Explain and assess 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. Contextualize the historical and current treatment of juveniles and juvenile delinquents.

#	CCJ PROGRAM LEARNING OUTCOMES (PLOs)
1	Gain practical knowledge regarding the inherent complexities and day-to-day operations of the American justice system.
2	Be able to formulate plans for research.
3	Identify and explain the basic rights guaranteed to each individual by both state and federal constitutions and laws.
4	Explain issues of race and ethnicity, gender and social class and the need to understand social causes of crime.
5	Provide service to the community and prepare 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	3,4,5	4,5	5	4,5	4,5
Program Learning Outcomes	3,4	1,4	1,2,4	1,3,4,5	1,3,4

## 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 10-20 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 lecture materials 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.

## 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	45%
Reading Homework	15%
Exams (2)	20%
Final Examination	20%
	<b>100%</b>

## 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

## LOGGING IN & 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 any level of excusal. "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.
- **Communication.** Email through Canvas is the best way to reach me with questions about the course. If you would like to talk with me online (webcam) or via phone, I'm happy to do so; for this, it is probably best to email me and then we can set up a day/time. For email, I will answer all emails as soon as I can (usually very quickly if I am on the computer, but always within 24 hours unless I am travelling for work or at a conference). If you have a question about something in the course, do NOT send out group emails to all other students; this is not their burden to share -- send your questions directly to me.

## TERMS OF COURSE REQUIREMENTS:

1. I do accept late work on written assignments/projects; these will be discounted an initial 20% 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 circumstances, 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 email 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 cataloged 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.

### **DISABILITY ACCESS**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet the criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **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](mailto: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).*

## **Course Schedule: Due Dates & Timeframes**

Below are the due dates for homework/assignments and timeframes for exam completion. Do not wait until the last minute to complete things as they may take longer than anticipated.

Date	Details
Wed Oct 14, 2020	<a href="#">Reading Homework: Chapter 1 - Childhood and Delinquency</a>
	<a href="#">Reading Homework: Chapter 2 - The Nature and Extent of Delinquency</a>
	<a href="#">Reading Homework: Chapter 3 - Individual Views of Delinquency - Choice and Trait</a>
Sun Oct 18, 2020	<a href="#">Assignment: Lionel Tate Case</a>
Fri Oct 23, 2020	<a href="#">Reading Homework: Chapter 4 - Sociological Views of Delinquency</a>
	<a href="#">Reading Homework: Chapter 5 - Developmental Views of Delinquency - Life Course, Latent Trait, and Trajectory</a>
Wed Oct 28, 2020	<a href="#">Assignment: Mike Tyson</a>
Fri Nov 6, 2020	<a href="#">Exam #1 (Ch. 1-5)</a>
Fri Nov 13, 2020	<a href="#">Assignment: "Little Criminals"</a>
Wed Nov 18, 2020	<a href="#">Reading Homework: Chapter 6 - Gender and Delinquency</a>
	<a href="#">Reading Homework: Chapter 7 - The Family and Delinquency</a>
	<a href="#">Reading Homework: Chapter 8 - Peers and Delinquency - Juvenile Gangs and Groups</a>
	<a href="#">Reading Homework: Chapter 9 - Schools and Delinquency</a>
Tue Nov 24, 2020	<a href="#">Assignment: "Broken Child"</a>
Fri Nov 27, 2020	<a href="#">Exam #2 (Ch. 6-9)</a>
Sun Nov 29, 2020	<a href="#">Assignment: Balancing Test: Drugs &amp; School</a>
Thu Dec 3, 2020	<a href="#">Reading Homework: Chapter 10 - Drug Use and Delinquency</a>
	<a href="#">Reading Homework: Chapter 11 - Delinquency Prevention and Juvenile Justice Today</a>
	<a href="#">Reading Homework: Chapter 12 - Police Work with Juveniles</a>
Sun Dec 6, 2020	<a href="#">Orphan Trains</a>
Tue Dec 8, 2020	<a href="#">Reading Homework: Chapter 13 - Juvenile Court Process - Pretrial, Trial, and Sentencing</a>
	<a href="#">Reading Homework: Chapter 14 - Juvenile Corrections - Probation, Community Treatment, and Institutionalization</a>
Sat Dec 12, 2020	<a href="#">Final Exam (Ch. 1-14)</a>

## **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