

CJ 491: Juvenile Deviancy & Juvenile Justice

Instructor: Joe Allen

Fall 2004

E-MAIL: jallen2@chaminade.edu

MWF 10:00a-10:50a

Phone/Fax: 735-4879 / 739-4614 (coversheet required)

Henry Hall 227

Office: Behavioral Sciences 109

Office Hours: Mondays/Wednesdays (Noon-1p) & Tuesdays (10:30a-11:30a)
Alternative times available by appointment only.

Course Prerequisites: CJ 291 – Juvenile Justice Systems.

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.

Course 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 theoretical underpinnings of juvenile delinquency.
3. The range of impacts that social context has on juvenile delinquency.
4. The institutional responses to juvenile delinquency and how/why these differ from responses toward adult offenders.
5. The current issues and trends in public policy related to juvenile delinquency.

Reading materials:

Sharp, Paul M. and Barry W. Hancock. Juvenile Delinquency: Historical, Theoretical, and Societal Reactions, 2nd ed. 1998.

Additional required reading material will be assigned throughout the term.

Course Approach:

This course will be presented using a variety of methods, primarily through lecture, group discussions and exercises, and group/individual presentations. The course will employ instructional aids like PowerPoint and other audio/visual material.

Course Requirements:

- **Two (2) written papers.** These papers will revolve around the reading materials, lectures, discussions, videos, etc. Each paper will be a minimum of 3 pages each. The specific topic will be given to the students at least two weeks prior to its due date. Students will also be asked to talk about and participate in discussions of their papers; this will count into the participation grade.
- **One (1) group-oriented research project.** Each member will be responsible for producing a minimum of 6 pages (i.e., PER group member). For the project, you will be asked to research a topic and gather resources that relate to it. You will then be asked to detail the findings of each resource, and then summarize the general findings of all of your compiled resources as a whole. You will need to cite and summarize at least 8 sources besides the text and reading materials assigned in class. A 2-3 paragraph summary of each group's topic is due by September 17th, with the instructor's recommendations for revisions given the week thereafter. Included in the initial summary should be each individual member's specified area of research. The group will present their topic to the class during the last week of the class. The instructor will provide you with a list of subject areas, though the group can modify this area if approved by the instructor.

- **One (1) oral presentation of group-oriented research project.** During the last week of the course each group and group member will present their current findings/progress on their research project. The student's presentation should be concise, on-topic and offer a fair understanding of their research area. Individual presentations should range between 5-6 minutes.
- **One (1) midterm examination.** This exam is not cumulative and will include only materials covered in the specified sections (first 7 weeks). Items on the exam may come from the text, supplemental reading materials, classroom lecture and discussions, or other means used throughout the period. Exams may consist of questions in multiple choice, short answer, and essay formats. There will be a short review of the exam before it is administered.
- **One (1) 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 included in the last section of the term (final 8 weeks), but it will also include items from the entire class term. Exams may consist of questions in multiple choice, short answer, and essay formats. There will be a short review of the exam before it is administered.
- **Regular class attendance.** As a policy, if a student misses 4 classes throughout the term, a deficiency notice will be sent to the registrar's office. In cases where 4 absences occur, it will result in one of two consequences: (1) a grade deduction of, but not limited to, one full letter grade or (2) for those with extenuating circumstances, 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). In such cases, you will be asked to provide appropriate documentation to support your absence(s).
- **Regular classroom participation.** Besides simply coming to class, students will be asked to contribute to lecture, group discussions and exercises, and informal presentations. Contributions to group and individual in-class exercises will be assessed through participation (e.g., extent and depth of discussion), completeness of in-class work turned in, etc. This also means that students will come to class prepared, being able to respond to questions posed from the instructor.

TERMS OF COURSE REQUIREMENTS:

1. Late assignments/projects will be discounted 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. Unless otherwise specified, assignments are due at the beginning of class.
3. Exams are to be taken on the days that they are administered. Exceptions are to be granted only in extenuating circumstance, otherwise loss of all credit will occur. If you are given the opportunity to take an exam after given in class, you will be given a different exam which may be more comprehensive than the initial one given.
4. Regular attendance is a must given the amount of material covered in the course. Four absences or more, not including medical emergencies, etc., will incur a minimum letter-grade reduction (the more absences up and beyond four, will affect your grade further in terms of lost letter grade). 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.
5. Students will be expected to have read materials prior to each class session and completed appropriate assignments. It is especially important that students read and do work outside of the classroom due to the breadth of materials covered in such a relatively short period of time. In-class quizzes may be administered periodically in order to assess progress and attention given to weekly readings/exercises.
6. 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 meet 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!

7. 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.
8. 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.
9. You need to provide the instructor with documentation certified from CUH about any disabilities or special needs that you may have if you want to request assistance or allowances on exams, assignments, etc. I must receive this documentation early in the semester (w/ the first two weeks).

Grading System:

The class will be graded on a curve, based on the highest score received on each exam, paper, presentation, participation, and attendance. For this curve, a standardized grading system will be used:

A = 93-100% (of highest point total received)
B = 84-92%
C = 75-83%
D = 66-74%
F = 65% and below

Point Distribution & Scoring System:

% of Final Grade

Short Written Paper #1	10%
Short Written Paper #2	10%
Final examination	20%
Midterm examination	15%
Group-Oriented Research Project – Written	20%
Group-Oriented Research Project – Oral Presentation	5%
Classroom Participation	10%
Classroom Attendance	10%
	100%

Summary of Point Distribution:

- Short Written Papers: 20%**
- Final & Midterm Exams: 35%**
- Written Research Project: 20%**
- Presentations, Participation, Attendance: 25%**

As a policy, the curve for this class will not exceed a straight 90-80-70-60 curve. For example, if a student scores 100% on an exam, the curve will revert downward to a standard 90-80 . . . etc. curve. It will not be 93%/84%, etc. Based on overall class performance, the instructor will adjust the curve accordingly if anomalies occur.

Course Schedule

CJ 491

Week	Date	General Topic	Have Read for Week
1	8/23	History & Social Construction of Juvenile Delinquency	Text: pp. 1-18
	8/25		
	8/27		
2	8/30	History & Social Construction of Juvenile Delinquency (cont.'d)	Text: pp. 19-63
	9/1		
	9/3		
3	9/6	No Class – Holiday (Labor Day)	Text: pp. 64-77
	9/8	History & Social Construction of Juvenile Delinquency (cont.'d)	
	9/10		
4	9/13	Theories of Juvenile Delinquency	Text: pp. 78-112
	9/15		
	9/17		
5	9/20	Theories of Juvenile Delinquency (cont.'d)	Text: pp. 113-134; 169-184
	9/22		
	9/24		
6	9/27	Theories of Juvenile Delinquency (cont.'d) Paper #1 Due on Friday 10/1	Text: pp. 185-211
	9/29		
	10/1		
7	10/4	Midterm Exam on Wednesday 10/6 (Text: pp. 1-134, 169-211; all materials covered in weeks 1-6) Social Context of Juvenile Delinquency	Text: pp. 212-213; 282-301
	10/6		
	10/8		
8	10/11	No Class – Holiday (Discoverer's Day)	Text: pp. 214-239
	10/13	Social Context of Juvenile Delinquency	
	10/15		
9	10/18	Social Context of Juvenile Delinquency	Text: pp. 260-281
	10/20		
	10/22		
10	10/25	Institutional Responses to Juvenile Delinquency	Text: pp. 302-316
	10/27		
	10/29		
11	11/1	Institutional Responses to Juvenile Delinquency	Text: pp. 317-342
	11/3		
	11/5		
12	11/8	Institutional Responses to Juvenile Delinquency Paper #2 Due on Friday (11/12)	Text: pp. 343-365
	11/10		
	11/12		
13	11/15	Juvenile Delinquency & Public Policy	Text: pp. 380-398
	11/17		
	11/19		
14	11/22	Juvenile Delinquency & Public Policy	Text: pp. 399-423
	11/24		
	11/26	No Class – Thanksgiving Recess	
15	11/29	Juvenile Delinquency & Public Policy Project Presentations on Monday, Wednesday, Friday (11/19, 12/1, & 12/3)	Text: pp. 424-436
	12/1		
	12/3		
FINAL EXAMINATION: THURSDAY, December 9th, 10:30a-12:30p (Text: pp. 212-239, 260-365, 380-436; all materials covered in weeks 7-15) ***RESEARCH PROJECTS DUE BY DECEMBER 10TH – NOON DEADLINE***			