

CJ 291: Juvenile Justice System

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Office: Behavioral Sciences 109

Spring 2005
MWF 11:00a-11:50a
Henry Hall 227

Office Hours: MWF (Noon-1pm)
Alternative times available by appointment only.

Course Prerequisites: None. Open to non-majors.

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.

Course 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.

Reading materials:

Siegel, Larry J. and Brandon C. Welsh. Juvenile Delinquency: The Core, 2nd ed. 2005.

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) midterm examinations.** 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 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, 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, 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 from the instructor. Quizzes administered will also be figured into the classroom participation grade.

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/l the first two weeks).
10. The instructor reserves the right to change the schedule of the syllabus when deemed appropriate.

Grading System:

The class will be graded on a curve, based on the highest score received on exams, 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 | Point distribution | | |
|---|-------------------------|---------------------------|---|-------------------|
| Final examination | 25% | 100 / 25 | = | 25 |
| Midterm Exam #1 | 25% | 100 / 25 | = | 25 |
| Midterm Exam #2 | 25% | 100 / 25 | = | 25 |
| Classroom Participation/Assignments/Quizzes | 15% | 100 / 15 | = | 15 |
| Classroom Attendance | 10% | 100 / 10 | = | 10 |
| | 100% | | | 100 points |

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 291

| Week | Date | General Topic | Have Read for Week |
|--|------|--|------------------------------------|
| 1 | 1/10 | • Overview of Childhood & Delinquency | Ch. 1 (pp. 1-21) |
| | 1/12 | | |
| | 1/14 | | |
| 2 | 1/17 | No Class – Holiday (Father Chaminade/Martin Luther King) | Ch. 2 (pp. 22-46) |
| | 1/19 | • Nature & Extent of Delinquency | |
| | 1/21 | | |
| 3 | 1/24 | • Individual Explanations of Delinquency | Ch. 3. (47-80) |
| | 1/26 | | |
| | 1/28 | No Class – Founders' Day Mass | |
| 4 | 1/31 | • Sociological Explanations of Delinquency | Ch. 4 (81-106) |
| | 2/2 | | |
| | 2/4 | | |
| 5 | 2/7 | • Sociological Explanations of Delinquency (cont.'d) | Ch. 5 (107-134) |
| | 2/9 | • Developmental Explanations of Delinquency | |
| | 2/11 | | |
| 6 | 2/14 | ****Exam #1 on Wednesday 2/16 (Chapters 1-5)**** | Ch. 6 (135-154) |
| | 2/16 | • Gender & Delinquency | |
| | 2/18 | | |
| 7 | 2/21 | No Class – Holiday (President's Day) | Ch. 7 (155-164) |
| | 2/23 | • Family Dynamics & Delinquency | |
| | 2/25 | | |
| 8 | 2/28 | • Family Dynamics & Delinquency (cont.'d) | Ch. 7 (165-181) Ch. 8 (182-198) |
| | 3/2 | • Peer Relationships & Gangs | |
| | 3/4 | | |
| 9 | 3/7 | • Peer Relationships & Gangs (cont'd.) | Ch. 8 (199-208) Ch. 9 (209-218) |
| | 3/9 | • Schools & Delinquency | |
| | 3/11 | | |
| 10 | 3/14 | • Schools & Delinquency (cont'd.) | Ch. 9 (219-230) |
| | 3/16 | ****Exam #2 on Friday 3/18 (Chapters 6-9)**** | |
| | 3/18 | | |
| SPRING BREAK: 3/21-3/25, NO CLASSES | | | |
| 11 | 3/28 | • Drug Use & Delinquency | Ch. 10 (231-259) |
| | 3/30 | | |
| | 4/1 | | |
| 12 | 4/4 | • Overview of the Juvenile Justice System, History & Development | Ch. 11 (260-284) |
| | 4/6 | | |
| | 4/8 | | |
| 13 | 4/11 | • Police & Juveniles & Rights of Juveniles | Ch. 12 (285-305) |
| | 4/13 | | |
| | 4/15 | | |
| 14 | 4/18 | • Juveniles & the Adjudication Process | Ch. 13 (306-336) |
| | 4/20 | | |
| | 4/22 | | |
| 15 | 4/25 | • Juvenile Rehabilitation & Corrections | Ch. 14 (337-371) |
| | 4/27 | | |
| | 4/29 | | |
| ****FINAL EXAMINATION: Wednesday, May 4 th , 10:30a-12:30p**** (Chap. 1-14; all materials covered during term) | | | |

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 provide 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.