

CJ 491: Juvenile Deviancy & Juvenile Justice

Instructor: Joe Allen **Winter Evening 2005**
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Office Hours: MWF (Noon-1pm)
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 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.

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) short 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 the week 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) oral presentation on a section of the text readings.** Presentation dates will be assigned in the 2nd week of the term; the presentations will revolve around the chapters on the various theories and will be given during weeks 3-5.

Instructions for individual oral presentations:

Copy your outline for everyone in the class. Think of your outline as a review of the material you are asked to cover as if you were going to use it as a study guide for an exam. Include in your discussion: major points, unfamiliar terms & definitions, significant studies & results, noteworthy figures (statistics). Do not read your outline verbatim; a concise and engaging summative format is sought.

- **One (1) group-oriented research project.** Each member will be responsible for producing a minimum of 7 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 January 28th, 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 second to 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 5 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 5 weeks). 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 2 classes throughout the term, a deficiency notice will be sent to the registrar's office. In cases where 2 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. Regular attendance is a must given the amount of material covered in the course. Two absences or more, not including medical emergencies, etc., will incur a minimum letter-grade reduction (the more absences up and beyond two, 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.
3. 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.

4. 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!
5. 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.
6. 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).
7. 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 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%
Chapter Presentation & Outline	10%
Midterm examination	15%
Final examination	20%
Group-Oriented Research Project – Written	20%
Group-Oriented Research Project – Oral Presentation	5%
Classroom Participation/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

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Week	Date	General Topic	Have Read for Week
1	1/14	<ul style="list-style-type: none"> Pre-Class Assessment History & Social Construction of Juvenile Delinquency <i>Orphan Trains</i> 	
2	1/21	<ul style="list-style-type: none"> History & Social Construction of Juvenile Delinquency Youth Programming <i>Scared Straight</i> 	Chapters 1-3 Text: pp. 1-63 [63]
3	1/28	<ul style="list-style-type: none"> History & Social Construction of Juvenile Delinquency Theories of Juvenile Delinquency <ul style="list-style-type: none"> Student chapter presentations, chapters 5-7 Youth Programming (cont.'d) 	Chapter 4-7 Text: pp. 64-104 [40]
4	2/4	****Paper #1 Due**** <ul style="list-style-type: none"> Theories of Juvenile Delinquency <ul style="list-style-type: none"> Student chapter presentations, chapters 8-9 Youth Programming (cont.'d) 	Chapter 8-9 Text: pp. 105-134 [29]
5	2/11	<ul style="list-style-type: none"> Theories of Juvenile Delinquency <ul style="list-style-type: none"> Student chapter presentations, chapters 12-13 Review for Midterm <i>Teen Wilderness Programs</i> 	Chapter 12-13 Text: pp. 169-211 [43]
6	2/18	****Midterm Exam**** (Text: pp. 1-134, 169-211 and all other materials covered in weeks 1-5)**** <ul style="list-style-type: none"> Social Context of Juvenile Delinquency <i>NIJ-Gangs/Drugs & Gang Violence in America</i> 	Chapter 18 Text: pp. 268-281 [13]
7	2/25	<ul style="list-style-type: none"> Social Context of Juvenile Delinquency (cont.'d) Current Gang Research <i>Thug Life in D.C.</i> 	Chapter 21, 23-25 Text: pp. 304-316; 335-365 [42]
8	3/4	****Paper #2 Due**** <ul style="list-style-type: none"> Institutional Responses to Juvenile Delinquency Juvenile Courts & Waiver <i>Juvenile Justice</i> 	Handouts/TBA
9	3/11	****Project Presentations**** <ul style="list-style-type: none"> Juvenile Delinquency & Public Policy Contemporary Issues Review for Final 	Text: pp. 382-389; 412-423 [18]
10	3/18	****FINAL EXAMINATION**** <ul style="list-style-type: none"> Research Project Work Course Evaluation/Post-Class Assessment 	Review for Final
RESEARCH PROJECTS DUE BY March 21st – NOON DEADLINE			

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.

Pre-Class Knowledge Assessment

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DO NOT PUT YOUR NAME ON THIS PAPER

This is a questionnaire about how much knowledge or understanding of this subject that you think you have before taking this class. Please take the time to really consider each question and what it is asking.

You are not being graded on these questions and your responses are anonymous!!!! So, please answer the questions as truthfully as possible. You are not expected to have a lot of knowledge in this area at this point, so lack of knowledge is not a bad thing and will not count against you. Your responses will assist us in assessing the instructional outcomes for this course. We will revisit these questions at the end of the semester and you will be asked to reconsider these items then.

Please circle the number that best reflects how you feel about the following items.

Please circle the number that best reflects how you feel about each statement.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I understand the history and social construction of juvenile delinquency.	1	2	3	4	5
2.	I understand the theories of juvenile delinquency.	1	2	3	4	5
3.	I have a general understanding of the issues relating to youth programming and program development.	1	2	3	4	5
4.	I understand the nature and extent of current gangs and the institutional responses to gangs.	1	2	3	4	5
5.	I understand the impact and extent of contemporary institutional responses to juvenile delinquency, like juvenile court adjudications and juvenile waiver.	1	2	3	4	5

Post-Class Knowledge Assessment

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DO NOT PUT YOUR NAME ON THIS PAPER

This is a questionnaire about how much knowledge or understanding of this subject that you think you have after taking this class. Please take the time to really consider each question and what it is asking.

You are not being graded on these questions and your responses are anonymous!!!! So, please answer the questions as truthfully as possible. Your responses will assist us in assessing the instructional outcomes for this course.

Please circle the number that best reflects how you feel about the following items.

Please circle the number that best reflects how you feel about each statement.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I understand the history and social construction of juvenile delinquency.	1	2	3	4	5
2.	I understand the theories of juvenile delinquency.	1	2	3	4	5
3.	I have a general understanding of the issues relating to youth programming and program development.	1	2	3	4	5
4.	I understand the nature and extent of current gangs and the institutional responses to gangs.	1	2	3	4	5
5.	I understand the impact and extent of contemporary institutional responses to juvenile delinquency, like juvenile court adjudications and juvenile waiver.	1	2	3	4	5