

CJ 291: Juvenile Justice System

Instructor: Joe Allen
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Office: Behavioral Sciences #109
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Online

Course Prerequisites: 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.

PROGRAM LINKING STATEMENT:

This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of learning the basic rights guaranteed to each individual by both state and federal constitutions and laws.

STUDENT LEARNING 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. ISBN: 0495095427 or 0495441279 (electronic version).

Additional required reading material will be assigned throughout the term.

COURSE APPROACH:

The structure of on-line course does not always allow for the easy flow of information as one would normally expect in a traditional classroom setting. Notably, there is often a lag time between questions and responses. To this end, your success in this course depends more on your self-study habits than on the secondary guidance provided by the instructor and through other students. The student must read materials and do assignments in a responsible manner so that s/he can contribute to on-line activities adequately (i.e., be up to speed on things when the instructor talks about it). On-line courses require more planning and pacing on the student's behalf. Besides reading the textbook, other materials will accompany the course, including things like PowerPoint presentation notes, videos, etc. to be viewed on-line.

ASSESSMENT:

- **Six (6) Quizzes.** Quizzes focus on materials covered in specified sections, concentrating on textbook materials. Other items on a quiz may come from supplemental reading materials, classroom lecture and discussions, or other means used throughout the specified section.
- **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.
- **Individual Assignments.** Throughout the term, students will be given individual assignments. All of these assignments will count equally toward the assignment grade.
- **Regular Class Attendance.** As a policy, a student must minimally sign in to the course module at least once every week. This is the minimum, and you will likely find yourself behind if you only do the minimum. Students who do not “attend” the course regularly (i.e., not checking in for 1 week straight may be automatically withdrawn from the course.
- **Regular classroom participation.** Besides attending to your assignments, students will be asked to contribute postboard discussions. These assignments may be topical and/or related to individual assignments.

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:

Activity/Assignment	% of Final Grade	Point distribution
Quizzes (6)	15%	75 (6 x 12.5)
Midterm Exam #1	15%	75
Midterm Exam #2	15%	75
Final examination	15%	75
Assignments	30%	150 (12 x 12.5)
Participation	10%	50
	100%	500

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.

TERMS OF COURSE REQUIREMENTS:

1. *Lateness is not accepted.* You will have plenty of time to complete each assignment, exam, etc. Once the particular item closes, you will no longer be able to complete it and turn it in. This is not because I'm not a nice, understanding guy; it is primarily because everything is spelled out clearly and you must take responsibility and the fact that I have a duty to the other students in class to be fair.
2. *Exams are to be taken on the days that they are assigned to be taken on-line.* 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 will likely be more comprehensive than the initial one given.

3. *Regular participation and logging in is a must for this course given the nature of the material and the amount covered in such a short period of time.* You will be logging on and submitting materials or participating in discussions several times a week – there is no getting around this. The dates of assignments, exams, and discussions will normally fall in a way that you will have to log on regularly. If a student does not log on for a one week period, they will be subject to being immediately dropped from the course for non-attendance. If you know you will be away from a computer for longer than 5 consecutive days, be sure to tell me in advance and provide any necessary paperwork; this will allow me to know your situation and keep you up-to-date.
4. *Students will be expected to read materials and attempt to figure out materials on their own.* This is the weakness of an on-line class format – you will not have the luxury of having the usual back-n-forth that can occur in a classroom environment. Additionally, I am unable to bend over backwards to answer any and all questions you may have, especially if a due date or deadline is looming. I am not at the computer 24/7, so remember to pace yourself and to plan accordingly. That is, start in on your assignments early so I can be given time to respond and you can have time to act on my instruction – **DO NOT DO THINGS LAST MINUTE AND EXPECT ME TO BAIL YOU OUT** – if you do, you will find out that my bucket is not bottomless.
5. *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 on-line, in-person, or by phone, call/e-mail me and we can figure something out. DON'T HESITATE to talk to, call, or e-mail me!* Usually, the only questions I don't have answers for are those that aren't asked!
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 catalogued 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. Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. Don Kopf, 735-4845** or **Dr. June Yasuhara, 739-4603**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.
9. The instructor reserves the right to change the schedule of the syllabus when deemed necessary.

About the Instructor:

Joe Allen is a full-time faculty member in the C&CJ Department, advisor to CJ students, and the program's internship coordinator. His usual repertoire of courses includes criminology, juvenile delinquency, behavioral sciences statistics, and criminal justice system. He began teaching at Chaminade in 1994 as adjunct faculty, and has also taught courses at the University of Hawaii and Hawaii Pacific University. Before joining the Department in a full-time capacity, he worked with the Corrections Population Management Commission, 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: 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. Mr. Allen is currently a Ph.D. candidate in the Sociology Department at the University of Hawaii with an emphasis in Criminology, and is expected to complete his doctoral degree in Fall 2007. Before transferring to the University of Hawaii, he attended the University of Minnesota.

Course Schedule**CJ 291**

Week	General Topic	Assignments	Read for Week
1	Welcome & Introductions	Introduction On-Line Surveys AS #1: Lionel Tate	Ch. 1 (1-21)
2	Overview of Childhood & Delinquency Nature & Extent of Delinquency Individual Explanations of Delinquency	AS #2: Little Criminals Quiz Chapters 1-3	Ch. 2 (22-46) Ch. 3. (47-80)
3	Sociological Explanations of Delinquency Developmental Explanations of Delinquency	Quiz Chapters 4-5 AS #3: Mike Tyson: Fallen Champ	Ch. 4 (81-106) Ch. 5 (107-134)
4	Gender & Delinquency	Midterm Exam Chapters 1-5 AS #4: Boys v. Girls	Ch. 6 (135-154)
5	Family Dynamics & Delinquency	AS #5: Broken Child Quiz Chapters 6-7	Ch. 7 (155-198)
6	Peer Relationships & Gangs	AS #6: Gang Formation & Identification Quiz Chapters 8-9	Ch. 8 (199-218) Ch. 9 (219-230)
7	Schools & Delinquency	Exam Chapters 6-9 AS #7: Understanding Columbine	Ch. 10 (231-259)
8	Drug Use & Delinquency	AS #8: Drug Testing in Schools AS #9: School Uniforms Quiz Chapters 10-11	Ch. 11 (260-284)
9	Overview of the JJ System, History & Development	AS #10: Orphan Trains	Ch. 12 (285-305) Ch. 13 (306-336)
10	Police & Juveniles & Rights of Juveniles Juveniles & the Adjudication Process Juvenile Rehabilitation & Corrections	Quiz Chapters 12-14 AS #11: Landmark Juvenile Cases AS #12: Judge Wong	Ch. 14 (337-371)
Finals WEEK		Exam Chapters 10-4 turn in any missing assignments	

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 provides 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.

Are You an Online Knucklehead?

From <http://www.onlinenetiquette.com/shallwestart.html>

Common Courtesy, Social Graces, Socially Acceptable Behavior. These are all terms used in a civilized society where humans interact with one another. Cyberspace is not any different. How you will be perceived, the type of human being that you are or for that matter are not, your credibility, your levels of professionalism and ethics will be judged by how you communicate with others online.

To minimize the importance of established Netiquette Guidelines is to make a conscious decision to be thought of as rude, lazy, arrogant or uneducated. Now, stop and read that again. This is not a joke, this is not one person's opinion. Our goal is not to call you names or make you feel bad. Quite the contrary. These are the issues you need to know about, skills you need to hone, to be considered someone people want to communicate with, because after all, this is about...

Just 10 Little Common Courtesies...

Courtesy #1: Get to know the basics!

As a courtesy to your fellow Netizens, try to learn what this is all about - ignorance is not bliss online.

Courtesy #2: Perception is the only reality online.

As a courtesy to your fellow Netizens, mind your manners and be nice.

Courtesy #3: Always spell check your email, proofread for errors, capitalize your sentences and use appropriate punctuation and grammar. As a courtesy to your fellow Netizens, communicate clearly and properly without errors - use the education you received in grade school.

Courtesy #4: Always end your emails with Thank you, Sincerely, Take it easy, Best regards - something!
As a courtesy to your fellow Netizens, be polite and type to those as you would have them type unto you.

Courtesy #5: Use Instant Messaging (IM) properly with consideration for the person on the other side.
As a courtesy to your fellow Netizens, communicate with clarity while using your tools appropriately for the topics at hand.

Courtesy #6: When replying to emails, always respond promptly and edit out unnecessary information from a post you are responding to. As a courtesy to your fellow Netizens, please down edit your posts keeping only what will contribute to the ongoing conversation.

Courtesy #7: Never, ever, ever, never send anyone an email about anything, (especially your product or service) if the recipient did not specifically email you for that information and you are responding to their request. As a courtesy to your fellow Netizens, don't fill their mail boxes with email only you feel is important without their permission first.

Courtesy #8: You are what you write. How you communicate will give a perception as to the kind of person you are. Learn to write with clarity and take folks at their word - not what you "think" they mean. As a courtesy to your fellow Netizens, please refrain from abusive or threatening behavior and language.

Courtesy #9: Don't fall for flammers, jerks or "trolls".

As a courtesy to your fellow Netizens, don't contribute to a troller's bait or a flame war. There are many more productive and enjoyable things to do online.

Courtesy #10: Share information and help other Newbies online.

As a courtesy to your fellow Netizens, act like a human being and make an effort to understand the culture in which you are participating and then share your experience with others.