Honors Thesis/Creative Project Prospectus

The prospectus form and summary are due September 20, 2013 for Spring 2014; it is due February 14, 2014 for Fall 2014. If you are unable to meet the deadline you must contact your Barrett Honors Advisor in advance. Submitting the prospectus verifies your intention to complete a thesis/creative project and graduate from Barrett, The Honors College. Please submit your prospectus to the Barrett Advising Office located on your campus.

The Future of Juvenile Justice: A Restorative Approach

Thesis Title (May be a working title)

Sparky Student 1234567890 Spring 2014

Student Name ASU ID # Semester/Year of ASU Graduation

480-123-4567 Sparky.Student@asu.edu Tempe

Current Phone # Email Campus

Director

Dr. Sun Devil Sandra Day O'Conner College of Law Senior Lecturer

Director Name (print/type) Department Title

480-765-4321 Sun Devil@asu.edu

Phone # Email

Second Committee Member Credentials (check one):

/ ASU Faculty (Professor, Associate Professor, Assistant Professor, or Lecturer)

Qualified Professional:

Title/Unit

Third Committee Member Required? (check one)

Yes

No

I have received and read the Thesis/Creative Project Committee Guidelines and accept responsibility for providing project expectations, guidance throughout the entire thesis/creative project process, and evaluation of the final work. I have reviewed the student's thesis/creative project summary and find it acceptable.

Sun Devil 1/16/14

Director Signature Date

Second Committee Member

Dr. Barrett Honors Sociology Senior Lecturer

Second Committee Member Name (print/type) Department Title

480-000-0000 Barrett.Honors@asu.edu

Phone # Email

I have received and read the Thesis/Creative Project Committee Guidelines document and agree to the requirements set forth by Barrett. The Honors College for the position of Second Committee Member. I have reviewed the student's thesis/creative project summary and find it acceptable.

Barrett Honors 1/20/14

Second Committee Member Signature Date

(Continued on back)
Third Committee Member (optional-varies by academic unit)

Academic units may choose to require a Third Committee Member. If needed, a Third Committee Member will offer insights beyond those offered by the Director and Second Committee Member. You and the Director should choose the Third Committee Member no later than six weeks prior to the defense; the Third Committee Member should receive a draft of your thesis/creative project at least 2-3 weeks before the defense. With agreement from your Director, you may also apply for the Barrett Honors External Examiner Program, which provides funding for an outside expert to act as a third committee member. An External Examiner is only eligible for the role of Third Committee Member. The Third Committee Member signature on the prospectus is not required.

Student Agreement
In order to have a successful thesis/creative project experience and graduate from Barrett, The Honors College I have read the guidelines set forth in the Barrett Thesis/Creative Project Guidebook and understand:
(Please check boxes prior to signing)

- I am responsible for contacting my committee members and initiating regular meetings as well as meeting thesis/creative project deadlines.
- My Director and his/her academic unit may set its own standards for methodology (i.e., empirical, comparative, or descriptive), thesis/creative project length, and content, and I am required to adhere to such standards.
- All changes to the scope of the thesis/creative project, committee members, and/or date of graduation must be discussed with the thesis/creative project committee and be reported to the Barrett Advising Office in the form of a revised thesis/creative project prospectus.
- My thesis must be successfully completed and submitted to the Barrett Advising Office to participate in Barrett convocation.

[Signature]
Student Signature 1/20/14 Date

Please attach a 2-3 page summary of your thesis/creative project

This is an action plan for the thesis/creative project and provides a definitive list of goals and procedures with which you and your committee will work. It should include expectations for the project, overall timeline of progress and internal deadlines for your work. We expect the summary to be professional, clear, and grammatically correct. The prospectus will be kept on file in the Barrett Honors Advising office and serves as confirmation of your thesis/creative project and it may be accessed by faculty or the Dean’s Office during this time.

Use the following questions as an outline when you write your summary:

a. From what field of study is your topic derived? What is the compelling question or idea?
   - What interests you about this topic?
   - What are the main goals/aims of your thesis/creative project?
b. How will you conduct your research and prepare for your thesis/creative project?
   - What are your resources?
   - How many sources does your committee expect you to analyze and cite?
c. What are the expectations of meeting frequency with your Director and other committee members?
   - When, where, and how many times each semester will you meet?
   - What are your goals for the meetings? What should each of you prepare in advance?
d. Describe your two semester timeline with thesis/creative project goals and due dates.
   - What will you do on a regular basis for your thesis/creative project? (Ex. Describe Week 1, 2, etc.).
   - When will you complete your research/background preparation?
   - When will you begin drafts of your final projects?
   - When will you prepare your defense?
The Importance of Using Restorative Justice to Reduce Recidivism Rates in the area of Juvenile Crime

Topic Overview:

Juvenile offenders are often considered to be among the most vulnerable members of society, and thus it follows that understanding their experience of the administration of justice, and the way this experience impacts the rest of their lives, is of the utmost importance to society as a whole. A youth’s experience of justice is highly colored by the system through which their crime is processed, and whether this experience is constructive or destructive is the key to predicting recidivism rates. Recidivism, in terms of justice administration, refers to a relapse into undesirable or unlawful behavior by previous offenders, and recidivism rates can often be used as an indicator of the success of a particular justice program.

Both internal and external factors must be taken into account when considering the motivations behind a juvenile offender’s actions and the type of justice that will best serve them and the community. Firstly, the now widely supported fact that juveniles’ brains are less developed than those of adults must be taken into account when considering a youth’s understanding of his or her actions (Restak, 2001). There are many external factors as well. Children of color, children living below the poverty level, and children who have a family history of disorderly conduct are much more likely to commit crimes (McCoy, et. al. 2012). Proponents for harsh juvenile punishments argue that this does not make their crimes more acceptable than those of children with more advantages. However, by removing them from society, whether permanently or otherwise, greatly decreases the chances that they will be able to successfully be rehabilitated back into their communities, and actually increases the chance that they will relapse.
Research Plan:

I will begin my research by examining the effects of the different justice systems on juvenile defendants, and then focus in specifically on the various types of restorative justice that exist in Arizona. I will begin by researching the history of juvenile justice in the US, based on the work of legal scholars Anthony Walsh and Craig Hemmens. I will then use studies such as those by Alex Piquero, Kathleen Bergseth, and Jeffrey Bouffard to examine the long-term impacts of the different forms of juvenile justice. I plan to interview the leaders of the various restorative justice programs in Arizona, such as the Flagstaff Teen Court Program and the Maricopa County Youth Court. I will then synthesize my findings into a comprehensive study of restorative juvenile justice and make recommendations specific to the AZ court system on practices they can implement or change to encourage a more effective form of justice for youth.

Meetings:

I will meet with my director every other week during her office hours to discuss progress on the project and to answer questions posed by either party. I will meet with my other committee members once a month to also discuss my progress and ask for their advice and expertise. Other meetings may be scheduled should new information or urgent questions arise.

Timeline:

<p>| Date  | Task: Begin bi-weekly meetings with director, review schedule. Begin process for IRB approval. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td>Sept 23</td>
<td>Complete research on history of juvenile justice, present to director for review. Continue IRB approval process.</td>
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<tr>
<td>Oct 6</td>
<td>Complete research on long-term impact of justice administration, present for review. Get in contact with leaders of restorative justice programs in AZ.</td>
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<tr>
<td>Nov 17</td>
<td>Conduct interviews/research with AZ leaders.</td>
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<tr>
<td>Dec 1</td>
<td>Complete interviews with AZ leaders.</td>
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<td>Begin synthesizing material, discuss with director.</td>
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<td>Jan 13</td>
<td>Begin to work on paper, continue research.</td>
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<td>Jan 27</td>
<td>Continue research/work on paper.</td>
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<td>Feb 10</td>
<td>Review rough draft of thesis paper with director.</td>
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<td>March 10</td>
<td>Tentative Thesis Defense date; begin final revision of thesis.</td>
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<td>April</td>
<td>Submit thesis</td>
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