WGSS 297: Gender and Juvenile Justice  
University of Massachusetts-Amherst, Fall 2014  
MW 2:30PM-3:45PM  
Bartlett 121

Instructor: Adina Giannelli, JD  
E-mail: giannelli<at>anthro.umass.edu  
Office Hours: Wed. 1pm-2pm, Fri. 11am-noon, and by appt.  
Office: 919 Campus Center

-COURSE DESCRIPTION-

This 200-level, interdisciplinary seminar will consider the issue of gender, race, sexuality, and class in the juvenile justice system. Drawing on sociological literature, social critiques, policy papers, case law, documentary film, personal narratives, and even fiction, we will learn about and reflect upon the issues experienced by those who are subject to the system.

In the context of this course, we will critically examine the history of the juvenile justice system; what it means to be in “the system”; the role of “justice” in the juvenile system; and review some of the major issues faced by the youth who are subject to this system. In addition, we will consider the role of youth action and resistance against the system, and will explore the following questions, among others:

What are the goals of the juvenile justice system, and whose interest(s) does this system serve? Who is tracked into the system, and why? What is the relationship between race, gender, sexuality and tracking, diversion, alternatives, and outcomes for those in the juvenile justice system? How does the system address issues of education, health, wellness, and community? How do youth in the system contest its confines, demonstrating voice, vision, and agency? How might this system be revised and re-envisioned in the interests of youth? Is the system irredeemably broken, or can it be fixed?

-GUIDELINES-

[1] GENERAL EXPECTATIONS

1. Students are expected to come to class on time, having carefully read the material assigned, and ready to engage in serious discussion. Students are expected to silence and put away their cell phones and computers for the duration of class. Participation is required, and critical to your success in this class. In addition, everyone is asked to do the following:

   (i) Respect your classmates’ rights to speak, and listen attentively to what is being said, even if you disagree with what your peers might have to say. You don’t have to agree with everything that is said in class, but you are expected to use
discretion and sensitivity when speaking, and be respectful of everyone present.

(ii) Be willing to consider new ideas. Over the course of the semester, we will explore themes, concepts, and material that may be new, challenging, and unfamiliar. This is the art of a good education. Keep an open mind.

(iii) Participate actively. We all learn best when we are present and engaged in the course material. Don’t be afraid to ask questions (of me, and of one another). This is why we are here!

(iv) If you have a question, an issue, a problem, or concern that cannot be addressed in class or in our online forum, please send me an email at your earliest convenience, so that we can resolve it promptly.

[II] COURSE REQUIREMENTS

Your grade in this course will be based on the following components:

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<tr>
<th>Component</th>
<th>Percent of Final Grade</th>
<th>Due Date(s)</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
<td>ONGOING</td>
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<tr>
<td>Reflection Papers (4 papers, each worth 5% of final grade; 2 pages each)</td>
<td>20%</td>
<td>Ongoing/assigned weekly, you complete three (3) by Monday, November 17th and one (1) final course reflection, by Saturday, December 13.</td>
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<tr>
<td>Midterm/Book Review</td>
<td>10%</td>
<td>Monday, October 6th, 2014 (in class)</td>
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<tr>
<td>Final Project</td>
<td>30% (20% project; 10% presentation)</td>
<td>PRESENTATIONS: 11/17-12/1 PROJECT: December 3, 2014</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
<td>Saturday, December 13th, 2014 (Due electronically by last day of finals)</td>
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Regarding the Midterm: Your midterm will take the form of a book review. Students will read and review either 8 Ball Chicks (Gini Sikes), Random Family (Adrian Nicole Leblanc), or The Lost Children of Wilder (Nina Bernstein). ** More information and specific guidelines to follow.
Regarding the Final Project: Your final project will be student-directed and self-designed, in consultation with your instructor. This may take the shape of a creative project (poetry, documentary film, etc.), a traditional paper, website, or another form. ** More information and specific guidelines to follow.

[III] REGARDING ATTENDANCE AND PARTICIPATION

Attendance is mandatory and critical to your success in this course. All students are allowed two unexcused absences over the course of the semester. Each additional unexcused absence will result in a 2-point reduction of your final grade.

For an absence to count as excused, it must relate to an illness, emergency, religious observance, or athletic conflict. The instructor reserves the right to require documentation for excused absences.

Participation and attendance are not the same thing. In other words, showing up will not satisfy participation requirements. We will discuss this in greater depth and detail in the first week of class.

[IV] REGARDING WRITTEN WORK

If you would like feedback on any assignment (before it is due), I am happy to provide this. Simply email me a copy of your work no later than 48 hours prior to its due date, and I will read and return this to you with my comments (and suggested edits/revisions, if applicable) within the next 24 hours.

[V] REGARDING EVALUATION OF YOUR WORK

If you are dissatisfied with any evaluation of an assignment or your performance in this class, you may petition your grade in writing, no earlier than 24 hours after I have returned graded work to you. To do so, you need to submit to me a typed explanation detailing why you believe the grade is unwarranted, what grade you feel you deserve with arguments in support of your request, a reply to my comments on your work (e.g. if I say that your explanation is too brief, you should argue why it is not), and a copy of the original piece of written work.

[V] ACADEMIC INTEGRITY

Plagiarism and other forms of academic cheating are serious violations of your contract
as a student and will be treated severely. Plagiarism is any representation of another person’s words or ideas in a manner that makes it seem as if they were your own. This means that you may not copy another person’s published or unpublished work (except if you are explicitly citing them), but it also means that you should not use another person’s unique phrases or ideas without making it clear to your audience from where those words or ideas originated. This includes material from online sources, even when they are anonymous, such as Wikipedia.

[VI] Academic Assistance

If you experience difficulty understanding or keeping up with the course material, please contact me at your earliest opportunity. I am here to help. I may be reached anytime at giannelli@anthro.umass.edu. Generally: To request academic accommodations due to a disability, contact Disability Services, 161 Whitmore at ds@educ.umass.edu or 413-545-0892 (website: http://www.umass.edu/disability/). For tutoring or study assistance, contact the Learning Resource Center, at lrc@acad.umass.edu or 413-545-5334.

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<th>COURSE READINGS &amp; ASSIGNMENTS</th>
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<td>Note: readings are due on the date listed. In other words, the reading for Monday, September 8th is due on that date.</td>
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<th>Week One (9/3) INTROS</th>
<th>Wednesday, September 3rd: INTRODUCTION TO COURSE Syllabus, Expectations, Introductions</th>
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<th>Week Two (9/8 &amp; 9/10) OVERVIEW</th>
<th>Monday, September 8th: What We’re Doing Here</th>
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<td>Readings:</td>
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| Wednesday, September 10th: Intersections/Race and Gender in Juvenile Justice |
| Reading: Taylor-Thompson, Kim. “Girl Talk—Examining Racial and Gender Lines in Juvenile Justice,” available at: http://scholars.law.unlv.edu/cgi/viewcontent.cgi?article=1396&amp;context=nlj |
| Week Three (9/15 & 9/17) HISTORIES | Monday, September 15th & Wednesday, September 17th:  
*Reading:* “History and Development of the Juvenile Court and Justice Processes,” available at: [http://www.sagepub.com/upm-data/19434_Section_I.pdf](http://www.sagepub.com/upm-data/19434_Section_I.pdf) |
|-----------------------------------|--------------------------------------------------------------------------------------------------|
*Readings:* (1) Justice by Gender: The Lack of Appropriate Prevention, Diversion and Treatment Alternatives for Girls in the Juvenile Justice System. Available at: [http://scholarship.law.wm.edu/cgi/viewcontent.cgi?article=1182&context=wmjowl](http://scholarship.law.wm.edu/cgi/viewcontent.cgi?article=1182&context=wmjowl)  
**Wednesday, September 24th:** Trans* Issues in Juvenile Justice  
| Week Five (9/29 & 10/1) RACE | Monday, September 29th: Race and (In)Justice  
### Week Six (10/6-10/8) INVISIBILITIES

**Monday, October 6th:** MIDTERM BOOK REVIEW DUE

**Monday, October 6th:** Invisibilities: Juvenile Justice and LGBTQ Youth

*Reading:* “We’ve Had Three of Them’: Addressing the Invisibility of Lesbian, Gay, Bisexual, and Gender Nonconforming Youths in the Juvenile Justice System,” 19 *Colum. J. Gender & L.* (2010). Available at: [http://www.nccdglobal.org/sites/default/files/content/weve-had-three-of-them.pdf](http://www.nccdglobal.org/sites/default/files/content/weve-had-three-of-them.pdf)

**Wednesday, October 8th:** “Damaged Daughters”? Girls’ Sexuality in the System


### Week Seven (10/13-10/15) EDUCATION

**Monday, October 13th:** HOLIDAY—NO CLASS

**Tuesday, October 14th:** Police and U.S. Schools


### Week Eight (10/20 & 10/22)

**LEGISLATION AND THE LAW**

**Monday, October 20th: Juvenile Crime and the Law**


**Wednesday, October 22nd: NO CLASS. In lieu of class today, you must meet with your course instructor at some point between Monday 10/20 and Friday 10/31, to discuss and finalize topics for final course project.**

### Week Nine (10/27-10/29)

**CONDITIONS**

**Monday, October 27th: Confinement & Abuses**


(2) “Alone and Afraid: Children Held in Solitary Confinement an Isolation in..."
Juvenile Detention and Correctional Facilities.”


(4) Sexual Abuse on the Rise at U.S. Juvenile Detention Facilities http://www.salon.com/2013/07/04/sexual_abuse_on_the_rise_at_us_juvenile_detention_facilities_partner/

**Wednesday, October 29th:** Comparative Analysis

In lieu of course-wide readings today, you will be asked to come to class with information about juvenile/youth justice in another country. More information will be provided in anticipation of today’s class.

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<th>Week Ten (11/3 &amp; 11/5)</th>
<th>Monday, November 3rd: The Prison Industrial Complex</th>
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**Wednesday, November 5th:** Prison Abolition v. Prison Reform


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<tr>
<th><strong>Week Ten (11/3 &amp; 11/5) STRUCTURES and RESISTANCE</strong></th>
<th>Wednesday, November 5th: Prison Abolition v. Prison Reform</th>
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| Week Eleven (11/10-11/12) RESISTANCE | Monday, November 10th: Agency and Resistance: Youth Respond  
*Readings TBA*  
*Wednesday, November 12th: NO CLASS—TUESDAY SCHEDULE.* |
| --- | --- |
| Week Twelve (11/17-11/19) PRESENTATIONS | Monday, November 17th: Student Presentations  
*Wednesday, November 19th: Student Presentations* |
| Week Thirteen (11/24-11/26) PRESENTATIONS | Monday, November 24th: Student Presentations  
*Wednesday, November 26th: Student Presentations* |
| Week Fourteen (12/1-12/3) PRESENTATIONS & WRAP-UP | Monday, December 1st: Presentations  
*Wednesday, December 3rd: LAST DAY OF CLASS.*  
**DISCUSSION:** Looking Forward: Where Do We Go From Here?  
Course Reflections and Evaluations. Final Papers Due. |