

WGSS 297: Gender and Juvenile Justice
 University of Massachusetts-Amherst, Fall 2013
 Tuesday-Thursday 11:15AM-12:30PM
 Bartlett 203

Instructor: Adina Giannelli, JD
Office Hours: Tuesday 10am-11am, and by appointment

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-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 girls in 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 girls who are subject to this system. We will explore the following questions:

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, culture 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 broken system be fixed?

COURSE CONTENT: An Overview

I: Introduction

Tuesday, September 3rd: Introduction to Course Syllabus, Guidelines/Expectations, and Each Other

Thursday, September 5th: What is the System, What Does It Encompass, and Who Does it “Serve”?

II: Contexts

Tuesday, September 10th: Who Goes There? (Which juveniles enter the system, and why?)

Reading: <http://www.ncjj.org/pdf/jcsreports/jcs2009.pdf>

Note: This policy paper is 90 pages long (not including appendixes), and its length may seem overwhelming. You do not have to read the appendixes, although you may. As you’ll see, this reading is mostly presented in visual format (tables, charts, and bullet points), which should counter the length somewhat. **Please read Chapters One and Two (pp. 1-28) closely** (you may skim the rest). Do not worry about memorizing any of the facts that are presented. You should come to class

today with a written list of (a) five facts that stand out/surprised you and (b) any questions.

Thursday, September 12th: Defining Delinquency: the “logic” of the current system

Reading: Chesney-Lind, Meda. 1989. “Girls Crime and Women’s Place: Toward a Feminist Model of Delinquency. *Crime and Delinquency*. 35:5-29, available online at: <http://cooley.libarts.wsu.edu/schwartzj/pdf/Chesney-Lind.pdf>.

III. Gender

Tuesday, September 17th: A Brief History of Gender and Juvenile Justice

Readings: (1) “The History of Juvenile Justice,” Available online at: <http://www.americanbar.org/content/dam/aba/migrated/publiced/features/DYJpart1.authcheckdam.pdf>

(2) “Tough Times for Girls in the Juvenile Justice System,” available at: <http://www.npr.org/2012/10/24/163500619/tough-times-for-girls-in-juvenile-justice-system>

Thursday, September 19th: Gender in the System: An Overview

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>

(2) Carr, Hudson, Hanks, and Hunt (2008). “Gender Effects Along the Juvenile Justice System: Evidence of a Gendered Organization.” In *Feminist Criminology*. 25-40. Available at: <http://fcx.sagepub.com/content/3/1/25.full.pdf>

Tuesday, September 24th: Girls in the System: Themes and Trends

Readings: (1) http://www.nccdglobal.org/sites/default/files/publication_pdf/fact-sheet-girls-in-juvenile-justice.pdf

(2) Zahn et al. (2012). “Causes and Correlates of Girls’ Delinquency.” U.S. Department of Justice.

Thursday, September 26th: Gender-Responsive Programming: What Is It? (Why) Does It Matter?

Reading: (1) Siobhan Cooney et al. (2008). “Girls in the Juvenile Justice System: Toward Effective Gender-Responsive Programming.” Available at: http://www.uwex.edu/ces/flp/families/whatworks_07.pdf

(2) “Youth, Justice, Gender.” Available at:

<http://www.theguardian.com/society/2009/feb/11/youth-justice-gender>

Tuesday, October 1st: Trans* Issues in Juvenile Justice

Readings: (1) “The Rights of Transgender Prisoners.” Available at:

<http://www.nclrights.org/site/DocServer/RightsofTransgenderPrisoners.pdf>

(2) “The Unfair Criminalization of Gay and Transgender Youth: An Overview of the Experiences of LGBT Youth in the Juvenile Justice System.” Available at:

<http://www.americanprogress.org/issues/lgbt/report/2012/06/29/11730/the-unfair-criminalization-of-gay-and-transgender-youth/>

Thursday, October 3rd: Masculinity: Boys in the System

Readings: (1) Fact Sheet: Juvenile Delinquency, US Department of Health and Human Services, available at: <http://aspe.hhs.gov/hsp/08/boys/factsheets/jd/report.pdf>

(2) “Sentenced to Life for a Crime Committed at 14, Adolfo Davis Seeks Clemency.” Available at:

http://www.youthlaw.org/publications/yln/2012/apr_jun_2012/sentenced_to_life_for_a_crime_committed_at_age_14_adolfo_davis_seeks_clemency/

In-Class Film Clip: *Aaron’s Story*

IV. Race

Tuesday, October 8th : The Relationship Between Race and (In)justice

Readings: (1) James Baldwin, “A Letter to My Nephew”. Available at:

<http://progressive.org/archive/1962/december/letter>

(2) Kevin Drum, “Race, Lead, and Juvenile Crime.” <http://www.motherjones.com/kevin-drum/2013/08/lead-crime-racism-black-white-juvenile> (*we may talk about this on 10/10)

Documentary: “The Color of Justice”

Thursday, October 10th: Race, Gender, and the School-to-Prison Pipeline

Readings: (1) School-to-Prison Pipeline Website, NAACP: <http://www.naacpldf.org/case/school-prison-pipeline>

(2) “New York City’s School-to-Prison Pipeline.” Available at:

<http://www.nytimes.com/2013/05/30/opinion/new-york-citys-school-to-prison->

[pipeline.html?_r=0](#)

Tuesday October 15th: **NO CLASS; Monday Schedule**

Thursday, October 17th: **Racial Disparities**

***Midterm Book Review Due! (Also: *last day to drop with W* and select P/F grading.)

Readings: (1) “Reducing Racial Disparities in Juvenile Detention,” available at:

<http://www.aecf.org/upload/publicationfiles/reducing%20racial%20disparities.pdf>.

(2) Preeti Chauhan et al. (2009). Racial Disparities Among Female Juvenile Offenders: The Contribution of Neighborhood Disadvantage and Exposure to Violence in Antisocial Behavior. *43 C. Rev.*, 10, 10 (2009).

<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1322&context=ajacourtreview>

V. Sexuality

Tuesday, October 22nd: **Invisibilities: Juvenile Justice and LGBTQ Youth/Guest Lecture**

Readings: (1) “‘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>

Thursday, October 24th: **“Damaged Daughters”? Girls’ Sexuality in the System**

(2) Pasko (2012). “Damaged Daughters: The History of Girls’ Sexuality and the Juvenile Justice System.” Available at:

http://www.law.northwestern.edu/journals/jclc/backissues/v100/n3/1003_1099.pasko.pdf.

VI. Other Aspects of the System

Tuesday, October 29th: **Education**

Readings: (1) Leone & Weinberg. “Addressing the Unmet Educational Needs of Children and Youth in the Juvenile Justice and Child Welfare Systems.” Center for Juvenile Justice Reform, Georgetown University. Available at: <http://cjjr.georgetown.edu/pdfs/ed/edpaper.pdf>

(2) Munoz (2008). “The Right to Education in the Juvenile and Criminal Justice Systems in the United States.” Human Rights Council, United Nations.

https://www.aclu.org/sites/default/files/images/asset_upload_file164_38663.pdf

Thursday, October 31st: **Health in the System**

Readings: (1) Committee on Adolescence, *Health Care for Children and Adolescents in the Juvenile Correctional Care System*, 107 Am. Acad. Pediatrics. Available at:
<http://pediatrics.aappublications.org/content/107/4/799.full>

(2) Steven Belenko et al. (2009). *Detecting, Prevention, and Treating Sexually Transmitted Diseases Among Adolescent Arrestees: An Unmet Public Health Need*. 99 Am. J. Pub. Health. Available at:
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2679796/>

Tuesday, November 5th: **Juvenile Crime and the Law**

Readings: (1) “Adolescence, Brain Development, and Legal Culpability,” available at:
http://www.americanbar.org/content/dam/aba/publishing/criminal_justice_section_newsletter/crimjust_juvjus_Adolescence.authcheckdam.pdf

(2) “Locking Up Kids is Not the Answer,” available at:
<http://www.cclp.org/documents/JJDPA/Soler%20&%20Schwartz%20-%20Contra%20Costa%20Times%20-%20JJDPA%20-%2005-8-10.pdf>

(2) Juvenile Justice Delinquency and Prevention Act, specific excerpts TBA, available at:
<http://www.ojjdp.gov/about/jjdp2002titlev.pdf>

Thursday, November 7th: **Abuses**

Readings: “Criers, Liars, and Manipulators: Probation Officers’ Views of Girls.” (Gaarder, Rodriguez, & Zatz)

(2) Kaiser and Stannow. “The Crisis of Juvenile Prison Rape,” available at:
<http://www.nybooks.com/blogs/nyrblog/2010/jan/07/the-crisis-of-juvenile-prison-rape-a-new-report/>

VII. Future Directions

Tuesday, November 12th: **Agency and Resistance: Youth Respond**

Readings: TBA

Thursday, November 14th: **Looking Forward: Where Do We Go From Here?**

Readings: TBA

VIII. *Conclusions*

Tuesday, November 19th: Student Presentations

Thursday, November 21st: Student Presentations

Tuesday, November 26th: Documentary, *Girls on the Wall*

Thursday, November 28th: **THANKSGIVING, NO CLASS**

Tuesday, December 3rd: Student Presentations

Thursday, December 5th: Last Day of Class; Conclusions/Wrap-Up; Final Project Due.

Saturday, December 14th: Final Exam Due

- GUIDELINES -

[I] **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 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.**

To Do Well, You Must:

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|---------------------------------------|------------------------------|
| – Read the assigned material | – Participate actively |
| – Reflect on the discussion materials | – Submit assignments on time |
| – Contact instructor with questions | – Be willing to engage |

[II] COURSE REQUIREMENTS

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

Component	Percent of Final Grade	Due Date(s)
Class Participation	20%	n/a
Reflection Papers (4 papers, each worth 5% of final grade; 2 pages each)	20%	Ongoing/assigned weekly, you complete four
Midterm/Book Review	10%	Thursday, October 17, 2013 (in class)
Final Project	30% (20% project; 10% presentation)	Thursday, December 5, 2013
Final Exam	20%	Saturday, December 14, 2013 —last day of finals

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

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 in 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.

[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 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. More 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.