

WGSS 297: Gender and Juvenile Justice
 University of Massachusetts-Amherst, Spring 2014
 MWF 11:15AM-12:05PM
 Bartlett 121

Instructor: Adina Giannelli, JD

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Office Hours: Wednesday 10am-11am, Friday 12:05PM-1:05PM, and by appointment

-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. 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 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 -

[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 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.**

To Do Well, You Must:

- Read the assigned material
- Reflect on the discussion materials
- Contact instructor with questions
- Participate actively
- Submit assignments on time
- 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%	ONGOING
Reflection Papers (4 papers, each worth 5% of final grade; 2 pages each)	20%	Ongoing/assigned weekly, you complete three (3) by Monday April 14 th , 2014, and one (1), a final course reflection, by Monday, May 5 th , 2014.
Midterm/Book Review	10%	Monday, February 24th, 2014 (in class)
Final Project	30% (20% project; 10% presentation)	Wednesday, April 30th, 2014
Final Exam	20%	Thursday, May 8th, 2014 (Due electronically by 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 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 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.

COURSE READINGS & ASSIGNMENTS	
<p><u>Note:</u> readings are due on the date listed. In other words, the reading for Friday, January 24th is due on that date.</p>	
<p>Week One (1/22-1/24) INTROS</p>	<p><u>Wednesday, January 22nd:</u> INTRODUCTION TO COURSE: Syllabus and Expectations; Introductions</p> <p><u>Friday, January 24th:</u> What We're Doing Here <i>Reading:</i> "Girl in the Shadows: Dasani's Homeless Life," available at: http://www.nytimes.com/projects/2013/invisible-child/#/?chapt=1</p>
<p>Week Two (1/27-1/31) OVERVIEW</p>	<p><u>Monday, January 27th & Wednesday, January 29th:</u> What Is the System, What Does It Encompass, and Who Does it "Serve"?</p> <p><i>Reading:</i> http://www.ncjj.org/pdf/jcsreports/jcs2009.pdf <u>Note:</u> This policy paper is 90 pages long (not including appendixes), and its length may seem overwhelming. You do <u>not</u> 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.</p> <p><u>Friday, January 31st:</u> Defining Delinquency: the "logic" of the current system</p> <p><i>Reading:</i> Chesney-Lind, Meda. 1989. "Girls Crime and Women's Place: Toward a Feminist Model of Delinquency. <i>Crime and Delinquency</i>. 35:5-29, available online at: http://cooley.libarts.wsu.edu/schwartzj/pdf/Chesney-Lind.pdf.</p>
<p>Week Three (2/3-2/7) GENDER</p>	<p><u>Monday, February 3rd:</u> A Brief History of Gender and Juvenile Justice</p> <p><i>Readings:</i> (1) "The History of Juvenile Justice," Available online at: http://www.americanbar.org/content/dam/aba/migrated/publiced/features/DYJpart1.authcheckdam.pdf</p> <p>(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</p> <p><u>Wednesday, February 5th:</u> Gender in the System: An Overview</p> <p><i>Readings:</i> (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</p>

	<p>(2) Carr, Hudson, Hanks, and Hunt (2008). "Gender Effects Along the Juvenile Justice System: Evidence of a Gendered Organization." In <i>Feminist Criminology</i>. 25-40. Available at: http://fcx.sagepub.com/content/3/1/25.full.pdf</p> <p>Friday, February 7th: Girls in the System: Themes and Trends</p> <p><i>Readings:</i> (1) http://www.nccdglobal.org/sites/default/files/publication_pdf/fact-sheet-girls-in-juvenile-justice.pdf</p> <p>(2) Zahn et al. (2012). "Causes and Correlates of Girls' Delinquency." U.S. Department of Justice. https://www.ncjrs.gov/pdffiles1/ojdp/226358.pdf</p>
<p>Week Four (2/10-2/15) GENDER TROUBLE</p>	<p>Monday, February 10th: Gender-Responsive Programming: What Is It? (Why) Does It Matter?</p> <p><i>Reading:</i> (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</p> <p>(2) "Youth, Justice, Gender." Available at: http://www.theguardian.com/society/2009/feb/11/youth-justice-gender</p> <p>Wednesday, February 12th: Trans* Issues in Juvenile Justice</p> <p><i>Readings:</i> (1) "The Rights of Transgender Prisoners." Available at: http://www.nclrights.org/site/DocServer/RightsOfTransgenderPrisoners.pdf</p> <p>(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/</p> <p>Friday, February 14th: Cruel and Unusual (In-Class Documentary & Discussion)</p>
<p>Week Five (2/18-2/21) RACE</p>	<p>Monday, February 17th: President's Day Holiday (No Class)</p> <p>Tuesday, February 18th: The Relationship Between Race and (In)justice</p> <p><i>Readings:</i> (1) James Baldwin, "A Letter to My Nephew". Available at: http://progressive.org/archive/1962/december/letter</p> <p>(2) Kevin Drum, "Race, Lead, and Juvenile Crime." http://www.motherjones.com/kevin-drum/2013/08/lead-crime-racism-black-white-</p>

	<p>juvenile (*we may talk about this on 10/10)</p> <p>Wednesday, February 19th: Race, Gender, and the School-to-Prison Pipeline</p> <p><i>Readings:</i> (1) School-to-Prison Pipeline Website, NAACP: http://www.naacpldf.org/case/school-prison-pipeline</p> <p>(2) https://www.aclu.org/racial-justice/school-prison-pipeline-fact-sheet-pdf</p> <p>(3) “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</p> <p>Friday, February 21st: Racial Disparities</p> <p><i>Readings:</i> (1) “Reducing Racial Disparities in Juvenile Detention,” available at: http://www.aecf.org/upload/publicationfiles/reducing%20racial%20disparities.pdf.</p> <p>(2) Preeti Chauhan et al. (2009). Racial Disparities Among Female Juvenile Offenders: The Contribution of Neighborhood Disadvantage and Exposure to Violence in Antisocial Behavior. <i>43 C. Rev.</i>, 10, 10. http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1322&context=ajacourtrviewW</p>
<p>Week Six (2/24-2/28) INVISIBILITIES</p>	<p>Monday, February 24th: MIDTERM BOOK REVIEW DUE</p> <p>Monday, February 24th: Invisibilities: Juvenile Justice and LGBTQ Youth</p> <p><i>Reading:</i> “‘We’ve Had Three of Them’: Addressing the Invisibility of Lesbian, Gay, Bisexual, and Gender Nonconforming Youths in the Juvenile Justice System,” 19 <i>Colum. J. Gender & L.</i> (2010). Available at: http://www.nccdglobal.org/sites/default/files/content/weve-had-three-of-them.pdf</p> <p>Wednesday, February 26th: Cruel and Unusual (Documentary)</p> <p>Friday, February 28th: “Damaged Daughters”? Girls’ Sexuality in the System</p> <p>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.</p>
<p>Week Seven (3/3-3/7) EDUCATION</p>	<p>Monday, March 3rd: Police and U.S. Schools</p> <p><i>Readings:</i> (1) “Estudiantes,” by Jessica Rodriguez. Available at:</p>

	<p>http://www.blackgirldangerous.org/2013/09/estudiantes/</p> <p>(2) “<i>Out of School and Off Track: The Overuse of Suspensions in American Middle and High Schools</i>,” available at: http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/out-of-school-and-off-track-the-overuse-of-suspensions-in-american-middle-and-high-schools/Exec_Sum_OutofSchool_OffTrack_UCLA.pdf</p> <p>Wednesday, March 5th: Education in the System</p> <p><i>Readings:</i> (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</p> <p>(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</p> <p>Friday, March 7th: Health in the System</p> <p><i>Readings:</i> (1) Committee on Adolescence, <i>Health Care for Children and Adolescents in the Juvenile Correctional Care System</i>, 107 Am. Acad. Pediatrics. Available at: http://pediatrics.aappublications.org/content/107/4/799.full</p> <p>(2) Steven Belenko et al. (2009). <i>Detecting, Prevention, and Treating Sexually Transmitted Diseases Among Adolescent Arrestees: An Unmet Public Health Need</i>. 99 Am. J. Pub. Health. Available at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2679796/</p>
<p>Week Eight (3/10-3/14) LEGISLATION AND THE LAW</p>	<p>Monday, March 10th: Juvenile Crime and the Law</p> <p><i>Readings:</i> (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</p> <p>(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</p> <p>Wednesday, March 12th: Legislation: Juvenile Justice Delinquency Prevention Act</p> <p><i>Readings:</i> Juvenile Justice Delinquency and Prevention Act, specific excerpts TBA, available at: http://www.ojjdp.gov/about/jjdp2002titlev.pdf</p>

	<p><u>Friday, March 14th: Stop & Frisk: A Case Study</u></p> <p><i>Readings:</i> (1) Center for Constitutional Rights' documents for <i>Floyd et al. v. City of New York</i>, available at: http://ccrjustice.org/floyd</p>
<p>Week Nine (3/17-3/21) SPRING BREAK</p>	<p>ENJOY YOUR SPRING BREAK! HAVE FUN, BE SAFE, COME BACK RESTED.</p>
<p>Week Ten (3/24-3/28) ABUSES</p>	<p><u>Monday, March 24th: Confinement</u></p> <p><i>Readings:</i> (1) Sedlak, A., & McPherson, K. (2010). Conditions of confinement: Findings from the Survey of Youth In Residential Placement. <i>Juvenile Justice Bulletin</i>. Available at: https://www.ncjrs.gov/pdffiles1/ojdp/227729.pdf</p> <p>(2) "Alone and Afraid: Children Held in Solitary Confinement an Isolation in Juvenile Detention and Correctional Facilities."</p> <p><u>Wednesday, March 26th: Sexual Abuse</u></p> <p><i>Readings:</i> (1) 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/</p> <p>(2) 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/</p> <p>(3) Prison Rape Elimination Act, specific excerpts TBA</p> <p><u>Friday, March 28th: NO CLASS. In lieu of class today, you must meet with your course instructor at some point between Monday 3/24 and Friday 4/4, to discuss and finalize topics for final course project.</u></p>
<p>Week Eleven (3/31-4/4) STRUCTURES</p>	<p><u>Monday, March 31st: Probation Officers/Staff</u></p> <p><i>Reading:</i> (1) "Criers, Liars, and Manipulators: Probation Officers' Views of Girls." (Gaarder, Rodriguez, & Zatz)</p> <p><u>Wednesday, April 2nd: Prison Industrial Complex</u></p> <p><i>Readings:</i> (1) "Masked Racism: Reflections on the Prison Industrial Complex," available at: http://colorlines.com/archives/1998/09/masked_racism_reflections_on_the_prison_industrial_complex.html</p> <p>(2) "Report Charts Dangerous Rise of Youth Prison Industrial Complex," available at: http://www.salon.com/2013/10/22/report_charts_dangerous_rise_of_youth_prison_industrial_complex/</p>

	<p>Friday, April 4th: Prisoners of Profit <i>Readings:</i> “Prisoners of Profit,” available at: http://projects.huffingtonpost.com/prisoners-of-profit-2</p>
<p>Week Twelve (4/7-4/11) RESISTANCE</p>	<p>Monday, April 7th: Prison Abolition v. Prison Reform <i>Readings:</i> (1) Angela Davis, Chapter Two, “Slavery, Civil Rights, and Abolitionist Perspectives Toward Prisons,” in <i>Are Prisons Obsolete</i>, (pp. 22-39): http://www.feministes-radicales.org/wp-content/uploads/2010/11/Angela-Davis-Are-Prisons-Obsolete.pdf</p> <p>(2) “Making Detention Reform Work For Girls,” available at: http://www.aecf.org/~media/Pubs/Initiatives/Juvenile%20Detention%20Alternatives%20Initiative/MakingDetentionReformWorkforGirls/MakingDetentionReformWorkforGirls.pdf</p> <p>Wednesday, April 9th: Agency and Resistance: Youth Respond <i>Readings:</i> (1) Dream Defenders Team Up With NAACP To Fight ‘Stand Your Ground’ Laws: http://www.huffingtonpost.com/2013/09/24/dream-defenders-naacp-stand-your-ground-laws_n_3983706.html</p> <p>(2) Youth of Color Organizing for Juvenile Justice, Soo Ah Kwon. (READING WILL BE MADE AVAILABLE ASAP, AND IN ADVANCE OF 4/9/14.)</p> <p>Friday, April 11th: Looking Forward: Where Do We Go From Here? A ROUNDTABLE DISCUSSION</p>
<p>Week Thirteen (4/14-4/18) PRESENTATIONS</p>	<p>Monday, April 14th: Student Presentations</p> <p>Wednesday, April 16th: Student Presentations</p> <p>Friday, April 18th: Student Presentations</p>
<p>Week Fourteen (4/21-4/25) PRESENTATIONS</p>	<p>Monday, April 21st: NO CLASS</p> <p>Wednesday, April 23rd: Student Presentations</p> <p>Friday, April 25th: Student Presentations</p>
<p>Week Fifteen (4/28-4/30) PRESENTATIONS & WRAP-UP</p>	<p>Monday, April 28th: Student Presentations</p> <p>Wednesday, April 30th: LAST DAY OF CLASS: FINAL PAPERS DUE. Course Reflections and Evaluations</p>