

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 This means that you may not copy another person's published or unpublished work (except if you are explicitly citing them), but it also means that you should not use another person's **unique phrases or ideas** without making it clear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 at adina<at>macasa.org. 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 readings for Thursday, January 25 are due on that date. Unless otherwise indicated, all readings are available via the course Moodle homepage as a pdf or a link.</p>	
<p>Week One (1/23 & 1/25) INTRODUCTION</p>	<p>Tuesday, January 23: INTRODUCTION TO COURSE Syllabus, Expectations, Introductions</p> <p>Thursday, January 25: What We're Doing Here</p> <ol style="list-style-type: none"> 1. Carcamo, Cindy. 2015. "Judge Blasts ICE; says immigrant children, parents held in detention centers should be released." 2. Ingraham, Christopher. 2016. "The States Where Teachers Still Beat Kids." 3. Wang, Yanan. 2015. "In Flint, Michigan, there's so much lead in children's blood that a state of emergency has been declared." 4. McCarthy, Ciara. 2016. "Pennsylvania Fatally Shoot 12-Year-Old Girl At Her Home."
<p>Week Two (1/30 & 2/1) CONTEXTS</p>	<p>Tuesday, January 30: What We Talk About When We Talk About Juvenile Justice</p> <p>Elliott, Andrea. 2013. "<u>Girl in the Shadows: Dasani's Homeless Life.</u>"</p> <p>Thursday, February 1: Juvenile Justice Delinquency Prevention Act, Titles I & II (pp. 1-15)</p>
<p>Week Three (2/6 & 2/8) INTERSECTIONS</p>	<p>Tuesday, February 6: Intersections/Race & Gender in Juvenile Justice</p> <ol style="list-style-type: none"> 1. Taylor-Thompson, Kim. 2006. "<u>Girl Talk—Examining Racial and Gender Lines in Juvenile Justice.</u>" 2. Sexton, Joe. 2015. "<u>The Prominence and Plight of Girls in the Juvenile Justice System.</u>" <p>Thursday, February 8: Constructions of Childhood & Crime</p> <ol style="list-style-type: none"> 1. Colgan. 2013. "<u>Constitutional Line Drawing at the Intersection of Childhood and Crime.</u>" 2. NYT Editorial Board. 2015. "<u>A Step Forward for Juvenile Offenders.</u>" 3. Walters, Joanna. 2017. "<u>NY Raises Age of Responsibility in 'Lightning Rod' Reform.</u>"

<p>Week Four (2/13 & 2/15) CRIMINALIZING GENDER & SEXUALITY</p>	<p><u>Tuesday, February 13: Girls' Sexuality</u></p> <ol style="list-style-type: none"> 1. Pasko, Lisa. 2012. "<u>Damaged Daughters: The History of Girls' Sexuality and the Juvenile Justice System.</u>" 2. Zhou, Li. 2015. "<u>The Sexism of School Dress Codes.</u>" <p><u>Thursday, February 15: LGBTQIA Youth</u></p> <ol style="list-style-type: none"> 1. Hunt, Jerome & Aisha Moodie-Mills. 2012. "<u>The Unfair Criminalization of Gay and Transgender Youth: An Overview of the Experiences of LGBT Youth in the Juvenile Justice System.</u>" 2. Villarreal, Yezmin. 2015. "<u>Will Marriage Equality Cause a Spike in Homeless LGBT Youth?</u>" 3. "<u>It's Not Your Imagination: LGBTQ Youth Are Disproportionately Punished in School.</u>"
<p>Week Five (2/20 & 2/22) RACE</p>	<p><u>Tuesday, February 20: Race and (In)Justice: Disproportionate Contact</u></p> <ol style="list-style-type: none"> 1. The 1988 Annual Report: A Delicate Balance (The Coalition for Juvenile Justice) 2. <u>Policy Brief: Disproportionate Minority Contact in the Juvenile Justice System.</u> 3. TBD <p><u>Thursday, February 22: Race and (In)Justice</u></p> <ol style="list-style-type: none"> 1. Baldwin, James. 1962. "<u>A Letter to My Nephew.</u>" 2. Drum, Kevin. 2013. "<u>Race, Lead, and Juvenile Crime.</u>" 3. Peck, Leiber, and Brubaker. 2013. "<u>Gender, Race, and Juvenile Court Outcomes: An Examination of Status Offenders.</u>"
<p>Week Six (2/27-3/1) FOSTER CARE</p>	<p><u>Tuesday, February 27: Foster Care</u></p> <ol style="list-style-type: none"> 1. Goldberg, Michelle. 2015. "<u>Has Child Protective Services Gone Too Far?</u>" 2. De Sá, Palomino, and Dizikes. 2017. "<u>Fostering Failure: Dubious Arrests, Damaged Lives.</u>" 3. Office of the Inspector General, Department of Health and Human Services. 2017. "<u>Office of Inspector General report ("Some Massachusetts Group Homes For Children in Foster Care Did Not Always Comply With State Health and Safety Requirements," 12/18/17)</u> <p><u>Thursday, March 1: NO CLASS.</u> In lieu of class today, you must meet with your course instructor individually at some point between Monday 3/1 and Friday 3/11, to discuss and finalize topics for final course project.</p>

<p>Week Seven (3/6 & 3/8) EDUCATION</p>	<p><u>Tuesday, March 6: Midterm Book Review Due At Start of Class</u></p> <p><u>Tuesday, March 6:</u></p> <ol style="list-style-type: none"> 1. Anderson, Melinda. 2015. "<u>Investigating Why So Many Black Preschoolers Get Suspended and Expelled.</u>" 2. Smith, Mychal Denzel. 2014. "<u>The School-to-Prison Pipeline Starts in Preschool.</u>" 3. Song, Jasmine. 2015. "<u>Who Is Getting Suspended and Where? New Data Pinpoints Disparities in School Discipline.</u>" 4. Brookings Institute. 2017. "<u>Race and School Suspensions.</u>" 5. Powell, Tunette. 2014. "<u>My Son Has Been Suspended Five Times. He's Three.</u>" 6. Patton, Stacy. 2015. "<u>What Happened in South Carolina is a Daily Risk for Black Children.</u>" <p><u>Thursday, March 8:</u></p> <ol style="list-style-type: none"> 1. Kaba, Mariame & Erica R. Meiners. 2014. "<u>Arresting the Carceral State.</u>" <i>Jacobin.</i> 2. Rodriguez, Jessica. "<u>Estudiantes.</u>" <i>Black Girl Dangerous.</i> 3. Vitale, Alex S. 2015. "<u>A Short History of Cops Terrorizing Students.</u>" <i>The Atlantic.</i> 4. Bates, Karen Grigsby. 2015. "<u>Study: Black Girls Are Being Pushed Out of School.</u>" <i>National Public Radio.</i> 5. Weiser, Benjamin. 2015. "<u>Most New York City Elementary Schools Are Violating Disabilities Act.</u>" <i>New York Times.</i> 6. Miller, Michael E. 2015. "<u>Another 'Clock kid'? Family outraged as 12-year-old Sikh boy arrested over alleged bomb threat at Texas School.</u>" <i>Washington Post.</i>
<p>Week Eight 3/10-3/18 SPRING BREAK</p>	<p>Have a happy, safe, and restorative break!</p>
<p>Week Nine (3/20-3/22) IMMIGRANT YOUTH & COMPARATIVE JUVENILE</p>	<p><u>Tuesday, March 20: IMMIGRANT YOUTH</u></p> <ol style="list-style-type: none"> 1. Phippen, J. Weston. 2015. "<u>Unaccompanied Minors.</u>" <i>The Atlantic.</i> 2. "<u>Asian Americans & Pacific Islanders Behind Bars: Exposing the School-to-Prison and Deportation Pipeline.</u>" 2015. 3. Chamseddine, Roqayah. 2017. "<u>Where Was President Obama's Decency When He Was Deporting DREAMers?</u>"

JUSTICE	<ol style="list-style-type: none"> 4. Bacon, David. 2015. "<u>Undocumented Youth Are Here Through No Fault of Their Own. But it's not their parents' 'fault' either.</u>" <i>In These Times</i>. 5. Del Valle, Gaby. 2017. "<u>Obama, DACA, and the Myth of the "Good" Immigrant.</u>" <p><u>Thursday, March 22: Comparative Analysis</u></p> <p>In lieu of course-wide readings today, you will be asked to come to class with information about juvenile/youth justice in another national context. More information will be provided in anticipation of today's class.</p>
Week Ten (3/27-3/29) ABOLITION v. REFORM	<p><u>Tuesday, March 27:</u></p> <p>Davis, Angela. Chapters 1 & 2 ("Prison Reform or Prison Abolition?" and "Slavery, Civil Rights, and Abolitionist Perspectives Toward Prisons.") <i>Are Prisons Obsolete?</i> (2003)</p> <p><u>Thursday, March 29:</u></p> <p>Davis, Angela. Chapters 3 & 4 ("Imprisonment & Reform" and "How Gender Structures the Prison System.") <i>Are Prisons Obsolete?</i> (2003)</p>
Week Eleven (4/3 & 4/5) THE PIC & ITS ABUSES	<p><u>Tuesday, April 3: The Prison Industrial Complex</u></p> <p>Davis, Angela. Chapters 5 & 6 ("The Prison Industrial Complex" and "Abolitionist Alternatives.") <i>Are Prisons Obsolete?</i> (2003)</p> <p><u>Thursday, April 5: Abuses</u></p> <ol style="list-style-type: none"> 1. Sedlak, A., McPherson, K, and Basena, C. (2013). "<u>Nature and Risk of Victimization: Findings from the Survey of Youth in Residential Placement.</u>" Office of Juvenile Justice & Delinquency Prevention Bulletin. 2. ACLU. 2013. "<u>Alone and Afraid: Children Held in Solitary Confinement and Isolation in Juvenile Detention and Correctional Facilities.</u>" 3. Kaiser and Stannow. "<u>The Shame of Our Prisons: New Evidence.</u>" <i>NY Review of Books</i>. 4. Sapien, Joaquin. 2013. <u>Sexual Abuse on the Rise at U.S. Juvenile Detention Facilities.</u> 5. Kirby, Jen. 2018. "<u>Sexual Abuse in USA Gymnastics By Larry Nassar, Explained.</u>"
Week Twelve (4/10-4/12) YOUTH AGENCY &	<p><u>Tuesday, April 10: "It Is Our Duty to Win": Youth Agency & Resistance</u></p> <p>Readings TBA</p>

RESISTANCE	<u>Thursday, April 12:</u> "It Is Our Duty to Win": Youth Agency & Resistance Readings TBA
Week Thirteen (4/17-4/19) PRESENTATIONS	<u>Tuesday, April 17:</u> MONDAY SCHEDULE – NO CLASS <u>Thursday, April 19:</u> Presentations
Week Fourteen (4/24-4/26) PRESENTATIONS	<u>Thursday, April 24:</u> Presentations <u>Thursday, April 26:</u> Presentations
Week Fifteen WRAP-UP (5/1)	<u>Tuesday, May 1:</u> Presentations LAST DAY OF CLASS DISCUSSION: Looking Forward: Where Do We Go From Here? Course Reflections and Evaluations. Final Projects Due.