

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

**Instructor:** Adina Giannelli, JD

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**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 -

[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.**

## [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 <u>three</u> (3) by Monday, November 17 <sup>th</sup> and <u>one</u> (1) <b>final course reflection</b> , by Saturday, December 13.
Midterm/Book Review	10%	Monday, October 6 <sup>th</sup> , 2014 (in class)
Final Project	30% (20% project; 10% presentation)	PRESENTATIONS: 11/17-12/1
		PROJECT: December 3, 2014
Final Exam	20%	Saturday, December 13 <sup>h</sup> , 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 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](mailto:giannelli@anthro.umass.edu). Generally: To request academic accommodations due to a disability, contact **Disability Services**, 161 Whitmore at [ds@educ.umass.edu](mailto: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](mailto:lrc@acad.umass.edu) or 413-545-5334.

<b>COURSE READINGS &amp; ASSIGNMENTS</b>	
<u>Note</u> : readings are due on the date listed. In other words, the reading for Monday, September 8 <sup>th</sup> is due on that date.	
<b>Week One</b> (9/3) <b>INTROS</b>	<b>Wednesday, September 3<sup>rd</sup>: INTRODUCTION TO COURSE</b> Syllabus, Expectations, Introductions
<b>Week Two</b> (9/8 & 9/10) <b>OVERVIEW</b>	<p><b>Monday, September 8<sup>th</sup>: What We're Doing Here</b></p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> <li>1. Charlie LeDuff's "What Killed Aiyana Stanley-Jones?", available at: <a href="http://www.motherjones.com/politics/2010/11/aiyana-stanley-jones-detroit">http://www.motherjones.com/politics/2010/11/aiyana-stanley-jones-detroit</a></li> <li>2. "Girl in the Shadows: Dasani's Homeless Life," available at: <a href="http://www.nytimes.com/projects/2013/invisible-child/#/?chapt=1">http://www.nytimes.com/projects/2013/invisible-child/#/?chapt=1</a></li> </ol> <p><b>Wednesday, September 10<sup>th</sup>: Intersections/Race and Gender in Juvenile Justice</b></p> <p><i>Reading:</i> Taylor-Thompson, Kim. "Girl Talk—Examining Racial and Gender Lines in Juvenile Justice," available at: <a href="http://scholars.law.unlv.edu/cgi/viewcontent.cgi?article=1396&amp;context=nlj">http://scholars.law.unlv.edu/cgi/viewcontent.cgi?article=1396&amp;context=nlj</a></p>

<p><b>Week Three</b> (9/15 &amp; 9/17) <b>HISTORIES</b></p>	<p><b><u>Monday, September 15th &amp; Wednesday, September 17<sup>th</sup>:</u></b></p> <p><i>Reading:</i> “History and Development of the Juvenile Court and Justice Processes,” available at: <a href="http://www.sagepub.com/upm-data/19434_Section_I.pdf">http://www.sagepub.com/upm-data/19434_Section_I.pdf</a></p>
<p><b>Week Four</b> (9/22-9/24) <b>GENDER TROUBLE</b></p>	<p><b><u>Monday, September 22<sup>nd</sup>: Gender-Responsive Programming: What Is It? (Why) Does It Matter?</u></b></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: <a href="http://scholarship.law.wm.edu/cgi/viewcontent.cgi?article=1182&amp;context=wjowl">http://scholarship.law.wm.edu/cgi/viewcontent.cgi?article=1182&amp;context=wjowl</a></p> <p>(2) Cooney et al. (2008). “Girls in the Juvenile Justice System: Toward Effective Gender-Responsive Programming.” Available at: <a href="http://www.uwex.edu/ces/flp/families/whatworks_07.pdf">http://www.uwex.edu/ces/flp/families/whatworks_07.pdf</a></p> <p><b><u>Wednesday, September 24<sup>th</sup>: Trans* Issues in Juvenile Justice</u></b></p> <p><i>Readings:</i> (1) “The Rights of Transgender Prisoners.” Available at: <a href="http://www.nclrights.org/site/DocServer/RightsofTransgenderPrisoners.pdf">http://www.nclrights.org/site/DocServer/RightsofTransgenderPrisoners.pdf</a></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: <a href="http://www.americanprogress.org/issues/lgbt/report/2012/06/29/11730/the-unfair-criminalization-of-gay-and-transgender-youth/">http://www.americanprogress.org/issues/lgbt/report/2012/06/29/11730/the-unfair-criminalization-of-gay-and-transgender-youth/</a></p>
<p><b>Week Five</b> (9/29 &amp; 10/1) <b>RACE</b></p>	<p><b><u>Monday, September 29<sup>th</sup>: Race and (In)Justice</u></b></p> <p><i>Readings:</i> (1) James Baldwin, “A Letter to My Nephew”. Available at: <a href="http://progressive.org/archive/1962/december/letter">http://progressive.org/archive/1962/december/letter</a></p> <p>(2) Kevin Drum, “Race, Lead, and Juvenile Crime.” <a href="http://www.motherjones.com/kevin-drum/2013/08/lead-crime-racism-black-white-juvenile">http://www.motherjones.com/kevin-drum/2013/08/lead-crime-racism-black-white-juvenile</a></p>

	<p>(3) 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.  <a href="http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1322&amp;context=ajacourtreviewW">http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1322&amp;context=ajacourtreviewW</a></p> <p><b><u>Wednesday, October 1<sup>st</sup>: Racial Disparities in the System</u></b></p> <p><i>Readings:</i> (1) Peck, Leiber, and Brubaker. 2013. "Gender, Race, and Juvenile Court Outcomes: An Examination of Status Offenders," available at:  <a href="http://yvj.sagepub.com/content/12/3/250.full.pdf+html">http://yvj.sagepub.com/content/12/3/250.full.pdf+html</a></p>
<p><b>Week Six (10/6-10/8) INVISIBILITIES</b></p>	<p><b><u>Monday, October 6<sup>th</sup>: MIDTERM BOOK REVIEW DUE</u></b></p> <p><b><u>Monday, October 6<sup>th</sup>: Invisibilities: Juvenile Justice and LGBTQ Youth</u></b></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 &amp; L.</i> (2010). Available at:  <a href="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</a></p> <p><b><u>Wednesday, October 8<sup>th</sup>: “Damaged Daughters”? Girls’ Sexuality in the System</u></b></p> <p>Pasko (2012). "Damaged Daughters: The History of Girls’ Sexuality and the Juvenile Justice System." Available at:  <a href="http://www.law.northwestern.edu/journals/jclc/backissues/v100/n3/1003_1099.pasko.pdf">http://www.law.northwestern.edu/journals/jclc/backissues/v100/n3/1003_1099.pasko.pdf</a>.</p>
<p><b>Week Seven (10/13-10/15) EDUCATION</b></p>	<p><b><u>Monday, October 13<sup>th</sup>: HOLIDAY—NO CLASS</u></b></p> <p><b><u>Tuesday, October 14<sup>th</sup>: Police and U.S. Schools</u></b></p> <p><i>Readings:</i> (1) "Estudiantes," by Jessica Rodriguez. Available at:  <a href="http://www.blackgirldangerous.org/2013/09/estudiantes/">http://www.blackgirldangerous.org/2013/09/estudiantes/</a></p> <p>(2) "Out of School and Off Track: The Overuse of Suspensions in American Middle and High Schools," available at:  <a href="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">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</a></p>

	<p>(3) “New York City’s School-to-Prison Pipeline.” Available at: <a href="http://www.nytimes.com/2013/05/30/opinion/new-york-citys-school-to-prison-pipeline.html? r=0">http://www.nytimes.com/2013/05/30/opinion/new-york-citys-school-to-prison-pipeline.html? r=0</a></p> <p><b>Wednesday, October 15<sup>th</sup>: Education in the System</b></p> <p><i>Readings:</i> (1) Leone &amp; 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: <a href="http://cjjr.georgetown.edu/pdfs/ed/edpaper.pdf">http://cjjr.georgetown.edu/pdfs/ed/edpaper.pdf</a></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. <a href="https://www.aclu.org/sites/default/files/images/asset_upload_file164_38663.pdf">https://www.aclu.org/sites/default/files/images/asset_upload_file164_38663.pdf</a></p>
<p><b>Week Eight</b> (10/20 &amp; 10/22) <b>LEGISLATION AND THE LAW</b></p>	<p><b>Monday, October 20<sup>th</sup>: Juvenile Crime and the Law</b></p> <p><i>Readings:</i> (1) “Adolescence, Brain Development, and Legal Culpability,” available at: <a href="http://www.americanbar.org/content/dam/aba/publishing/criminal_justice_section_newsletter/crimjust_juvjus_Adolescence.authcheckdam.pdf">http://www.americanbar.org/content/dam/aba/publishing/criminal_justice_section_newsletter/crimjust_juvjus_Adolescence.authcheckdam.pdf</a></p> <p>(2) “Locking Up Kids is Not the Answer,” available at: <a href="http://www.cclp.org/documents/JJDPA/Soler%20&amp;%20Schwartz%20-%20Contra%20Costa%20Times%20-%20JJDPA%20-%2005-8-10.pdf">http://www.cclp.org/documents/JJDPA/Soler%20&amp;%20Schwartz%20-%20Contra%20Costa%20Times%20-%20JJDPA%20-%2005-8-10.pdf</a></p> <p>(3) Juvenile Justice Delinquency and Prevention Act, specific excerpts TBA, available at: <a href="http://www.ojjdp.gov/about/jjdp2002titlev.pdf">http://www.ojjdp.gov/about/jjdp2002titlev.pdf</a></p> <p><b>Wednesday, October 22<sup>nd</sup>: 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.</b></p>
<p><b>Week Nine</b> (10/27-10/29) <b>CONDITIONS</b></p>	<p><b>Monday, October 27<sup>th</sup>: Confinement &amp; Abuses</b></p> <p><i>Readings:</i> (1) Sedlak, A., &amp; McPherson, K. (2010). Conditions of confinement: Findings from the Survey of Youth In Residential Placement. Juvenile Justice Bulletin. Available at: <a href="https://www.ncjrs.gov/pdffiles1/ojjdp/227729.pdf">https://www.ncjrs.gov/pdffiles1/ojjdp/227729.pdf</a></p> <p>(2) “Alone and Afraid: Children Held in Solitary Confinement an Isolation in</p>

	<p>Juvenile Detention and Correctional Facilities.”</p> <p>(3) Kaiser and Stannow. “The Crisis of Juvenile Prison Rape,” available at: <a href="http://www.nybooks.com/blogs/nyrblog/2010/jan/07/the-crisis-of-juvenile-prison-rape-a-new-report/">http://www.nybooks.com/blogs/nyrblog/2010/jan/07/the-crisis-of-juvenile-prison-rape-a-new-report/</a></p> <p>(4) Sexual Abuse on the Rise at U.S. Juvenile Detention Facilities <a href="http://www.salon.com/2013/07/04/sexual_abuse_on_the_rise_at_us_juvenile_detention_facilities_partner/">http://www.salon.com/2013/07/04/sexual_abuse_on_the_rise_at_us_juvenile_detention_facilities_partner/</a></p> <p><b><u>Wednesday, October 29<sup>th</sup>: Comparative Analysis</u></b></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 country. More information will be provided in anticipation of today’s class.</p>
<p><b>Week Ten (11/3 &amp; 11/5) STRUCTURES and RESISTANCE</b></p>	<p><b><u>Monday, November 3<sup>rd</sup>: The Prison Industrial Complex</u></b></p> <p><i>Readings:</i> (1) “Masked Racism: Reflections on the Prison Industrial Complex,” available at: <a href="http://colorlines.com/archives/1998/09/masked_racism_reflections_on_the_prison_industrial_complex.html">http://colorlines.com/archives/1998/09/masked_racism_reflections_on_the_prison_industrial_complex.html</a></p> <p>(2) “Report Charts Dangerous Rise of Youth Prison Industrial Complex,” available at: <a href="http://www.salon.com/2013/10/22/report_charts_dangerous_rise_of_youth_prison_industrial_complex/">http://www.salon.com/2013/10/22/report_charts_dangerous_rise_of_youth_prison_industrial_complex/</a></p> <p>(3) <i>Readings:</i> “Prisoners of Profit,” available at: <a href="http://projects.huffingtonpost.com/prisoners-of-profit-2">http://projects.huffingtonpost.com/prisoners-of-profit-2</a></p> <p><b><u>Wednesday, November 5<sup>th</sup>: Prison Abolition v. Prison Reform</u></b></p> <p><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): <a href="http://www.feministes-radicales.org/wp-content/uploads/2010/11/Angela-Davis-Are-Prisons-Obsolete.pdf">http://www.feministes-radicales.org/wp-content/uploads/2010/11/Angela-Davis-Are-Prisons-Obsolete.pdf</a></p> <p>(2) “Making Detention Reform Work For Girls,” available at: <a href="http://www.aecf.org/~media/Pubs/Initiatives/Juvenile%20Detention%20Alternatives%20Initiative/MakingDetentionReformWorkforGirls/MakingDetentionReformWorkforGirls.pdf">http://www.aecf.org/~media/Pubs/Initiatives/Juvenile%20Detention%20Alternatives%20Initiative/MakingDetentionReformWorkforGirls/MakingDetentionReformWorkforGirls.pdf</a></p>

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