

## WGSS 297: Girls in the System: Gender & Juvenile Justice

University of Massachusetts-Amherst, Spring 2016

TTh 11:30AM-12:45PM

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 gender and sexuality studies and sociological literature, social critiques, policy papers, case law, documentary film, personal narratives, and 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 is juvenile justice? What role do systems, processes, and institutions such as immigration enforcement, foster care, and education play in juvenile justice? 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 who are subject to 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
Course Discussion Forums	20%	Ongoing/assigned per class session; you complete <u>ten</u> (10) over course of semester.
Midterm/Book Review	10%	Tuesday, March 1, 2016 (in class)
Final Project	30% (20% project; 10% presentation)	PRESENTATIONS: 4/14-4/26 PROJECT: April 26, 2016
Final Exam	20%	Thursday, May 5, 2016 (Electronically—last day of finals)

**Regarding the Midterm:** Your midterm will take the form of a book review. Students will read and review either The Lost Children of Wilder (Nina Bernstein), Women Without Class: Girls, Race, and Identity (Julie Bettie), Random Family (Adrian Nicole LeBlanc), Youth Held at the Border: Immigration, Education, and the Politics of Inclusion (Lisa Leigh Patel), or Punished: Policing the Lives of Black and Latino Boys (Victor Rios). \*\* 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>	
<p>Note: readings are due on the date listed. In other words, the readings for Thursday, January 21 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><b>Week One</b> (1/19 &amp; 1/21) <b>INTRODUCTION</b></p>	<p><b>Tuesday, January 19: INTRODUCTION TO COURSE</b> Syllabus, Expectations, Introductions</p> <p><b>Thursday, January 21: What We're Doing Here</b></p> <ol style="list-style-type: none"> <li>1. Carcamo, Cindy. 2015. "Judge Blasts ICE; says immigrant children, parents held in detention centers should be released."</li> <li>2. Ingraham, Christopher. 2016. "The States Where Teachers Still Beat Kids."</li> <li>3. Wang, Yanan. 2015. "In Flint, Michigan, there's so much lead in children's blood that a state of emergency has been declared."</li> <li>4. McCarthy, Ciara. 2016. "Pennsylvania Fatally Shoot 12-Year-Old Girl At Her Home."</li> </ol>
<p><b>Week Two</b> (1/26 &amp; 1/28) <b>CONTEXTS</b></p>	<p><b>Tuesday, January 26: What We Talk About When We Talk About Juvenile Justice</b></p> <ol style="list-style-type: none"> <li>1. Elliott, Andrea. 2013. "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> <li>2. Johnson, Corey G. &amp; Ken Armstrong. 2016. "This Boys' Life."</li> </ol> <p><b>Thursday, January 28:</b></p> <ol style="list-style-type: none"> <li>1. Goldberg, Michelle. 2015. "Has Child Protective Services Gone Too Far?"</li> <li>2. Sexton, Joe. 2015. "The Problem and Plight of Girls in the Juvenile Justice System."</li> </ol>
<p><b>Week Three (2/2 &amp; 2/4)</b> <b>INTERSECTIONS</b></p>	<p><b>Tuesday, February 2: Intersections/Race &amp; Gender in Juvenile Justice</b></p> <ol style="list-style-type: none"> <li>1. Taylor-Thompson, Kim. 2006. "Girl Talk—Examining Racial and Gender Lines in Juvenile Justice."</li> <li>2. Sexton, Joe. 2015. "The Prominence and Plight of Girls in the Juvenile Justice System."</li> </ol> <p><b>Thursday, February 4: Constructions of Childhood &amp; Crime</b></p> <ol style="list-style-type: none"> <li>1. Colgan. 2013. "Constitutional Line Drawing at the Intersection of Childhood and Crime."</li> <li>2. NYT Editorial Board. 2015. "A Step Forward for Juvenile Offenders."</li> <li>3. <i>In Re Gault</i></li> </ol>
<p><b>Week Four</b> (2/9 &amp; 2/11)</p>	<p><b>Tuesday, February 9: Girls' Sexuality</b></p>

<p><b>CRIMINALIZING GENDER &amp; SEXUALITY</b></p>	<p>Pasko, Lisa. 2012. "Damaged Daughters: The History of Girls' Sexuality and the Juvenile Justice System."</p> <p><i>Optional:</i> Lawrence, R. 2000. "History and Development of the Juvenile Court and Justice Processes."</p> <p><b>Thursday, February 11: LGBTQIA Youth</b></p> <ol style="list-style-type: none"> <li>Hunt, Jerome &amp; Aisha Moodie-Mills. 2012. "The Unfair Criminalization of Gay and Transgender Youth: An Overview of the Experiences of LGBT Youth in the Juvenile Justice System."</li> <li>Villarreal, Yezmin. 2015. "Will Marriage Equality Cause a Spike in Homeless LGBT Youth?"</li> <li>Irvine, Angela 2010. "'We've Had Three of Them': Addressing the Invisibility of Lesbian, Gay, Bisexual, and Gender Nonconforming Youths in the Juvenile Justice System."</li> </ol>
<p><b>Week Five (2/16 &amp; 2/18)</b> <b>RACE</b></p>	<p><b>Tuesday, February 16: MONDAY SCHEDULE</b></p> <p><b>Thursday, February 18: Race and (In)Justice</b></p> <ol style="list-style-type: none"> <li>Baldwin, James. 1962. "A Letter to My Nephew."</li> <li>Drum, Kevin. 2013. "Race, Lead, and Juvenile Crime."</li> <li>Peck, Leiber, and Brubaker. 2013. "Gender, Race, and Juvenile Court Outcomes: An Examination of Status Offenders."</li> </ol>
<p><b>Week Six (2/23-2/25)</b> <b>ACTION &amp; RESISTANCE</b></p>	<p><b>Tuesday, February 23: Guest Speaker</b></p> <p><b>Erica Gammill, Director, Prison Justice League</b></p> <p>Readings: Excerpts from  <i>Roper v. Simmons</i> (2005)  <i>Graham v. Florida</i> (2010)  <i>Miller v. Alabama</i> (2012)  <i>Montgomery v. Louisiana</i> (2016)</p> <p><b>Tuesday, February 25: NO CLASS.</b> 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><b>Week Eight (3/1 &amp; 3/3)</b></p>	<p><b>Tuesday, March 1: Midterm Book Review Due At Start of Class</b></p>

<p><b>EDUCATION</b></p>	<p><b><u>Tuesday, March 1:</u></b></p> <ol style="list-style-type: none"> <li>1. Anderson, Melinda. 2015. "Investigating Why So Many Black Preschoolers Get Suspended and Expelled."</li> <li>2. Smith, Mychal Denzel. 2014. "The School-to-Prison Pipeline Starts in Preschool."</li> <li>3. Song, Jasmine. 2015. "Who Is Getting Suspended and Where? New Data Pinpoints Disparities in School Discipline."</li> <li>4. Kiema, Kinjo. 2015. "US Students Lose 18 Million Days of School Due to Suspensions."</li> <li>5. Powell, Tunette. 2014. "My Son Has Been Suspended Five Times. He's Three."</li> <li>6. Patton, Stacy. 2015. "What Happened in South Carolina is Daily Risk for Black Children."</li> </ol> <p><b><u>Thursday, March 3:</u></b></p> <ol style="list-style-type: none"> <li>1. Kaba, Mariame &amp; Erica R. Meiners. 2014. "Arresting the Carceral State." <i>Jacobin</i>.</li> <li>2. Rodriguez, Jessica. "Estudiantes." <i>Black Girl Dangerous</i>. Available at: <a href="http://www.blackgirldangerous.org/2013/09/estudiantes/">http://www.blackgirldangerous.org/2013/09/estudiantes/</a></li> <li>3. Vitale, Alex S. 2015. "A Short History of Cops Terrorizing Students." <i>The Atlantic</i>.</li> <li>4. Harlan, Chico. 2015. "In this part of the United States, principals still legally hit students." <i>Washington Post</i>.</li> <li>5. Bates, Karen Grigsby. 2015. "Study: Black Girls Are Being Pushed Out of School." <i>National Public Radio</i>.</li> <li>6. Weiser, Benjamin. 2015. "Most New York City Elementary Schools Are Violating Disabilities Act." <i>New York Times</i>.</li> <li>7. Miller, Michael E. 2015. "Another 'Clock kid'? Family outraged as 12-year-old Sikh boy arrested over alleged bomb threat at Texas School." <i>Washington Post</i>.</li> </ol>
<p><b>Week Nine (3/8-3/10) IMMIGRANT YOUTH &amp; COMPARATIVE JUVENILE JUSTICE</b></p>	<p><b><u>Tuesday, March 8: IMMIGRANT YOUTH</u></b></p> <ol style="list-style-type: none"> <li>1. Phippen, J. Weston. 2015. "Unaccompanied Minors." <i>The Atlantic</i>.</li> <li>2. "Asian Americans &amp; Pacific Islanders Behind Bars: Exposing the School-to-Prison and Deportation Pipeline." 2015.</li> <li>3. United We Dream. 2015. "Obama Continues to Depart DREAMers."</li> <li>4. Bacon, David. 2015. "Undocumented Youth Are Here Through No Fault of Their Own. But it's not their parents' 'fault' either." <i>In These Times</i>.</li> </ol> <p><b><u>Thursday, March 10: 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 (3/15 &amp; 3/17) SPRING</b></p>	<p><b>HAVE A RESTFUL, HAPPY, SAFE BREAK!</b></p>

<b>BREAK</b>	
<b>Week Eleven (3/22-3/24) ABOLITION v. REFORM</b>	<p><b><u>Tuesday, March 22:</u></b></p> <p>Davis, Angela. Chapters 1 &amp; 2 (“Prison Reform or Prison Abolition?” and “Slavery, Civil Rights, and Abolitionist Perspectives Toward Prisons.”) <i>Are Prisons Obsolete?</i> (2003)</p> <p><b><u>Thursday, March 24:</u></b></p> <p>Davis, Angela. Chapters 3 &amp; 4 (“Imprisonment &amp; Reform” and “How Gender Structures the Prison System.”) <i>Are Prisons Obsolete?</i> (2003)</p>
<b>Week Twelve (4/5-4/7) AGENCY &amp; RESISTANCE</b>	<p><b><u>Tuesday, April 5:</u></b></p> <p>Davis, Angela. Chapters 5 &amp; 6 (“The Prison Industrial Complex” and “Abolitionist Alternatives.”) <i>Are Prisons Obsolete?</i> (2003)</p> <p><b><u>Thursday, April 7:</u></b> Readings TBA</p>
<b>Week Thirteen (4/12-4/14) PRESENTATIONS</b>	<p><b><u>Tuesday, April 12:</u></b> Presentations</p> <p><b><u>Thursday, April 14:</u></b> Presentations</p>
<b>Week Fourteen (4/19-4/21) PRESENTATIONS</b>	<p><b><u>Thursday, April 19:</u></b> Presentations</p> <p><b><u>Thursday, April 21:</u></b> Presentations</p>
<b>Week Fifteen WRAP-UP</b>	<p><b><u>Tuesday, April 26:</u></b> 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 Projects Due.</b></p>