

YOUTH INCARCERATION



Course number: CRIM-395-14005

Semester: Fall 2016

Class time: Mondays and Wednesdays, 2:00 - 3:20PM

Class location: Building 41, room 319

Instructor: Orisanmi Burton

Office location: Building 41, 17

Phone:

Email: Orisanmi.Burton@udc.edu

Office hours: Tuesdays, 2:00-4:30; Thursdays, 2:00-4:30; and by appointment.

COURSE DESCRIPTION

In this course we will explore the various institutional bureaucracies that constitute the juvenile justice system and critically examine how they function in U.S. society. In doing so, we will engage with the following questions: How and why did the juvenile justice come into being? What are the key problems facing the juvenile justice system and what are the possible alternatives? What does our society's treatment of young people who have committed harmful or heinous acts say about our values? How does race, class and gender influence who gets labelled a child and who is worthy of a second chance?

STUDENT LEARNING OUTCOMES

1. Analyze the complex organizational structure of the criminal justice system.
2. Demonstrate discipline related writing, analytical, communication, and technological proficiency.
3. Analyze the public safety approach to criminal justice.
4. Analyze diversity issues based on race, culture, gender, sexual orientation, citizenship status and disability in society.

REQUIRED READINGS

The required readings for the semester will be distributed to students in class.

CLASSROOM ENVIRONMENT AND GROUP AGREEMENT

At the risk of sounding cliché, my hope is that our time together feels more like a community of learning than a traditional class. Given that we will be discussing controversial issues, and that all of us will be taking risks by offering our own perspectives or experiences, I propose the following group agreements:

1. **One Mic:** One person speaking at a time
2. **Respect and value diversity of opinion**
3. **Language or behavior that is sexist, racist, homophobic, or xenophobic, will not be tolerated.** I reserve the right to ask anyone who violates this to leave the class.
4. **Step up/Step back:** Some people feel more comfortable speaking in class than others. I don't want to put anyone on the spot, but I ask that we all challenge ourselves to "step up" if we incline towards staying quiet, and to "step back" if we find ourselves talking a lot. Let's recognize that being an active participant in the discussion includes listening, discussing and coming prepared with all reading and assignments completed.

COURSE POLICIES

Notification of Disability

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Disability Resource Center at 202-274-6417 or 202-274-5579 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations. Students should then give a copy of said letter to me for my files.

Equal Opportunity and Affirmative Action

The University of the District of Columbia actively subscribes to a policy of equal opportunity in education.

Sexual and Racial Harassment

It is the policy of UDC that sexual harassment and racial harassment of students, staff and applicants for admission to the University are prohibited.

Academic Honesty

Students enrolling at the UDC assume the obligation to maintain standards of academic integrity. Violations of said standards include cheating, plagiarism, and the facilitation of such acts. For definitions of these terms, see the UDC Code of Student Conduct in the UDC Student Handbook, which can be found at http://www.udc.edu/docs/handbook_complete.pdf, beginning on page 55.

Class Attendance

Students are expected to attend every class throughout the semester. If you miss more than three classes, regardless of the reason you miss class, your final participation grade will be affected. In addition, it is also very important to me that you be *on time* to class. Repeated latenesses will affect your class participation grade.

Cell Phones

Cell phones must be turned off and stowed away during class. Texting and answering phones during class is distracting to us all, and is unacceptable.

Late Assignments

Late assignments will be downgraded by 10% -- that is, by one letter grade. If you turn in work late, I cannot guarantee that I will grade it and return it to you in a timely manner.

Communications

You can reach me outside of class via phone or email (Orisanmi.Burton@udc.edu). I expect all emails to be written in a formal manner, complete with a salutation (e.g. "Dear Dr. Burton" or "Hi Prof. Burton"); followed by your message, written in complete sentences with proper grammar and capitalization; followed by your signature/name.

Note: this syllabus is subject to change. You will be notified of any changes in advance.

ASSIGNMENTS AND GRADING

Critical Thinking Exercises

These are brief (1-2) page written assignments that will give students the opportunity to demonstrate their critical engagement with course readings, discussions and their own beliefs, experiences, and knowledge. Each critical thinking prompts will be supplied by Professor Burton prior to their due date. . The point is not to prove you have memorized a given set of facts, but rather to show that you are critically thinking about and reflecting on the material and making connections with historical processes and events. Critical Thinking Exercises are submitted online through Blackboard. They are due by 11:59 on or before the due date.

Mid-Term Examination

The mid term examination for this class will feature matching, multiple choice, and short answer sections. More information will be provided as the date approaches.

Class Facilitation

Students will give a brief presentation and facilitate 30 minutes of class discussion on the assigned reading for that day. Presentations should provide evidence that students have critically engaged with the course readings and discussions and they should also include a visual component (powerpoint, poster board, etc.).

Final Position Paper:

In this 5 – 7 page paper students will be asked to take a position on the best strategy for pursuing public safety in the District of Columbia. Students will need to present a clear thesis statement and elaborate that these using evidence and examples derived from the readings, lectures and other supplemental materials. The prompt and rubric for this paper will be supplied in advance to the assignment.

Attendance and Participation

Much of our class time will be dedicated to discussing the readings and films and issues they raise. To achieve the 150 points available for this section, you need to be in class and contribute as both an active participant and listener. Being present requires more than just your physical attendance. I consider your activity in class as an indicator of your participation. That is, being “present” means being physically in class and mentally prepared for and involved in the discussion. I expect you to come having read and thought about the material and ready to actively listen and participate in discussions. **Please do not text, talk on the phone, sleep or read during class time.** Failure to comply with this policy may result in losing points, even if you are physically present in class. We are all adults and I hope that we all will play active roles in the discussions. I allow for 3 absences before I will begin deducting attendance points from your final grade. Of course, documented emergencies warrant exceptions to this policy.

Assignment	Due date	Points
Critical Thinking Exercise #1	8/24, 9/19, 10/19, 11/9	50 x 4 = 200
Article Presentation	TBD	150
Mid-Term Examination	Mon. Oct. 3	250
Final Position Paper	Last possible due date: Fri. Dec. 16	250
Class Participation	Continuous	150

A	B	C	D	F
900 - 1000	800 - 899	700 - 799	600 - 699	0 - 599

MEETING SCHEDULE

COURSE INTRODUCTION

Mon. Aug. 22: Introductions, course overview, general orientation.

Wed. Aug. 24: On Language

Readings

- Ellis, E. "Language Letter."
- PREAP, *Instead of Prisons*. Pg. 10. "The Power of Words."

Critical Thinking Exercise #1 Due
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Mon. Aug. 29: The Prison

Readings

- Sheldon, Randall G. and Brown, William B. "Justifications for Punishment." *Criminal Justice In America: A Critical View*. Pp. 241 – 242.
- Rothman, David J. "Perfecting the Prison." *The Oxford History of the Prison*. Pp. 100 – 116.

LIFE (AND DEATH) INSIDE

Wed. Aug. 31:

Readings

- Bernstein, Nell, *Burning Down the House*. Chapter 1: "Inside Juvenile Prison." Pp. 21 – 37.
- "No Place For Kids." Pp. 2 – 15

Mon. Sep. 5: NO CLASS (Labor Day)

Wed. Sep. 7: Kalief Browder

Readings

- Gonnerman, Jennifer. (2015) "Before the Law." *The New Yorker*.

- Gonnerman, Jennifer. (2016) “Kalief Browder Learned How to Commit Suicide On Rikers.” *The New Yorker*.
- Peruse the Juvenile In Justice Website: <http://www.juvenile-in-justice.com/>

A PRIMER ON PRISON ABOLITION

Mon. Sep. 12: A Primer on Prison Abolition I

Readings

- Davis, Angela Y. *Are Prisons Obsolete?*. Ch. 1 & Ch. 6. Pp. 9 – 21 & Pp. 105 – 115.
- PREAP, *Instead of Prisons*. “Nine Perspectives for Prison Abolitionists.” Pg 11.
- “Manifesto.” *Abolition: A Journal of Insurgent Politics*.

Wed. Sep. 14: Punishment or Youth Development?

Readings

- Boyes-Watson. (2008). The Circle as a Strategy in Youth Development.” *Peacemaking Circles & Urban Youth: Bringing Home Justice*.
- Kohn, Alfie. (2005). “Punitive Damages.” *Unconditional Parenting: Moving from Rewards and Punishments to Love and Reason*.

Mon. Sept 19: A Primer on Prison Abolition II

Readings

- Salah-El, Tiyo Attallah. (2001). “A Call for the Abolition of Prisons.” *The New Abolitionists*. Pp. 67 – 74.
- Critical Resistance (2006). “Gender Violence and the Prison-Industrial Complex.” *The INCITE! ANTHOLOGY*. Pp. 223 – 224.

Critical Thinking Exercise #2 Due
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THE HISTORICAL DEVELOPMENT OF JUVENILE JUSTICE

Wed. Sep. 21: Origins of the Juvenile Justice System I

Readings:

- Platt, Anthony. (1969). “The Rise of the Child-Saving Movement: A Study in Social Policy and Correctional Reform.” *Annals of the American Academy of Political and Social Science*. Vol. 381 Pp. 21 – 38.

Mon. Sep. 23: Origins of the Juvenile Justice System II

Readings:

- Bernstein, Nell, *Burning Down the House*. Chapter 2: “Birth of an Abomination.” Pp. 38 – 51.
- PREAP, “The Myth of Rehabilitation.” *Instead of Prisons*. Pp. 45 – 50.

Wed. Sep. 28: The Juvenile Justice & Delinquency Prevention Act of 1974

Readings:

- Read about the JJDPA of 1974 and the four core requirements:
<http://www.juvjustice.org/federal-policy/juvenile-justice-and-delinquency-prevention-act>
- (Optional) Full Text of the Juvenile Justice and Delinquency Prevention Act:
<http://www.ojjdp.gov/about/jjdpa2002titlev.pdf>

Mon. Oct. 3: Mid Term Exam.

JUVENILE JUSTICE IN THE DISTRICT OF COLUMBIA

Wed. Oct. 5: The Closing of Oak Hill and Cedar Knoll

Readings:

- (1985) “Suits Filed On Behalf of Youths Jailed in DC.” *The Washington Post*.
- (1986) “They Call it Juvenile Justice.” *The Washington Post*.
- Harrison, Keith. (1992) “The Calamity of Cedar Knoll: Decades of Neglect Plague D.C.’s Laurel Facility.” *The Washington Post*.
- Oak Hill Emptied and Its Baggage Left Behind.
- New Beginnings Faces Over Crowding

Mon. Oct. 10: NO CLASS (Columbus Day)

Wed. Oct. 12:

Readings

- Justice Policy Institute. (2010). “A Capitol Concern: The Disproportionate Impact of the Justice System on Low-Income Communities in D.C.” 1 – 18.
- DC Department of Corrections Facilities - <http://doc.dc.gov/page/correctional-facilities>
- DC Department of Youth Rehabilitation Services Facilities
<http://dyrs.dc.gov/service/secure-facilities>

Mon. Oct. 17: The Privatization of the Correctional Treatment Facility

Readings:

- Washington Lawyer’s Committee. (2015) “D.C. Prisoners: Conditions of Confinement in the District of Columbia. Pp. 33 – 44.
- Kilgore, James. (2015). “Private Prisons.” *Understanding Mass Incarceration: A People’s Guide to the Key Civil Rights Issue of Our Time*. Pp. 167 – 181.

Wed. Oct. 19: Youth in Adult Facilities

Readings:

- Capital City Correction: Reforming DC’s Use of Adult Incarceration Against Youth

Critical Thinking Exercise #3 Due
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PUBLIC SAFETY IN THE DISTRICT OF COLUMBIA

Mon. Oct. 24: Comprehensive Youth Justice Amendment Act of 2016

Readings:

- Testimony of D. Okonkwo on the Comprehensive Youth Justice Amendment Act of 2016.”
- McDuffie’s Bill To Combat and Prevent Spike in Crime Passes

Wed. Oct. 26: Public Safety in DC.

Readings

- Hermann, Peter and Williams, Clarence. “It’s crazy out here,’ resident says of violence in one D.C. area. *The Washington Post*.
- Hauslohner, Abigail and Davis, Aaron C. “D.C. mayor clashes with a top city lawmaker on plans to combat crime.” *The Washington Post*.
- Safer Stronger D.C. Fact Sheet
- Safer Stronger D.C. FAQ

RACE, RACISM & STATE VIOLENCE

Mon. Oct. 31: Racism & State Violence I

Readings

- Bonilla-Silva, Eduardo. (2010). “The Strange Enigma of Race in Contemporary America.” *Racism Without Racists*. Pp. 1 – 11.
- McCoy, Terrence. (2016). “Freddie Gray’s life a study on the effects of lead paint on poor blacks.

Wed. Nov. 2: Racism & State Violence II

Readings

- Hill, Marc Lamont. (2016). *Nobody, Chapter 1: “Nobody”* Pp. 1 – 29.

Mon. Nov. 7: Racial Disparities in Juvenile Imprisonment

Readings

- The Sentencing Project. (2014). “Disproportionate Minority Contact in the Juvenile Justice System.” Pp. 1 – 10

CRIMINALIZATION

Wed. Nov. 9: Zero Tolerance

Readings:

- Parenti, Christian. (2000) *Lockdown America: Police & Prisons in the Age of Crisis*. Pp. 69-89.

Critical Thinking Exercise #4 Due
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Mon. Nov. 14: Criminalization of Youth

Readings:

- Rios, Victor M. (2008). “The Racial Politics of Youth Crime.” *Latino Studies*. 6: 1-2 Pp.. 97 - 115

Wed. Nov. 16: School-to-prison pipeline

Readings:

- Criminalizing the Classroom: The Rise of Aggressive Policing and Zero Tolerance Discipline in New York City Public Schools.” *New York Law School Law Review* 56 (2012 2011): 1373.
- “Eleven Students Whose Punishments We Wish Were Made Up.” BuzzFeed. <https://www.buzzfeed.com/aclu/11-students-whose-punishments-we-wish-were-made-up-f2mh>

GENDERED INCARCERATION

Mon. Nov. 21: LGBTQ Incarceration

Readings:

- Juvenile Detention Alternatives Initiative. (2015). “Lesbian, Gay, Bisexual and Transgender Youth in the Juvenile Justice System.” Pp. 6 – 13.
- Ware, Wesley. “Rounding Up The Homosexuals: The Impact of Juvenile Court on Queer and Trans/Gender-Non-Conforming Youth.” *Captive Genders: Trans Embodiment and the Prison Industrial Complex*. Pp. 77 – 84.

Wed. Nov. 23:

Readings:

- Katz, Jackson. (2001). “Boys Are Not Men: Notes on Working With Adolescent Males in Juvenile Detention. *Prison Masculinities*.

Mon. Nov. 28: Black Girls Matter

Readings:

- Crenshaw, Kimberle Williams, et al. “Black Girls Matter: Pushed Out, Overpoliced and Under Protected.”

VIALE ALTERNATIVES TO YOUTH INCARCERATION

Wed. Nov. 30: Organized Resistance

Readings:

- Kilgore, James. (2015). “Ending Mass Incarceration” *Understanding Mass Incarceration: A People’s Guide to the Key Civil Rights Issue of Our Time*. Pp. 199 – 234.

Mon. Dec 5: Restorative Justice

Readings:

- Boyes-Watson, Carolyn. (2010). “The Circle as a Space of Accountability.” *Peacemaking Circles and Urban Youth: Bringing Justice Home*.

Wed. Dec. 7: The Movement for Black Lives Policy Statement

Readings

- Selections from *A Vision for Black Lives: Policy Demands for Black Power, Freedom & Justice*.

Dec 15 Final Paper Due