

UCLA Luskin School of Public Affairs
Department of Social Welfare
Advanced Social Welfare Policy:
Juvenile Justice
SW 290T

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Class Meeting: T, Th 2:00-3:15
Public Affairs Building 1256
Office Hours: By Appointment

Course Description

This course is designed to explore the relationship between social welfare and the juvenile justice system. Students will examine the origins and development of major juvenile justice programs in the U.S. and the policies guiding them. There will be an emphasis on issues related to systems change and policy advocacy as well as the impact of policy on the implementation of social welfare services. The course will examine individual and juvenile justice system needs and the capacity of social welfare programs to meet these needs as well as the impact of social policies, on different populations.

Starting with the broad framework of public policy, the class will use a macro lens to view and understand juvenile justice with the larger contexts of criminal justice policy, law enforcement, youth justice policy and more. It is critical to remember that this is not designed as a practice class; instead this course focuses on current research and policy issues concerning crime, poverty, the legal system and vulnerable populations. The seminar will provide an overview of the past research on the demographics and characteristics of the juvenile justice system, alternative theoretical explanations, a historical overview of the major policies to combat youth violence and youth criminal activity, and a critical appraisal of the effects of social policies related to “juvenile justice.” Attention will be given to the relationship between research knowledge and current policies, and the effects of gender, ethnicity, and class on patterns of system-involved youth. There will be a specific focus on racial disparity and the policy issues surrounding “Disproportionate Minority Contact” and the overrepresentation of youth of color in the juvenile justice system.

This course will be taught in a seminar style, requiring active student participation. Through formal presentations and structured discussion, guest speakers along with media review and analysis, our understanding of the complexities of the juvenile justice system will expand. Finally, there will be a strong emphasis on the need for non-judgmental analysis along with empathy for all children, youth and families encountering the juvenile justice system.

Objectives of Advanced Policy Courses

The purpose of this policy course is to ensure that our future professionals acquire the intellectual and analytical abilities to be leaders and social change agents for their communities and society. Policy courses are designed to ensure students become proficient, effective and

knowledgeable advocates and leaders in all sectors of society and to influence public policy and political arenas.

Social Work Practice Competencies: Successful completion of this course implies that the student has achieved competency in the following practice behaviors.

Competency	Practice Behaviors	Method of Assessment
2.1.5 Advance human rights, advance social and economic justice	<ul style="list-style-type: none"> • Assess and analyze the impact of social policies and demographic changes on the programs and services for vulnerable and diverse populations. • Evaluate the social, political, and economic environments that advance policies affecting human rights. 	Course participation Midterm Final project
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work	<ul style="list-style-type: none"> • Understand the relationship between social policy and social work practice. • Formulate, advocate, and/or evaluate policies related to social and economic justice. 	Course participation Midterm Final project
2.1.9 Respond to contexts that shape	<ul style="list-style-type: none"> • Identify and respond to relevant policy debates, legislation, or other aspects of policy making on the national, state, and local levels that share the service delivery system. • Understand how policies may differentially affect individuals based on race, class, gender, sexual orientation, and/or other differences. 	Course participation Midterm Final project

Course Objectives and Outcomes

The major goal of the course is to understand the development and interacting policies and concerns of social welfare and juvenile justice. Included in this understanding is an exploration of how social policies interface with individuals, families, communities and organizations involved with the juvenile justice system. Readings and course assignments have been devised to develop a better understanding of juvenile justice policy and practice and its interaction within the larger social and political context. Upon completion of this course, it is anticipated that each individual will be able to:

1. Identify and become familiar with major juvenile justice policy in the United States, California, and beyond.
2. Understand the history and current social context of the juvenile justice system, focusing on the impact of political, sociocultural, economic and fiscal factors.

3. Understand the various stages of the justice system including arrest, diversion, probation, trial, incarceration, and reentry/aftercare.
4. Understand the relationship between juvenile delinquency and gang involvement, including the impact of this upon state and national youth policy and criminal justice policy.
5. Identify and articulate the interaction between the values and ethics of social welfare and the goals of juvenile justice policies and programs.
6. Become familiar with current policy and legislative issues being debated in California and beyond surrounding juvenile justice and their relationship to future social welfare policies, particularly youth who are tried and convicted as adults.
7. Develop skills to be function effectively as juvenile justice policy advocates.
8. Understand the relationship and interconnectedness between the juvenile justice system, historical and structural racism, and other large systems, both visible and implicit.
9. Examine the unique needs and policy response for particular populations within the system, including girls, LGBTQ youth, and cross-over youth.

Required Texts

Each reading has been selected to illuminate a specific juvenile justice issue. The required readings are followed by a list of recommended books and web-based resources that are both integral to class and the development of your own policy work. Further readings will be assigned to complement different topics and guest speakers. These additional required readings will be posted to CCLE or a link will be provided.

Taylor, R. W., & Fritsch, E. J. (2011). *Juvenile Justice: Policies, Programs, and Practices* (Fourth Edition). New York: McGraw Hill.

Abrams, L. S., & Anderson-Nathe, B. (2013). *Compassionate Confinement: A Year in the Life of Unit C*. New Jersey: Rutgers University Press.

Course Requirements

1. This class is being taught in an advanced seminar format and students are expected to take responsibility for their learning process and participate actively.
2. Students are expected to attend every class session, prepared by having completed the assigned readings. Students are also expected to actively contribute to class discussions. Out of respect to everyone, students are expected not to surf the web or use laptops for any other purposes than taking notes during lectures. *During guest speakers I will assign one person to take notes. This course requirement is not designed to be punitive – it is instead to facilitate lively discussion and exchange with guest speakers.*

3. Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Make-up assignments will be given ONLY in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require the student bring in medical documentation). Out-of-town vacations, trips and other similar circumstances do not qualify as extreme. Students who have more than three (3) absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a documented extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor. Attendance and class participation will account for 25% of the student grade.
4. Students are expected to turn in any assignments on time, and in the manner discussed in class. Late assignments will receive a ½ grade penalty for each 24 hours after the due date/time, beginning immediately after the scheduled date/time due.

Assignment Structure

- **Midterm:** Students will receive a take home midterm on week 5 consisting of short answer items.
- **Final Paper:** Working alone or in a group of 3-4, students will be tasked with completing a project related to an aspect of juvenile justice either in Los Angeles or mor broadly. Further details and deadlines will be provided by week 3.
- *In addition: Students will have the opportunity to visit juvenile hall to observe a writing class at 6pm on Tuesdays. This is an optional (ungraded) activity we will discuss in class.*

Grading Breakdown

Attendance	5%
Participation	20%
Midterm exam	30%
Final Project	45%

Grading Scale Letter Grades are Assigned as Follows (total points are rounded up)

93-100% = A	80-82% = B-	67-69% = D+
90-92% = A-	77-79% = C+	63-66% = D
87-89% = B+	73-76% = C	60-62% = D-
83-86% = B	70-72% = C-	59% and below = F

Academic Integrity

Academic integrity is a high priority for the UCLA Department of Social Welfare. Instructors are required to report suspected acts of plagiarism to, and for investigation by, the UCLA Office of the Dean of Students [UCLA Student Conduct Code]. Instructors frequently and randomly use “Turnitin” technology to scan papers for non-original content, including purchased papers and inserted text that is without proper citation. Evidence of plagiarism will be turned over the Graduate Division for investigation. For more information on the University plagiarism policy, see www.deanofstudents.ucla.edu/assets/documents/StudentCC.pdf

The grade "I" (Incomplete) is assigned when a student's work is of passing quality but is incomplete for good cause. Incompletes will not be awarded without meeting with the student's individual instructor. If an “I” is assigned but the work is not completed by the end of the next quarter of residence, the "I" grade will automatically be replaced with the grade of "F" or "U" (Unsatisfactory) as appropriate [Standards and Procedures for Graduate Study at UCLA, p. 18].

Laptop and Cell Phone Policy

Please turn “off” devices such as cell phones or keep them in a vibrating position for emergencies only. Students are not allowed to use cell phones, smartphones or any kind of handheld device for texting or e-mailing during class time.

Attendance Policy

Attendance is a requirement for this class. Students must attend 80% of the class sessions to receive a passing grade in this course. Students who miss more than 20% of the sessions without a critical reason will not pass this course.

Policy on Students with Disabilities

If you have a documented disability and wish to discuss academic accommodations, please contact the Office for Students with Disabilities (OSD) at 310-825-1501. We encourage students to meet with the OSD to determine appropriate accommodations for this course as early in the quarter as soon as possible. **The course instructors can make no individual accommodations without following the established protocol of the University of California.**

Course Outline

This is a tentative course outline; some readings and guest speakers are subject to change.

Week 1: April 4, April 6

Overview

Introduction to the Juvenile Justice System

- Course Outline and Logistics
- Defining the Field of Juvenile Justice
- Origins of the Juvenile Justice System
- Historical Context

Required Readings:

Tuesday: Course Syllabus & what's going on this legislative session?

<http://www.latimes.com/politics/essential/la-pol-ca-essential-politics-updates-state-senate-public-safety-committee-1490140973-htmlstory.html>

Thursday: Taylor and Fritsch, Chapters 1 and 2

Abrams and Anderson-Nathe (2013). Chapter 1.

Week 2: April 11, April 13

Juvenile Crime, Statistics, and Policing

- Measuring Juvenile Crime
- Racial and Ethnic Disparities in Perceptions
- Policing Youth & the School to Prison Pipeline

Required Readings:

Tuesday: Taylor and Fritsch, Chapter 3

Juvenile Offenders and Victims: 2014 <https://www.ojjdp.gov/ojstatbb/nr2014/>

Thursday: Pickett, J. T., & Chiricos, T. (2012). Controlling other people's children: racialized views of delinquency and whites' punitive attitudes toward juvenile offenders. *Criminology*, 50(3), 673-710.

Na, Chongmin and Denise C. Gottfredson. 2013. Police officers in schools: Effects on school crime and the processing of offending behaviors. *Justice Quarterly*, 30(4): 619-650.

Justice Policy Institute (2015). The School to Prison Pipeline: Explained <http://www.justicepolicy.org/news/8775>

290T Draft 4/2/17

Week 3: April 18, 20

Delinquency Prevention and Diversion

- Diversion - What's the Goal?
- Teen Courts
- Restorative Justice

Required Readings:

Tuesday: Taylor and Fritsch, Chapters 6 and 7

Defosset, A., Schooley, T., Abrams, L. S., Kuo, T., & Gase, L. (2017). Describing theoretical underpinnings in juvenile justice diversion: Explicating teen court program theory to guide research and practice. *Children and Youth Services Review*, 73, 419-426. <http://dx.doi.org/10.1016/j.chidyouth.2017.01.005>

Thursday: Butts, Jeffrey A., Janeen Buck, and Mark B. Coggeshall. 2002. The impact of teen court on young offenders. New York: The Urban Institute. <https://www.ncjrs.gov/pdffiles1/ojjdp/237391.pdf>

Godwin, Tony (2001). The role of restorative justice in teen courts. http://www.globalyouthjustice.org/uploads/The_Role_of_Restorative_Justice.PDF

Soung P., McGill, K., Green, J., & Ochoa, B. (2017). WIC 236: Pre-probation supervision of youth of color with no prior court or probation involvement. (I will post this).

Guest Speaker: Patricia Soung, Esq., Children's Defense Fund - CA

Week 4: April 25, 27

Juvenile Law and Procedure

- The Juvenile Court
- Children's Rights and Due Process
- CA Laws for Children [minimum age, competency]

Required Readings:

Tuesday: Taylor and Fritsch, Chapters 8 and 9

Feld, Barry C. 1999. Procedural justice in juvenile courts: Law on the books and law in action. Pp. 109-165 in *Bad Kids: Race and the Transformation of the Juvenile Court*. New York: Oxford University Press. [I will post].

Thursday: Stepanyan, S. T., Sidhu, S. S., & Bath, E. (2016). Juvenile competency to stand trial. *Child and adolescent psychiatric clinics of North America*, 25(1), 49-59.

Barnert, E. S., Abrams, L. S., Gase, L., Maxson, C., Soung, P., Carroll, P., & Bath, E. (2017). Setting a minimum age of juvenile justice jurisdiction in the state of California. *International Journal of Prison Health*, 13(1), 49-56.

Read California W & I code 602 (on California Legislative Information)
<https://leginfo.ca.gov/faces/codes.xhtml>

Other case laws will be assigned (Gladys R.; Timothy J.)

Week 5: May 2, 4

Trying Youth as in the Adult System

- Upper Boundaries of Juvenile Court Process
- Brain Development
- Supreme Court and CA Law

Required Readings

Tuesday: Taylor and Fritsch, Chapter 10

Dilulio, John J. Jr. (1995). "The Coming of the Super-Predators." *The Weekly Standard*, November 27, 1995.

Jordan, K. L. & Myers, D. L. (2011). Juvenile transfer and deterrence: reexamining the effectiveness of a 'get tough' policy. *Crime & Delinquency*. 57(3), 247-270.

Read CA W & I Code 707

Thursday: Supreme Court of the United States. *Miller v Alabama* (2012). (Please read the majority opinion and the dissents.)

Cox, Alexandra. "Why Brain Science is Bad for Juvenile Justice." Huffington Post, March 18, 2010.

Bath, E., Pope, K., Ijadi-Maghsoodi, R., & Thomas, C. (2015). Neuroscience, child development, and the courtroom. *Journal of the American Academy of Child & Adolescent Psychiatry*, 54(5).

<https://www.hrw.org/report/2012/03/01/when-i-dietheyll-send-me-home/youth-sentenced-life-prison-without-parole>

Guest Speaker: Elizabeth Calvin, Esq., Human Rights Watch & Fair Sentencing for Youth

MIDTERM HANDED OUT

Week 6: May 9, 11
Youth Incarceration

Required Readings:

Tuesday: Taylor and Fritsch, Chapters 11 and 12
Abrams and Anderson-Nathe, chapters 2-5

MIDTERM DUE (May 9 at beginning of class)

Thursday: Sedlak, Andrea J. and Karla S. McPherson. 2010. Conditions of confinement: findings from the survey of youth in residential placement. Office of Juvenile Justice and Delinquency Prevention. May 2010.
<https://www.ncjrs.gov/pdffiles1/ojjdp/227729.pdf>

Barnert, E. S., Dudovitz, R., Nelson, B. B., Coker, T. R., Biely, C., Li, N., & Chung, P. J. (2017). How does incarcerating young people affect their adult health outcomes?. *Pediatrics*, e20162624.

Guest Speaker: Elizabeth Barnert, MD, UCLA David Geffen School of Medicine

Week 7: May 16, 18

Reentry and Aftercare

- The Challenges of Community Transition
- Aftercare Services
- Education

Required Readings:

Tuesday: Abrams, L. S. (2014). Re-entry and aftercare. *Juvenile Justice Sourcebook*, 363.

Abrams and Anderson-Nathe, Chapter 6-7

Thursday: National Council of State Legislators: juvenile justice reentry guidebook.
<http://www.ncsl.org/documents/cj/jjguidebook-reentry.pdf>

Pathways to Desistance Project (2015): Aftercares services are key to community adjustment:
<http://www.pathwaysstudy.pitt.edu/documents/MacArthur%20Brief%20Aftercare%20Services%20are%20Key.pdf>

Blomberg, T. G., Bales, W. D., & Piquero, A. R. (2012). Is educational achievement a turning point for incarcerated delinquents across race and sex?. *Journal of youth and adolescence*, 41(2), 202-216.

Guest Speakers: Harry Grammar and Members of the New Earth Arts and Leadership Center

Week 8: May 23, 25

Intersectionality and System Boundaries

- Child Welfare and Crossover Youth
- LGBTQ Youth and JJ
- Girls and Young Women

Required Readings:

Tuesday: Culhane, D., Byrne, T., Metraux, S., Moreno, M. Toros, H., & Stevens, M. (2011). Young adult outcomes of youth exiting dependent or delinquent care in Los Angeles County. Los Angeles, CA: Conrad N. Hilton Foundation.
[Read Executive Summary and Introduction (at minimum)]

Haight, W., Bidwell, L., Choi, W. S., & Cho, M. (2016). An evaluation of the Crossover Youth Practice Model (CYPM): Recidivism outcomes for maltreated youth involved in the juvenile justice system. *Children and Youth Services Review*, 65, 78-85.

Read CA W & I Code 241.1

Thursday: Espinosa, Erin M., Jon R. Sorenson, and Molly A. Lopez. 2013. Youth pathways to placement: the influence of gender, mental health and trauma on confinement in the juvenile justice system. *Journal of Youth & Adolescence*, 42(12), 1824-36.

Unjust: How the broken juvenile and criminal justice systems fail LGBTQ youth (2016) <http://www.lgbtmap.org/file/lgbt-criminal-justice-youth.pdf>

The Atlantic: "Pipeline to prison crammed with girls of color." July 13, 2015. <https://www.theatlantic.com/politics/archive/2015/07/pipeline-to-prison-crammed-with-girls-of-color/432303/>

Week 9: May 30, June 1

Race, Gangs, and Exploitation

- Racial and Ethnic Disparities
- Gangs
- Commercially and Sexually Exploited Youth

Required Readings:

Tuesday: Taylor and Fritsch, Chapter 13

Howell, James: Youth Gang Prevention: An overview of programs and strategies. OJJDP online: <http://www.ncsl.org/documents/cj/jjguidebook-reentry.pdf>

Haywood Burns Institute (2017). Stemming the rising tide: Racial and ethnic disparities in youth incarceration and strategies for change. http://www.burnsinstitute.org/wp-content/uploads/2016/05/Stemming-the-Rising-Tide_FINAL.pdf

Novich, M., & Hunt, G. (2016). "Get off me": Perceptions of disrespectful police behaviour among ethnic minority youth gang members. *Drugs: Education, Prevention and Policy*, 1-8.

Additional reading: TBD

GUEST SPEAKER: JORJA LEAP, PHD

Thursday: Ijadi-Maghsoodi, R., Cook, M., Barnert, E. S., Gaboian, S., & Bath, E. (2016). Understanding and responding to the needs of commercially sexually exploited youth: Recommendations for the mental health provider. *Child and Adolescent Psychiatric Clinics of North America*, 25(1), 107-122.

"Sexually exploited girls in need of services, not handcuffs." (January 20, 2016) Juvenile Justice Information Exchange. <http://jjie.org/2016/01/20/sexually-exploited-girls-in-need-of-services-not-handcuffs/>

Jasmin Ulloa: SEPT. 26, 2016, 12:42 P.M. California decriminalizes prostitution for minors after Gov. Jerry Brown signs bills to aid trafficking victims: <http://www.latimes.com/politics/essential/la-pol-sac-essential-politics-updates-california-decriminalizes-prostitution-1474918476-htmllstory.html>

"WTF?!! CALIFORNIA DEMOCRATS LEGALIZE CHILD PROSTITUTION." December 29, 2016. <https://wearechange.org/wtf-california-democrats-legalize-child-prostitution/>

GUEST SPEAKER: ERAKA BATH, MD , UCLA Psychiatry

Week 10: June 6, 8

The Future of Juvenile Justice

- What is on the Horizon?
- Trump and JJ What Now?

Required Readings

Tuesday: Taylor and Fritsch, Chapter 15

Dierkhising, C.B., Ko, S., and Halladay Goldman, J. (2013). Trauma-informed juvenile justice roundtable: current issues and directions in creating trauma-informed juvenile justice systems. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.

The Atlantic (November, 2016) “*Is Juvenile Justice Beyond Repair?*”
<https://www.theatlantic.com/politics/archive/2016/11/is-juvenile-justice-beyond-repair/507815/>

Thursday: Juvenile Justice Information Exchange, (2017). “Trump administration could target central american teens.” <http://jjie.org/2017/03/06/trump-administration-could-target-central-american-teens/>

Youth transitions funders group: “A blueprint for youth justice reform”.
http://www.ytfg.org/wp-content/uploads/2015/12/Blueprint_8.5x11-SinglePage_RGB.pdf

Additional Web Resources

- Office of Juvenile Justice and Delinquency Prevention: <http://ojjdp.ncjrs.org/>
- Bureau of Justice Statistics: <http://www.ojp.usdoj.gov/bjs/welcome.html>
- Juvenile Justice Clearinghouse:
http://www.criminology.fsu.edu/jjclearinghouse/main_jjrmdp_web_page.htm
- National Council on Crime and Delinquency: <http://www.nccd-crc.org/>
- National Institute of Justice: <http://www.ojp.usdoj.gov/nij/welcome.html>
- National Criminal Justice Reference Center (Section on JJ):
<http://virlib.ncjrs.org/JuvenileJustice.asp>
- Sourcebook of Criminal Justice Statistics: <http://www.albany.edu/sourcebook>

Compelling and Relevant Books

Bernstein, Nell. *Burning down the house: The end of juvenile prison.*

Fader, Jamie (2013). *Falling back: Incarcerations and transitions to adulthood among urban youth.* New Brunswick, NJ: Rutgers Press.

Leap, Jorja. (2012). *Jumped in: What gangs taught me about violence, drugs, love, and redemption.* Boston: Beacon Press.

Victor Rios. (2011). *Punished: Policing the lives of Black and Latino boys.* New York: NYU Press.