Juvenile Justice Issues:
New York’s Response to Juvenile Crime and Delinquency
PADM-GP 4402

Elise White
Adjunct Assistant Professor

Spring 2014
Tuesdays, 6:45-8:25pm

Office Hours: Tuesdays, 5:30-6:45 upon request
Email: emw2@nyu.edu

Course Description: The juvenile justice system has, from its inception, rested on multiple competing priorities and conceptions of juvenile offenders—e.g. rehabilitation/punishment, victim/villain, child/adult, —that policy-makers, academics, practitioners, and advocates alike struggle to resolve. This interdisciplinary seminar explores shifts in juvenile justice theory and practice from the reform-school model of the early 20th-century to the community-based, integrative model currently being implemented in New York City and other states. Central to our investigation are the role of race, class, gender, and sexuality in the policing and institutionalization of youth and the justice system’s interaction with other youth-serving systems. Students will leave this course able to evaluate promising theories in the field, and equipped to meaningfully engage in debates currently shaping policy.

Prerequisite: CORE-GP 1022: Introduction to Public Policy
Wagner students of any program or specialization interested in juvenile justice policy or programs with some background in criminal or juvenile justice are encouraged to take this course; students at other NYU schools interested in juvenile justice may also consider taking this course.

Course Requirements: Class preparation, attendance, and participation are essential for this course. Students are expected to read required texts in advance and be prepared to participate in class discussions. There is both a speaking and listening component to participation: sharing your ideas and reflecting on/responding to the ideas of others.

Students will sign up to lead one of the middle four class sessions in groups. Together, groups will be expected to generate a précis or executive summary of the readings under discussion and to generate a list of questions and/or activities to generate robust exploration of that week’s topic.

In addition to class participation and the group presentation, students will be required to write one short critical policy response paper combining a number of ideas encountered in course readings, attend an event (e.g. a panel, film, lecture, etc.) throughout the city related to juvenile justice policy/reform, write a memo on its policy implications for young people and their families, and work individually or in pairs to write a final paper about a particular policy issue related to the juvenile justice system.
The final paper should expand the policy response paper into a 5-7 page “white paper” for an innovative juvenile justice program or policy that will (1) increase public safety while decreasing youth contact with the juvenile/criminal justice systems and their apparati and (2) address youth and/or family needs to ensure youth development into safe and thriving adulthood. The paper must include a (1) problem statement, (2) brief review of relevant research, (3) a detailed description of the proposed policy or program, and (4) expected measurable intermediate and long-term outcomes. Students are encouraged to also consider (a) the fiscal cost implications, (b) political feasibility, (c) community impacts, and (d) scale-ability.

**Relative Weight of Assignments:**

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<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation and Attendance</td>
<td>20%</td>
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<tr>
<td>Policy Reading Response</td>
<td>10%</td>
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<td>Policy Event Memo</td>
<td>10%</td>
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<tr>
<td>Group Precis &amp; Presentation</td>
<td>25%</td>
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<tr>
<td>Final Paper</td>
<td>35%</td>
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**Late Policy:** Extensions will be granted only in case of emergency. This is out of respect to those who have abided by deadlines, despite equally hectic schedules. Papers handed in late without extensions will be penalized one-third of a grade per day. Extensions must be approved prior to deadlines.

**Outline of Class:** Generally, classes will open with 45-60 minutes of lecture, followed by activities and discussion. Class will end with a summary of the key points, highlight ongoing areas of empirical and theoretical debate, and frame the readings for the subsequent class. Lectures will NOT summarize the day’s assigned readings. Class participation will constitute a significant percentage of the final grade. Over the course of the semester we may alter the proportion of lecture and discussion time. My lectures are typically interactive and I have the right to call on anyone during class. If for some reason you have not been able to do the readings or do not feel able to respond to being called on in a specific class, please let me know. It is understandable that on a rare occasion this will be the case. If it becomes a regular event, it will severely affect your participation grade.

**Academic Integrity and the Wagner Experience:** As members of the NYU Wagner community, we are all expected to adhere to the highest standards of intellectual and academic integrity. As one component of aiding our community in meeting these standards, this memo compiles a collection of resources for translating such expectations into practice in our academic work, and also provides information on Wagner’s expectations and associated procedures.

Wagner, as a community, has recently adopted a new disciplinary process, which is available on our website: http://www.nyu.edu/wagner/current/policies/. It is important that all Wagner students are aware of both the type of activities that qualify as infractions and the consequences of academic dishonesty. We encourage you to review the academic code as soon as possible and to use it as a resource to guide you academically and
professionally.

For more information on Wagner’s current policies on academic integrity, please go to the following link: http://wagner.nyu.edu/adjunct/files/acadCode.pdf

Course Outline

Class 1 (March 25): Introduction to the Juvenile Justice System
Center for Court Innovation, I Got Arrested, Now What, Center for Urban Pedagogy


Class 2 (April 1): System-Involved Youth – Applying an Intersectional Analytical Framework to Juvenile Justice


Transformative Justice Law Project of Illinois. Quick Guide to the Criminalization of Transgender and Gender Non-Normative People. Chicago: ND. (NYU Classes)


Class 3 (April 8): The Prison Pipeline

Class Visit—Joshua Laub, Director of Youth Development, Department of Education*


*Choose One:*


**Class 4 (April 15): Crisis Conditions**


**Class 5 (April 22): Reform Efforts – Integrative, Community-Based Care (Reducing Detention and Placement)**

Class Visit—Raye Barbieri, Senior Director of Youth and Community Programs, Center for Court Innovation; Former Deputy Commissioner, Department of Youth and Family Development, Administration for Children’s Services


Juvenile Detention Alternatives Initiative Annual Results Report, 2009

The Missouri Model: Reinventing the Practice of Rehabilitating Youthful Offenders, Summary Report. (NYU Classes)

New York City Administration for Children’s Services Close to Home: Plan for Non-Secure Placement Pages 23 – 29, Residential Care and Planned Continuum (NYU Classes)


Choose One:


Class 6 (April 29): Reform Efforts – Young People and Criminal Court

Class Visit—Nancy Ginsberg, Esq., Director of Adolescent Intervention and Diversion, Legal Aid Society


Citizens Committee for Children New York, “Raise the Age Fact Sheet,” New York: July 2013. (NYU Classes)

Rempel, Michael, Suvi Hynynen Lambson, Carolyn R. Cadoret, and Allyson Walker Franklin, Adolescent Diversion Program: A First Year Evaluation of Alternatives to Conventional Case Processing for Defendants Ages 16 and 17 in New York, New York: Center for Court Innovation, January 2013. (NYU Classes)
Class 7 (May 6): Future Efforts – Future Reform

Class Visit—Gabrielle Prisco, Juvenile Justice Project Director, Correctional Association

