

Youth, Justice and Culture
Legal Studies Program
University of California, Berkeley

Course Description

The seminar challenges adult-centered representations of urban youth, their problems, and the supposed solutions to those problems. It departs from the conceptualizations and methods used to study youth in mainstream criminology and developmental psychology. The seminar builds an alternative, youth-centered perspective, exploring what it means to put youth perspectives at the center of socio-legal inquiry. As a socio-legal endeavor, the seminar studies law as it is lived, shaped, and encountered by urban youth in their everyday lives. It illuminates the conceptual frames, methodological tools, and substantive findings that come to the front when the focus is on how youth make sense of their own lives, assert their own views of justice and law, and act on one another. Particular attention is given to youth conflict, peer relations, identity building, claims on space and territory, the salience of law and rights, and adaptations to adult authorities and practices in the contexts of urban neighborhoods and public schools.

Course Outline

Week 1: Introduction: Adult-Centered; Youth Centered Approaches to the Study of Youth, Justice and Culture

Calvin Morrill, et.al. (2000). "Telling Tales in School: Youth Culture and Conflict Narratives," *Law and Society Review* 34(3): 521-565 (**Scholarly Reader**).

Week 2: Early Scholarly Bracketing of Youth: Delinquents, Adolescents, Gangsters, and Teenagers

John Savage (2007). *Teenage: The Prehistory of Youth Culture*. NY: Penguin Books. (**Scholarly Reader: 33-48**).

Charles Richard Henderson (1901). *Introduction to the Study of the Dependent, Defective, and Delinquent Classes*. Boston: D.C. Heath & Company. (**Scholarly Reader**).

G. Stanley Hall (1904). *Adolescence: Its Psychology and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion and Education*. New York: D. Appleton and Company. (**Scholarly Reader**).

Frederic M. Thrasher (1927). *The Gang: A Study of 1,313 Gangs in Chicago*. Chicago: University of Chicago Press. (**Scholarly Reader**).

Week 3: Early Judicial Bracketing of Youth

Commonwealth v. Fisher (1905) (Case Reader).

In re Sharp (1908) (Case Reader).

Week 4: Early 20th Century Differencing: Class, Race and Gender

Edith N. Burleigh and Frances Harris (1923). *The Delinquent Girl*. New York: The New York School of Social Work. (Scholarly Reader).

John Savage (2007). *Teenage: The Prehistory of Youth Culture* (Scholarly Reader: 276-294).

Week 5: Youth, Deviance and Class

Howard Becker (1973). *Outsiders: Studies in the Sociology of Deviance*. New York: The Free Press. (Scholarly Reader).

Paul Willis (1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press. (Scholarly Reader).

Joan W. Moore (1985). "Isolation and Stigmatization in the Development of an Underclass: The Case of Chicano Gangs in East Los Angeles," *Social Problems* 33 (1): 1-12. (Scholarly Reader).

Week 6: The Criminological Gaze: Deviance and Class Surrender to Youth-Gangster Violence, Criminalization and the Code of the Street

Ruth Horowitz and Gary Schwartz (1974). "Honor, Normative Ambiguity and Gang Violence," *American Sociological Review* 39: 238-51. (Scholarly Reader).

Scott Decker and Barrik Van Winkle (1996). *Life in the Gang: Family, Friends and Violence*. New York: Cambridge University Press. (Scholarly Reader).

Scott Decker (1996). "Collective and Normative Features of Gang Violence," *Justice Quarterly* 13(2): 243-263. (Scholarly Reader).

Lewis Yablonsky (1997). *Gangsters: Fifty Years of Madness, Drugs, and Death on the Streets of America*. NEW York: New York University Press. (Scholarly Reader).

Elijah Anderson (1998). "The Social Ecology of Youth Violence," In Michael Tonry and Mark Moore (eds.), *Youth Violence*. Chicago: The University of Chicago Press. (Scholarly Reader).

Week 7: Aggressive Adult Street Policing of Youth: Building Distrust; Undermining Adult Legitimacy

Laurent Bonelli (2007). "Policing the Youth: Toward a Redefinition of Discipline and Social Control in French Working-Class Neighborhoods," In Sudhir Venkatesh and Ronald Kassimir (eds.), *Youth, Globalization and the Law*. Stanford, CA: Stanford University Press. (**Scholarly Reader**).

Jacinta Gau and Rod K. Brunson (2010). "Procedural Justice and Order Maintenance Policing: A Study of Inner-City Young Men's Perceptions of Police Legitimacy," *Justice Quarterly* 27(2): 255-279. (**Scholarly Reader**).

Week 8: Policing Themselves in Urban Neighborhoods: Youth Agency, Resourcefulness and Nonviolent Practices

Richard Curtis (1998). "The Improbable Transformation of Inner-City Neighborhoods: Crime, Violence, Drugs, and Youth in the 1990s," *Journal of Criminal Law and Criminology* 88(4): 1233-1276. (**Scholarly Reader**).

Sudhir Venkatesh and Alexandra Murphy (2007). "Policing Ourselves: Law and Order in the American Ghetto," In Sudhir Venkatesh and Ronald Kassimir (eds.), *Youth, Globalization and the Law* Stanford, CA: Stanford University Press. (**Scholarly Reader**).

Robert Garot (2009). "Reconsidering Retaliation: Structural Inhibitions, Emotive Dissonance, and the Acceptance of Ambivalence Among Inner-City Young Men," *Ethnography* 10(1): 63-90. (**Scholarly Reader**).

Week 9: Courts and the Establishment of Youth Rights

In re Gault (1967) (**Case Reader**).

Tinker v. Des Moines (1969) (**Case Reader**).

Goss v. Lopez (1975) (**Case Reader**).

Week 10: Examining Youth Rights in School

Robert Mnookin (1996). *In the Interest of Children: Advocacy, Law Reform, and Public Policy*. Cambridge, MA: PON Books (**Scholarly Reader**).

Calvin Morrill, et.al. (2010). "Legal Mobilization in Schools: The Paradox of Rights and Race among Youth," *Law and Society Review* 44(3/4): 651-694. (**Scholarly Reader**).

Week 11: 21st Century School Discipline and Safe Schools Movement

Aaron Kupchik (2010). *Homeroom Security: School Discipline in an Age of Fear*. New York: New York University Press. **(Required Book)**.

Week 12: Youth Cultures and Conflict in Schools: Making it Work amidst Relational Struggles and Adult Interventions

John Clark, et.al. (1993). "Subcultures, Cultures, and Class," In Stuart Hall and Tony Jefferson (eds.), *Resistance through Rituals: Youth Subcultures in Post-War Britain*. London: Routledge. **(Scholarly Reader)**.

Madelaine Adelman and Sang Hea Kil (2007). "Dating Conflicts: rethinking Dating Violence and Youth Conflict," *Violence against Women* 13(12): 1296-1318. **(Scholarly Reader)**.

Week 13: Youth, Spatial Power, and Transnational Cultures

Shahram Khosravi (2008). *Young and Defiant in Tehran*. Philadelphia: University of Pennsylvania Press **(Required Book)**.

Week 14: Should Youth Be Protected by Adult Ordering? Judicial Re-Bracketing of Youth as Categorically Less Culpable

Roper v. Simmons (2005) **(Case Reader)**.

Graham v. Florida (2010) **(Case Reader)**.

Grading Policy, Graded Assignments, and Grading Criteria

Your course grade will be determined by an in-class midterm, a short take-home brief on a youth-centered artifact, and a take-home final socio-legal essay. Out of concern for fairness to all students, there will be neither make-up exams nor any extensions given to the due dates of exams and essays except in the case of documented extreme illness.

In Class Midterm Examination: 100 Points

The examination consists of four parts: short essay response to a question (20 points); writing paragraphs about paired concepts (50 points); writing sentences defining key concepts (20 points); and fill in the blanks (10 points). The purpose of the examination is not to surprise you but to give you an opportunity to demonstrate your knowledge and understanding of the course material. Therefore, study guides will be distributed in a timely manner ahead of the examination. Also, I will hold a review session in the second-half of the class the week before the in-class exam.

Short Brief: 40 points

You will research a youth-centered artifact (e.g., youth-generated video; music, website; photography; graffiti) that addresses a critical issue related to seminar readings. You will be encouraged to draw upon images over text, and are required to establish its relevance to a key theme or concept relevant to the course material, including the readings, in your presentation. You will submit a written brief (no more than 3-pages) about the artifact.

Final Take-Home Essay: 100 Points

The take-home essay is an exercise wherein you respond to questions about youth and adult-centered perspectives related to a simulated city, called Eldorado, to demonstrate comprehensively your knowledge and learning of the classroom material, including required readings, and critical reasoning abilities. I will introduce Eldorado early in the semester and we will add features to it over the course of the term. I will provide you with the final set of questions at least two weeks in advance of the take-home due date. **Your essay must be word-processed, double-spaced, use standard (one inch) margins, use 12 point font, and be no longer than 10 pages.**

Grading Criteria of Written Material

Grading criteria are as follows: clarity of your writing (using proper grammar, punctuation, spelling, legibility and organization); accuracy and comprehensiveness of your responses (defining all relevant terms/concepts, illustrating the terms/concepts, and including all key points); and creativity of your responses (demonstrating in your own words or with your own examples that you understand the terms, concepts and questions, and can reason critically about them).