

**Course Syllabus**  
**Youth, Justice and Culture (LS 104AC)**  
**Legal Studies Program**  
**University of California, Berkeley**

**05/27/14 – 07/03/14**

**Professor Michael Musheno**  
**GSI Mark Leinauer**

**Lectures: 259 Dwinelle**  
**Monday -Thursdays, 10am-Noon**

**Sections**  
**Tuesdays: 2-4pm Wheeler 106**  
**Thursdays: 12-2pm Wheeler 203**

**Professor's Office Hours:**  
**T, W: 1-2pm; 2240 Piedmont**

**Course Description**

This course interrogates adult-centered representations of urban youth, their problems, and the supposed solutions to these problems. We explore how adults define and act on youth through law, mass media, social scientific investigation, criminological inquiry and educational policy. After treatment of each adult-centered representation, we investigate how these institutional domains are imagined and acted on by youth, bringing to intellectual life, a youth-centered perspective. Throughout the course, we give attention to the histories, tensions, and implications of different ways of thinking about and acting on youth. As a legal studies endeavor, this course studies law, policy and regulation as it is lived, shaped and encountered by urban youth on a daily basis. We bring forward ideas about identities, trust, agency and space as well as methodological tools that allow use to understand how youth make sense of their lives, assert their views of justice, fairness, and legality, and act on one another. The primary objectives of the course are captured in the following questions:

What do adult institutions, inclusive of the legal system, and scholarly fields, inclusive of criminology, claim to know about youth? How do they come to arrive at these claims?

How do youth-centered perspectives of their urban social, cultural, spatial, educational and mediated lives square with and challenge these adult representations?

Why should we pay attention to youth perspectives of their lives?

**Required Readings (Books at University Bookstore; Reader at Copy Central on Bancroft):**

Dana Boyd. 2014. *It's Complicated: the social lives of networked teens*. New Haven: Yale University Press.

Nikki Jones. 2010. *Between Good and Ghetto: African American Girls Inner-City Violence*. New Brunswick, NJ: Rutgers University Press.

Youth, Justice and Culture Read

**Schedule of Topics and Readings**  
**Books (B); Reader (R)**

| <b>Week #</b> | <b>Topics</b>   | <b>Readings</b>  |
|---------------|---|--|
| 1             | Introduction<br><br>Legal Representations   | Morrill, et.al. (R)<br>Boyd, Intro, Chpt.1 (B)<br>Six Youth Related Cases (R)                            |
| 2             | Legal Representations Continued<br><br>Youth Perspective: Privacy<br>Mass Mediated Representations<br><br>Youth Perspective: Social Media | Zimring and Solomon (R)<br><br>Boyd, Chpt.2 (B)<br>Savage (R)<br>Frymer (R)<br><br>Boyd, Chpts.3&7 (B)   |
| 3             | Social Science Representations<br><br>Youth Perspective: Vanguard of<br>Social and Political Mobilization                                 | Hall (R)<br>Bushman (R)<br>Coleman (R)<br>Morrill (R)<br><br>Turner (R)<br>Taft, Chpt.6 (R)              |
| 4             | Criminological Representations<br><br>Youth Perspective: Policing<br>Themselves   | Thrasher (R)<br>Gottfredson (R)<br>Jones, All (B)<br><br>Boyd, Chpts.4&5 (B)<br>Venkatesh and Murphy (R) |
| 5             | Educational Representations   | Bowles and Gintis (R)<br>Kupchik (R)   |
| 6             | Youth Perspective: Networked<br>Publics; Teaching Themselves  | Boyd, Chpts.6,7&8 (B)<br>Taft, Chpt.5 (R)  |

## Grading Policy and Graded Assignments

Your course grade will be determined by two in-class examinations and section performance (which includes written assignments). Out of concern for fairness to all students, **there will be no make-up exams** except in the case of documented extreme illness. **The first in-class exam will take place on Tuesday, June 17, and the second on Thursday, July 3.** Please mark your calendar now with the due dates of the in-class exams. **If you cannot take the exams on these dates, you should not take the course this summer term.** All grades determined by the GSI are final. The professor will **not** re-grade the examinations. If you have a disability that may require accommodations, please speak to your GSI *early* in the summer term (i.e., in the first two weeks) to make arrangements.

### Examinations (2): 100 Points Each

Two in-class final examinations are required. Each examination is worth 100 points and 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 leading up to each examination.

### Section Performance: 50 Points

Section performance is determined by attendance, participation in a course blog, and a response essay to a hypothetical. A blog essay and a series of comments on others' blog entries are worth 20 points. Blog essay due dates are staggered by groups and assigned through a random numbers table. Your response essay is worth 30 points and due **no later than 12:10 pm on Thursday, June 26.** More details and specific instructions will be provided on b-space and in section. Points will be removed for not attending section. **If you cannot complete the blog and the response essay on the due dates, you should not take the course this summer term.**

### Grading Criteria

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 reason critically). Grades will be allocated on the basis of a 250-point scale.