

# JUVENILE RIGHTS AND RE-ENTRY SEMINAR

Professor Mae C. Quinn  
University of Florida Levin College of Law  
**Syllabus - Spring 2019**

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## **Contact Information:**

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Office Hours: Wednesday 2-5:30pm and by appt.

## **Class Meetings:**

Days: Mondays  
Time: 1:00-2:40pm  
Classroom: 355A

## **Course Description and General Goals:**

This unique seminar course is intended to go beyond book-based engagements to turn your concerns for justice, legal research and writing skills, and juvenile law expertise into concrete action to support potential change. Throughout the semester students will learn about legal and other issues encountered by youth who face criminal charges, particularly in the state of Florida. Students will be exposed to these issues in a range of ways, including readings, classroom discussions, films, and conversations with leaders in the field of youth justice.

In addition, as students you will be responsible for generating greater knowledge and information about Florida juvenile justice. Each student will develop expertise around a single assigned legal issue. While developing expert knowledge, students will receive individualized guidance and assistance to help fine-tune research methods, legal findings, and recommendations. As experts, students in this class will also share their findings with classroom colleagues by way of an end of semester on-campus symposium, which may be attended by other interested students, faculty, community members, and/or stakeholders. Students will help shape the symposium as a tool for sharing knowledge and information.

Finally, every student in this class will produce a 25-page, publication-quality, law and policy “white paper” describing the issue researched, analyzing the legal and policy issues it presents, and offering suggestions for improvement or change in the days ahead. Throughout the writing process students will also receive individualized support and guidance to help improve drafts as their “white paper” moves to its final version. In the end, your law and policy “white papers” will be further shared, as appropriate, to raise public awareness regarding the issues surfaced and assist advocates and others who may be engaging with youth justice issues in our state and beyond.

## **Required Readings and Preparation for Class:**

All required readings will be posted to CANVAS. Additional and/or supplemental materials may be provided as in-class handouts or otherwise. Consistent with American Bar Association requirements, you should plan to spend at least two (2) hours outside of class with readings and otherwise to prepare for every hour of class time. Since our class meets one time a week for two (2) hours, you should prepare to spend at least four (4) hours each week reading and otherwise preparing for our class meetings.

## **Specific Learning Outcomes:**

By completing this course, among other things, students will:

- ✓ Possess deeper knowledge of United States juvenile justice systems and Florida's juvenile justice system in particular – including processes and practices such as juvenile court adjudication, disposition, waiver/certification, prosecutorial direct-filing, and juvenile life without parole sentencing;
- ✓ Understand the constitutional and other rights that young persons should be afforded during the prosecution process in the United States but that they may not always receive;
- ✓ Comprehend the role that race, poverty, gender, sexual-orientation, language-difference, power, privilege and other factors may play in justice system processes and outcomes, including the problem of disproportionate representation of youth of color in Florida's juvenile justice system;
- ✓ Appreciate the many legal, social, emotional, economic, and other challenges faced by court-involved youth and their families, including the child's reduced contact with family over long periods of time, social stigma and trauma associated with child shackling and other current practices, and long-term collateral consequences that may follow a child after they leave the system;
- ✓ Be a subject-matter expert relating to a specific youth law and/or policy issue based upon extensive research on the topic over the course of the semester, a symposium presentation, and production of a publication-quality "white paper";
- ✓ Have professional relationships with leading advocates and other stakeholders working in the youth justice arena in the state of Florida and beyond;
- ✓ Be able to identify and grapple with ethical and other professional considerations while undertaking law-based public education efforts, conversing with advocates with active caseloads, and engaging with other stakeholders; and
- ✓ Have significantly improved skills in the areas of legal research, legal writing, legal analysis, legal citation, editing, public speaking, and non-litigation-based advocacy.

## **Attendance Policy, Professionalism, and Class Format:**

This is a professional school. At all times, including in this class, you should conduct yourselves as professionals – including by way of meeting your responsibility to attend scheduled class sessions and contribute meaningfully to classroom conversations. Attendance will be monitored by way of a sign-in sheet and falsifying the sign-in sheet in any way will be considered an Honor Code violation.

Given the unique structure of seminar courses, this class will only meet 14 times (including an end of semester symposium where you will present your “white paper” topic). If you miss more than one day without excuse, you will face grade reduction. If you miss more than two classes without excuse, you will be referred to the Dean of Students and face the possibility of dismissal from the course.

For a range of reasons and as a matter of long-standing generally practice, I do not record class. Instead, I like to meet one-on-one with any student who, with valid excuse, misses class. During that meeting I take the time to walk the student through my class notes, go over what we discussed, and answer any questions the student might have. If you wish to schedule a one-on-one session after missing class with valid reason, please email me to schedule an appointment.

## **Electronic Device Policy and Professionalism:**

To further provide a professional and respectful environment without distractions where we can engage in meaningful conversations and the like, the use of laptop computers is ONLY permitted in class for note taking or referring to materials you have prepared for class. Similarly, all cellular telephones should either be turned off or turned to silence mode so that they do not disturb anyone during class.

Violation of this electronic device policy – for instance, by responding to emails in class, surfing the web, recording class, allowing your cell phone to ring, or engaging in other unprofessional conduct - can result in loss of credit toward your semester’s grade for class participation and professionalism. Depending on the nature of the violation, you will also face the possibility of disciplinary action under the Honor Code.

## **Office Hours and Availability Outside of Class:**

I love talking with students about juvenile justice issues, criminal law, legal practice, careers, and other matters that may be helpful to your success in this course or professional development. I am available to meet during my office hours (Wednesdays from 2pm to 5:30pm) and otherwise by appointment.

In person conversation is my strong preference for discussing such things as course materials, research issues, paper drafts, and the like. I find that email exchanges regarding substantive issues sometimes lead to misunderstandings or further confusion.

## **Student Participation, Professionalism, Assessment, and Grading:**

Your raw score grade in this course will be determined as follows:

Participation & Professionalism:	5%
White Paper Outline (5pg/min):	5%
First Draft White Paper (10 pg/min):	10%
Symposium Presentation:	5%
Final White Paper (25 pg/min):	75%

All raw score grades then will be distributed over the Levin College of Law's mandatory "curve" for the course. The Law School's mandatory "curve"/distribution rules are posted on the College's website and this class adheres to that posted grading policy. The law school grading policy is available at: <http://www.law.ufl.edu/student-affairs/current-students/academic-policies#9>. The following chart describes the specific letter grade/grade point equivalents in place:

Letter Grade	Point Equivalent
A (Excellent)	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C (Satisfactory)	2.0
C-	1.67
D+	1.33
D (Poor)	1.0
D-	0.67
E (Failure)	0.0

### **Accommodations:**

The Levin College of Law is committed to ensuring all students are provided equal opportunity to participate fully in the law school and University community. Students seeking disability accommodations should register with the Disability Resource Center (<http://www.dso.ufl.edu/drc/>). Once registered, students will receive an accommodation letter that must be presented to the College of Law's Assistant Dean for Student Affairs (Dean Mitchell) to request accommodations at the Law School. Students should begin this process as early as possible in the semester to ensure their needs are met properly and promptly.

## **Code of Academic Conduct Including Plagiarism Prohibitions:**

All students who enter the Levin College of Law are governed by its Honor Code, found here: <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/additional-information/honor-code-and-committee/honor-code>.

They must also comply with the University of Florida's Student Conduct and Honor Codes, found here: <https://sccr.dso.ufl.edu/students/student-conduct-code/>.

These documents describe the rights and duties of students and provide the procedures to be followed in case of an alleged violation. All work for this course should be undertaken in full compliance with both the spirit and letter of these Codes. However, you may wish to remind yourself of the following provisions of the Levin College of Law's Honor Code:

### **VIOLATIONS OF THE HONOR CODE AND SANCTIONS:**

...(a) Conduct Prohibited by the Honor Code. Students are prohibited from engaging in conduct that violates the Academic Honesty Guidelines (6C1-4.017). Actions identified in the Academic Honesty Guidelines are violations of the Honor Code.

(b) Consequences of Honor Code Violation. The following shall be consequences of an Honor Code violation:

1. Imposition of Sanctions. If a student is adjudicated responsible for a violation of the Honor Code or accepts responsibility for a violation, the student becomes subject to the sanctions authorized by 6C1-4.016(3).

2. Bar Notification. If a student is adjudicated responsible for an Honor Code violation or accepts responsibility for a violation, the College of Law shall provide this information to any state or federal bar to which the College of Law becomes aware that the student has applied.

3. Flagging of Student's Records. If a student adjudicated responsible for an Honor Code violation or accepts responsibility for a violation, College of Law Student Affairs shall include this information and make a record of the proceedings against the student a permanent part of the student's file....

Accordingly, you should be sure that none of your outlines, paper drafts, or final version "white papers" improperly borrow from other authors or sources without appropriate quotation and/or attribution.

In addition, please know that I know quite a bit about the subjects each of you will be writing about and am familiar with a good deal of the research in the field. It is also my practice to check all materials submitted to me to make sure that academic honesty standards have been met. I will take all appropriate steps if any submission violates these standards.

**Seminar Agenda/Weekly Calendar:**

Week	Meeting Plan/Topic
<b>1/14</b>	-Intro to Juvenile Rights & Re-Entry Issues -Discussion of Florida System/Concerns -White Papers and Potential for Impact <b>*Assignment of Paper Topics*</b>
<b>Week of 1/21</b>	-Introductory Students Meetings -Breaking the ice/sharing writing concerns -Brainstorm next steps for research, etc.
<b>1/28</b>	-Juvenile Prosecution and Due Process
<b>2/4</b>	-Juvenile Certification and Direct File Practices
<b>2/11</b>	-Juvenile Life Without Parole
<b>2/18</b>	-Mandatory Minimums/Other Sentencing Issues <b>*White Paper Outline Due by 5pm*</b>
<b>2/25</b>	-Youthful Offenders in Adult Prisons & Re-Entry
Spring Break: March 4 through March 8, 2019	
<b>3/11</b>	-Juvenile Detention Concerns Generally
<b>3/18</b>	-Educational Rights, Challenges & Deprivations <b>*First Draft of White Paper Due by 5pm*</b>
<b>3/25</b>	-Youth, Segregation Issues & Solitary Confinement
<b>4/1</b>	-Youth & “Problem Solving Courts”
<b>4/8</b>	-Fines, Fees and Other Economic Sanctions
<b>4/15</b>	-Sex Offender Registries/Collateral Consequences <b>*Optional Second Draft Due by 5pm*</b>
<b>4/22</b>	-Wrap – Up Session – Symposium Prep
<b>**White Paper Symposium – Day/Time TBD**</b>	
<b>***Final White Paper Due – May 6, 2019 at 5pm***</b>	