ANNOTATED BIBLIOGRAPHY PROMOTING ADOLESCENT RESILIENCE, STORYTELLING, AND REFORM

The resources in this annotated bibliography were compiled as part of the February 2023 session of the Racial Justice Webinar Series co-hosted by the Gault Center and the Georgetown Juvenile Justice Clinic & Initiative based on Chapter 12 #BlackBoyJoy and #BlackGirlMagic: Adolescent Resilience and Systems Reform in *The Rage of Innocence: How America Criminalizes Black Youth* by Kristin Henning.

In addition to Prof. Kristin Henning, this webinar featured Clarence Ford, Social Justice and Wellbeing Advisor at the W. Haywood Burns Institute; Prof. Christy E. Lopez, Professor from Practice and Faculty Co-Director of the Center for Innovations in Community Safety at Georgetown Law; and Jonathan Stith, National Director and Founding Member of the Alliance for Educational Justice.

Watch the webinar recording for a full understanding of how these resources can help advocates enhance their individual case and policy advocacy for Black and Brown youth: https://www.youtube.com/watch?v=fiUgyKs1PrQ

These resources are cited in reverse chronological order. Please find the most recent resources at the beginning of each section.

I.   Book

Kristin Henning, Chapter 12 #BlackBoyJoy and #BlackGirlMagic: Adolescent Resilience and Systems Reform in *The Rage of Innocence: How America Criminalizes Black Youth*, Penguin Random House (2021).

- In Chapter 12 of *The Rage of Innocence*, Kristin Henning writes about systemic change, as well as the strength and resilience of Black children and their families.
- **About *The Rage of Innocence*:** Drawing upon twenty-five years of experience representing young people in Washington, D.C.'s juvenile courts, confronts America's irrational and manufactured fears of Black youth and makes a compelling case that the nation's obsession with policing and incarcerating Black America begins with Black children. Unlike White youth, who are afforded the freedom to test boundaries, experiment with sex and drugs, and figure out who they are and who they want to be, Black youth are seen as a threat to White America and denied the privilege of healthy adolescent development. Weaving together powerful narratives and persuasive data, Henning examines the criminalization of Black adolescent play and sexuality, the demonization of

Black fashion, hair, and music, and the discriminatory impact of police in schools. The Rage of Innocence lays bare the long-term consequences of racism and trauma that Black children experience at the hands of police and their vigilante surrogates and explains how discriminatory and aggressive policing has socialized a generation of Black teenagers to fear and resent the police.

II.   Academic Journal Articles

Christy E. Lopez, *Abolish Carceral Logic*, **17 Stanford Journal of Civil Rights. & Civil Liberties 379 (2022). Available: https://law.stanford.edu/wp-content/uploads/2022/03/Lopez_Abolishing-Carceral-Logic_02.27.22-Eds-Edit-2.pdf.**

- This article examines carceral logic, "a punishment mindset that views retribution and control, including by physical constraint (e.g. imprisonment), surveillance (e.g. electronic monitoring via ankle bracelet), or violence, as central components of a public safety system."
- Lopez argues that we have normalized the assumption that public safety requires punishment and control, approaches that do not actually keep communities and individuals safe. She traces the origins of carceral logic in this country back to enslavement.
- Carceral logic undermines public safety efforts by narrowly cabining "safety" to freedom from sudden, violent physical harm without considering having basic needs met, health, and well-being. Carceral logic perpetuates pre-existing racial disparities in the criminal legal system and unnecessarily injects policing and criminal punishment into other aspects of society (e.g., requiring clean drug screens to receive food stamps, disclosure of criminal records on college and university applications, and the exclusion of people of felony convictions from voting).
- "We accept uncritically the use of policing to promote these myriad objectives only because, as Jonathan Simon has written, in the modern era crime has become the lens 'through which other problems are recognized, defined, and acted upon.'"
- Lopez advances four elements that are necessary to abolish carceral logic and transform policing:
    1. Defund the police as an outcome not a goal
    2. Create alternative social supports while reducing policing
    3. Ensure that carceral logic is not replicated or in new systems that replace policing
    4. While policing continues to exist, engage directly with officers and agencies to eradicate carceral logic from within their own ranks
- Lopez challenges advocates to continually question why a given problem is being addressed through the criminal system. She also urges that existing laws be scrubbed of carceral logic. She stops short of endorsing fully abolishing police.

Robert Bobb & Christy Lopez, et al., *Decentering Police to Improve Public Safety: A Report of the DC Police Reform Commission*, **Members of the District of Columbia Police Reform Commission (2021). Available: https://dccouncil.gov/police-reform-commission-full-report/.**

- This report contains the D.C. Police Reform Commission's 90 highly-detailed recommendations for how to better understand policing and/or identify alternatives to policing in the District of Columbia.
- The report acknowledges the racialized history of policing in D.C. and strives to live up to the guiding principles that public safety requires space and opportunities to thrive, autonomy and self-determination, confidence in the entities tasked with preventing and responding to crime, and the eradication of structural inequities that keep everyone from living free and healthy lives.
- Committee members call for:
    1. Meeting crisis with specialized skill and compassion
    2. Strengthening the safety net for vulnerable residents and decriminalizing poverty
    3. Re-establishing police-free schools
    4. Trusting and investing in communities to stem gun violence
    5. Embracing a harm reduction approach to policing
    6. Taking special, developmentally-appropriate measures to protect young people from over-policing and criminalization
    7. Building a community-centered police department
    8. Holding police accountable
    9. Shifting the collective focus and resources from policing to the community (i.e., realigning and reducing)

Lila Kazemian, Pathways to Desistance From Crime Among Juveniles and Adults: Applications to Criminal Justice Policy and Practice (2021), National Institute of Justice. Available: https://nij.ojp.gov/topics/articles/pathways-desistance-crime-among-juveniles-and-adults-applications-criminal-justice.

- This paper reviews the literature on desistance from crime by adolescents and adults. Based on this review, the author offers nine recommendations for criminal justice policy and practice:
    1. Criminal justice interventions should shift from an exclusive focus on recidivism to considering positive outcomes that may result in reduced crime involvement.
    2. Early adults share biological and social similarities with adolescents that should be considered when assessing culpability. Additionally, the involvement in the criminal justice system during this stage may be counterproductive or even delay desistance.
    3. Lengthy prison sentences do not promote desistance from crime.

4. Desistance from crime is a gradual process and preparation for release should begin early.
5. Interactions with law enforcement may disrupt desistance in many ways.
6. Criminal records can impede successful reintegration into society.
7. When assessing the risk of reoffending, the prevalence of past offending alone is not enough. Risk assessment should account for other aspects of crime like recency and intensity.
8. Interventions and initiatives aimed at promoting desistance need to be evaluated for their effectiveness and responsiveness to various demographics.
9. Partnerships between members of the criminal justice system and the community form the basis of the most effective desistance-promoting policies and practices.

- The author notes that criminal behavior rarely persists beyond 40. Desistance from crime is correlated with a number of factors in addition to age like attachment to social institutions (e.g., employment and marriage) and positive self-image. Anger and depression can hamper desistance, as can racial and ethnic inequality. Justice-system involvement also impedes desistance.
- Where incarceration or other supervision is necessary, they should be of limited duration and meaningfully prepare individuals for re-entry.

Shawn Ginwright, *Hope, Healing, and Care: Pushing the Boundaries of Civic Engagement for African American Youth*, **Liberal Education (2011). Available:**
https://www.sbh4all.org/wp-content/uploads/2016/08/hope-healing-care-article.pdf

- In this brief article, Ginwright discusses the different forms of civic engagement that African American youth practice and the influence of hope on participation in civic life.
- When assessing marginalized communities, we overemphasize traditional forms of civic engagement ("citizenship forms of engagement") like protest, hunger strikes, volunteering, and civil disobedience while discounting more unconventional forms like supporting one's family and artistic expression.
- Ginwright argues that poor Black youth have less faith in traditional forms of civic engagement. Instead, they contribute to networks of care, support, and counseling within their communities that foster individual well-being and purpose.
- "Healing is the process of restoring health and well-being to individuals and communities." In order to heal, Black youth must have a sociopolitical understanding of the world around them that has prepared then to confront racism and other forms of oppression. Ultimately, healing allows Black youth to resist beliefs, attitudes, and practices that can negatively impact their self-confidence and positive identity development.
- "Together, healing and hope inspire youth to understand that community conditions are not permanent, and that the first step in making change is to imagine new possibilities."
- Ginwright identifies three pathways to healing and restoring civic life in Black communities that can be realized through community organizations:

1. Critical consciousness or sociopolitical awareness of the root causes of quality-of-life problems that allows youth to better understand the world around them and to see themselves as agents of change.
2. Action that allows young people to take control of a situation and to exercise power.
3. Well-being, which results from collective power and control over internal and external forms of oppression, that has been used to foster a higher quality of life.

- For additional articles by Shawn Ginwright, see also: http://www.shawnginwright.com/articles.

III.   Websites, Videos, & Other Resources

Berkeley Underground Scholars, https://undergroundscholars.berkeley.edu/about

- **Berkeley Underground Scholars** (BUS) creates a pathway for incarcerated, formerly incarcerated and system impacted individuals into higher education. They are building a prison-to-school pipeline through recruitment, retention, and advocacy. BUS is an academic support program housed within the Division of Equity and Inclusion at UC Berkeley.
- **Underground Scholars Initiative** (USI) is the student org that works in partnership with BUS. USI is completely student-run. The two organizations, BUS & USI, are separate and aligned.
- They prioritize our services for formerly incarcerated students. They define system-impacted as a person who is legally, economically, or familially affected in a negative way by the incarceration of a close relative. System-impacted also includes people who have been arrested and/or convicted without incarceration.

Café Momentum, https://cafemomentum.org/

- Café Momentum provides a transformative experience through a paid internship program designed to provide 12-months of curriculum for justice-involved youth, ages 15-19. Their interns rotate through all aspects of the restaurant, focusing on life and social skills, coaching and development.
- Café Momentum's flagship location in Dallas, Texas, opened in 2015 with expansion underway. Nashville, Tennessee, and Pittsburgh, Pennsylvania, are both slated to open in 2022. Expansion is made possible through the fiscal sponsorship of Momentum Advisory Collective.
- Visit their website (linked above) to watch a clip from CNN Heroes about their work.

Free Our Kids Coalition, https://www.freeourkidscoalition.org/about-us

- The Free Our Kids Coalition was created in response to the proposed $75 million, 100-120 bed facility by Alameda County. The effort to construct a new Camp Sweeney and demolish the current one dates back to 2008 when probation successfully applied for a grant from the BSCC and was later approved for an additional 54 million in 2013 by the Board of Supervisors. Probations justification for this project is that the current facility sits on a fault line susceptible to landslides. Probation also contends that they want to enhance vocational programming and increase bed capacity to house boys and girls. In June 2019, a coalition of several local nonprofit organizations (Free Our Kids) came together for their first gathering to strategize on ways to disrupt the construction process for Camp Sweeney.
- Free Our Kids is calling on the County of Alameda to move past the existing ineffective and traumatic punitive system in favor of a care-centered approach to youth justice that strives to support and rehabilitate our kids rather than punish them. Free Our Kids believes the time is now to reimagine a new model for youth justice in Alameda County based on principles of health, equity, and community.

The Newest Abolitionists: Youth Stories from the National Campaign for Police Free Schools, Peoples Think Tank, http://peoplesthinktank.us/newest-abolitionists/

- Named the Newest Abolitionists in honor and homage of the Student Nonviolent Coordinating Committee (SNCC) in the 1960s, the project is a collection of seventeen essays written by youth organizers leading Police Free Schools campaigns in Chicago, New York, Los Angeles, Madison, Phoenix, Denver, and Philadelphia. Written with the support of UMass Boston graduate students from Professor Mark Warren's course on Community-Based and Participatory Research, co-led by doctoral student Bianca Ortiz-Wythe, the essays chronicle the personal voices and collective journey of youth organizers in the National Campaign for Police Free Schools, a joint initiative of the Alliance for Educational Justice (AEJ) and the Advancement Project, comprised of 26 organizations leading campaigns in 21 cities.
- These powerful essays highlight the freedom dreams of young people, of school's free from police infrastructure, culture, and practice. Through sharing their stories, young people share the identities that move them to take courageous action, talk about how they got involved in youth organizing, discuss their organizing victories and the struggles ahead, while reflecting on the transformation that participation in these efforts has had for them in their lives. Each of their journeys to freedom quilted together point us to the path of greater societal change.

Participatory Defense, https://www.participatorydefense.org/about

- Participatory Defense is a community organizing model for people facing charges, their families, and communities to impact the outcomes of cases and transform the landscape of power in the court system.
- Connecting the movement from advocacy in the streets to packing courtrooms led to creating an approach called participatory defense -- an organizing model developed at Silicon Valley De-Bug's Albert Cobarrubias Justice Project. Led by the very families whose loved ones are facing charges in the system, participatory defense is a community organizing model for people facing charges, their families, and communities to impact the outcome of cases and transform the landscape of power in the court system.
- It is a model that has been developed in the last eleven years in San Jose, CA. Since then, they've shared the model and participatory defense is being implemented in various cities across the country.

#PoliceFreeSchools, The Alliance for Educational Justice, https://policefreeschools.org/

- The National Campaign for Police Free Schools is a formation of youth-led grassroots organizations fighting to end the criminalization of youth in the classroom, create liberatory educational spaces, and implement an affirmative vision of safety and transformative justice. As modern-day abolitionists, they believe in and organize for a world without prisons or police.
- School policing is inextricably linked to this country's long history of oppressing and criminalizing Black and Brown people and represents a belief that people of color need to be controlled and intimidated. Historically, school police have acted as agents of the state to suppress student organizing and movement building, and to maintain the status quo.
- Today, students of color are more likely to attend schools with police, but no school counselors — and are more likely to attend schools with other forms of policing: metal detectors, locked gates, security cameras, random sweeps, and surveillance technology like facial recognition and social media monitoring.
- Grounded in the belief that removing police from our schools is the seed to removing police from our communities, the campaign centers the leadership of young people and organizers who are using a series of strategies, the "6 D's," to advance abolitionist fights from Oakland to New York: Decriminalize, Demilitarize, Deprioritize, Delegitimize, Dismantle, and Divest / Invest.

Mark Walsh, "Federal Appeals Court Strikes Down South Carolina's 'Disturbing Schools' Law," *EducationWeek***, February 22, 2023. Available: https://www.edweek.org/policy-politics/federal-appeals-court-strikes-down-south-carolinas-disturbing-schools-law/2023/02**

- A federal appeals court struck down South Carolina laws against disorderly conduct in schools and "disturbing schools," ruling they were unconstitutionally vague as they have been applied to K-12 students. The decision comes in a high-profile case that implicates police in schools, racial disparities in law enforcement involving students, and the use of arrests or criminal referrals for conduct that was long considered a matter of school discipline.

- During a six-year period ending in July 2020, court papers say, there were 3,735 referrals of people between the ages of 8 and 18 for prosecution for "school-related" incidents under South Carolina's disorderly conduct law, which prohibits disorderly, boisterous, obscene, or profane language within earshot of a school.
- According to evidence submitted in the case, Black students were charged under the South Carolina disorderly conduct law for incidents in schools from 2015 to 2020 at a rate roughly seven times of their white peers.
- The challenge to the laws was filed in 2016 by several students and one juvenile justice organization with the backing of the American Civil Liberties Union. One of the plaintiffs, Niya Kenny, drew nationwide attention when she was arrested in 2015 after she videotaped a school resource officer who had violently removed another student from her classroom chair and slammed her to the floor.

We Came to Learn, **The Advancement Project and Alliance for Educational Justice (2019). Available: https://advancementproject.org/wecametolearn/**

- This report examines the advent of policing practices in America's public schools and their historical roots in suppressing Black and Latino student movement and the criminalization of Black childhood. Authors discuss the documented harms of school policing, including the disparate impact that policing has on students of color, students with disabilities, and students who are lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual (LQBTQIA).
- The report centers the voices of young people from around the country who describe the everyday indignities that they experience at the hands of school police. It also, for the first time, catalogues known assaults of young people by school police officers.
- The report shines a spotlight on three particular cases where young people were assaulted by school police and how their communities responded. These case studies – in Oakland, CA, in Philadelphia, PA, and in Spring Valley, SC, serve as models in the fight to end school policing. The report chronicles how Black and Brown youth have used organizing and advocacy to advance a vision of school safety that is not reliant on policing.

Saneta Devuono-Powell et al., *Home with a Purpose: A History of the Safe Return Project*, Haas Institute for a Fair and Inclusive Society (2016). Available: https://belonging.berkeley.edu/home-purpose-history-safe-return-project-4

- This report analyzes the formation, development and impact of the **Safe Return Project**. The Safe Return Project is comprised of Richmond, California residents who are working to study and address the needs of the formerly incarcerated. The goal of Safe Return is to identify strategies that respond to community needs, while developing the capacity for the formerly incarcerated to take the lead on the issues that impact them.
- Since the program started, it has hired formerly incarcerated people to engage in participatory action research (PAR), community organizing, and policy advocacy on issues impacting individuals coming home from jail and prison. The work of the Safe

Return team has not only transformed the lives of many individuals, but it has also impacted the broader community in Richmond, as well as the national narrative around incarceration and reentry.

Chiminada Ngozi Adichie, The Danger of a Single Story, Ted (2009). Available: https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/comments.

- In this Ted Talk, author Chiminada Ngozi Adichie, describes how her exposure to Eurocentric storytelling traditions both expanded her view of white Western people while limiting her view of people of color.
- As a child, Adichie read stories in which all the characters were white and the food, climates, and experiences were foreign to her. Her own early writing would imitate what she read. Despite being a Black Nigerian, it did not occur to her that people like her from her homeland could exist in literature.
- It was not until she discovered African literature with people, settings, and foods that were familiar to her that she came to a new understanding of what a story could be.
- Adichie notes that we orient ourselves toward others based on the single stories that we hear about them. When we create and consume stories that repeatedly show groups of people as just one thing, we fail to recognize the complexity and humanity of those groups and flatten them. Children are particularly susceptible to the tendency to stereotype people in this way.
- The problem with stereotypes is not necessarily that they are untrue, but that they are incomplete. The consequence of single stories is that they emphasize difference, making it harder to empathize and see our common humanity.
- Adichie also states that it is impossible to discuss telling stories without talking about power. Stories both communicate who is in power and hold power themselves. Depending on the perspective of the story, one group may seem more powerful than another (e.g., the failure of the African state vs. the creation of the African state/colonization of Africa). Additionally, stories themselves have the power to shape our perspectives. Rejecting the single story has the power to counteract stereotypes and repair misrepresentations.