COURSE SCHEDULE

Class 1 (Jan. 28): Course Overview

Reading:
  - Optional: pp. 8-22, 176-92
- Reading Packet #1

Speakers:
- Elizabeth Bartholet, Prof. of Law and Faculty Director, Child Advocacy Program
- Crisanne Hazen, Lecturer on Law and Assistant Director, Child Advocacy Program

Class 2 (Feb. 4): Neglect and Its Life-Long Impact; Related Issues in International Adoption Policy

Reading:
- Reading Packet #2

Guest Speakers:
- Charles Nelson, Professor of Pediatrics, Neuroscience and Psychiatry, Harvard Medical School; Professor of Education, Harvard University; Richard David Scott Chair in Pediatric Developmental Medicine Research, Boston Children’s Hospital
- Irene Costello, Co-Founder, Effie’s Homemade; International Adoptive Parent
- Ionela Costello, Student; International Adoptee

Professor Charles Nelson, one of the world’s leading experts on early brain development, will discuss the impact of neglect on children, focusing on the kind of profound neglect involved in orphanages abroad, that is also characteristic of some forms of neglect in families in the U.S. Prof. Nelson has led the Bucharest Early Intervention Project, the only gold standard social science study ever conducted on the impact of institutionalization on children, and has advised policy makers both here in the U.S. and throughout the world on child welfare policy. His work is relevant to the issues presented in not only this class but the entire rest of the course. Irene and Ionela Costello will share their personal experience with the shutdown of international adoption by Romania that has resulted in many thousands of Romanian children being denied adoptive families.
Class 3 (Feb. 11): Education & Juvenile Justice: Dismantling the School-to-Prison Pipeline

Reading:
- Reading Packet #3

Guest Speakers:
- **Tanya Coke**, Director, Gender, Racial, and Ethnic Justice, Ford Foundation
- **Judith Browne Dianis**, Executive Director, Advancement Project
- **Thena Robinson Mock**, Program Officer, Communities for Just Schools Fund

This class will focus on the movement to end the school-to-prison pipeline (STTP), a phenomenon that disproportionately affects children of color. Philanthropy has been an important force for change in our society not just in this area but more broadly. Tanya Coke has been a key philanthropic figure in the movement to end the STTP, helping to seed its national advocacy efforts. Judith Browne Dianis leads the Advancement Project, one of the first civil rights organizations to focus on the STPP. Thena Robinson Mock works with the Communities for Just Schools Fund, a re-granting intermediary that distributes pooled contributions from different funders to local grassroots organizations. Since the George Floyd uprisings in the summer of 2020, these local organizations have successfully pushed several school districts to end their contracts with police and to instead add school counselors — a major demand of STPP activists in recent years.

Class 4 (Feb. 18): Child Welfare: The Use and Misuse of Science in Connection with Abusive Head Trauma (Shaken Baby Syndrome)

Reading:
- Reading Packet #4

Guest Speakers:
- **Sameer Sabir**, Founder, Rehma Fund for Children; CEO of SevenOaks Biosystems
- **Dr. Sandeep Narang**, Professor of Pediatrics, Section of Child Advocacy and Protection; Child Abuse Pediatrician, Child Advocacy and Protection Services, Medical College of Wisconsin

This class addresses the use and misuse of science — a major issue in the areas covered by this course. The focus will be on this issue in the context of Abusive Head Trauma (AHT), once generally known as Shaken Baby Syndrome. Recent decades have seen an increasing understanding of AHT in the medical community, and increasing recognition of the need to address it through various public policy initiatives. However, defense attorneys representing parents and others accused of injuring children have pushed back, with the assistance of “expert” witnesses, challenging the very existence of AHT and its impact. Sameer Sabir is a local parent who took his own devastating loss as inspiration to fight for justice both for his child and for others, using a variety of advocacy strategies. Dr. Sandeep Narang has a background in both law and medicine, and is a leading expert on AHT. He has focused much of his research, writing, and teaching on issues involving the use and misuse of science both in the AHT context and more generally.

Reading:
- Reading Packet #5

Guest Speakers:
- Emily Putnam-Hornstein, John A. Tate Distinguished Professor for Children in Need, School of Social Work, University of North Carolina at Chapel Hill; USC Distinguished Scholar and Faculty Co-Director, Children’s Data Network
- Virginia Pryor, Chief Deputy Director for Los Angeles County’s Department of Children and Family Services

The child protection system is responsible for investigating allegations of abuse or neglect, and then working to resolve threats to child safety in an effort to prevent future harm to children. This charge means that the system is expected to be both reactive and preventative in the services it delivers. In terms of prevention, it means screening and delivering the proper level and array of protective interventions and preventative services for millions of children each year. Yet, analytic tools critical to supporting child protection workers often date back decades. Emily Putnam-Hornstein is a leading social scientist who has worked to translate her research to help agencies use data to better direct resources to those most at risk, enabling early intervention to provide the support they need. Ginger Pryor leads one of the nation’s largest child welfare systems, and is partnering with Putnam-Hornstein to implement practices in an effort to redesign traditional pathways to improve outcomes for vulnerable children.

Class 6 (Mar. 4): Education: The Campaign for Safe, Supportive and Racially Just Schools

Reading:
- Reading Packet #6

Guest Speakers:
- Michael Gregory, Clinical Professor of Law, Harvard Law School
- TBD

The Harvard Law School Trauma and Learning Policy Initiative has worked for many years, using a variety of advocacy strategies, to create a national understanding of the critical need to address the effects of trauma and racism on the ability to learn. Professor Michael Gregory will share some of these strategies, including the use of student voices to bring attention to their own educational needs. Professor Gregory will be joined by some of his community partners, who will speak to their legislative and other advocacy work in Massachusetts.
Class 7 (Mar. 11): Education: Establishing Educational Rights Through Litigation

Reading:
- Reading Packet #7

Guest Speakers:
- **Michael Rebell**, Professor and Executive Director, Center for Educational Equity, Teachers College, Columbia University; Adjunct Professor, Columbia Law School
- TBD

Professor Michael Rebell, author of an important recent book on education, *Flunking Democracy*, is a leading thinker on educational equity, and has played a major role in successful litigation campaigns over recent decades promoting educational reform. He will share his experience using impact litigation in state and federal courts to promote educational equity both in funding and in adequacy of education. He will focus his remarks on a landmark case he is now litigating in the federal courts designed to establish rights to an adequate education.

Class 8 (Mar. 25): Education: Current Issues & Future Directions in Homeschooling

Reading:
- Reading Packet #8

Guest Speakers:
- **Elizabeth Bartholet**, Prof. of Law and Faculty Director, Child Advocacy Program
- **James G. Dwyer**, Arthur B. Hansen Professor of Law, William & Mary Law School
- **Rachel Coleman**, Executive Director, Coalition for Responsible Home Education
- **Lindsey T. Powell**, Patent Administrator, Harvard University; Homeschooling Alumna

Homeschooling has grown dramatically in recent decades. Our nation’s recent Covid-19-related experience with expanded home education raises questions for the future, with some thinking this has helped demonstrate the risks in homeschooling, and others thinking it will encourage yet more parents to abandon traditional schools. Homeschooling is largely free of the kind of regulation that defines public education. There are few requirements that parents be qualified to teach, or that any particular subject matter be covered. Many states don’t even require that parents register their children for homeschooling.

Many experts on homeschooling think the current unregulated regime poses risks both for children and society. A significant number of homeschooled children are denied basic educational skills, and denied exposure to ideas and values different from those of their parents. Many are subjected to abuse and neglect, missing out on the protection provided by traditional schools, where teachers are mandated reporters in the child protection system, with a duty to report suspected maltreatment.

The legal trend has been in the direction of yet more deregulation, largely as a result of powerful advocacy by homeschooler organizations. These organizations take the position that there should be
virtually no restrictions on parent power in this or related areas. They have, for example, joined with other parent rights organizations to oppose any child protective services intervention in the family. This class brings a variety of homeschooling experts to discuss their different perspectives and reform recommendations. Professor Bartholet is the author of a recent law review article on homeschooling which generated intensive backlash from homeschooler organizations. Professor Dwyer is the author of a comprehensive book on the history and current reality of homeschooling, and a leading scholar on child rights. Rachel Coleman is a homeschooling alum, and the co-founder and director of a non-profit focused on protecting homeschooled children against abuse and neglect by providing resources, conducting research and promoting policy reform. Lindsey Powell is a homeschooling alum, who has shared her experience and thoughts on the issues in recent writing.

**Class 9 (April 1): Immigration, Racial Justice, and the Private Bar**

- **Reading:**
  - Reading Packet #9

- **Guest Speakers:**
  - **Brad Karp**, Chairman, Paul, Weiss, Rifkind, Wharton & Garrison, LLP
  - TBD

Brad Karp is Chairman of the Paul, Weiss law firm, and a long-time leader of the firm’s litigation department. Under his leadership the firm has undertaken some major *pro bono* initiatives. These include, encouraging large numbers of other major law firms throughout the nation to join with Paul Weiss to help those victimized by Trump-era immigration policies, and to further racial justice. This has included an enormous mobilization of the private bar to represent families adversely affected by the Trump Administration’s family separation policies, and to represent demonstrators arrested during the racial justice protests of 2020.

**Class 10 (April 8): Juvenile Justice: UTEC and Youth Organizing**

- **Reading:**
  - Reading Packet #10

- **Guest Speakers:**
  - **Susan Le**, Program Manager, Teens Leading the Way, UTEC, Inc.
  - **Teens Leading the Way (TLTW) Youth Organizers**

UTEC, Inc., was founded in 1999 as the result of young people organizing in response to gang violence in their communities in Lowell and Lawrence, MA. UTEC works with “proven-risk youth to trade violence and poverty for social and economic success.” It uses an intensive street outreach model to meet young people where they are at. UTEC’s program includes a youth-driven movement to reform laws that negatively impact young people, called Teens Leading the Way (TLTW). UTEC leadership will discuss the organization’s mission, strategic approach, and data demonstrating the program’s success. TLTW youth members will discuss their successful campaign to reform law governing the sealing and expungement of juvenile records.

Reading:
• Reading Packet #11

Guest Speakers:
• Jason Szanyi, Deputy Director, Center for Children’s Law and Policy
• Jeannette Bocanegra, Executive Director, Justice for Families

Our juvenile justice system is supposed to emphasize treatment and rehabilitation over punishment. However juvenile institutions are often brutal, and their educational systems are typically primitive. We lead the world in incarcerating children in adult prisons. All too frequently, institutionalized juveniles are subject to horrifically harsh behavior management strategies, including solitary confinement. There is a growing body of evidence that this kind of institutional treatment causes irreparable harm to developing brains while at the same time failing to provide any protection to society. The children victimized by these systems are overwhelmingly children of color. Jason Szanyi, HLS graduate and CAP alumnus, has worked for many years at the Center for Children’s Law and Policy (CCLP) to end the use of solitary confinement and racial disparities, and to promote other system reforms. Jeannette Bocanegra, mother of a child affected by the system, is on the board of CCLP and leads a grassroots organization focused on empowering impacted family members to engage in advocacy and policy reform. Together they will discuss the nature of the system and the work they are doing on a local and national level to address racial inequities and reform harmful systems.

Class 12 (Apr. 22): Child Rights Past & Present, Here & Abroad

Reading:
• Nobody’s Children, pp. 33-43
• Reading Packet #12

Guest Speakers:
• Anne Dailey, Evangeline Starr Professor of Law, University of Connecticut School of Law
• Katharine Young, Associate Professor, Boston College Law School

Professor Anne Dailey, an HLS graduate and professor at UConn’s School of Law, focuses her academic work on child rights in the U.S. Professor Katharine Young’s work on human rights in the international arena, including on positive social and economic rights, provides an important international perspective on how differently child rights are conceived of in the U.S., with its negative rights tradition, as compared to the rest of the world.