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MANDATORY SHAMING STATUTES AND SENSATIONALIZED SHAMING OF SEX BUYERS

Rebecca A. Neville

This Article analyzes whether current post-arrest releases of offenders' information is actually an effective deterrent for combating the buying of commercial sex. This Article concludes that the criminal justice system most effectively deters, rehabilitates, and reintegrates sex buyers when shaming techniques target offenders, occur post-conviction, and complement other methods of combatting prostitution. In this way, shaming practices can exist within the criminal justice system without encouraging vigilante justice or the spillover harassment families often experience after the release of identifying information in press releases or news conferences.

Part II discusses the history and constitutionality of shaming tactics, and introduces mandatory shaming provisions used in Pennsylvania and Georgia. Part III compares these statutes and recommends that pre-conviction shaming sanctions minimize sensationalism and emulate used policies

Neville

in Pennsylvania and Georgia to make such sanctions more effective.

FACING REALITY: THE NEED FOR TRAUMA-FOCUSED CARE IN THE JUVENILE JUSTICE SYSTEM

Alexandra Emily Bochte

The percentage of children in the juvenile justice system (“JJS”) who have mental health problems is staggering. Also staggering is the percentage of children in the JJS who have experienced abuse and neglect. Children with mental health problems, as well as abused children, have needs that surpass the current training and education provided by the JJS to professionals working with these children. These children require care that is trauma-focused and rehabilitation efforts that differ from the punishment-focused JJS currently in place.

This Article will show that the majority of children in the JJS have mental health needs or suffer from trauma. Youth in the JJS often do not have parental support, and they often come from backgrounds where they were abused. This Article argues that kindness and treatment are more effective for such children than punishment, which leads to children not receiving the services they need. This Article concludes with an analysis of legal arguments

that can be used to obtain appropriate services for these children.

Part II of this Article discusses children and mental health, focusing on statistics of mental health issues within the JJS. Part III examines how children in the JJS have experienced abuse, and Part IV looks at different remedies that the JJS can implement to ensure that children in the JJS are receiving the treatment they need and deserve.

CONTEXT: USE OF THE WORD “FUCK” IN PEDAGOGY AND HIGHER LEARNING

Carmen M. Cusack

This Article endeavors to analyze students’ complex opinions about use of the word “fuck” in American pedagogy and higher learning. Section II analyzes First Amendment case law and use of the word in educational and societal contexts. Section III discusses some Sociology students’ opinions about use of the word “fuck” in pedagogy and higher learning. Their perspectives about the use of the word include positive, negative, and neutral feelings and perceptions. Ultimately, students felt positively about use of the word, in general, and felt that free speech protected its use at their public university. However, many students cautioned that context was important to maintaining a safe learning environment, avoiding offense, and appropriately expressing ideas. They also suggested several contexts in which use of the word “fuck” would be inappropriate. Section IV discusses how students’ opinions may be relevant to educators’ decision to include the word “fuck” in pedagogy, and also considers legal and social

standards that limit such speech. Students' opinions about propriety may be important for understanding Constitutional jurisprudence and speech limits in pedagogy because limits on speech are often defined by words' offensiveness.