

ORIGINATOR'S SECTION:

1. College: CoAS CoBA CoE
 Desired Term and Year of Implementation (e.g., Fall 2008): Spring 2011

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* CHAD 491

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
 Children, Adolescents, and Social Policy

6. Abbreviated Title for Banner:
 (no more than 25 characters, including spaces)
 Child/Adoles & Policy

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

 Explores the role of social policy in children's and adolescents' lives. A main goal for the course is to promote students' understanding of how social policies shape development and how the current state of families influences policy. Topics include child care, education, family values, work and family, legal policies affecting children and adolescents, welfare reform, sexuality issues (e.g., teen pregnancy and sex education) and family violence. Impact of policies on disadvantaged groups and diverse family types will also be explored.
(See prereq below)

9. Why is this course being proposed?

 As a core requirement for the new Child and Adolescent Development degree

10. Mode of Instruction*
 (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-02
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.
 n/a

13. Course Requires Consent for Enrollment? Yes No

 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No

If yes, indicate which course and check "yes" in item #22 below

16. Prerequisite(s): Yes No
 Completion of ~~one laboratory course~~ PSYC 395 or CHAD 496 with a grade of C (2.0) or better, and senior standing

17. Corequisite(s): Yes No

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a

20. How often will this course be offered once established?* 1-2 times per year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory Information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 Requirement in new Child and Adolescent Development degree

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	<u>Sharon P. Hamill</u> Signature	<u>9/1/07</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Sociology Discipline	<u>Linda L. Stowell</u> Signature	<u>10/3/07</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Political Science Discipline	<u>Steve B</u> Signature	<u>11/1/07</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Sharon Hamill 08/30/07
Date

2. Program Director/Chair Sharon P. Hamill 9/1/07
Date

3. College Curriculum Committee Mark Wallace 11/02/07
Date

4. College Dean (or Designee) [Signature] 11/9/07
Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

CHAD 491: Children, Adolescents and Social Policy
California State University, San Marcos

Dr. Sharon Hamill	Spring 200x
Office: UH 304	Days/time: TTh 11:30-12:45pm
Office Hours: T 1-2pm; TH 10:30-11:30am or by appointment	Location: UH 371
Phone: 750-8029 Email: shamill@csusm.edu	Support Staff: Soheyla Mohseni or Karen Harris at 750-4102

Texts:

Archard, D. W. (2003). *Children, family and the state*. Burlington, VT: Ashgate

Ben-Arieh, A. & Goerge, R. M.(Eds.) (2006). *Indicators of child well-being: Understanding their role, usage, and policy influence*. The Netherlands: Springer

Jensen, J. M., & Fraser, M. W. (Eds.) (2006). *Social policy for children and families: A risk and resilience perspective*. Thousand Oaks, CA: Sage.

Course Description:

This course explores the role of social policy in children's and adolescents' lives. A main goal for the course is to promote students' understanding of how social policies shape development and how the current state of families influence policy. Topics to be covered include child care, education, family values, work and family, legal policies affecting children and adolescents, welfare reform, sexuality issues (e.g., teen pregnancy and sex education) and family violence. The impact of policies on disadvantaged groups and diverse family types will also be explored. **Course Prerequisites:** Completion of LD prep for the major, Psyc 330, 348, and 395. **The course is designed for senior CHAD majors.**

Course Objectives :

This course is designed to help students meet the following objectives :

Knowledge:

- Understand what family policy is, how it is formed, and how it evolves over time.
- Understand the rights of children and families, and how they are related to the state's interests in promoting healthy, well-functioning families.
- Evaluate where we should draw the line between the rights of children, families and the state.
- Know about the major policies and programs concerning parental work, child care, and family leave.
- Critically evaluate the current policies regarding the education of children and adolescents and understand how they impact development.
- Be able to describe legal policies that impact children and adolescents.
- Understand social policies regarding children's health, including policies related to nutrition and family violence.
- Consider the impact of social policy on diverse family types.
- Be able to identify issues contributing to the lack of a formal US policy on families and consider where policy development is headed.
- Understand the important role that research plays in the development and evaluation of social policies impacting children and adolescents.

Skills:

- Summarize research articles and book chapters on policy issues.

- Locate policies currently being debated at the national, state and local levels via the internet.
- Identify legislators that represent them at the local, state and community levels.
- Know how to contact legislators to communicate their opinions on issues.
- Cite references in APA style.

Course Requirements:

This course is designed to give students "hands-on" experiences with policies that affect children and adolescents. To this end, students will demonstrate mastery of course material through their performance on three exams, a policy journal, a policy paper, and a poster presented orally to the class during the Class Conference, held the last day of class.

Evaluation:

Evaluation of your mastery of course material will be based performance on course requirements. Each of the graded components will be weighted as follows:

Task	% of course grade	number of points
3 exams (100 points each)	60%	300
Journal	10%	50
Policy Paper	20%	100
Poster	5%	23
Class Attendance	5%	27
TOTAL	100%	500

Grades will be based on points earned. The grade breakdown is as follows:

A- = 450 - 459	B- = 400 - 419	C- = 350 - 369	D- = 300 - 319	F = below 300 points
A = 460 - 500	B = 420 - 434	C = 370 - 384	D = 320 - 334	
	B+ = 435 - 449	C+ = 385 - 399	D + = 335 - 349	

Students will have the opportunity to earn extra credit points for attending presentations by speakers the instructor invites to campus and/or by participating in research or other activities (to be approved by the instructor). **Students are responsible for knowing what their current grade is at any point in the semester (see WebCT Grades)**

NO LATE PAPERS WILL BE ACCEPTED. THEY ARE TO BE TURNED IN TO ME, IN CLASS ON THE DAY THEY ARE DUE. Start early; I will be happy to assist you with your assignments. No make-ups will be given for exams unless there are very special circumstances and I am informed **PRIOR** to the exam. If an emergency arises that will prevent you from turning in the paper on time or taking a scheduled exam, **YOU MUST CONTACT ME DIRECTLY (I.E., NO VOICEMAIL OR EMAIL) BEFORE THE EXAM OR PAPER IS DUE. MAKE-UP EXAMS OR LATE PAPERS WILL ONLY BE ACCEPTED IF THE STUDENT CONTACTS ME BEFOREHAND AND THE EMERGENCY IS VERIFIED BY APPROPRIATE DOCUMENTATION.** If you can't reach me directly, contact my support staff, Soheyla Mohseni or Karen Harris (750-4102), or the Dean of Students office (750-4935).

In compliance with federal ADA laws: If you have a need for any in-class accommodations or special test-taking arrangements because of a verified physical or perceptual limitation, please speak with me during the first two weeks of class.

Academic Honesty: Cheating or plagiarism (presenting the words or ideas of others as your own) will result in failure of the assignment, possible failure of the course, and notification of the offense to the University. **Note: Copying text from another source without giving the proper citation is considered plagiarism.**

Class Materials Information

- **Available on WebCT:** Syllabus, lecture outlines, study guides, assignment instructions and grade sheets, class email and grades. **Please use WebCT to email me when you have course-related questions.**

Writing Assignments

- **Journal Assignment:** Students will keep a journal on the policies discussed in the class. Students will describe the fundamental components of the policies and identify the pro and con positions on the policy, citing relevant empirical evidence to support their arguments. More information will be provided in a separate document.
- **Policy Paper:** An 8-10 page paper describing a national or state policy that impacts children and/or adolescents which is currently under debate in the legislature. Students will present two or more perspectives on this policy, drawing from empirical research. They will apply the policy and discuss its impact on two different children from diverse family backgrounds. They will contact their legislative representative and communicate their opinion on the policy currently under debate.

No Late Papers/projects will be accepted.

Final Grades

A final word on final grades:

This course is a rigorous course on the study of social policy. You earn your final grade by earning points in the class for various tests and assignments. I cannot award "extra" points after the final exam or allow you to complete "extra" work so that you can pass the class. You are responsible for knowing what your grade is in the class at all times, and doing what is necessary to earn a passing grade. I am happy to work with you during the semester to help you to be successful. Please don't hesitate to contact me and ask for help – this is my job and I enjoy it!!

Tentative Course Schedule

Date	Topic and Assignments	Readings
Wk 1: T	Introduction to course and APA style review	
Th	Introduction to Social Policy <ul style="list-style-type: none"> • What is it? • How does our system work? 	Ben-Arieh, & Goerge R. M. (2006). Measuring and maintaining children's well-being: The policy process. In A. Ben-Arieh & R. M. Goerge (Eds.), <i>Indicators of child well-being: Understanding their role, usage, and policy influence</i> (pp. 21-32). The Netherlands: Springer Jenson & Fraser, ch. 1 (Risk and resilience framework for child, youth and family policy) Web sites: http://www.house.gov/ gopher://gopher.senate.gov/ http://www.allpolitics.com/
Wk 2: T	Introduction to Social Policy (continued) <ul style="list-style-type: none"> • What is it? • How does our system work? 	Jenson & Fraser, ch 2 (Child Welfare policies and programs) Web sites: http://www.whitehouse.gov http://www.law.cornell.edu/supct http://www.c-span.org
Th	The rights of Children	Archard , ch 1 (Children)
Wk 3: T	The rights of Children	O'Brien, T. M. (2004). Governance, Legitimacy, and trust in <i>Child welfare in the legal setting: A critical and interpretive perspective</i> (pp. 45-66). New York: The Haworth Press.
Th	The rights of the family	Archard, ch 2 (The family)
Wk 4: T	The role of the state	Archard, ch 3 (The state)
Th	Childhood Indicators	McDonell, J.R. (2006). Indicator measurement in comprehensive community initiatives. In A. Ben-Arieh & R. M. Goerge (Eds.), <i>Indicators of child well-being: Understanding their role, usage, and policy influence</i> (pp. 33-44). The Netherlands: Springer Phipps, S. (2006). Using indicators of child well-being at the international level. In A. Ben-Arieh & R. M. Goerge (Eds.), <i>Indicators of child well-being: Understanding their role, usage, and policy influence</i> (pp. 83-92). The Netherlands: Springer
Wk 5: T	The Importance of Research in the Social Policy process	Morris, P., & Gennetian, L. (2006). Indicators and policy decisions: The important role of experimental studies. In A. Ben-Arieh & R. M. Goerge (Eds.), <i>Indicators of child well-being: Understanding their role, usage, and policy influence</i> (pp. 161-172). The Netherlands: Springer

		<p>Kunkel, D., Smith, S., Studing, P., & Biely, E. (2006). Informative or not? Media coverage of child social policy issues. In A. Ben-Arieh & R. M. Goerge (Eds.), <i>Indicators of child well-being: Understanding their role, usage, and policy influence</i> (pp. 173-192). The Netherlands: Springer</p> <p>Kahn, A. J., & Kamerman, S. B. (2006). Studying the impact of indicators of child well-being and policies and programs. In A. Ben-Arieh & R. M. Goerge (Eds.), <i>Indicators of child well-being: Understanding their role, usage, and policy influence</i> (pp. 199-202). The Netherlands: Springer</p>
Th	EXAM 1	
Wk 6: T	<p>Topic #1: Economic Status</p> <ul style="list-style-type: none"> Relationships between poverty and child/adolescent development Family wealth and poverty 	<p>Morris, P. A., & Gennetian, L. (2006). Welfare and antipoverty policy effects on children's development. In J. E. Fitzgerald, B.M. Lester, and B. Zuckerman (Eds.), <i>The crisis in youth mental health: Critical issues and effective programs, Vol. 1: Childhood disorders</i> (pp. 231-255). Westport, CT: Praeger.</p> <p>Pate, D. J. (2005). Deadbeat dads or fatherhood in poverty? In J. D. Berrick & B. Fuller (Eds.), <i>Good parents or good workers? How policy shapes families' daily lives</i> (pp. 159-174). New York: Palgrave MacMillan.</p>
Th	<ul style="list-style-type: none"> Welfare reform 	<p>Frame, L. (2005). Where poverty and parenting intersect: The impact of welfare reform on caregiving. In J. D. Berrick & B. Fuller (Eds.), <i>Good parents or good workers? How policy shapes families' daily lives</i> (pp. 63-84). New York: Palgrave MacMillan.</p> <p>Morris, P. A., Scott, E. K., & London, A. S. (2005). Effects on children as parents transition from welfare to employment. In J. D. Berrick & B. Fuller (Eds.), <i>Good parents or good workers? How policy shapes families' daily lives</i> (pp. 87-116). New York: Palgrave MacMillan.</p> <p>Web sites: http://epn.org/idea/welfare.html</p>
Wk 7: T	<p>Topic 2: Policies in the Workplace</p> <ul style="list-style-type: none"> Attachment Maternity leave 	<p>Davies, M. W. (1994). Dependent children and their families: A historical survey of United States policies. In F. H. Jacobs & M. W. Davies (Eds.) <i>More than kissing babies? Current child and family policy in the United States</i> (pp. 65-89). Westport, Connecticut: Auburn House.</p>
Th	<ul style="list-style-type: none"> Family Leave Act and other family supportive policies 	<p>Davidson, C. E. (1994). Congressional responses to families in the workplace: The Family and Medical Leave Act of 1987-1988. In F. H. Jacobs & M. W. Davies (Eds.) <i>More than kissing babies? Current child and family policy in the United States</i>. Westport, Connecticut: Auburn House.</p>

Wk 8: T	Topic 3: Early Development <ul style="list-style-type: none"> Brain development in the early years 	Shonkoff, J. P., & Phillips, D. A. (2000). The nature and tasks of early development and the developing brain. In <i>From neurons to neighborhoods: The science of early child development</i> . Washington, DC: National Academy Press.
Th	<ul style="list-style-type: none"> Headstart and Universal preschool 	Zigler, E. & Styfoc, S. (1993). <i>Head Start and beyond</i> . New Haven: Yale University Press. US General Accounting Office (1997). <i>Head Start: Research provides little information on impact of current program</i> . Washington, DC: US General Accounting Office. Available: http://www.gao.gov (Search for HEHS-97-59, ED 407 167.)
Wk 9: T	<ul style="list-style-type: none"> Headstart and Universal preschool 	Lamb-Parker, F., Piotrkowski, C., Baker, A., Kessler-Sklar, S., Clark, B. & Peay, L. (2001). Understanding barriers to parent involvement in Head Start: A research-community partnership. <i>Early Childhood Research Quarterly</i> , 16, 35-51.
Th	Topic 4: Health and well-being <ul style="list-style-type: none"> Child immunizations 	Jenson & Fraser, ch5 (Health policy for children and youth)
Wk 10: T	<ul style="list-style-type: none"> Nutrition and health 	Ogden, C. L., Carroll, M. D., Curtin, L.R., McDowell, M. A., Tabak, C. J., & Flegal, K. M. (2006). Prevalence of overweight and obesity in the United States, 1999-2004. <i>JAMA</i> , 295, 1549-1555. Palmer, E. L., & Carpenter, C. F. (2006). Food and beverage marketing to children and youth: Trends and issues. <i>Media Psychology</i> , 8, 165-190.
Th	EXAM 2	
Wk 11: T	Topic 5: Education of children and adolescents <ul style="list-style-type: none"> Cognitive development of children and adolescents 	Jenson & Fraser, ch 3 (Education policy for children, youth and families)
Th	<ul style="list-style-type: none"> No child left behind 	Comer, J. P. (2004). <i>Leave no child behind: Preparing today's youth for tomorrow's world</i> . New Haven: Yale University Press. .
Wk 12: T	<ul style="list-style-type: none"> Special education policies 	Jenson & Fraser, ch 6 (Policies and programs for children and youth with disabilities)
Th	<ul style="list-style-type: none"> Literacy and Immigrant education 	Whitehurst, G. J. (1998). Child development and emergent literacy. <i>Child Development</i> , 69, 848-872. Gonzalez, G. C. (2005). The effects of community context on the occupational status of immigrant families and on the educational attainment of their children. In <i>Educational attainment in immigrant families: Community context and family background</i> . New York: LFB Scholarly Publishing.
Wk 13: T	Topic 6: Adolescent Sexuality Issues <ul style="list-style-type: none"> Issues in puberty Sex education 	Martinez, A. (2005) Young people, sex and the media. The facts of life? <i>Sex Education</i> , 5, 215-216. Weaver, H., Smith, G., & Kippax, S. (2005). School-based sex education policies and indicators of sexual health among young people: A comparison of the Netherlands, France, Australia and the United States. <i>Sex Education</i> , 5, 171-188.

Th	<ul style="list-style-type: none"> • Teen pregnancy and abortion • <i>Policy paper is due</i> 	<p>Meschke, L. L., Bartholomae, S., & Zentall, S. R. (2002). Adolescent sexuality and parent-adolescent processes: Promoting healthy teen choices. <i>Journal of Adolescent Health, 31</i>(Suppl6), 264-279.</p> <p>Averett, S.L., Rees, D.I., & Argys, L. M. (2002). The impact of government policies and neighborhood characteristics on teenage sexual activity and contraceptive use. <i>American Journal of Public Health, 92</i>(11), 1773-1778.</p>
Wk 14: T	<p>Topic 7: Violence in the lives of children and adolescents</p> <ul style="list-style-type: none"> • Domestic violence 	<p>Van Evra, J. (2004). Violence and aggression in <i>Television and child development</i> (pp. 77-104). Mahwah, NJ: Lawrence Erlbaum.</p> <p>Wulczyn, F., Barth, R. P., yuan, Y. T., Harden, B. J., & Landsverk, J. (Eds.) (2005). The epidemiology of reported child maltreatment in <i>Beyond common sense: Child welfare, child well-being, and the evidence for policy reform</i> (pp. 59-90). New Brunswick: Aldine Transaction.</p>
Th	<ul style="list-style-type: none"> • Child Abuse 	<p>Kim, J., & Cicchetti, D. (2006). Longitudinal trajectories of self-system processes and depressive symptoms among maltreated and nonmaltreated children. <i>Child Development, 77</i>, 624-639.</p> <p>Lansford, J. E., Malone, P. S., & Stevents, K. I. (2006). Developmental trajectories of externalizing and internalizing behaviors: Factors underlying resilience in physically abused children. <i>Development and Psychopathology, 18</i>, 35-55.</p>
Wk 15: T	<ul style="list-style-type: none"> • Adolescents and gangs • <i>Journal is due</i> 	<p>U.S. Department of Justice (1995). Youth gangs. In G. E. McCuen (Ed.), <i>Children of violence in America</i> (pp. 26-29). Hudson, WI: Gary E. McCuen Publications.</p> <p>Hagan, J. (1995). Minority youth violence. In G. E. McCuen (Ed.), <i>Children of violence in America</i> (pp. 15-20). Hudson, WI: Gary E. McCuen Publications.</p>
Th	Class Conference on Policy	
	FINAL EXAM	