

**PubPol 124/CCS 150**  
**CHILDREN IN CONTEMPORARY SOCIETY**  
Class Schedule: Tu/Th 10:05 A.M. - 11:20 A.M.  
Class Location: Sanford Hall Room 150

**Instructor:** Karen Appleyard, Ph.D.  
**Office:** Rubenstein Hall, Room 236  
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**Office hours:** Tuesdays and Thursdays, 11:30 A.M. – 12:30 P.M., or by appointment

**Course Description:**

"Children in Contemporary Society" (Pub Pol 124/CCS150) is an introductory or "cornerstone" course for the Children in Contemporary Society Certificate program. The course will serve as a unifying academic experience for students pursuing this certificate. Six courses are required to complete the certificate: this cornerstone course, two electives, a methods course, a research seminar, and a capstone course. The course will begin by defining childhood and adolescence and laying out the major developmental stages of childhood. We then will cover the intersection between the child and the major influences in a child's life: parents/family life, schools, and neighborhoods and communities. Emphasis will be placed on the application of theory to solving complex societal problems that confront children in today's world. Because it is hoped that the certificate will draw students from different majors, the material will come from different disciplines. Furthermore, students will engage in discussion to integrate learning across traditional disciplinary boundaries. This course will be required of students wishing to complete the certificate, but will be open to all undergraduate students.

**Required Readings:**

**Textbook:**

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

**Articles:**

Posted on Blackboard and electronic reserve (see reading list, below schedule).

**Other Resources:**

The web address for this class is <http://blackboard.duke.edu/>. The syllabus, electronic readings, written assignments, and grades will be posted here. Class notes will NOT be on the web but will be distributed during class.

**COURSE SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Comments and Assignments</b>
	<b>Part 1: Introduction to Frameworks</b>	
Th 01/08	Introduction and Defining Childhood and Adolescence	
Tu 01/13	Frameworks: The Policy Process	Guest Speaker: Jenni Owen, MPA, Assoc. Director of Policy and Translation Director of Policy Initiatives, Center for Child and Family Policy
Th 01/15	Frameworks: Risk and Resilience and the Ecological Transactional Model	
	<b>Part 2: Health and Problem Behavior</b>	
Tu 01/20	Health: Health Care & Health Inequities	NOTE: FINAL DROP/ADD DATE IS WED., 01/21/09

Th 01/22	Health: Mental Health and Substance Use	
Tu 01/27	Health: Developmental Disabilities and Children with Special Needs	Guest Speaker: Lauren Brown, Ph.D., Neurodevelopmental Disorders Research Center, UNC - Chapel Hill
Th 01/29	Health: Adolescent Sexuality and Pregnancy	
Tu 02/03	STUDENT PRESENTATIONS	<b>Review Paper Assignment due</b>
Th 02/05	STUDENT PRESENTATIONS	
Tu 02/10	Problem Behavior: Aggression and Juvenile Delinquency	
	<b>Transition: Policy Organizations</b>	
Th 02/12	Policy Organizations in the Lives of Children	In-Class Activity
Tu 02/17	LIBRARY VISIT – Strategies for Researching Child and Youth Issues	<b>LOCATION:</b> Bostock Library Rm 023 Instructor: Catherine Shreve, Librarian for Public Policy and Political Science
	<b>Part 3: Family</b>	
Th 02/19	Family: Transitions	
Tu 02/24	Family: Child Welfare	
Th 02/26	Family: Child Welfare & Domestic Violence	
Tu 03/03	“The Good, the Bad, & The Ugly”: Research and Public Policy	Guest Speaker: Joel Rosch, Ph.D., Senior Research Scholar, Center for Child and Family Policy
Th 03/05	MIDTERM EXAM	<b>MIDTERM EXAM</b>
Tu 03/10	NO CLASS – SPRING BREAK	
Th 03/12	NO CLASS – SPRING BREAK	
	<b>Part 4: Education</b>	
Tu 03/17	Education: Child Care, Preschool, & Early Intervention	
Th 03/19	Education: Kindergarten & Transition to Kindergarten	Guest Speaker: Amy Schulting, Psychology Intern, Dept. of Psychiatry, UNC- Chapel Hill
Tu 03/24	Education: Overall Policy	Guest Speaker: Clara Muschkin, Ph.D., Asst. Research Professor, Center for Child and Family Policy <b>Research Paper Draft/Outline Due</b>
Th 03/26	Education: No Child Left Behind and the Achievement Gap	
	<b>Part 5: The Larger Social Environment</b>	
Tu 03/31	Media	<b>Research Paper Draft/Outline Returned</b>
Th 04/02	Neighborhood/Community Influences: Community Violence/Gangs/Guns	Guest Speaker: Joel Rosch, Ph.D., Senior Research Scholar, Center for Child and Family Policy
Tu 04/07	Poverty: Child Development & Environment	
Th 04/09	Poverty: Anti-Poverty Policy Initiatives	
Tu 04/14	The Economy: Child Labor, Teen Employment	
Th 04/16	Global Perspectives: UN Convention on the Rights of the Child	<b>Research Paper Due</b>
Tu 04/21	Conclusions/Integration	
Th 04/30	<b>7:00 – 10: 00 p.m. Final Exam</b>	<b>FINAL EXAM</b>

## READING LIST

### **PART 1: INTRODUCTION TO FRAMEWORKS**

Th 01/08/09: Introduction to Child Development: Defining Childhood/Adolescence

*Permalink on Blackboard:*

Arnett, J. J. (2007). Suffering, selfish, slackers? Myths and reality about emerging adults.

*Journal of Youth and Adolescence*, 36(1), 23-29.

[www.springerlink.com/content/w61496684h23304g/fulltext.html](http://www.springerlink.com/content/w61496684h23304g/fulltext.html)

Hernandez, Donald J. (1997). Child development and the social demography of childhood.

*Child Development*, 68(1), 149-159. (\*\* NOTE: Read through p. 159; you do not have to read the Appendix.)

<http://www.jstor.org/stable/1131933>

**OPTIONAL reading on Electronic Reserves:**

Corsaro, William A. (2005). Historical views of childhood and children. In *The Sociology of Childhood* (pp. 61-81). Thousand Oaks, CA: Pine Forge Press.

Tu 01/13/09: Frameworks: The Policy Process

*Electronic Reserves:*

Zigler, E. F., & Hall, N. W. (2000). The policy process. In E. F. Zigler & N. W. Hall (Eds.), *Child development and social policy* (pp. 22-36). Boston, MA: McGraw Hill.

Th 01/15/09: Child Development Frameworks: Risk and Resilience and the Ecological Transactional Model

*Social Policy Book:*

Chapter 1: A Risk and Resilience Framework for Child, Youth, and Family Policy (pp. 1-18)

*Permalink on Blackboard:*

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56, 227-238.

<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&NEWS=N&PAGE=fulltext&AN=00000487-200103000-00004&LSLINK=80&D=ovft>

### **PART 2: HEALTH AND PROBLEM BEHAVIOR**

Tu 01/20/09: Health: Health Care & Health Inequities

*Social Policy Book:*

Chapter 5: Health Policy for Child and Youth (pp. 131-165)

*Permalink on Blackboard:*

Krishnamoorthy, J. S., Hart, C., & Jelalian, E. (2006). The epidemic of childhood obesity:

Review of research and implications for public policy. *Social Policy Report*, 19(2), 1-17.

[www.srpd.org/index.php?option=com\\_content&task=view&id=232&Itemid=550](http://www.srpd.org/index.php?option=com_content&task=view&id=232&Itemid=550)

Th 01/22/09: Health: Mental Health and Substance Use

*Social Policy Book:*

Chapter 4: Child Mental Health Policy: Promise Without Fulfillment? (pp. 93-130)

Chapter 7: Policies and Programs for Adolescent Substance Abuse (pp. 195-229)

Tu 01/27/09: Health: Developmental Disabilities and Children with Special Needs

*Social Policy Book:*

Chapter 6: Policies and Programs for Children and Youth with Disabilities (pp. 167-193)

Th 01/29/09: Health: Adolescent Sexuality and Pregnancy

*Permalink on Blackboard:*

Guttmacher Institute (September, 2006). *In Brief: Facts on teens' sexual and reproductive health*. Retrieved from [http://www.guttmacher.org/pubs/fb\\_ATSRH.html](http://www.guttmacher.org/pubs/fb_ATSRH.html).

Levine Coley, R., & Chase Lansdale, P. L. (1998). Adolescent pregnancy and parenthood: Recent evidence and future directions. *American Psychologist*, 53, 153-162.  
<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&NEWS=N&PAGE=fulltext&AN=00000487-199802000-00006&LSLINK=80&D=ovft>

Manlove, J., Terry-Humen, E., Papillo, A. R. Franzetta, K., Williams, S., & Ryan, S. (2002, May). *Preventing teenage pregnancy, childbearing, and sexually transmitted diseases: What the research shows*. (Child Trends Research Brief). Washington, DC: Child Trends.  
[http://www.childtrends.org/Files//Child\\_Trends-2002\\_05\\_01\\_RB\\_PrevTeenPreg.pdf](http://www.childtrends.org/Files//Child_Trends-2002_05_01_RB_PrevTeenPreg.pdf)

Tu 02/03/09 and Th 02/05/09 NO READINGS (STUDENT PRESENTATIONS)

Tu 02/10/08: Problem Behavior: Aggression and Juvenile Delinquency

*Social Policy Book:*

Chapter 8: Juvenile Justice Policies and Programs (pp. 231-264)

*Permalink on Blackboard:*

Steinberg, L., & Cauffman, E. (2001). Adolescents as adults in courts: A developmental perspective on the transfer of juveniles to criminal court. *Social Policy Report*, 25(4), 1-13. [www.srcd.org/index.php?option=com\\_content&task=view&id=232&Itemid=550](http://www.srcd.org/index.php?option=com_content&task=view&id=232&Itemid=550)

View Frontline materials: Juvenile Justice

<http://www.pbs.org/wgbh/pages/frontline/shows/juvenile/>

**TRANSITION: POLICY ORGANIZATIONS**

Th 02/12/09: Policy Organizations in the Lives of Children: NO READINGS – IN CLASS ACTIVITY

Tu 02/17/09: LIBRARY VISIT: Strategies for Researching Child and Youth Issues: NO READINGS – CLASS ACTIVITY HELD AT BOSTOCK LIBRARY

**PART 3: FAMILY**

Th 02/19/09: Family: Transitions (Transition to parenting; divorce/remarriage)

*Permalink on Blackboard:*

Cowan, C. P., & Cowan, P. A. (1995). Interventions to ease the transition to parenthood: Why they are needed and what they can do. *Family Relations*, 44, 412-423.  
<http://www.jstor.org/stable/584997>

Hetherington, E. M., Bridges, M., & Insabella, G. M. (1998). What matters? What does not? Five perspectives on the association between marital transitions and children's adjustment. *American Psychologist*, 53, 167-184.  
<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&NEWS=N&PAGE=fulltext&AN=00000487-199802000-00007&LSLINK=80&D=ovft>

Whitehead, B. D. (1993). Dan Quayle was right. *The Atlantic*, 271.n4, 47-68.

(Includes related article on family policy)

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9303300024&site=ehost-live&scope=site>

Tu 02/24/09: Family: Child Welfare

*Social Policy Book:*

Chapter 2: Child Welfare Policies and Programs (pp. 19-66)

*Permalink on Blackboard:*

Hussey, J. M., Chang, J. J., & Kotch, J. B. (2006). Child maltreatment in the United States: prevalence, risk factors, and adolescent health consequences. *Pediatrics*, 118(3), 933-42. Retrieved on 12/06/08 from: [www.pediatrics.org/cgi/content/full/118/3/933](http://www.pediatrics.org/cgi/content/full/118/3/933)

U.S. Department of Health and Human Services (2008). *Child maltreatment 2006*. Washington, DC: US Government Printing Office. Read the Summary (pp. xiii – xv) from: <http://www.acf.hhs.gov/programs/cb/pubs/cm06/cm06.pdf>

Th 02/26/09: Family: Domestic Violence

*Electronic Reserve:*

Edleson, J.L. (2006). A response system for children exposed to domestic violence: Public policy in support of best practices. In Feerick, M. & Silverman, G.B. (Eds.). *Children Exposed to Violence* (pp. 191-211). Baltimore, MD: Brookes.

*Permalink on Blackboard:*

Gewirtz, A. & Edleson, J. L. (2007). Young children's exposure to adult domestic violence: Towards a risk and resilience framework for research and intervention. *Journal of Family Violence*, 22, 151-163.

<http://www.springerlink.com/content/7702037537627q21/fulltext.html>

Gewirtz, A., Harris, D., & Avendano, M. J. (2006), Improving access to care for traumatized children: Law enforcement-mental health collaborations for child witnesses to violence. *CURA Reporter*, 36(2), 28-34.

[http://www.cura.umn.edu/reporter/06-Summ/Gewirtz\\_et\\_al.pdf](http://www.cura.umn.edu/reporter/06-Summ/Gewirtz_et_al.pdf)

Tu 03/03/09: NO READING – Guest Lecture

Th 03/05/09: NO READING – MIDTERM EXAM

Tu 03/10/09 and Th 03/12/09: NO READING – SPRING BREAK

**PART 4: EDUCATION**

Tu 03/17/09: Education and Early Development: Child Care, Preschool, and Early Intervention

*Electronic Reserves:*

Belsky, J. (2006). Early child care and early child development: Major findings of the NICHD Study of Early Child Care. *European Journal of Developmental Psychology*, 3, 95-110.

*Permalink on Blackboard:*

Brooks-Gunn, J. (2003). Do you believe in magic?: What we can expect from early childhood intervention programs. *Social Policy Report*, 17(1), 1-16.

[www.srce.org/index.php?option=com\\_content&task=view&id=232&Itemid=550](http://www.srce.org/index.php?option=com_content&task=view&id=232&Itemid=550)

National Institute of Child Health & Human Development (2007). *Study of Early Child Care and Youth Development (SECCYD)*. Retrieved from the National Institute of Child Health & Human Development at <http://www.nichd.nih.gov/health/topics/seccyd.cfm>.

Kamerman, S. B. (2000). Parental leave policies: An essential ingredient in early childhood education and care policies. *Social Policy Report*, 24(2), 1-16.  
[www.srcd.org/index.php?option=com\\_content&task=view&id=232&Itemid=550](http://www.srcd.org/index.php?option=com_content&task=view&id=232&Itemid=550)

Th 03/19/09: Education: Kindergarten & Transition to Kindergarten

*Permalink on Blackboard:*

Bogard, K., & Takanishi, R. (2005). PK-3: An aligned and coordinated approach to education for children 3 to 8 years old. *Social Policy Report*, 19, 1-24.  
[www.srcd.org/index.php?option=com\\_content&task=view&id=232&Itemid=550](http://www.srcd.org/index.php?option=com_content&task=view&id=232&Itemid=550)

Schulting, A. S., Malone, P. S., Dodge, K. A. (2005). The effect of kindergarten transition policies and practices on child academic outcomes. *Developmental Psychology*, 41, 860-871.  
<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&NEWS=N&PAGE=fulltext&AN=00063061-200511000-00004&LSLINK=80&D=ovft>

Vecchiotti, S. (2003). Kindergarten: An overlooked educational policy priority. *Social Policy Report*, 17(2), 1- 20.  
[www.srcd.org/index.php?option=com\\_content&task=view&id=232&Itemid=550](http://www.srcd.org/index.php?option=com_content&task=view&id=232&Itemid=550)

Tu 03/24/09 Education: Overall Policy

*Social Policy Book:*

Chapter 3: Education Policy for Children, Youth, and Families (pp. 67-92)

*Permalink on Blackboard:*

Cook, P. J., MacCoun, R., Muschkin, C. G., & Vigdor, J. (2008). The negative impacts of starting middle school in sixth grade. *Journal of Policy Analysis and Management*, 27(1), 104-121.  
<http://www3.interscience.wiley.com/cgi-bin/fulltext/117357285/PDFSTART>

Th 03/26/09: Education: No Child Left Behind and the Achievement Gap

*Electronic Reserves:*

Rothstein, R. (2004). Social class, student achievement, and the Black-White achievement gap. In *Class and Schools* (pp. 13-60). Washington, DC: Economic Policy Institute.

*Permalink on Blackboard:*

Porter, A.C., & Polikoff, M. S. (2007). NCLB: State interpretations, early effects, and suggestions for reauthorization. *Social Policy Report*, 21(4), 1- 16.  
[www.srcd.org/index.php?option=com\\_content&task=view&id=232&Itemid=550](http://www.srcd.org/index.php?option=com_content&task=view&id=232&Itemid=550)

**PART 5: THE LARGER SOCIAL ENVIRONMENT**

Tu 03/31/09: Media

*Permalink on Blackboard:*

Anderson, C. A., Sakamoto, A., Gentile, D., Ihori, N., Shibuya, A., Yukawa, S., Naito, M., & Kobayashi, K. (2008). Longitudinal effects of video game violence on aggression in Japan and the United States. *Pediatrics*, 122, e1067-e1072.  
[www.pediatrics.org/cgi/content/full/122/5/e1067](http://www.pediatrics.org/cgi/content/full/122/5/e1067)

Brown, J. D., & Witherspoon, E. M. (2002). The mass media and American adolescents' health. *Journal of Adolescent Health*, 31(6S), 153-170.  
[http://www.sciencedirect.com/science?\\_ob=ArticleURL&\\_udi=B6T80-47C9J1D-7&\\_user=38557&\\_rdoc=1&\\_fmt=&\\_orig=search&\\_sort=d&\\_view=c&\\_acct=C000004358&\\_version=1&\\_urlVersion=0&\\_userid=38557&md5=e70d65eafec8b8e1ddc2b51b1946054](http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6T80-47C9J1D-7&_user=38557&_rdoc=1&_fmt=&_orig=search&_sort=d&_view=c&_acct=C000004358&_version=1&_urlVersion=0&_userid=38557&md5=e70d65eafec8b8e1ddc2b51b1946054)

Wartella, E., Caplovitz, A. G., & Lee, J. H. (2004). From Baby Einstein to Leapfrog, from Doom to The Sims, from instant messaging to Internet chat rooms: Public interest in the role of interactive media in children's lives. *Social Policy Report*, 18, 1-20.  
[www.srcd.org/index.php?option=com\\_content&task=view&id=232&Itemid=550](http://www.srcd.org/index.php?option=com_content&task=view&id=232&Itemid=550)

Th 04/02/09: Neighborhood/Community: Community Violence/Gangs/Guns  
*Electronic Reserves:*

Jenkins, E. J., & Bell, C. C. (1997). Exposure and response to community violence among children and adolescents. In J. D. Osofsky (Ed.), *Children in a violent society* (pp. 9-31). New York: Guilford Press.

*Permalink on Blackboard:*

Weisel, D. L., & Howell, J. C. (2007). *Comprehensive gang assessment: A report to the Durham Police Department and the Durham County Sherriff's Department*. Read the Executive Summary (pages 1-12).  
[http://www.durhampolice.com/news/pdf/071220\\_1.pdf](http://www.durhampolice.com/news/pdf/071220_1.pdf)

Osofsky, J. D. (1995). The effects of exposure to violence on young children. *American Psychologist*, 50, 782-788.  
<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&NEWS=N&PAGE=fulltext&AN=00000487-199509000-00006&LSLINK=80&D=ovft>

Tu 04/07/09: Poverty: Child Development & Environment

*Permalink on Blackboard:*

Evans, G. W. (2004). The environment of childhood poverty. *American Psychologist*, 59(2), 77-92.  
<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&NEWS=N&PAGE=fulltext&AN=00000487-200402000-00001&LSLINK=80&D=ovft>

McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53(2), 185-204.  
<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&NEWS=N&PAGE=fulltext&AN=00000487-199802000-00008&LSLINK=80&D=ovft>

Th 04/09/09: Poverty: Anti-Poverty Policies

*Permalink on Blackboard:*

Future of Children (2007). Executive summary: The next generation of antipoverty policies. *The Future of Children*, 17(2).  
[http://www.futureofchildren.org/pubs-info2825/pubs-info\\_show.htm?doc\\_id=521579](http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=521579)

Amato, P. R., & Laynard, R. A. (2007). Decreasing nonmarital births and strengthening marriage to reduce poverty. *The Future of Children*, 17(2), 117-141.  
[http://www.futureofchildren.org/pubs-info2825/pubs-info\\_show.htm?doc\\_id=521579](http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=521579)

Morris, P. A., Gennetian, L. A., & Duncan, G. J. (2005). Effects of welfare and employment policies on young children: New findings on policy experiments conducted in the early 1990s. *Social Policy Report*, 19(2), 1-20.  
[http://www.srcd.org/index.php?option=com\\_content&task=view&id=232&Itemid=550](http://www.srcd.org/index.php?option=com_content&task=view&id=232&Itemid=550)

Tu 04/14/09: The Economy: Child Labor, Teen Employment

*Permalink on Blackboard:*

U.S. Department of Labor (2000). Child Labor Laws and Enforcement. *The Report on the Youth Labor Force*. Read Chapter 2: Child Labor Laws and Enforcement (pp. 3-13). Accessed online 11/20/08 from <http://www.bls.gov/opub/rylf/rylfhome.htm>

Entwisle, D. R., Alexander, K. L., & Olson, L. S. (2005). Urban teenagers: Work and dropout. *Youth & Society*, 37(1), 3-32. <http://yas.sagepub.com/cgi/content/abstract/37/1/3>

Brown, B. (2001). Teens, jobs, and welfare: Implications for social policy. *Child Trends Research Briefs*. Washington, DC: Child Trends. [http://www.childtrends.org/Files//Child\\_Trends-2001\\_08\\_01\\_RB\\_TeensJobs.pdf](http://www.childtrends.org/Files//Child_Trends-2001_08_01_RB_TeensJobs.pdf)

Th 04/16/09: Global Perspectives: UN Convention on the Rights of the Child

*Permalink on Blackboard:*

Melton, G. B. (2005). Building humane communities respectful of children: The significance of the Convention on the Rights of the Child. *American Psychologist*, 60, 918-926. <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&NEWS=N&PAGE=fulltext&AN=00000487-200511000-00032&LSLINK=80&D=ovft>

UNICEF (n.d.). *Fact sheet: A summary of the rights under the Convention in the Rights of the Child*. Downloaded 11/20/08 from [http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

United Nations (1990). The Convention on the Rights of the Child (full text). Downloaded 11/20/08 from: <http://www2.ohchr.org/english/law/pdf/crc.pdf>.

Tu 04/21/09: Conclusion/Integration

*Social Policy Book:*

Chapter 9: Toward the integration of child, youth, and family policy: Applying principles of risk, resilience, and ecological theory (pp. 265-279).

### Course Requirements:

**Class attendance and participation.** Students are expected to attend every class session and to participate actively. Our class discussions and learning depend on each student's full participation and preparation for the session. Students are expected to read all the materials assigned for each session and to prepare 2 thoughtful questions or reflective comments they can contribute to the discussion. These questions/comments should be entered into the blog set up on the Assignments section of the Blackboard site at least 2 hours prior the class session (i.e., by 8 a.m. prior to class). Each satisfactory set of questions/comments will be worth .5 points. 22 sessions have assigned readings (recall that no comments/questions were required for the first day of readings, however, leaving 21 possible reading assignments). Satisfactory and timely completion of 20 sets of questions/comments will be required. If all 21 are completed, the lowest score will be dropped. Additionally, individual and small-group in-class activities (ICA's) will be assigned periodically throughout the semester. Assignments may include (but are not limited to) brief writing assignments, student lead discussions, and small group work with mini-reports. The purpose of the activities is to aid in processing material, to promote class discussion, and to emphasize the practical applications of some of the concepts learned in class or in readings. There will be a total of 12 ICA's offered throughout the semester; all ICA's will be graded out of a total of 2 possible points. Satisfactory completion of 10 of the 12 activities is required. If all 12 assignments are completed, the 2 lowest scores will be dropped. ICA's will only be completed during class. Students will not be able to make up any missed activities (except if previously arranged with the instructor due to university-approved absences). For details on excused absences and missed work, please review the Trinity College Class Attendance and Missed Work Policies at <http://t-reqs.trinity.duke.edu/> Together, class participation will count toward 15% of the course grade.

**Review paper and presentation.** Students will write one short paper (3 pages, typed, double-spaced, 12-point Times New Roman font, 1 inch margins, APA citations) consisting of a summary and critique of a journal article or book chapter related to topics covered in the course. Students will identify, retrieve, and review this article/chapter in an area of their interest. (Selection will be discussed prior to due date. Newspaper articles, websites, brief abstracts, or book reviews will not be allowed.) Criteria for grading these essays will appear in advance on the web. Read them over carefully in preparing to write your essays. **The essay is due in class on Tues., February 3.** Papers must be turned in during class (not in my mailbox or office hours). Faxed and emailed essay assignments will not be accepted. Essays submitted late, without prior permission, will be penalized by a reduction of one letter grade for one class period late and two letter grades for two or more lectures late. Students will make brief presentations of their review to the class (to be scheduled on either February 3 or February 5; approximately 8 minutes each in order for us to complete our presentations in 2 class sessions). Expectations regarding the presentations will be provided prior to the due date. The paper and presentation (together) are worth 15% of the final grade.

**Exams.** One in-class mid-semester test and a final exam (cumulative) will be given. The mid-term exam will consist of multiple-choice, term/vocabulary, and short answer questions. The mid-term (Thursday, March 5) will cover lectures and readings from the beginning of the semester through March 3, and will be worth 15% of the final grade. The final exam will consist of multiple-choice, short-answer, and short-essay questions. The final exam (Thursday, April 30, 7 – 10 p.m.) will be cumulative, but greater emphasis will be placed on lectures and readings from the midterm through the end of the semester (last session April 21). The final exam will be worth 25% of the total grade.

**Research Paper.** One research and application paper will be assigned. The paper will provide an opportunity to select a particular issue relevant to children and youth in contemporary society and to consider how research results are related to programming or policy. The paper assignment will be divided into two parts: a detailed outline and article selection list due March 24 and the final paper draft due April 16. The paper should be approximately 15 pages in length (typed, double-spaced, 12-point Times New Roman font, 1-inch margins, APA citations). Criteria for grading the paper will follow guidelines which will be provided in advance on the web. Read them over carefully in preparing to write your paper. As with the review paper, the research paper must be turn in during class (not in our mailboxes or office hours). Faxed and emailed assignments will not be accepted. Papers submitted late, without prior permission, will be penalized by a reduction of one letter grade for one class period late and two letter grades for two or more lectures late. The outline and article selection will be worth 10% of the final grade, and the final research paper will be worth 20% of the final grade.

#### Summary of Course Requirements

Course Requirement	Possible Points	Percentage of Course Grade
Class participation (10 pts reading assignments; 20 pts ICA's)	30	15%
Review paper and presentation	30	15%
Mid-term exam	30	15%
Research paper outline/article selection	20	10%
Research paper final draft	40	20%
Final exam	50	25%
<b>TOTAL</b>	<b>200</b>	<b>100%</b>

#### Course Grades:

Grades will be assigned according to the University's official grading system. Points used in the computation of GPA go with each of the letter grades. Letter grades will be based on the

following percentages of the 200 possible points. Grade points for each letter grade appear also.

To earn a(n):	Grade Points	Get:
A+	4.0	97% or better of possible points
A	4.0	93% or better of possible points
A-	3.7	90% or better of possible points
B+	3.3	87% or better of possible points
B	3.0	83% or better of possible points
B-	2.7	80% or better of possible points
C+	2.3	77% or better of possible points
C	2.0	73% or better of possible points
C-	1.7	70% or better of possible points
D+	1.3	67% or better of possible points
D	1.0	63% or better of possible points
D -	1.0	60% or better of possible points
P (for pass/fail credit)		Earn 73% of the possible points on the required exams and assignments

The descriptions of expected level of achievement are as follows:

A	Exceptional
B	Superior
C	Satisfactory
D	Low pass
P	Satisfactory (when course is taken on pass/fail option)
F (or U)	Failing (or U when course is taken on pass/fail option)
I (Incomplete)	May be assigned if, due to illness, emergency, or reasonable cause, a student is prevented from completing the work of the course on time. (See also Incompletes, below)

### Course Expectations and Policies:

You are responsible for knowing and following the course policies listed below.

1. **Attendance.** Class attendance is strongly encouraged. Students should come to class each day ready to engage in the day's lesson and discussion. This includes having the assigned readings completed and any assignments ready to turn in at 10:05 A.M. on the day that they are due. As noted above, class participation is worth 15% of your final grade. It is understood that sometimes circumstances beyond a student's control may prevent a student from attending class. If a student must miss a class, it is the student's responsibility to find out what was missed and to get any class notes from a peer in the class.

2. **Exam absence or make-up.** Absence from examinations can be excused only in case of serious and unavoidable cause, such as confining illness. In such cases, you must notify the instructor PRIOR TO THE SCHEDULED TIME OF THE EXAM. Make-ups for in-class exams will be scheduled at the convenience of the instructor.

3. **Late assignments.** Essay assignments are due at the beginning of class (i.e., 10:05 A.M.) on the designated day. Late papers, unless specifically excused in advance, will ordinarily be penalized by a reduction of one letter grade for one class period late, and two letter grades for papers turned in after this. Faxed and emailed essay assignments will not be accepted. If you do not have access to a printer, look on-line for available university printing services.

4. **Academic Accommodations.** Students with disabilities are invited to contact the instructor to discuss special arrangements that may be needed for their work in the course.

5. **Final grades.** Grades will not be changed after final grades are for the semester except in cases of documented errors in calculating or transcribing grades or total course points. According to university policy, finals grades cannot be changed based on late submission of required work, resubmission of work previously judged unsatisfactory, or on additional work. Please retain all returned papers and other materials relevant to your scores on exams and assignments until you have confirmed that your final grade has been computed and reported accurately. Final grades will be posted on Blackboard within 24 hours for seniors and 48 hours for all other students after the final examination scheduled ending time.

6. **Incompletes.** Incompletes generally are reserved for students who have completed the majority of the coursework, but who, due to unforeseen circumstances (e.g., illness, emergency, or reasonable cause), are unable to complete the rest of the coursework. University policy requires a written request by the student to the student's academic dean and approval by the instructor of the course and the dean. The student must satisfactorily complete the work prior to the last day of the fifth week of the subsequent semester (or earlier if there is a question of the student's continuation in school) or a grade of an F will be assigned. If an incomplete is not granted, the student is responsible for completing all of the work assigned in the course during the current semester.

7. **Collaboration with other students.** Working with other students is encouraged in all assignments of the course, with the following stipulation: Full discussion of material and sharing of ideas is desirable before writing begins; BUT each student should write without further input from others. (See also the Academic Integrity description, below.)

8. **Preparation for exams/tests.** Students sometimes ask if tests from previous years can be reviewed in preparation for tests for the current course. This is the first time that I have instructed this course. As such, please be aware that any access you have to tests from previous offerings of this course likely will not be of use to you this semester. I will provide guidelines for studying and preparation in class. (See also the Academic Integrity description, below.)

9. **Preparation of papers.** Students are expected to submit new material and assignments for this course. A paper developed or written for another course should not be submitted for this course. (See also the Academic Integrity description, below.)

10. **Citation conventions and methods to be utilized.** Citations in papers should follow the guidelines of the Publication Manual of the American Psychological Association (5<sup>th</sup> edition, 2001). A basic guideline for these procedures will be provided in class. Any questions regarding these guidelines should be addressed with the Writing Center or with the instructor PRIOR to submission of the paper for grading. (See also the Academic Integrity description, below.)

11. **Electronic policy.** The use of personal computers for note-taking purposes will be allowed in class. Computers are NOT to be used for any other reason(s) in class (e.g., Internet searching, emailing, games, IM'ing, etc.). PDAs and cell phones should be turned off and placed out of sight during class time. This policy is in place to support the positive learning environment of all persons involved in the class. Please respect this policy so that everyone can experience and environment conducive to learning.

12. **Weather-related schedule changes** are only likely to occur under extreme weather conditions, since Duke is largely a residential campus. Any decisions to cancel classes will be announced on all local TV stations (NBC-17, WTVD-11, WRAL, News 14 Carolina, WRAZ Fox

50) and posted by the university at: <http://csp01.campus-services.duke.edu/>. Pub Pol 124/CCS150 will meet as scheduled whenever the University is open; class will NOT be held, and no penalties assessed, when the University is closed.

13. **Academic integrity.** All members of the Duke community are expected to follow the Duke Community Standard regarding their conduct of behavior. The standard is provided, below. Additional information regarding specific definitions of academic dishonesty (lying, cheating, plagiarism, stealing, etc.) may be found at [http://judicial.studentaffairs.duke.edu/policies/policy\\_list/academic\\_dishonesty.html](http://judicial.studentaffairs.duke.edu/policies/policy_list/academic_dishonesty.html)

Additional resources can be found on the proper citation of sources at the Library website at [www.lib.duke.edu/libguide/plagiarism.html](http://www.lib.duke.edu/libguide/plagiarism.html) or the Writing Program's *The Practice of Acknowledging Sources: Avoiding Plagiarism* at <http://ump.duke.edu/sources.html>

### **The Duke Community Standard**

(effective Fall 2007)

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.