

CHST 301/ANTH 305 – Child Policy
Fall 2008

Instructor: Molly Irwin
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Course CRN: 12264
Meeting times: Monday & Wednesday 4:00 to 5:15 pm
Meeting place: Clark Hall, room 205
Office Hours: Mondays 1:00 pm to 3:30 pm or by appointment

Course Description

This undergraduate level course introduces students to issues in child policy. Local, state and federal child policy will be considered. Students will learn how policy is developed and how research informs policy and vice versa. This course will provide students with a beginning understanding of the history of social policy making in the US as well as an overview of how policy related to children is created, implemented and evaluated. Students will be taught to analyze current social policy within the context of historical and contemporary factors that shape policy. Emphasis will be placed on dilemmas inherent in social policy issues, the political and organizational processes used to influence policy, the process of policy formulation, and the use of frameworks for analyzing social policies.

Course Objectives

1. Understand the historical and political context for child policy in the United States.
2. Understand the process associated with policy development - from defining the problem to implementing the policy to policy evaluation in the United States.
3. Gain knowledge of selected children and family policies and related services in the United States.
4. Examine value assumptions and ethical issues involved in policies related to children and families.
5. Demonstrate effective oral and written communication skills in policy analysis.

Instructor's Responsibilities

1. Develop lectures, discussions, and exercise material.
2. Arrange for guest presentations, activities, films, etc.
3. Facilitate group activities.
4. Read and comment on student's assignments.
5. Evaluate student's work and provide feedback.
6. Be available to meet with students during office hours or by appointment as necessary.

**During the semester, I am prepared to meet individually with any and all students enrolled in this course. I would like especially to meet with students with disabilities who are registered with the Coordinator of Disability Services (368-5230) and who may need individual arrangements.

Student's Responsibilities

1. Attend and participate in class sessions.
2. Share learning, thoughts and ideas with the class.
3. Complete the assigned readings.
4. Complete the written assignments.
5. Schedule time to meet with the instructor as needed.

Course Requirements:

Attendance – Attendance is required. Attendance will be taken each class period. Please notify me in advance if you expect to be tardy or absent by leaving a message on phone or email. Arriving more than fifteen (15) minutes late will be considered the same as nonattendance. Attendance and participation count for 10% of your grade.

Required Readings

1. Chambers D.E. & Wedel, K.R. (2009). Social policy and social programs: A method for the practical public policy analyst. 5th edition. Boston. Allyn & Bacon.
2. Additional outside readings as assigned in the syllabus. Some are available on-line through the links provided. Others are available through the site on Blackboard for this course. Enrolled students can access the site at <http://blackboard.case.edu/>.
3. Supplemental Readings **will also be assigned by the Instructor during the course of the semester.**

Assignments and Grading:

The overall grade for this course will be based on the following items:

- **Assignment #1 (10%)** – Where do you set the poverty level? Due: September 10, 2008.
- **Assignment #2 (20%)** – Midterm. Due October 15, 2008.
- **Assignment # 3 & 4 (10% - 5% each)** – 2 News Reviews– Due on date we're discussing the topic you've chosen.
- **Assignment #5 (15%)** -- Issue Debates. Due: 11/24/08 or 12/1/08. This is group assignment – please note the following **Collaborative learning rules**:
 - Collaborative learning opportunities are not optional here - you are required to work as a group.
 - You will be asked to evaluate your own contribution to group-prepared projects as well as the contribution of other group members.
 - If you're having trouble working as a group please let me know – if needed groups will be provided assistance in learning how to work together to a reasonable degree.
- **Assignment #6 (10%)** - Policy Brief or Op-Ed Piece – Due on same day as your issues debate.
- **Assignment #7 (25%)** – Policy Paper. Due: December 10, 2008
- **Attendance and Class Participation (10%)** -- Each student is expected to participate fully in the class as demonstrated through completion of the assigned readings, active engagement in class activities, and attendance during all scheduled class periods.

Late Assignments – Without a valid excuse, any assignment not turned in on time is a Late Assignment. 10% will be deducted from the assignment for each day, past the due date, that an assignment is late. Exceptions may be made once with appropriate notification and documentation for an excused absence.

Fairness in Grading -Your work will be carefully graded and reviewed prior to being returned to you. Despite this, errors may sometimes occur. If you believe that any of your work has been inappropriately graded, you should request re-grading of the assignment in writing within one week of receipt. While your request may specify areas of concern, please note that the entire work will be re-graded; as a consequence your grade may rise, fall, or remain the same.

Academic Integrity: Students are expected to follow the University Statement of Ethics (which can be found at: <http://studentaffairs.case.edu/office/integrity/policy.html>). It states that all forms of academic dishonesty including cheating, plagiarism, misrepresentation, and obstruction are violations of academic integrity standards. Cheating includes copying from another's work, or using unauthorized sources, notes or computer programs. Plagiarism includes the presentation, without proper attribution, of another's words or ideas from printed or electronic sources. It is also plagiarism to submit, without the instructor's consent, an assignment in one class previously submitted in another. Misrepresentation includes taking an exam for another student, or lying about personal circumstances to postpone tests or assignments. Obstruction occurs when a student engages in unreasonable conduct that interferes with another's ability to conduct scholarly activity.

Grade Distribution

90-100	A	=	Outstanding/Superior. Exceptional performance. Consistently exceeds expectations.
80-89	B	=	Very good. Student consistently meets, and occasionally exceeds normal expectations for the course.
70-79	C	=	Average. Usually grasps of content. Inconsistent in meeting normal expectations for the course.
60-69	D	=	Below Average to poor. Very uncertain grasp of content. Often fails to meet normal expectations for the course.
< 60	F	=	Failing. Fails to meet course expectations.

Course Outline

class	Topics/Agenda	Readings/Assignments
8/25	<ul style="list-style-type: none"> ▪ Introductions, course overview, review of the syllabus. 	
8/27	<p>Social Policy: An Introduction</p> <ul style="list-style-type: none"> ▪ The nature of social problems and social problem analysis ▪ History of social welfare and child policy in the US. ▪ Key Child Policies affecting children and families 	<p>Read: Chambers & Wedel – Chapter 1</p> <p>Read: The Overview (P. iii to v) of: Policy Matters, <i>Twenty State Policies to Enhance States' Prosperity and Create Bright Futures for America's Children, Families and Communities</i>, March 2008 (http://www.cssp.org/policymatters/pdfs/FULL%202008%20REPORT.pdf or on Blackboard)</p> <p>Go to: Project Vote Smart (http://www.vote-smart.org/index.htm) and look up your current State and Federal representatives.</p> <p>Explore the following websites and take at least one of the two test and think about if you fit (is this where you thought you fit? How does this compare to the general population?): http://typology.people-press.org/typology/ http://www.politicalcompass.org/test</p>
** 9/1 No Class Labor Day **		
9/3	<p>Policy Analysis and Policy Goals and Objectives</p> <ul style="list-style-type: none"> ▪ Policy Analysis Framework ▪ Basics of goals and objectives ▪ Setting goals ▪ Criteria for evaluating goals 	<p>Read: Chambers & Wedel – Chapter 2& 3</p>
9/8	<p>Child Poverty and Indicators of Child Wellbeing</p> <ul style="list-style-type: none"> ▪ How are children in the US doing? Overview of key child well being indicators. ▪ What is poverty? How is it defined? What are the consequences of child poverty in the US? ▪ Poverty Programs – TANF, EITC, minimum wage 	<p>Read: The Children's Defense Fund. (2005). <i>The State of America's Children: 2005</i> chapter 1: Family Income and Jobs: Raising Children Out of Poverty. (On blackboard or go to: http://www.childrensdefense.org/site/DocServer/Greenbook_2005.pdf?docID=1741)</p> <p>Read: Rector, Robert: The Heritage Foundation Backgrounder: How Poor are America's Poor? Examining the "Plague" of Poverty in America. (On Blackboard or go to: http://www.heritage.org/Research/Welfare/bg2064.cfm)</p> <p>Read: State Policies that Work: Improving the Economic Success of Families (http://www.cssp.org/uploadFiles/improving_economic_briefing.pdf or on blackboard)</p> <p>Read: Economic Policy (http://www.epi.org) issue guides on family budgets, minimum wage, living wage)</p>

9/10	<p>Child Poverty and Indicators of Child Wellbeing Continued...</p> <p>NEOCando</p> <ul style="list-style-type: none"> <i>Guest Speaker: Kristen Mikelbank & Michael Schramm, Center on Urban Poverty and Community Development, Mandel School of Applied Social Sciences, Case Western Reserve University.</i> <p>Discuss Assignment 1</p>	<p>Goto: http://neocando.case.edu/cando/index.jsp and explore the site – we'll have a demonstration of it in class.</p> <p>Due: Assignment 1 (where do you set the poverty level) ** be prepared to present/discuss your idea in class.</p>
9/15	<p>The Legislative and Budget Process</p> <ul style="list-style-type: none"> <i>Guest Speaker: Gayle Channing Tenenbaum, Legislative Director, the Public Children Services Association of Ohio</i> 	<p>Read: Coven, M. & Kogan R. (2007). <i>Introduction to the Federal Budget Process</i>. From The Center on Budget and Policy Priorities webpage: http://www.cbpp.org/3-7-03bud.pdf (or on Blackboard)</p> <p>Read: Families USA: The Voice for Health Care Consumers. <i>Advocacy Tips: How a Bill Becomes a Law</i> (from http://www.familiesusa.org/resources/tools-for-advocates/tips/how-a-bill.html) or on blackboard</p> <p>Read: Handout: <i>Stages of Ohio State Budget Development</i> (on Blackboard)</p> <p>Read: Voices for Children's <i>The Federal Budget - A Road Map for Child Advocates</i> (on Blackboard)</p>
9/17	<p>The Legislative and Budget Process</p> <ul style="list-style-type: none"> How are public programs established and funded Overview of the political and legislative process 	
9/22	<p>Advocacy</p> <ul style="list-style-type: none"> History of child advocacy Social indicators Advocacy groups Role of advocacy in child policy and the policy process Current national, state, and local policy issues <p>Advocacy</p> <ul style="list-style-type: none"> <i>Guest Speaker: Amy N. Swanson, Executive Director, Voices for Children of Greater Cleveland</i> 	<p>Read: Voices for Children of Greater Cleveland's: <i>What Ohio Children Need</i> (on Blackboard)</p> <p>Skim: Voices for Children of Greater Cleveland's: <i>Glossary of Terms</i> (on Blackboard)</p>
9/24	<p>Analysis of Types of Benefits and Services</p> <ul style="list-style-type: none"> Types of benefits & services Criteria for evaluating benefits & services <p>Analysis of Eligibility Rules</p> <ul style="list-style-type: none"> Types of eligibility rules Tradeoffs <p>Form Debate Groups</p>	<p>Read: Chambers & Wedel – Chapter 4 & 5</p> <p>Form Debate Groups</p>
9/29	Early Childhood Policy	

	<ul style="list-style-type: none"> ▪ Invest in Children – a local example ▪ Early Intervention ▪ Home Visiting ▪ Child care ▪ Early care and education ▪ Universal pre-k 	<p>Read: The Children's Defense Fund. (2005). <i>The State of America's Children: 2005</i> chapter 3: Early Care: Critical Years, Critical Investment. (On blackboard or go to: http://www.childrensdefense.org/site/DocServer/Greenbook_2005.pdf?docID=1741)</p> <p>Read: Heckman, J.J., (2002). <i>Invest in the Very Young</i> (on Blackboard)</p> <p>Read: The National Center for Children in Poverty's report: Highlights from the Improving the Odds for Young Children Project: state early childhood policies. (on blackboard or go to: http://nccp.org/publications/pdf/text_725.pdf)</p>
10/1	<p>Early Childhood Policy – <i>Guest Speaker: Gabriella Celeste, Director Cuyahoga County Invest in Children</i></p>	
10/6	<p>Analysis of Service Delivery Systems and Program & Policy Design</p> <ul style="list-style-type: none"> ▪ Social program and policy design ▪ Criteria for evaluating service delivery <p>Financing Social Welfare Programs and Policies</p> <ul style="list-style-type: none"> ▪ Criteria for Analysis ▪ Private market, private funding, social insurance, public funding 	<p>Read: Chambers & Wedel – Chapter 6 & 7</p>
10/8	<p>Local Government's Role in Child Policy – <i>Guest Speaker, James W. Corrigan Government Relations Officer, Cuyahoga County Commissioners</i></p>	<p>Readings: TBA</p>
10/13	<p>Education</p> <ul style="list-style-type: none"> ▪ Funding ▪ Vouchers ▪ Standards/No Child Left Behind ▪ Individuals with Disabilities Education Act <p>Analysis of Interactions among Policy Elements</p>	<p>Read: The Children's Defense Fund. (2005). <i>The State of America's Children: 2005</i> chapter 4: Education: The Path out of Poverty (On blackboard or go to: http://www.childrensdefense.org/site/DocServer/Greenbook_2005.pdf?docID=1741)</p> <p>Skim: Porter & Polikoff (2007). NCLB: State Interpretations, Early Effects, and Suggestions for Reauthorization (http://www.srca.org/documents/publications/spr/21-4_no_child_left_behind.pdf or on Blackboard)</p> <p>Read: Chambers & Wedel – Chapter 8</p>
10/15	<p>Midterm</p>	<p>Due: Assignment 2 (Midterm)</p>
<p>** 10/20 No Class Fall Break **</p>		

10/22	Education – <i>Guest Speaker: tba</i>	
10/27	Child Mental Health	<p>Read: Public Children Services Association of Ohio. <i>The Access to Better Care: Improving Behavioral Health Services for Children and Their Families.</i> (on Blackboard)</p> <p>Read: the Child and Adolescent Mental Health fact sheet and the Comprehensive Community Mental Health Services Program for Children and Their Families fact sheet (from SAMHSA's National Mental Health Information Center) (on Blackboard)</p>
10/29	Child Mental Health – <i>Guest Speaker: Patrick Kanary, Director, Center for Innovative Practices</i>	
11/3	Child Policy Issues in the Election	Read: TBA
<p>*** November 4th – Election Day – Don't Forget to Vote!! ***</p>		
11/5	Child Health Policy <ul style="list-style-type: none"> ▪ Family medical leave act ▪ Access to health care ▪ Threats to child health ▪ Health care reform 	<p>Read: The Children's Defense Fund. (2005). <i>The State of America's Children: 2005</i> chapter 2: Child Health: Fighting Poverty and Poor Health. (On blackboard or go to: http://www.childrensdefense.org/site/DocServer/Greenbook_2005.pdf?docID=1741)</p> <p>Read: The Commonwealth Fund (2008). Health Policy Reform: Beyond the 2008 Elections. <i>A Resource for Journalists from The Commonwealth Fund.</i> (On Blackboard).</p>
11/10	Child Health Policy – <i>Guest Speaker: Caroline Sonnefeld, Schubert Center Mann Child Policy Extern</i>	<p>Read: Schubert Center for Child Studies (2008). <i>Spotlight on Our Student.</i> No 2, Nov 08. (This is a short policy brief summarizing Caroline Sonnefeld's summer externship with Voice for Ohio's Children. It's on blackboard or goto: http://www.case.edu/artsci/schubert/documents/spotlight_pb_sonnefeld_F.pdf)</p>
11/12	Child Welfare	<p>Read: The Children's Defense Fund. (2005). <i>The State of America's Children: 2005</i> chapter 5: Child Welfare: Poverty and Families in Crisis. (On blackboard or go to: http://www.childrensdefense.org/site/DocServer/Greenbook_2005.pdf?docID=1741)</p>
11/17	Juvenile Justice	Read: <i>Juveniles in the Justice System: New Evidence</i>

	<ul style="list-style-type: none"> ▪ Juvenile Justice and Delinquency Prevention Act ▪ Disproportionate Minority Representation New/Promising Practices 	<p><i>from Research on Adolescent Development</i> by Laurence Steinberg part of the Wisconsin Family Impact Seminars (http://www.familyimpactseminars.org/s_wifis25c01.pdf or on blackboard)</p> <p>Skim: Juvenile Offenders and Victims: 2006 National Report from the National Center for Juvenile Justice (on Blackboard) *read the history and overview section</p> <p>Skim: The Children's Defense Fund. (2005). <i>The State of America's Children: 2005</i> chapter 6: Youth Development: Poverty and the Pipeline to Prison (On blackboard or go to: http://www.childrendefense.org/site/DocServer/Greenbook_2005.pdf?docID=1741)</p>
11/19	<p>Juvenile Justice</p> <p>– <i>Guest Speakers – Janine Boyd & Gennifer Gibbs, Schubert Center Mann Child Policy Extern</i></p>	<p>Read: Schubert Center for Child Studies (2008). <i>Spotlight on Our Student</i>. No 1, Nov 08. (This is a short policy brief summarizing Gennifer Gibb's summer externship with The Village Network. It's on blackboard or goto: http://www.case.edu/artsci/schubert/documents/spotlight_pb_gibbs_F.pdf)</p> <p>Due: Final paper proposal</p>
11/24	Debates	Due: Assignments 5&6 (issue debates and op-ed)
11/26	No class	
12/1	Debates	Due: Assignments 5&6 (issue debates and op-ed)
12/3	<p>Wrap-up</p> <ul style="list-style-type: none"> ▪ Review and Summary ▪ Discussion of final papers ▪ Student evaluation 	<p>Read: Chambers & Wedel – Chapter 10</p> <p>Due: Assignment 7 (Final Paper)</p>

Description of Assignments

Assignment 1 – Where would you set the poverty level?

Using the information from the text and readings, develop a plan to determine at what level you think the poverty line should be set for a family of four. To determine this, you must make a decision about “absolute” vs. “relative” poverty, whether assets and non-cash benefits should be counted, whether people spend their money with absolute efficiency, what things should society provide for people as a right or out of common decency, etc. Then develop an actual budget (monthly and yearly amounts) covering all that you think that this family needs to live on.

As you make these decisions, the most important thing is to get actual data. To set the food budget for example, you might actually develop a menu for one week and go to the store and price all the items on the menu. In your budget table include:

- The budget items (food, housing, transportation, etc)
- The criteria you used for each budget item (for example, for housing, should each child have a bedroom, is air conditioning necessary?)
- The data collection procedure or how you calculated the amount (eg: created a weekly menu and priced items, looked up average housing costs, etc)
- The results (monthly and yearly amounts a family of four needs for each budget item)
- The total yearly level at which you would set the poverty line and any concluding comments you care to make.

After you have completed the budget, answer the following questions (this section should be approximately 2 to 3 pages in length):

- How does your poverty line compare to the official U.S. poverty line?
- How were the US poverty guidelines established? Contrast this to how you calculated your poverty line.
- How would your poverty line affect official poverty data compiled by the U.S. Census?
- What ideology does your poverty line reflect - liberal, conservative or radical?
- What hourly wage will raise a single-parent family above the poverty level? How does that compare to the current minimum wage?

This assignment should be 3 to 4 pages in length total.

Websites to consult for this assignment include:

Economic Policy Institute - http://www.epi.org/content.cfm/issueguides_poverty_poverty

US Department of Health and Human Services - <http://aspe.hhs.gov/poverty/05poverty.shtml>

Institute for Research on Poverty - <http://www.irp.wisc.edu/faqs/faq1.htm>

US Census Bureau - <http://www.irp.wisc.edu/faqs/faq1.htm>

NEOCando: <http://neocando.case.edu/cando/index.jsp>

Assignment 2 – Midterm

This will be a short answer and short essay exam on readings and class presentations up to this time.

Assignment 3 – News Review

Read at least 2 articles about current policy issues and government activities (local, state or federal level) from a daily newspaper, online news source or weekly news magazine (Time, Newsweek, U.S. News & World Report). A TV news program (Meet the Press, Face the Nation), interview or documentary may also be reviewed/ listed. Be prepared to report on these articles/programs in class and discuss the issues involved. Do not read anecdotal or human interest articles to fulfill this assignment. Summarize one article to turn in, using this format: title of article, source and date, brief summary of the article, policy implications, and your own reaction. Attach a copy of the article. Also list the title and source of the other two articles you read. Summaries are to be turned in at class on the date we're discussing the issue you've chosen. Please be prepared to discuss your review.

Assignment 5 – Child policy issue debates

Debate format: Forty-five minutes of class time will be allocated for each debate. Students must be careful not to exceed the time limits. The debate should follow the following format:

- Presentation of Opening Arguments – 6 minutes per side
- Rebuttal – 4 minutes per side
- Class participation – at least 15 minutes total
- Closing Summary – 5 minutes per side

* A Debate Evaluation Guideline and Grading form will be distributed

Assignment 6 – Policy Brief or Op-Ed Piece

Write a letter to the editor of a major newspaper or to an elected official who represents you at the federal or state level briefly summarizing what you have learned from your issue debate and identifying specific actions that can / should be taken to make improvement in your policy issue area. ** This is an individual assignment (different members of the group may advocate for different position on the same issue in the op-ed or policy brief).

This should be 2 to 3 pages in length.

Assignment 7 – Social policy analysis paper. The student will select a child policy issue of personal interest (in consultation with the instructor) and

- 1) Identify the problem addressed by the policy.
- 2) Do a problem analysis.
- 3) Examine the objectives and provisions of a policy (or policies) to address the problem.
- 4) Analyze the strengths and weaknesses of the policy.
- 5) Recommend action to improve the policy.

The framework for policy analysis is will be distributed. Your paper should draw upon class reading, additional literature pertinent to the selected policy area as well as make extensive use of internet cites related to social policy.

** Prior approval of you topic by the instructor is needed. A one page proposal on your paper is due by 10/29.

Formatting Guidelines for all Written Assignments

- Typed text of the paper is double-spaced, 12 point font
- One inch margins on all sides
- Include a cover page that contains the following information: title of the paper, course and instructor name, student name, and date
- Show a page number on every page after cover page
- In text references should be used, for example (Irwin, 2002, p.7); full references should appear in a listing at the end of the paper (use APA format), including any web pages referenced
- Supplementary materials should be placed in a numbered appendix that is referenced in the text of the paper