

**DRAFT**

THE HELLER SCHOOL FOR SOCIAL POLICY AND MANAGEMENT  
BRANDEIS UNIVERSITY

HS 317 b

**Children, Youth, and Families: Problems, Policies, and Programs  
Fall 2006**

**Instructors:** Lorraine V. Klerman    **Class time:** Monday - 9:10 am to 12N  
(Co-Chairs, CYF) Susan P. Curnan    **Classroom:** 60 Turner St., second floor classroom

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**Course Description:** This course is designed to provide an overview of the problems affecting the well-being of children, youth and families in the United States and the policies and programs that have been established to address them. It is required for all doctoral and MBA students in the CYF concentration and introduces students to core CYF faculty members and their areas of expertise.

The course will seek answers to four broad questions:

- What are the characteristics of America's children, youth and families and the social and economic conditions surrounding them? (Class 2-3)
- What do we know about healthy development and how it might inform effective policies and programs? (Class 4)
- What policies and programs are designed to ameliorate problems faced by children, youth and families? (Class 5-12)
- What can we learn from policies supporting children, youth and families in other developed nations? (Class 13)

**Course Objectives:** The objective of this course is to engage students in critical thinking, dialogue and debate about the policies and programs in their chosen field. The course will provide essential information for understanding the problems and opportunities related to children, youth and families in the United States and for considering the policies and programs that have been, or may be, developed to improve the well-being of these populations. Particular attention will be paid to those who are vulnerable as a result of economic insecurity or various types of discrimination.

## **Course Design:**

The first hour and a half of each session will be devoted to a presentation of the material by an expert in the field. We have informed the experts that they should expect that the students will have completed all the assigned reading and, therefore, that material should not be repeated. We have also told them to expect questions during their presentations. During the second hour and a half, the session will be lead by a student or students who are either members of the class or second or later year students with knowledge of the area under discussion. The student(s) will provide the class with a list of questions that will be discussed during the second half of the class, perhaps with additional reading. The student(s) will lead the second half of the class with assistance from the instructors.

Each student in the class will be assigned a state about which they are to become knowledgeable. The students will be expected to discuss the magnitude in their state of the problems discussed in class and to describe the policies and programs that the state is using to address them.

## **Course Requirements:**

- Attendance and participation in seminars
- Reading assignments prior to seminars
- Written assignments and the presentation will differ for doctoral and masters students. These will be described at the first class.

**Course Reading:** There will be no textbook. Some of the assigned reading material will be distributed to the students. Other assigned readings, Power Point presentations and videotapes will be listed on the WebCT site for this class.

**Provisions for Feedback:** The student's written assignments will be returned within two weeks of submission with comments. All doctoral students will be requested to make an appointment to meet with Dr. Klerman and all masters students with Professor Curnan around the midpoint of the class to review their classroom participation and papers.

The final grade will be based on:

Papers:	50%
Presentation in class:	25%
Class participation:	25%

Class participation grades will reflect the instructors' assessment of each student's contribution to the learning environment, including not only the frequency of comments but also their quality. Quality will be based on the students ability to draw upon course materials and their own experience productively, to advance or sharpen class discussions, willingness to take risky or unpopular points of view and precision in making arguments.

The instructors expect students to act professionally, i.e., to attend all classes, to be on time, to be prepared and to be respectful of classmates and their opinions.

**Academic Integrity:** Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person- be it a world-class philosopher or your lab partner – without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the sources of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet or created by another student. Violations of university policies on academic integrity, described in Section 3 of *Rights and Responsibilities*, may result in failure in the course or on the assignment, and could end in suspension from the University. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.

**Notice:** If you are a student with have a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you, please bring it to the instructor's attention prior to the second meeting of the class.

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**HS317 B      The Social Policy and Management Context for  
Children, Youth and Families**

**Fall 2006 Class Schedule**

1. September 11	Course Overview Case Studies	Curnan & Klerman
2. September 18	The Characteristics of America's Children, Youth and Families	Klerman
3. September 25	Minority Children	Nguyen
4. October 3	Child Development Programs directed at early child development and education, including Head Start.	Klerman
5. October 9	Adolescent Development Youth development programs, services to aid the transition of youth to adulthood and services related to teen sexuality, pregnancy and parenting.	Goodman & Curnan
6. October 16	Supports for Low Income Families - I Theories of asset development, the measurement of poverty and the several federal and state programs that contribute to family income.	Shapiro
7. October 23	Balancing Work and Families Family leave policies.	Giele
8. October 30	Supports for Low Income Families - II Housing and food policies and programs.	Bassuck & Klerman
9. November 6	Education Strengths and weaknesses of the American educational system and programs such as Title I of the ESEA and No Family Left Behind.	Levenson
10. November 13	Health Programs designed to prevent ill health and to care for the sick and injured.	Klerman

11. November 20	Child Maltreatment Prevention programs and child protective services.	Klerman
12. November 27	Violence: Youth and Intimate Partner Prevention and service programs.	Mills & Curnan
13. December 4	Social Policies in Other Developed Nations	Student Presentations