This course is an elective on public policies that affect children directly, by investing in their development or protecting them from harm. Many, but not all, of these policies focus on economically disadvantaged children and attempt to address socioeconomic and racial inequalities. The class will cover the contexts of child well-being, the arguments for government intervention during childhood, and 4-5 specific topics in child policy. In doing so, we will integrate theory and knowledge from Developmental Psychology, Economics, Sociology, and Social Neuroscience. Our focus will be U.S. Federal, state, and local policies. The readings and discussion will relate to interventions across childhood, but there is a greater emphasis on early than middle or late childhood. We will engage both mainstream and critical perspectives on policies.

Our key organizing questions are:
1) What are the key domains and contexts for child development?
2) What are the arguments for government intervention during childhood, or for the benefits of investing in children?
3) What are the areas of policy designed to benefit children directly and indirectly?
4) What does research evidence tell us about the success or failure of policies focused on children?
5) What are the political and practical challenges to promoting child well-being with government policy?

The professor reserves the right to change this syllabus at any time during the quarter and to notify you of any changes.

COURSE STRUCTURE
This is a hybrid lecture/discussion course. In each class period, we will do a mix of lecture and full-group and small-group discussion. Our discussions with each other about the readings will be the primary strategy for learning. Your preparation for class and your participation in class discussion in integral to the success of this class.

Outside of class, I will make myself available to you both in person and by email. My regular weekly office hours will be on Mondays from 12-1:30pm. Please sign up for a 20 minute office hour slot
on Canvas (Calendar, Scheduler) if you want to attend office hours. If you cannot attend during my regular weekly office hours, please email me with 2-3 days and times that will work for you.

I endeavor to respond to emails promptly. In return, I ask that you write your emails professionally (no “hey” “sup” “lol” etc.), and that you set up an appointment if your question or concern is lengthy or will require a lengthy response.

COURSE NORMS

I hope that we can create a safe and brave classroom environment. We all need to be conscientious of the power of our words and ideas, and to endeavor to understand each other without judgement. At the same time, we should be willing to express and hear unpopular or controversial ideas. This environment begins with the Evans School Conversation Norms.

Evans School Conversation Norms

At the Evans School, we value the richness of our differences and how they can greatly enhance our conversations and learning. As a professional school, we also have a responsibility to communicate with each other—inside and outside of the classroom—in a manner consistent with conduct in today’s increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:

- Listening carefully and respectfully
- Sharing and teaching each other generously
- Clarifying the intent and impact of our comments
- Giving and receiving feedback in a “relationship-building” manner
- Working together to expand our knowledge by using high standards for evidence and analysis

In addition, I hope that we can all commit to self-reflection about how our individual backgrounds and identity shape our opinions and reactions. Our discussions will be richer if we are all working hard to notice and call attention to our own biases.

ASSIGNMENTS AND GRADING

Your grade in this course will consist of the following:

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
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<tr>
<td>Short response paper and discussion leadership (2)</td>
<td>30%</td>
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<tr>
<td>Final paper</td>
<td>45%</td>
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**Participation** includes attendance, coming to class prepared, asking questions or making comments during lecture, contributing to small group activities. Class time will consist mostly of discussion of the readings. Each student’s active participation in the class is critical to its success. My expectations for an A grade on participation are that you come prepared to discuss the readings; are present and engaged in the discussion (no emailing, texting, etc… in class), and are respectful and professional to me and your fellow students.
Each student will sign up to write 2 reading response papers during the quarter. Response papers are due electronically on the Tuesday before class by 10pm. More details on this assignment are included at the end of this syllabus. In the weeks that you write response papers, you will also act as a discussion facilitator. As a discussion facilitator, you will submit discussion questions with your response paper and take a greater role than usual in facilitating conversation during class.

For the final paper, you will write either a policy proposal or research review. Either way, the paper is an opportunity to delve deeply into one specific area of policy relevant to child well-being. More details on this assignment are included at the end of this syllabus. The final paper is due electronically by noon (12pm) on Thursday June 8th, 2017.

Assignments will be deducted 0.5 grades for each day they are late. In the case of illness or other unexpected circumstances, you can request a reasonable extension of a due date via email up until the day before the due date.

In this course, evidence of cheating or plagiarism will result in a zero grade on the relevant assignment and a meeting with Prof Hill to discuss the issue. Cheating includes not doing your own work (when you are expected to)—such as copying from another student’s assignment or exam, using notes when it is prohibited, using an electronic device when it is prohibited, and getting an advance copy of assignments. Plagiarism is using another’s ideas or words without proper citation.

WEEKLY TOPICS AND READINGS

All readings for this class are available on our Canvas site or through the UW library system.

<table>
<thead>
<tr>
<th>Week 1. Introduction to Child Well-being and Public Policy</th>
<th>3/30</th>
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<tbody>
<tr>
<td>Required readings:</td>
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<td>- Major Programs 2017</td>
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<tr>
<th>Week 2. Rationales for Intervening in Childhood</th>
<th>4/6</th>
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<tbody>
<tr>
<td>Required readings:</td>
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<tr>
<td>- Gormley, Chapter 2</td>
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</table>
Required readings:


**Week 3. Introduction to Child Health and Development 4/13**

**Required readings:**

- Select at least 1 of these 3:

**Week 4. Improving Infant Health and Development 4/20**

**Related policies:** Family and Medical Leave Act (FMLA), state Temporary Disability Insurance (TDI) programs, state paid family leave programs, Women, Infants, and Children (WIC) nutrition program, immunization programs, home visiting programs

**Required readings:**

- Read FAQ about Women, Infants, and Children (WIC) program: http://www.fns.usda.gov/wic/frequently-asked-questions-about-wic
Additional resources:

- Video “Welcome to WIC: California WIC.” [https://www.youtube.com/watch?v=G_9w2X1AMqM](https://www.youtube.com/watch?v=G_9w2X1AMqM)

**Week 5. Increasing Family Income**

4/27

Related policies: Earned Income Tax Credits, minimum wage, health insurance, welfare, disability insurance, SSI and SSDI.

Required readings:

- If you are not familiar with the EITC, SSI, and TANF programs, please skim these:
  - Daly & Burkhauser, SSI

Additional resources:


**Week 6. Serving Undocumented Children & Youth**

5/4
Related policies: Refugee resettlement, Unaccompanied children’s services, Deferred Action for Childhood Arrivals (DACA), Dream Act

Required readings:

Additional resources:
- U.S. DHHS Unaccompanied Children’s Services
- U.S. CIS Consideration for DACA status

**Week 7. Protecting Children from Abuse and Neglect**

5/11

Visitor: Frank Edwards, UW doctoral student in sociology.

Related policies: child protective services, foster care, transition out of foster care

Required readings:

Additional resources:

Week 8. Promoting School Readiness 5/18

Related policies: state and local preschool programs, Head Start, Early Head Start, parenting programs, childcare subsidies

Required readings:

Additional Resources:
Week 9. Providing Integrative Services to Families and Children 5/25

Related policies: Harlem Children’s Zone, Two-generation interventions, home visiting programs,

Required readings:

• TBD

Week 10. Directions for Future Policy 6/1/17

Required readings:

• TBD
Response Paper & Discussion Questions Assignment
*Due to Canvas by 10pm PT on the Tuesday before class*

Overview
You are required to complete two response papers during the quarter. In the weeks that you write a response paper, you will also have responsibility for leading and facilitating discussion in class. I will grade response papers and discussion leadership on a 4.0 scale and the combination will comprise 15% of your final grade (30% for both response papers).

If you have a good reason for being unable to complete your response paper in the weeks you original chose, you must get approval from me prior to the due date to change weeks. Late papers will be deducted one-half grade (0.5) per day past due.

Assignment
Please write 2-page (double-spaced; 12-pt font; 1-inch margins) response to the week’s required readings. The paper must synthesize and comment on the ideas of at least two different authors. The best response papers make 1 or 2 key points that bridge ideas in multiple readings. Those key points are introduced in the first paragraph and supported throughout the paper.

On page 3, write 2-3 questions about the readings, which you think will spark an interesting discussion and engage the readings during class.

Sources
You can reference optional or outside readings, or observations based on personal experiences, but your response paper should focus on 2 of the required readings.

Be sure that you acknowledge, through proper citation, the authors whose ideas you use in constructing your response. Use parenthetical citations & a reference page. Either APA or Chicago style are fine, but be consistent.

I will grade down for insufficient or inappropriate citation of sources. Be careful to differentiate between quotation and paraphrasing. Use quotations sparingly; rely primarily on paraphrasing an author’s ideas in your own words. Both require a citation, but you only need to provide a page number for a direct quotation.

Your assignments will be checked automatically by VeriCite when uploaded to Canvas. VeriCite will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced. The University of Washington and the Evans School take plagiarism very seriously. Evidence of plagiarism will result in a zero grade and a discussion between the student and the instructor.

If you have questions about proper citation, do not hesitate to ask.

Submission
Submit a Microsoft Word version of your paper to Canvas. Under the “Assignments” tab in Canvas, click on “Response paper #1” or “Response Paper #2.” Choose your .doc or .docx file and click “Submit.”
Final Paper Assignment
*Due to Canvas by 12pm PT on Thursday June 8, 2017*

Choose to write a policy proposal or research review. (PhD students must do the research review.)

**Option 1. Policy proposal**
Write a 5-page policy proposal to Governor Jay Inslee for a new or modified policy relevant to child well-being. The policy should be plausibly implementable at the state level. New policies can be untried or imported from another state. If you propose to change an existing policy in Washington State, it should be a substantial change (e.g. expanding or scaling up; or redesigning the policy in some way). Your policy proposal must include the following:
- Your rationale for the policy
- Research evidence supporting the policy
- Planned administrative structure (if appropriate)
- Anticipated challenges (political, logistical, or other)

**Option 2. Research review**
Write an 8-10 page research review summarizing and synthesizing the evidence on a particular question related to child well-being and public policy. The question is your choice, but you should discuss its scope with Prof Hill before starting the paper. Your research review must include the following:
- Synthesis of evidence
- Controversies (research, not political)
- Limitations of existing research and areas for future research
- Policy implications

**Formatting**
For either the policy proposal or the research review, the formatting requirements are as follows:
- 1-paragraph abstract/executive summary, single-spaced.
- Text is double-spaced (not including the executive summary and reference list), with a reasonable 12-point font and 1-inch margins.
- Not counted toward the page limit are the abstract/executive summary, the reference list, and an appendix (option) with up to 2 graphs or tables.
- Minimal spelling, typographical, and grammatical mistakes.

**Sources**
The paper should illustrate your mastery of the class materials. You should draw on multiple sources from the required course readings. You can also use outside sources.

Be sure that you acknowledge, through proper citation, the authors whose ideas you use in constructing your response. Use parenthetical citations & a reference page. Either APA or Chicago style are fine, but be consistent.

I will grade down for insufficient or inappropriate citation of sources. Be careful to differentiate between quotation and paraphrasing. Use quotations sparingly; rely primarily on paraphrasing an
author’s ideas in your own words. Both require a citation, but you only need to provide a page number for a direct quotation.

Your assignments will be checked automatically by VeriCite when uploaded to Canvas. VeriCite will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced. The University of Washington and the Evans School take plagiarism very seriously. Evidence of plagiarism will result in a zero grade and a discussion between the student and the instructor.

If you have any questions about proper citation, do not hesitate to ask.

Submission
An electronic copy (.doc or .docx) of your paper is due to me by noon on Thursday June 8th, 2017. Submit the paper on Canvas, via the “assignments” tab. I will grade your paper on a 4.0 scale; it is worth 45% of your final grade in this class. Please note: Due to grading deadlines, I will not accept late final papers.