Course Description:

This course will critically analyze the various social services and policies that provide developmental, preventive, treatment, and rehabilitative services aimed at children and youth and their families. The role of social services in the broad context of both formal and informal systems that influence the life course of children and youth will be addressed. This course will examine how services are articulated at various levels of intervention and in policies and regulations and how this affects the ethical practice of social workers and other family and child serving professionals. Particular emphasis will be placed on services provided by community-based agencies, child welfare services, and the juvenile justice system. Students will develop critical frameworks for assessing the strengths and weaknesses of the policies and organization and delivery of child-oriented social services based on behavioral and social science research and through the lens of multi-culturalism and social justice values. In addition, illustrative cross-national comparisons of services and policies for families with children and youth will be examined. The course will address the key diversity dimensions “ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation.”

Course Content:

Substantive service and policy focal areas in this course are listed below. These areas will be critically analyzed in terms of the four curricular themes: multiculturalism and diversity; social justice and social change; promotion, prevention, treatment, and rehabilitation; and behavioral and social science research and with an analysis of the policy and services implications of power, privilege, oppression, diversity, and social justice.

- Indicators of the well-being of children and families in the United States, including historical domestic and cross-national comparisons
- Approaches to policy analysis and the legal and service delivery frameworks that shape child and youth policies, programs and services
- Family violence – child protective services and domestic violence
Family support services, including income support, child care, Head Start, home visiting programs, and family support centers and early childhood education
- Policies and service programs designed to encourage positive youth development, including school-based programs
- Child Protective Services (including family preservation, foster care, group residential care, kinship care, adoption and guardianship)
- Juvenile justice
- Child health and mental health services and policies
- Alternative solutions and future outlooks

Course Objectives:

Upon completion of the course

1. Students should be able to demonstrate knowledge of the policies that govern services to Children & Youth and their Families in Society in the following areas:
   a. Specify and critique the philosophies and ideologies that guide the development of policy instruments and service arrangements for children, youth and their families
   b. Specify and critique how the current policy frameworks (at the federal, state, and local levels) reflect society’s social construction of the child, youth and family (e.g. do not take into account variant family/caretaking forms and structures)
   c. Specify and critique the laws, regulations and judicial interpretations that govern the delivery of social services to children, youth, and families
   d. Specify and critique the outcomes and implications of current policies for children, youth, and families
   e. Specify and critique the funding mechanisms that are available to provide services to children, youth, and families
   f. Demonstrate understanding of how the structure and historical development of policies maintain systems of power, privilege and oppression
   g. Develop the ability to identify how inequitable power is manifested on various dimensions of children, youth, and their families and how these dimensions interact with each other.
   h. Show an understanding and the ability to critique how current policy frameworks work to promote social justice or oppression.
   i. Demonstrate critical analysis using cross national comparisons

2. Students should demonstrate knowledge of how the current service delivery system disrupts or supports the oppression, discrimination, and injustice of children, youth, and their families and articulate alternative design possibilities in the field of Children & Youth and their Families in Society to address such problems as:
   a. Level and type of attention to the basic needs of families (promotion)
   b. Lack of prevention as a focus of the service system
   c. Lack of social services attached to concrete provision
   d. Unequal distribution of services based on the current policy framework
e. Racial and ethnic disparities among those who enter the system and the
differential ways in which they are served
f. Structural discontinuities in the public vs. private provision of services

3. Students should demonstrate in depth knowledge and the ability to apply evidence-based
programming and professional knowledge in the design and implementation of
comprehensive, culturally responsive services for children, youth, and families. Students
should be able to critique evidence-based programming in terms of its cultural framing
and how power and inequities are being initiated and reinforced.

4. Students should demonstrate in depth policy analysis research in one or more of the
specific areas of services and policies to children, youth, and their families, be it family
support services, child protection, foster care, juvenile justice, or the like.

Course Design:

This course will be taught using lectures, visiting lecturers, class and small group discussion and
exercises, media, and class projects and papers.

Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and Diversity** will be addressed through, for example, discussion of
  the diverse client populations of the service systems covered in the course. In
  addition, the design of programs and how they are or are not responsive to the varying
  cultural and ethnic circumstances of their clients is addressed. Special child and
  family policy needs related to issues of poverty, race, ethnicity, discrimination, family
  structure, and other differences are also considered.

- **Social Justice and Social Change** will be addressed by considering the differential
  impact of child, youth, and family policy and services on the poor, race and ethnic
  groups, and gay, lesbian, bisexual, and transgender youth; by identifying the
  mechanisms in these policies and services that support privilege and oppression; and
  by developing an awareness of ways to promote social justice goals within these
  systems.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be addressed by
  examining the continuum of care present or ideally needed in the programs and
  services provided to children, youth, and their families.

- **Behavioral and Social Science Research** will be addressed through review of studies
  and academic literature on, for example, the changing demographics that affect
  demand for services, and the effectiveness of services and policies for children, youth,
  and their families.
Relationship of the Course to Social Work Ethics and Values:

This course will cover the complexities of ethical dilemmas as they relate to services and policies for children and youth populations, as well as the ways in which the professional Code of Ethics may be used to guide and resolve value and ethical issues. In particular, this course will review the ethics and values related to confidentiality, self-determination, and respect for cultural and religious differences. The course includes consideration of the social worker’s responsibility to promote the general welfare of society (e.g., the prevention and elimination of discrimination; equal access to resources, services, and opportunities; and advocacy for changes in policy). In addition, ethical concerns of special importance to social work with children and youth will be covered, such as the child’s ability to report and understand at various levels of development, conflicts between the child’s best interest and the family’s best interest, and ethical issues related to the treatment of minors.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS):

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Textbooks and News Media Requirements

Required Textbooks

Textbooks are available at Ulrich’s Bookstore (although they may be cheaper via amazon.com or other outlets):


Required Media

- The New York Times (or Los Angeles Times, Washington Post, etc.) The NYT is available online at <http://www.nytimes.com>
- Local News Papers

Student Evaluation

Evaluated Assignments:
Assignment 1. (Part A and B)
  “Family” Literature or Lyric Assignment – See separate handout for specific instructions. (10% of your final grade for written assignment, 10% for oral presentation)
  Due date: February 6th

Assignments 2.
  Debate Assignment. Dates TBD (40% of final grade)

Assignment 3.
  Final Examination. Examination will consist of short answer questions. (40% of your final grade).
  Due Date: April 16th

Academic Misconduct: Please acquaint yourself with University of Michigan, School of Social Work, and NASW policies on scholarly integrity. All academic dishonesty, including cheating, plagiarism, fabrication, and misrepresentation, will be treated seriously. Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.

SCHEDULE OF CLASSES

January 9th
Session One: Introduction

January 16th  
Session Two:  
Social Problem Construction, Legal Construction of Childhood, and Social Indicators

The social construction of age, childhood, family, victimization, race, gender, class, sexual orientation, knowledge, privilege, social institutions, and the definition of problems in public discourse. Which comes first the problem or the number? Indicators of child and family well-being. What do we measure and how does it look? Disparities in well being. Who does better? Who does worse? What should we do about it? Constructing Childhood/Adolescence (Cyberdude!). Jenson and Fraser’s Risk and Resilience Framework.

Video:TBD

Required Reading:

- Rosenheim, Zimring, Tannenhaus, & Dohrn, Chapter 4 *The Legal Construction of Childhood*
- Jenson & Fraser: Chapter 1 *Risk and Resilience Framework for Child, Youth, and Family Policy*
- PLEASE visit and browse: [www.childstats.gov](http://www.childstats.gov) and [www.acf.hhs.gov](http://www.acf.hhs.gov)  For all the “Please visit and browse” websites: You should know that these websites exist, what basic information they contain, and return to them often during your careers. Obviously this is not a complete list of important sites.

January 23rd  
Session Three:  
Child Welfare in Historical perspective


Video: Orphan Trains

Required Reading


**January 30th**

**Session Four**

Begin Reading for Next Week: Handouts

- Jenson & Fraser, Chapter 2 *Child Welfare Policies and Programs*
- **Youth in the Margins: A report on the unmet needs of Lesbian, Gay, Bisexual and Transgender Youth in Foster Care.** Lambda Legal Defense and Education Fund. Found at: http://www.lambdalegal.org/our-work/publications/page.jsp?itemID=32009148&print=t
- PLEASE visit and browse: [www.chapinhall.org](http://www.chapinhall.org)

**February 6th**

**Session Five**

Child Welfare in Michigan and Current Controversies (Finish)

*(Begin)* Family Structure, Rights and Responsibilities in historical perspective


Video: Gregory K: Children Divorcing Parents (45 minutes)

Handouts:

• Parens patriae versus the natural parent (1870)
• Black Code” of Social Carolina 1865

Required Reading:


PLEASE visit Department of Human Resources Administration for Children & Families at www.acf.hhs.gov/index.html

February 13th
Session Six:
Family Structure, Rights and Responsibilities (International Perspective)


Possible Video: A Brooklyn Family Tale (60 minutes)

Documents: Handouts

• Convention on The Rights of the Child
• Convention on the Rights of the Child Optional Protocol on the Rights of the Child in the involvement of children in armed conflict
• George Creel “Military training for our youth” (1916).
• Should 18 year olds be drafted? Congressional Record (1918).

Required Reading
February 20th
Session Seven
Family Structure, Child Support, Child Poverty, and Public Income Support

Child Support and Public Income Support. Current case example: The evolution of public income support for children and/or families (ADC/AFDC/TANF or “welfare reform”). Work and promoting marriage. Where do children fit? How is “family” defined? For whom the benefits?

Video: Ending Welfare as We Know It (85 minutes)

Documents: Handouts

- Social Security Act of 1935: Title IV Grants to States for Aid to Dependent Children (ADC)
- Louisiana Mother’s Pension Statute (1939)
- Santa Cruz Child Welfare Cases (1940)
- “Suitable-home” and “substitute father” rules. State and Federal policy 1945
- King v. Smith (1968): Alabama “Substitute Father Regulation” –Deposition of Sylvester Smith
- King v. Smith, 392 US 309 (1968)
- Illegitimacy and its impact on the Aid to Dependent Children (ADC) Program (1960)
- New Paternity Affidavits Ordered for Welfare Aid in NYC (1977)
- Tillmon, J (1972) Welfare is a Women’s Issue
- Personal Responsibility and Work Opportunity Reconciliation Act of 1996

Required Reading
• Begin Reading Rosenheim, Zimring, Tannenhaus, & Dohrn, Chapters 2, 3, 5, and 6 for next week.

PLEASE visit Department of Human Resources Administration for Children & Families at www.acf.hhs.gov/index.html

NO CLASS Winter Break

March 5th
Session Eight:
Public Education in Historical Perspective and Current Controversies


Video: Kozol Frontline OR The World According to Sesame Street (99 minutes). Bangledash Kosovo and South Africa: education, cultural competence and program implementation

Documents: Handouts
• Leave No Child Behind (CDF Legislative Agenda).

Required Reading

• Rosenheim, Zimring, Tannenhaus, & Dohrn, Section 4 Juvenile Justice and Child Welfare = Chapter 10 The School, the Child, and the Court; Chapter 11 American Government and the Politics of Youth
• Nasaw (entire book). Schooled to Order.
• Jenson & Fraser, Chapter 3 Education Policy for Children, Youth, and Families; Chapter 6 Policies and Programs for Children with Youth with Disabilities
• PLEASE visit Department of Education website: www.ed.gov/nclb/landing.jhtml

March 12th
Session Nine
Juvenile Justice in historical perspective

Juvenile Justice in historical perspective: Wayward youth, friendless youth, waifs, newsies, runaways, throwaways, shoveouts. Where were the boundaries? How have they shifted? Status offenders, juvenile offenders. Juvenile court, prevention, treatment, diversion, or punishment? The Supreme Court and the changing landscape of children’s rights. In re Gault.
Video: On trial for Murder
Debate TBD

Documents: Handouts

- Juvenile Delinquency in the South (1873; 1978-79)
- New York State Wayward Minor Act of 1923 and NYS Delinquent
- G. Stanley Hall Adolescence, its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion, and education (1904)
- Jane Addams, The spirit of youth and the city streets (1910).

Required Reading:

- Rosenheim, Zimring, Tannenhaus, & Dohrn, Chapter 2 The Evolution of Juvenile Courts in the Early 20th Century; Chapter 3 Twentieth Century Developments in American’s Institutional Systems for Troubled Youth; Chapter 5 The Common Thread: Diversion in the Jurisprudence of Juvenile Courts; Chapter 6 Status Offenses and Status Offenders

March 26th
Session Ten:
Juvenile Justice Current Issues & Prisons and Families


Required Reading: Handouts
Debate TBD

- Rosenheim, Zimring, Tannenhaus, & Dohrn, Chapter 8 Serious and Violent Juvenile Offenders; Chapter 9 The Social Ecology of Child Endangerment; Chapter 12 The Modern American Juvenile Court
- CDF -- From Cradle to Grave, C-tools
• PLEASE visit Office of Juvenile Justice and Delinquency Prevention (OJJDP) website: www.ojjdp.ncjrs.org/index.html

---

April 2nd
Session Eleven
Cross over cases AND Skip Generation Families


Videos: Big Mama (40 minutes) And/or Why can’t we be a Family?

Reading
Debate TBD
• Jenson & Fraser, Chapter 4 *Child Mental Health Policy: Promise without fulfillment*; Chapter 7 *Policies and Programs for Adolescent Substance Abuse*; Chapter 8 *Juvenile Justice Policies and Programs*; Chapter 9 Toward Integrating of Child, Youth and Family Policy: Applying Principles of Risk, Resilience, and Ecological Theory
• PLEASE visit and browse www.futureofchildren.org

---

April 7th
Session Twelve
Debates

April 14th
Session Thirteen
Debates
Final Examinations distributed

April 19th
Session Fourteen
Final Examination