Instructor
XXX
Regents Professor of Child Development

Teaching Assistant:
TBD

Email communication policy:
Email is the best way to reach the instructor and TA. Include “CPsy 1xxx” in the email subject line. Although the instructor and TAs regularly check our email, please allow 24 hours for a response.

Whom to contact for what:
Email TAs about general course questions, grading, or Moodle. For confidential matters and questions about incompletes or special needs, contact Professor Masten.

Students with special needs:
Students with special needs that affect their ability to participate in the class, to meet all course requirements, or that require special exam administration are encouraged to bring this to the attention of the instructors as soon as possible so that appropriate accommodations can be arranged. This syllabus is available in alternative formats upon request.

Course Objectives
This 3-credit course is designed to provide an introduction to science, ethics, and ramifications in civic life of controversial issues concerning child or youth development in contemporary societies. The class will examine topics of ethical and civic concern and interest to parents, society, and young people themselves and how developmental science informs these issues and policies as well as the decisions and actions of citizens in everyday life in society.

Students will gain a basic understanding of how developmental research and theory inform policy and practices of societies as well as the individual decisions of parents, teachers, community members, and other citizens that influence the lives of children and youth. Additionally, this course examines how social issues influence science and its translation to action. Students will be exposed to a wide range of issues about children and youth that currently confront many societies around the world, and the state of the research evidence pertinent to these issues. Students will also learn how research is translated and disseminated so that it can inform policy and practice, and also the challenges of effective translation.

This course is designed to foster ethical and evidence-based thinking about important challenges facing societies and families in their roles of nurturing future generations of citizens through their policies and practices of rearing and educating children. Students will be encouraged to reflect on the shared responsibilities among members of society to raise children and foster youth development in
ways that build and maintain civil societies with the capacity to flourish and the resilience to respond to crises.

Students will consider compelling issues in contemporary societies about children and youth where the evidence has complex implications or conflicting points of view. These topics offer opportunities for students to consider challenging questions, to reflect on ethical implications, to reflect and debate, and to form their own opinions on issues important to their own current or future lives, to be challenge and to respectfully challenge others on issue of moral, legal, and ethical complexity that require critical inquiry, multiple perspectives, and encourage independent thinking.

**Civic Life and Ethics Theme of the Liberal Education Requirements**

This course satisfies the Civic Life and Ethics Theme of the Liberal Education requirements. This course will develop student understanding of how civic and ethical principles have been historically developed, critically assessed by individuals and groups, and negotiated within specific cultural settings, specifically in regard to issues of children and youth in society. The course will present and define ethics in issues of children and youth and their families as they interact with their community and society in everyday life, as well as the role of ethics in civic life in matters pertaining to children and youth in society. The course will examine, in the context of controversial issues in child development, how the ethical principles applied in a pluralistic society like the United States pertinent to the socialization and education of children have developed and been debated. This course will encourage students to develop, defend, or challenge personal values and beliefs as they relate to their own lives in American society and their countries of origin, and as members of the global society.

A liberal education pushes students to consider new world perspectives, acquire new ways of thinking that will prepare them for many challenges in life, and grow as an active citizen and lifelong learner. This course will enhance a liberal education by teaching a civic approach to understanding the impacts that social policies may have on child development. The ability to think in different perspectives and consider the societal influences on child development will enhance student’s ability to solve problems and consider issues across disciplines.

**Student Learning Outcomes**

The following Student Learning Outcomes will be advanced by taking this course in the following ways.

*Can locate and critically evaluate information:* Students will learn to locate and critically evaluate information from clashing points of view on contemporary issues concerning children and youth in society.

Students will evaluated based on the submission of a media project, and a policy report. The media project requires that students report on a contemporary issue in child development and evaluate the media’s report. The media project will be worth 10% of the final grade. The policy report will require that students write an essay on a specific policy issue in regards to children and youth. The policy report will be worth 20% of the final grade.
Communicate effectively: Students will be able to communicate orally and in writing their conclusions based on critical evaluation of evidence pertinent to controversial issues in child development and engage in respectful discussions of diverse points of view.

Students will be assigned active learning assignments (ALA) in class which will require that they work collaboratively with others in the class and submit the written assignment at the end of the class period. ALAs will comprise 15% of the final grade. Students will also complete a policy brief which will require that they present the key conclusions and messages from a policy review in very short and readable format. This assignment will be worth 10% of the final grade.

Course Website

Handouts, assignments, and grades will be posted on Moodle. Class handouts will be posted by the evening before class whenever feasible.

Expectations

Students are expected to attend class, read and complete all assignments, and to come to class prepared to participate and critically discuss the material. Students can expect the instructor to come to class prepared to teach and answer questions, and to strive for intellectually stimulating as well as organized class sessions.

Policy on use of computers, phones, and similar media devices during class and exams:

During exams, cell phones and computers must be TURNED OFF and put away. There are no exceptions to this policy without advance permission of the instructor.

During class, computers may be used to take notes. However, phones and computers must be silenced. Students are expected to be engaged in the class and therefore students are not allowed to text, email, or use other social media during class. The instructor is expected to be engaged in the class and so are the students.

Respecting diverse opinions

Due to the subject matter of this class, controversial issues will be discussed in large and small group sessions. This course will consider controversial and possibly sensitive ethical and cultural issues, and may challenge strongly held beliefs. A variety of historical and contemporary perspectives on controversial issues will be considered. Debate and disagreement are a key component of active and critical learning. However, students are expected to respect each other and the diversity of perspectives and opinions likely to be expressed. Discussions will be held in the spirit of tolerance and openness to the variety of perspectives that will enrich the discussions.

Course Credits
This is a 3 credit course. For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort out of class per week necessary for an average student to achieve an average grade in the course.

Class Structure

Classes will include a combination of lecture, video, active learning activities, and discussion. Lectures will highlight ideas from the readings but also cover material not in any readings. Exams will cover readings and class materials. Therefore it is crucial to attend class and take notes. Generally, except for students who have a note-taker arranged by the university, students are expected to take their own notes in class. In the event that an emergency prevents you from coming to class, it is wise to get notes from another student.

Grading Policy

Grades will be based on 6 components that sum to 200 points.

1. Exams = 45% (90 points)
   Three exams will be counted toward your final grade, each worth 30 points. Four exams will be offered, so that one can be used as a make-up exam or a replacement for your lowest score. The first two exams will cover specific sections of the text and lectures, as noted on the schedule. The third and fourth exams are cumulative. You are not required to take the final exam unless you have missed one of the first three exams. However, please note that it is an advantage to take three exams because the lowest grade will be dropped. There will be no make-up exams for either of the first two exams because in this case the two cumulative exams would be required to replace the missed exam.

2. Media Project = 10% (20 points)
   A brief report on a media issue is required (1000 word limit for the text, double-spaced, 12 pt font, one inch margins). This essay will focus on a specific topic, issue or person, about media and child development. More details will be provided in class for this assignment.

3. Policy Report = 20% (40 points)
   A short paper (1200 or 4 pages, double-spaced, 12 pt font, one inch margins) essay on a specific policy issue related to children or youth. This writing assignment will be graded for quality of writing as well as ideas and accuracy. More details will be provided in class.

4. Policy Brief = 10% (20 points)
   Students will write a 2-page policy brief modeled on the SRCD Social Policy Briefs. A policy brief presents the key conclusions and messages from a policy review in very short and readable format, often to reach a broad audience of policy-makers, journalists, and the general public. More details will be provided for this assignment.

5. Active Learning Activities (ALAs) = 15% (30 points)
   These assignments are indicated on the syllabus and will consist of short written exercises to be completed in class for active learning points. For example, each student may be asked to write out a brief response to questions following a video and discussion with a small group of other students in
the class. There will be 6 ALA opportunities and your top 4 scores will count. There are no make-ups for ALA sessions.

6. Bonus Points
Some classes will include unannounced bonus opportunities to reward those attending and completing homework. It is strategic to attend class regularly, and complete homework on time.

Final GRADE Calculation

There will be 200 standard points available for the semester, not counting bonus points. S/N grades will be assigned as follows: 140 points = S; below 140 = N. A/F grades will be assigned as follows.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>186</td>
<td>A</td>
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<tr>
<td>180</td>
<td>A-</td>
</tr>
<tr>
<td>174</td>
<td>B+</td>
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<td>134</td>
<td>D+</td>
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<tr>
<td>120</td>
<td>D</td>
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<tr>
<td>Less than 120</td>
<td>F</td>
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Bonus points will be added to the total points you can earn. Your grade will be based on the total points you earn divided by 200. Note that this approach makes bonus points valuable.

No extra credit will be offered other than the bonus points included in the class. Grades will be assigned according to the University’s official grading system. Grades will be rounded up if you are within ½ point of that grade (e.g., 185.5 will be an A).

Extensions
In accordance with University policy, students may not receive extensions on assignments except under special circumstances related to verified illness, family emergency, participation in a religious holiday, university-sponsored athletic or other group event, military service, jury duty, or response to a subpoena. Extensions will not be granted unless one of these exceptional situations has occurred. Students must inform the instructor by email in advance when an assignment cannot be submitted on time. In addition, a written and signed statement addressed to one of the instructors must accompany requests for an extension, along with supporting evidence.

Incompletes
Incompletes must be arranged in writing. Students must arrange in advance for incompletes and submit the appropriate form for their college. In the event of a rare emergency that necessitates an incomplete (such as hospitalization the day of a final exam), students should contact the instructor as soon as possible. Students have one semester to make up an incomplete. Remember that unless other arrangements are made, incompletes change automatically to an F grade (or N for S/N grading) after one semester.

Student Conduct and Academic Integrity
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty.

Scholastic dishonesty means plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or
professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Plagiarism  
http://oscai.umn.edu/content/plagiarism

Student Conduct Code:  
http://oscai.umn.edu/know-code/scc-simplified

Avoiding Scholastic Dishonesty  
http://oscai.umn.edu/avoid-violations/avoiding-scholastic-dishonesty

If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University.

If you have additional questions, please clarify with the instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Required Text


Additional reading

In addition to the text, there are required articles to read and additional assignments as described below. Readings and other materials are available online or will be made available on Moodle.

<table>
<thead>
<tr>
<th>COURSE SCHEDULE</th>
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<tbody>
<tr>
<td>Note that this schedule may change with advance notice to students.</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Exams, and Due Dates</th>
<th>Required Assignments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Introduction and overview</td>
<td>No assignment</td>
</tr>
<tr>
<td></td>
<td>Risk and resilience in development</td>
<td>Masten 2009</td>
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<td></td>
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<td>MOOC video</td>
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<td>[To be continued]</td>
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Detailed Schedule of Topics and Assignments

Week 1

Introduction to the course and issues

Risk and resilience in development


Masten video on resilience

*Active Learning Activity*

The case of Sara – Identifying risk and protective factors

Week 2

Child poverty

National


International

Progress on child survival: UNICEF report 2015


The concept of structural violence

*Homeless children and families in Minnesota*

Wilder Report on 2015 Minnesota State survey of homeless

Masten testimony and training in Minnesota [video, briefs]


Guest speaker: Programs for homeless children in the Twin Cities

Volunteering at a homeless shelter
Week 3

**Addressing achievement disparities**

The Northside Achievement Zone

Proven prevention programs: Featuring CPC “Child Parent Centers”

Investing in Young Children Globally

*Active Learning Activity*

Taking sides 3.5

Do bilingual education programs help non-English-speaking children succeed?

Week 4

**Incarcerated parents**

Guest speaker – Rebecca Shlafer

Children of Incarcerated Parents at Youth.gov


Sesame Street programming for children of incarcerated parents [video]

MPR broadcast, [http://minnesota.publicradio.org/display/web/2006/03/31/parentsinprison/](http://minnesota.publicradio.org/display/web/2006/03/31/parentsinprison/)

*Active Learning Activity*

Taking sides 2.2 - Is spanking detrimental to children?

Week 5

**Exam 1**

**Orphanage care versus foster care**

International adoption

Romanian orphanages and The Bucharest Early Intervention Program (BEIP)


Discussion: Ethical issues research with extremely vulnerable populations

The case of the BEIP study
International adoption studies

**Week 6**

**Is foster care helpful or harmful?**

Foster care as a risk factor, a protective factor, and aging out of foster care
The case of Antwone Fisher
Interventions to improve foster care (research by Fisher, Dozier)

Video homework – Phil Fisher presentation on “Helping Adoptive Families Overcome Early Adversities” [https://www.youtube.com/watch?v=g5JmLCyVvQc](https://www.youtube.com/watch?v=g5JmLCyVvQc)

*Active Learning Activity*

Taking sides 3.6 Is gay adoption and foster parenting healthy for children?

**Week 7**

**The Daycare Debates**

Taking sides 1.2 - Is institutional daycare helpful or harmful to children?

**Parental Leave**

**Week 8**

**Marriage and Divorce**

Taking sides 3.2 Does marriage improve living standards for children?
Taking Sides 2.4 Does divorce create long-term negative effects for children?

**Week 9**

**Is “screen time” helpful or harmful to children and youth? TV, Gaming, and Social Media**
Taking sides 2.5 – Is viewing television harmful for children?

Taking sides 4.5 – Do video games increase aggression in children?

**The pros and cons of the internet for children and youth**

Growing up on line

Is social media addicting?

Taking sides 4.4 Is the Internet a safe place for teens to explore?

Taking sides 4.6 Is cyberbullying really a problem?

**Week 10**

**Is media responsible for the rise in childhood obesity?**

Taking sides 3.4

**Are sports good for kids?**

CDC infographic on concussions


2013 National Academies Report on Sports-Related Concussions in Youth (Brief Report, Play it Safe video)


http://www.nytimes.com/roomfordebate/2013/10/10/childrens-sportslife-balance

The Tucker Center Research Report: Developing Physically Active Girls


**Week 11**

Exam 2

**Children in Disaster**

MOOC video [module 3]

Optional

**Week 12**

**Youth Violence: What we Know and What we Need to Know**

Street shootings versus school shootings

**Juvenile Justice**

Kenneth’s Story and 3 Supreme Court Decisions that reshaped juvenile justice
http://www.pbs.org/pov/15tolife/supreme-court-cases.php

**Week 13**

**Underage drinking**

Should the drinking age be lowered to 18?

NIDA and NIAAA web-based videos and infographics on addiction and underage drinking

eScience article on a special supplement of Pediatrics focused on underage drinking
http://esciencenews.com/articles/2008/06/25/pediatrics.review.underage.drinking.prevention.programs.led.iowa.state.researcher

**Active Learning Activity**

“Smashed” documentary on underage drinking and substance abuse

**Week 14**

**Children and youth in war and political conflict**

SRCD Policy Report and Brief 2015: Children and Terrorism, including two commentaries.

**Active Learning Activity**

Voices of child survivors of war
Former child soldiers and refugees from war zones
Preparation – View “Ida’s Story” documentary [available on line]
In class – Interview with the film-maker of Ida’s Story

**Week 15**

Exam 3

**Pathways to peace**

Promoting peace through child development and education


**Child rights and the Convention on the Rights of the Child**

Development as a human right

From Millennium Development Goals to Sustainable Development Goals

**Final Exam**

Note that this 4th exam is optional if students have already taken 3 exams