

**UNIVERSITY OF MARYLAND, COLLEGE PARK
COLLEGE OF EDUCATION, HDQM**

AND

UNIVERSIDAD DEL DESARROLLO, SANTIAGO, CHILE

EDHD 498G/SELE 999 Cross-cultural approaches to child development and poverty
in the U.S. and Chile

COURSE SYLLABUS

**UMD: Fall 2018, Room HJP3120
UDD: Second Semester 2018, Room 114**

Tuesdays 1:00- 4:00 pm (EST)

UMD

Instructor: Dr. Natasha Cabrera
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UDD

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Course Logistics:

- EMS Site or Course Webpage: <https://elms.umd.edu/>
 - Please log in with your UMD directory ID and password.
 - Click the “Courses” tab on the left and then you will see our course
- Required Textbooks (Include ISBN): NONE
- Required Technology: Students need to have access to computers with internet connection to work in groups between classes (e.g., through Skype, Facetime, Whatsapp). We will use Webex.
- Prerequisites: UMD: NONE; UDD: at least 2nd year students, course on child development approved.
- Course Communications for Announcements: Notes regarding class cancellations, room change and other issues will be done through e-mail.

Course Description, Goal, and Expectations

This course will help students gain a cross-cultural understanding of child development and poverty in different contexts (U.S. and Chile) by (1) gaining empirical knowledge about the nature of poverty in Chile and the U.S. and its effects on the growth and development of children. Students will learn about demographic data and conceptualizations of poverty in Chile and the U.S.; (2) acquiring an understanding of the definition of poverty and issues associated with its measurement in Chile and the U.S. Students will learn about public policies developed by both countries to fight poverty, focused on the early years of child development; (3) applying critical thinking skills to analyze and compare public policies relate to poverty in Chile and the U.S. Students will analyze and compare empirical research on the impact of poverty and public policies on children and adolescents on various domains: cognitive, physical, and social emotional in Chile and the U.S.; and, (4) conducting interviews with community agency (from Chile and the US) to write a paper and policy brief. Students will organize a seminar to present their findings simultaneously in Chile and the U.S.

Statement of Course Goals and /or List of Student Learning Outcomes

After successfully completing this course you will be able to:

- Describe the nature of poverty in two different countries (Chile and the U.S.) and its effects on the growth and development of children;
- Define the concept of poverty and identify issues associated with its measurement in Chile and the U.S.;
- Apply critical thinking skills to analyze and compare public policies relate to poverty in Chile and the U.S.;
- Apply critical thinking and empirical knowledge to propose a public policy intervention to address the gaps in each country (Chile and the U.S.);
- Revise personal beliefs and prejudice in relation to poverty and discuss cultural and intellectual ideas related to poverty in each country (Chile and the U.S.).

Class Structure

The class will be a mix of lectures, class discussions, and students' presentations. We will start each class with a random selection of students sharing some of the articles posted on the discussion board. We will then spend the first part of the class with lectures by Drs. Cabrera and Aldoney. After a short break, we'll spend the remaining of the class on student's presentations and relevant activities.

Expectations for Students and Grading

1. ***First class self-introduction:*** prepare a self-introduction answering the following questions: (a) where were you born/grow up; (b) what does poverty look like in your country/state/province?; (c) what are the main reasons you think people are poor; (d) how are economic inequalities addressed in your country? **Due Date: Tuesday (9/4) in class.**
2. ***Participation and contribution to class and discussion board question (50 points):*** The success of this course is highly dependent on the extent to which students and the instructor commit to active engagement in a variety of course components. Students are expected to come to class prepared (i.e., read all assigned materials before coming to class) and be prepared to actively participate in meaningful class discussions.

Each week students will participate in one discussion using the course board CANVAS. The discussion will be based either on (1) a news article selected by the student or (2) an assignment related to the course project.

In case (1) students individually find an article (in a reputable media outline, newspapers, magazines, etc.) related to poverty (see class topics for ideas), share it with the class through CANVAS and add a short summary (half page, double-spaced) in English. In addition, each student answers the following questions related to the article and upload them in CANVAS (one page; double-spaced): (a) Why did you choose it?; (b) What did you like about the article? What didn't you like and why? and (c) how is it related to what you learned in class? **Due date: Mondays @ midnight**

In case (2) students post ideas for a specific assignment related to the course project and each student must make at least one comment under the discussion on Canvas. **Due date: Mondays @ midnight.**

3. ***Class presentations (50 points):*** Each week, a group of students (you will be partnered with 1-2 peers from the other country; TBD in the first class) will prepare a short power point (max 15 slides) and present to the class. The presentation will be based on the assigned reading in the syllabus for that class period and a paper/reports/article of your choice that is related to the topic of the day (if the assigned reading is from the U.S., then you should choose an article/report from Chile and vice versa.). You can also choose an article from the Course Reading List at the end of the syllabus that has not been assigned for class).

The presentations should be dynamic, interactive, and conducive to discussion. We encourage you to use the time less on presenting and more on discussing and engaging students. We also encourage you to include an "activity" appropriate for the topic. Examples of activities are: games, taking a survey, role playing, etc.

(You will have 1 ½ hour for this assignment, considering the ppt presentation, activity appropriate for the topic - if there is any –, and discussion among students).

4. **Course project:** In teams, U.S. and Chilean students will design a project on a topic related to the class in consultation with instructors:

- Plan the study (20 points). With the help of the instructors, each student group will select a community or government agency (e.g., shelter) or a Title 1 School/or the equivalent in Chile. Each group uploads a paragraph to Canvas describing the site they selected and why they selected it. **Due date: Friday (9/14) @ 5pm EST**
- Research Question (30 points): Each group must select a topic and a research question(s) related to that topic. Examples of topics include: homeless children and schooling; effects of poverty on health outcomes; etc. Examples of research questions include: (1) What are the barriers and challenges for homeless children to attend school? (2) How does homelessness impact children's education and social life? Each group uploads a word file to Canvas listing their research topic and questions. **Due date: Friday (9/28) @ 5pm EST**
- Developing a questionnaire (30 points): Once your group has selected a topic and research questions, you and your team will design a questionnaire to collect data to answer your research question. With guidance from instructors and the literature, you will decide (1) what type of information you need to have and (2) from whom you will need the information? The questionnaire must reflect: the nature of the problem, the policy in place, and community relevant programs. Each group uploads a word file of their questionnaire to Canvas. **Date Due: Friday (10/12) @ 5pm EST**
- Pilot your questionnaire (20 points): To ensure that your questionnaire makes sense and that you will get you the information you want, you must pilot your instrument. We will discuss this in class. Each group uploads a revised version of questionnaire on Canvas. **Due date: Friday (10/26) @ 5pm EST**
- Conducting your interviews (30 points). Once your questionnaire is finalized, begin calling the organizations you selected to request an interview. **Starting Date: Monday (10/29)**
- Write a research paper (100 points): Students must work together to write a six-page double-spaced paper based on the interviews. The paper should include:
 - *Introduction and background (1-2 pages)*. Include a background/empirical literature review using class readings/discussions and other sources: Why did you select this topic and why is this important? What do we know and don't know about it? How is the issue being addressed?
 - *Methods* (1 page). Description of the study participants and procedures
 - *Results/Findings* (1 page). Description of the key findings: How do these relate to your question of interest?

- *Discussion/Conclusions* (1 page). Interpretation of the findings in light of class material and discussions and implications of the study.
- *Analysis of similarities and differences* (1 page). How are the two countries different and similar in the issues reflected by your key findings?
- *Short policy brief* (half to one page). A policy brief based on your findings; you will present this to the institution selected for this project.
- **Due date: during final exam week -TBA**
- *Group evaluation (20 points)*. Each member of the group will evaluate himself and the other members anonymously considering (a) cooperation to the group work; (b) quality his/her contribution to the project. **Due date: Tuesday (12/4) in class**

5. ***Class Presentation on research paper*** (50 points): Each group will present their research paper to the class. Fifteen-minute presentations will be scheduled during the last day of class. To the extent possible, students will be given a choice of presentation dates. A rubric will be distributed in class. **Due date: Tuesday (11/27) in class**

Grading Procedures

Course Grades

	<i>Points</i>
• Participation in weekly discussion board	50
• Weekly class presentations (readings)	50
• Final class presentation (research paper)	50
• Final Research Paper	250
Total Points Available	400

For UMD students grades will be assigned on a total point accumulated basis, as follows:

360-400 points	A
320-359 points	B
280-319 points	C
240-279 points	D
< 240 points	F

For UDD students grades will be assigned on a total point accumulated basis:

Minimum grade 2,0 – 60% minimum to pass – The following scores and grades are a reference, for more details check:

<http://escaladenotas.cl/?nmin=2.0&nmax=7.0&npr=4.0&exig=60.0&pmax=400.0&paso=1&orden=ascendente>

398-400 points	7,0
344-349 points	6,0
292-295 points	5,0
234-242 points	4,0
114- 125 points	3,0

University Policies and Resources

For UDD students

<http://www.udd.cl/wp-content/uploads/2012/04/RAARP-definitivo-para-decreto-vigencia-Enero-2017.pdf> (Titulo VI)

For UMD students

<http://ugst.umd.edu/courserelatedpolicies.html>

<http://escaladenotas.cl/?nmin=2.0&nmax=7.0&npr=4.0&exig=60.0&pmax=400.0&paso=1&orden=ascendente>

FOR ALL STUDENTS

Making up work after an excused absence: If you are absent, you are still responsible for completing the assignment scheduled for the class period. Please check the class site and communicate with the teachers, the TAs, or a classmate.

Tardiness: If you are late for 10-20 minutes, you will be counted as tardy. Four (4) tardy notations will count as one (1) absence. If you are late for more than 20 minutes, you will be considered absent for that class.

Use of electronic devices: Unless we are using them, please turn off your cell phones or put them on silent during class. Do not text, check your email, surf the web, or do anything with computers/cell phones that does not relate to our class during class time.

Preferred citation style

Papers must be typed, double-spaced, with 1" margins and use size 12 Times New Roman font. All papers and citation should be written according to American Psychological Association (APA) format, 6th edition

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html) and include cover pages with your name, your contact information, and the course information (number, title, semester/year, professor) and the title of your paper. All assignments should have an introduction, middle, and conclusion and SHOULD NOT exceed the page limit.

Course Schedule

	Topics	Reading	Activity	Assignment Due
Week 1 Sept 4	Introductions: General information about Chile and the U.S.	NONE	-Introductory lecture -Class discussion	Self-introduction (be prepared to introduce yourself in class)
Week 2 Sept 11	What is poverty? Why are we poor?	<i>DeSilver, D. (2014).</i> Who is poor in America?	-Discussion board -Lecture -Student presentation	-Discussion board: student choice (due by 9/10 midnight) -Select your research site (due by 9/14 @ 5pm EST)
Sept 18. NO CLASS (National Holiday in Chile)				
Week 3 Sept 25	Measuring poverty: When are we poor? Who is poor?	<i>Bronfman (2014).</i> Measuring vulnerability to poverty in Chile using the National Socio Economic Characterization Panel Survey for 1996, 2001, 2006.	-Discussion board -Lecture -Student presentation -Invited speaker: Javier Bronfman	-Discussion board: discuss choosing research topic (due by 9/24 midnight) -Research topic and questions (due by 9/28 @ 5pm)
Week 4 Oct 2	The lives of poor children in Chile and the U.S.: Developmental perspectives	<i>Chaudry & Wimer (2016).</i> Poverty is not just an indicator: The relationship between income, poverty, and child well-being.	-Discussion board -Lecture -Student presentation	-Discussion board: student choice (due by 10/1 midnight) -Start creating interview questionnaire
Week 5 Oct 9	How to create and pilot an interview questionnaire	<i>Bernal & Adames (2017).</i> Cultural adaptations: Conceptual, ethical, contextual, and methodological issues for working with ethnocultural and majority-world populations.	-Lecture -Class discussion	Interview questionnaire (due by 10/12 @ 5pm)

Week 6 Oct 16	Context: Home poverty and quality of home	<i>Lohndorf et al (2017)</i> . Preschoolers' vocabulary acquisition in Chile: The roles of socioeconomic status and quality of home environment.	-Discussion board -Lecture -Student presentation	-Discussion board: student choice (due by 10/15 midnight) -Pilot interview questionnaire
Week 7 Oct 23	Context: Childcare and schools	<i>Galasso (2006)</i> . "With their effort and one opportunity": Alleviating extreme poverty in Chile.	-Discussion board -Lecture -Students presentation	-Discussion board: discuss piloting questionnaire (due by 10/22 midnight) -Revised/final questionnaire (due by 10/26 @ 5pm)
Week 8 Oct 30	Research and Social policies: What can we done? What do we do?	<i>Berry et al (2016)</i> . Child care and cortisol across infancy and toddlerhood: Poverty, peers, and developmental timing.	- Discussion board -Lecture -Student presentation	Start conducting interview and collecting data from your selected site
Week 9 Nov 6	Programs and interventions	<i>Kessler (2014)</i> . Associations of housing mobility interventions for children in high poverty neighborhoods with subsequent mental disorders during adolescence.	-Discussion board -Lecture -Student presentation	-Discussion board: student choice (due by 11/5 midnight) -Continue interview
Week 10 Nov 13	The Effect of interventions: Do they work?	<i>Yoshikawa et al. (2015)</i> . Experimental impacts of a teacher professional development program in Chile on preschool classroom quality and child outcomes.	-Discussion board -Lecture	-Discussion board: interview progress (due by 11/12 midnight) -Continue interview

Week 11 Nov 20	Cultural differences - values, beliefs and practices	<i>Gorski (2008)</i> . The Myth of the "Culture of Poverty".	-Discussion board -Lecture -Student presentation	- Discussion board : data analysis (due by 11/19 midnight) -Start analyzing data and writing up results
Week 12 Nov 27	Final presentations			Class presentations
Week 13 Dec 4	Final discussion, personal reflections, group evaluations, and course evaluation	NONE	Class discussion	- Final research paper (Due date: during final exam week -TBA) - Course evaluation - Group evaluation

Course Reading List

- Bernal, G., & Adames, C. (2017). Cultural adaptations: Conceptual, ethical, contextual, and methodological issues for working with ethnocultural and majority-world populations. *Prevention Science, 18*(6), 681-688
- Berry, D., Blair, C., & Granger, D. A. (2016). Childcare and cortisol across infancy and toddlerhood: Poverty, peers, and developmental timing. *Family Relations, 65*, 51-72. [doi:10.1111/fare.12184](https://doi.org/10.1111/fare.12184).
- Bronfman, J. (2014). Measuring vulnerability to poverty in Chile using the National Socio Economic Characterization Panel Survey for 1996, 2001, 2006. Retrieved from <http://mpira.ub.uni-muenchen.de/62689/>
- Chaudry, A., & Wimer, C. (2016). Poverty is not just an indicator: The relationship between income, poverty, and child well-being. *Academic Pediatrics, 16*, S23-S29. [doi:10.1016/j.acap.2015.12.010](https://doi.org/10.1016/j.acap.2015.12.010).
- DeSilver, D. (2014). Who's poor in America? 50 years into the 'War on Poverty,' a data portrait. *Pew Research Center*. Retrieved from <http://www.pewresearch.org/fact-tank/2014/01/13/whos-poor-in-america-50-years-into-the-war-on-poverty-a-data-portrait/#>.
- Galasso, E. (2006). "With their effort and one opportunity": Alleviating extreme poverty in Chile. *Development Research Group, World Bank, N/A*(March), 1-41. Retrieved from <http://www.iadb.org/res/publications/pubfiles/pubS-001.pdf>
- Gorski, P. (2008). The Myth of the " Culture of Poverty " The Culture of Classism. *Educational Leadership, 65*(7), 4-9.
- Kessler, R. C., Duncan, G. J., Gennetian, L. A., Katz, L. F., & Kling, J. R. (2014). Associations of housing mobility interventions for children in high poverty neighborhoods with subsequent mental disorders during adolescence. *JAMA, 311*, 937-948. [doi:10.1001/jama.2014.607](https://doi.org/10.1001/jama.2014.607).
- Lohndorf, R. T., Vermeer, H. J., Cárcamo, R. A., & Mesman, J. (2017). Preschoolers' vocabulary acquisition in Chile: The roles of socioeconomic status and quality of home environment. *Journal of Child Language, 45*(3), 559-580. <https://doi.org/10.1017/S0305000917000332>
- Yoshikawa, H., Leyva, D., Snow, C. E., Treviño, E., Portales, U. D., Barata, M. C., ... Arbour, M. C. (2015). Experimental impacts of a teacher professional development program in Chile on preschool classroom quality and child outcomes. *Developmental Psychology, 51*(3), 309-322.

Recommended Reading List

- Becker, G. (2010). Human capital and poverty. *Acton Institute*. Retrieved from <http://acton.org/pub/religion-liberty/volume-8-number-1/human-capital-and-poverty>
- Behrman, J., Contreras, D., Palma, I., & Puentes, E. (2017). Wealth disparities for early childhood anthropometrics and skills: Evidence from Chilean longitudinal data. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3044485>
- Bradley, R. H., Corwyn, R. F., McAddo, H., & Garcia-Coll, C. (2001). The home environments of children in the United States Part I: Variations by age, ethnicity, and poverty status. *Child Development*, 72, 1844-1867. [doi:10.1111/1467-8624.t01-1-00382](https://doi.org/10.1111/1467-8624.t01-1-00382)
- Byck, G. R., Bolland, J., Dick, D., Swann, G., Henry, D., & Mustanski, B. (2015). Effect of housing relocation and neighborhood environment on adolescent mental and behavioral health. *The Journal of Child Psychology and Psychiatry*, 56, 1185-1193. [doi:10.1111/jcpp.12386](https://doi.org/10.1111/jcpp.12386)
- Cabrera, N., Fagan, J. V., Wight, V. & Schadler, C. (2011). The influence of mother, father, and child risk on parenting and children's cognitive and social behaviors. *Child Development*, 82, 1985-2005.
- Cates, C. B., Weisleder, A., & Mendelsohn, A. L. (2016). Mitigating the effects of family poverty on early child development through parenting interventions in primary care. *Academic Pediatrics*, 16, S112-S120.
- Cárcamo, R. A., Vermeer, H. J., van der Veer, R., & van IJzendoorn, M. H. (2014). Childcare in Mapuche and Non-Mapuche families in Chile: The importance of socio-economic inequality. *Journal of Child and Family Studies*, 24(9), 2668–2679. <https://doi.org/10.1007/s10826-014-0069-3>
- Coddington, C. H., Mistry, R., & Bailey, A. L. (2014). Socioeconomic status and receptive vocabulary development: Replication of the parental investment model with Chilean preschoolers and their families. *Early Childhood Research Quarterly*, 29(4), 538–549. <https://doi.org/10.1016/j.ecresq.2014.06.004>
- Coley, R. L., Leventhal, T., Lynch, A. D., & Kull, M. (2013). Relations between housing characteristics and the well-being of low-income children and adolescents. *Developmental Psychology*, 49, 1775-1789. [doi:10.1037/a0031033](https://doi.org/10.1037/a0031033)
- Cortazar, A. (2015). Long-term effects of early childhood education on academic achievement in Chile. *Early Childhood Research Quarterly*, 32, 1–241. <https://doi.org/http://dx.doi.org/10.1016/j.ecresq.2015.01.003>
- Crosby, D. A., Dowsett, C. J., Gennetian, L. A., & Huston, A. C. (2010). A tale of two methods: Comparing regression and instrumental variables estimates of the effects of preschool

- child care type on the subsequent externalizing behavior of children in low-income families. *Developmental Psychology*, 46, 1030-1048. doi:10.1037/a0020384
- Evans, G. W., Exner-Cortens, D., Kim, P., & Bartholomew, D. (2013). Childhood poverty and late adolescents' blood pressure reactivity to and recovery from an acute stressor: The mediating role of family conflict. *Psychosom Med*, 75, 691-700. doi:10.1097/PSY.0b013e31829f9823
- Flanagan, C. A., Kim, T., Pykett, A., Finlay, A., Gallay, E. E., & Pancer, M. (2014). Adolescents' theories about economic inequality: Why are some people poor while others are rich? *Developmental Psychology*, 50, 2512-2525. doi:10.1037/a0037934
- Hair, N. L., Hanson, J. L., Wolfe, B. L., & Pollak, S. D. (2015). Association of child poverty, brain development, and academic achievement. *JAMA Pediatrics*, 169, 822-829. doi:10.1001/jamapediatrics.2015.1475
- Hanson, J. L., Hair, N., Shen, D. G., Shi, F., Gilmore, J. H., Wolfe, B. L., & Pollak, S. D. (2013). Family poverty affects the rate of human infant brain growth. *PLoS ONE*, 8, e80954. doi:10.1371/journal.pone.0080954
- Haveman, R., Blank, R., Moffitt, R., Smeeding, T., & Wallace, G. (2015). The war on poverty: Measurement, trends, and policy. *Journal of Policy Analysis and Management*, 34, 593-638. doi:10.1002/pam.21846
- Iceland, J., & Hernandez, E. (2017). Understanding trends in concentrated poverty: 1980-2014. *Social Science Research*, 62, 75-95. doi:10.1016/j.ssresearch.2016.09.001
- Kearney, M. S., & Levine, P. B. (2016). Income inequality, social mobility, and the decision to drop out of high school. *Brookings Papers on Economic Activity*, 333-396.
- Lewis, M., Cramer, R., Elliott, W., & Sprague, A. (2014). Policies to promote economic stability, asset building, and child development. *Children and Youth Services Review*, 36, 15-21. doi:10.1016/j.childyouth.2013.10.012
- Mendive, S., Weiland, C., Yoshikawa, H., & Snow, C. (2015). Opening the black box: Intervention fidelity in a randomized trial of a preschool teacher professional opening the black box. *Journal of Educational Psychology*, (February 2016). <https://doi.org/10.1037/edu0000047>
- Morris, A. S., Robinson, L. R., Hays-Grudo, J., Claussen, A. H., Hartwig, S. A., & Treat, A. E. (2017). Targeting parenting in early childhood: A public health approach to improve outcomes for children living in poverty. *Child Development*, 88, 388-397. doi:10.1111/cdev.12743

- National Child and Youth Well-Being Index (CWI). (2013). *Foundation for Child Development*. Retrieved from <https://www.fcd-us.org/assets/2016/04/Child-Well-Being-Index-2013-Final.pdf>
- Noble, K. G., Houston, S. M., Brito, N. H., Bartsch, H., Kan, E., Kuperman, J. M., Sowell, E. R. (2015). Family income, parental education and brain structure in children and adolescents. *Nature Neuroscience*, 18, 773-778. doi:10.1038/nn.3983
- Peacock, S., Konrad, S., Watson, E., Nickel, D., Muhajarine, N. (2013). Effectiveness of home visiting programs on child outcomes: a systematic review. *BMC Public Health*, 13, 17. doi:10.1186/1471-2458-13-17
- Pruett, M. K., Pruett, K., Cowan, C. P., & Cowan, P. A. (2017). Enhancing father involvement in low-income families: A couples group approach to preventive intervention. *Child Development*, 88, 398-407. doi: 10.1111/cdev.12744
- Raver, C. C., Blair, C., & Willoughby, M. (2013). Poverty as a predictor of 4-year-olds' executive function: New perspectives on models of differential susceptibility. *Developmental Psychology*, 49, 292-304. doi:10.1037/a0028343
- Torres, A., Lopez Boo, F., Parra, V., Vazquez, C., Segura-Pérez, S., Cetin, Z., & Pérez-Escamilla, R. (2018). Chile Crece Contigo: Implementation, results, and scaling-up lessons. *Child: Care, Health and Development*, 44(1), 4-11. <https://doi.org/10.1111/cch.12519>
- UNICEF. (2017). Building the future children and the sustainable development goals in rich countries. Report Card 14. Retrieved from https://www.unicef.org/publications/pdf/RC14_eng.pdf