

EDHD 751: SPRING 2018

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## **Child Development and Poverty**

**EDHD 751**

**Thursdays 1:00-3:45 PM Room EDU 1108**

### **COURSE SYLLABUS**

#### **COURSE DESCRIPTION**

Taking a multidisciplinary perspective, the aim of this course is to cover the theoretical, methodological and empirical literature on the effects of poverty on children's social and cognitive development. We will cover the following topics: What is poverty? Who is poor? How do poverty conditions shape the environments (home, school, community) in which children grow up? What are the effects of poverty on family-child interactions and children's wellbeing? What are the pathways by which poverty is linked to adverse outcomes for children? Are the effects of poverty on children's social, cognitive, and health domains the same across developmental periods? What is the role of public policy and programs in reducing rates of child poverty? We will unpack the "black box" of SES and examine the mechanism by which poverty influences child wellbeing.

#### **OBJECTIVES**

Upon completion of this course, students should be able to demonstrate:

- Knowledge of the nature of poverty, including measurement issues
- Knowledge of the ecological aspects of poverty, including families, neighborhoods, social policy
- Understanding of the varying approaches taken to child poverty by various social and behavioral sciences
- Awareness of the idea that the concept and theories we use in the study of human development frame science and its application for public policy and social programs

#### **READINGS**

Most assigned class readings are journal articles that are available online through the UMD library. Occasionally, I may assign chapters from the following books (available at the library or loan from me).

Suggested additional readings:

- Wilson, W. J. (1987). *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*. Chicago: University of Chicago Press.
- Shipler, D. K. (2005). *The working poor*. NY, NY: Vintage Books
- Stiglitz, J. (2015). *The great divide*. NY, NY: W. W. Norton & Company.
- Desmond, M. (2016). *Evicted: Poverty and Profit in the American City*. Crown
- Vance, J.D. (2016). *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*. NY, NY: Harper.
- Edin, K. & Shaefer, H.L. (2016). *\$2.00 a Day: Living on Almost Nothing in America*

### **GRADING**

- Class participation/thought questions (15 points) (20%) Due: Weekly
- Journal article critique (30 points) (30%) Due: March 1
- Final research paper (65 points) (50%) Due: May 17

### **Grades will be awarded on the basis of total points:**

A+	485-500	C	370-384
A	470-484	C-	350-369
A-	450-469	D+	335-349
B+	435-449	D	320-334
B	420-434	D-	300-319
B-	400-419	F	<299
C+	385-399		

### **COURSE FORMAT**

This course is comprised of lectures, student presentations, discussions, and invited speakers. More specifically:

- Students are expected to come to class prepared by reading all the material assigned for that class (see list below).
- At each class, students will be assigned to present and lead the discussion on the assigned readings for that class. Come prepared with a power point to discuss the assigned chapter/articles and lead class discussion.
- The presentation of readings should follow a scientific format of critique for empirical papers (see handout for an example). For nonempirical papers, please present the information in a clear and organized manner.

### **COURSE REQUIREMENTS AND ASSIGNMENTS**

#### **Class participation and thought questions (20%):**

- Students are responsible for **all required** readings and for **participating** in class discussion of these readings (see outline below). Students (maximum 2 per class) will be assigned the readings for a particular day to present to the class and lead discussion during the second half of the class. The discussion should not merely repeat the article. It should be an analysis of the article—present the main ideas,

compare and contrast with other ideas/theories, and engage the class in discussion. The presentation should include relevant student questions for that week. You can be as creative as you'd like in your discussion.

- Students will be required to weekly submit via ELMS **two prepared thought questions on the readings/topic of the week**. These questions should address key concepts, inconsistencies, or contradictions in the readings rather than clarifications or facts. These questions should be posted on the Tuesday before our class meeting. Students are required to revise these questions prior to class. The students presenting the week's topic are required to read through all the posted questions, organize them, and select a few for discussion in class.

### **Journal article critique (5 pages - 30%): DUE MARCH 1**

- Each student will prepare a short analytical critique (5 pages) of four empirical journal articles. Up to two of the articles can be drawn from class readings.
- The critique should provide some synthesis and evaluation of the readings—addressing issues of controversy or inconsistency. Students should end the critique with an integrative statement of the findings of the papers reviewed.

### **Final Paper: Research Proposal (20 pages - 50%): DUE MAY 17**

- The goal of this assignment is to design a study to advance knowledge in the field of child development and poverty research. The experiment needs to meet the following criteria: (1) be developmental; (2) be doable (e.g. a person could realistically carry out the experiment); and (3) address your research question in the specific developmental domain (e.g., cognitive, social) you choose to investigate. Your study may include multiple methods (e.g. quantitative and/or qualitative).
- Carefully consider your sample and design – keep in mind the requirement that this study must be *developmental*.
- The paper should be structured like a mini 'grant' proposal as follows:
  - Specific Aims – What is your topic of interest? What are your research questions? Describe the main goal and hypotheses to be tested. Place your study in a relevant theoretical/conceptual framework.
  - Background – Literature review: Your study needs to be grounded in current literature in the area that you have selected and provide the rationale for the proposed study (e.g., address an inconsistency or lack of knowledge in the literature; test a new experimental paradigm; examine hypothesized mechanisms)
  - Significance – Discuss the importance of your study – What will be learned? How will your study advance knowledge in the area? What is the theoretical significance? What is the clinical/educational/applied significance?
  - Methods – All key elements of the methods (participants; procedure and research design; measures) need to be described in enough detail so that a reader could carry out the experiment.

- Data Analysis – Include all the relevant dependent and independent variables to be included in your analyses. Describe the main statistical tests to be conducted and how these relate back to your aims and hypotheses.
- Interpretation of Findings – Discuss the alternative outcomes you might obtain (both predicted and unpredicted); how these would be interpreted in relation to your hypotheses; relate your potential findings to other literature.
- Students will be required to submit an outline of their research proposal to me for feedback **by APRIL 5**.
- This is a research paper hence it needs to be properly researched and referenced.
- Students will prepare a 10-15 min power point presentation for the last day of class.

**NOTE: ALL WRITING ASSIGNMENTS MUST CONFORM TO APA WRITING GUIDELINES, 6<sup>th</sup> EDITION.**

### *Course Policies*

*Attendance:* Students are expected to attend each class session, except in the case of illness or extenuating circumstances.

*Academic Dishonesty:* It is assumed that all students understand the consequences of academic dishonesty at the University of Maryland. If you do not, consult the undergraduate catalog to become familiar with how cheating, fabrication, facilitation of academic dishonesty, and plagiarism are defined by the University. I will bring matters of academic dishonesty to the attention of the appropriate university authorities.

*Late Assignments:* Assignments will automatically be marked down one letter grade for each weekday that they are handed in late. Only in the case of documented, excusable absences (see University of Maryland policy in the Undergraduate Catalog below) will this policy be modified. Assignments will not be accepted via email.

"The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precluded the possibility of rescheduling, OR to perform a substitute assignment without penalty. An instructor is not under obligation to offer a substitute assignment or to give a student a make-up assessment unless the failure to perform was due to an excused absence, that is, due to illness (of the student or a dependent), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, or compelling circumstances beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes." (UMD Assessment and Attendance Policy).

*Students with Disabilities:* If you are a student with a documented physical or learning disability, please see me as soon as possible so that we can make arrangements for the necessary accommodations.

*\*CourseEvalUM\** As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at the University. Please make a note now of the dates for \*Spring 2018 and the link at which you can access the submission system ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)). If you submitted all of your evaluations in the fall or are a new student, you can also access all posted results from Fall 2007 forward via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it by submitting all of your Spring 2009 evaluations. More information can be found at: [https://www.irpa.umd.edu/Assessment/CourseEval/stdt\\_faq.shtml](https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml).

## COURSE SCHEDULE EDHD 751 – SPRING 2018

Jan 25

### **Introduction**

Review of course objectives and assignment of readings

Feb 1

### **The lives of poor Americans: What is poverty?**

- DeSilver, D. (2014). Who's poor in America? 50 years into the 'War on Poverty,' a data portrait. *Pew Research Center*.  
<http://www.pewresearch.org/fact-tank/2014/01/13/whos-poor-in-america-50-years-into-the-war-on-poverty-a-data-portrait/#>
- 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
- Aber, L., Morris, P., Raver, C. (2012). Children, Families and Poverty Definitions, Trends, Emerging Science and Implications for Policy. *SRCD Social Policy Report*  
[http://www.srcd.org/sites/default/files/documents/spr\\_263](http://www.srcd.org/sites/default/files/documents/spr_263)
- Kneebone, E. (2014). The growth and spread of concentrated poverty, 2000 to 2008- 2012. *Brookings Institution Metropolitan Opportunity Series*.

PRESENTERS: \_\_\_\_\_

Feb 8

### **Measurement issues in poverty: Who is poor?**

- Roosa, M. W., Deng, S., Nair, R. L. and Lockhart Burrell, G. (2005), Measures for Studying Poverty in Family and Child Research. *Journal of Marriage and Family*, 67: 971-988.
- 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
- FCD Child Well-Being Index (CWI) (2013) <https://www.fcd-us.org/2013-child-well-being-index-cwi/>

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Feb 15

### **Sociological and economic perspectives on poverty**

- Becker, G. (2010). Human Capital and Poverty.
- Edin, K., & Kissane, R. J. (2010). Poverty and the American family: A decade in review. *Journal of Marriage and Family*, 72(3), 460-479.

- McLanahan, M. (2008). *Fragile Families and the Reproduction of Poverty*. Paper presented at the conference on \_The Moynihan Report Revisited: Lessons and Reflections after Four Decades. <http://www.fragilefamilies.princeton.edu/>
- Conger, R. & Donnellan, B. (2007). An Interactionist Perspective on the Socioeconomic Context of Human Development. *Annual Review of Psychology*, 58, 175-199.
- Lareau, A. (2002). Invisible Inequality: Social Class and Childrearing in Black Families and White Families. *American Sociological Review*, 67, 5 pp. 747-776  
(recommended: McKenna, L. (2012). Explaining Annette Lareau, or, Why Parenting Style Ensures Inequality. *The Atlantic*. <https://www.theatlantic.com/health/archive/2012/02/explaining-annette-lareau-or-why-parenting-style-ensures-inequality/253156/>)

PRESENTERS: \_\_\_\_\_

February 22 **Developmental and Cultural models**

- Bradley, R. H., & Corwyn, R. F. (2002). SES and child development. *Annual Review of Psychology*, 53, 371-399.
- Huston, A., & Bentley, A.C. (2010). Human Development in Societal Context, *Annual Review of Psychology*, 61, 411-437.
- Lamont, M. & Small, M. (2008). How culture matters for the understanding of poverty: Enriching our understanding. In A. Lin and D. Harris (Eds.), *The colors of poverty: why racial and ethnic disparities persist*, pp 76-102. New York: Russell Sage Foundation.
- Burton, L. & Jarrett, R. (2000). In the Mix, Yet on the Margins: The Place of Families in Urban Neighborhood and Child Development Research. *JMF*, 62, 1114-1135.

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March 1 **Effects of Child Poverty on Children's Development**

- NICHD Research Network, (2005). Duration and developmental timing of poverty and children's cognitive and social development from birth through third grade. *Child Development*, 76, 4, 795-810.
- Cabrera, N., Fagan, J. V. Wight, & Schadler, C. (2011). The influence of mother, father, and child risk on parenting and children's cognitive and social behaviors. *Child Development*, 82, 6. 1985-2005.
- 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

- 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.

PRESENTERS: \_\_\_\_\_

### **JOURNAL ARTICLE CRITIQUE DUE**

March 8

#### **Effects of Child Poverty and Adolescents' Development**

- Gonzalez, N.A., Coxe, S., Roosa, M. W., White, R. M. B., Knight, G., Zeiders, K., & Saenz, D. (2011). Economic Hardship, Neighborhood Context, and Parenting: Prospective Effects on Mexican–American Adolescent's Mental Health. *Am J Community Psychol* (2011) 47, 98–113.
- Beach, S. R. H., Lei, M. K., Brody, G. H., Kim, S., Barton, A. W., Dogan, M. V., & Philibert, R. A. (2016). Parenting, socioeconomic status risk, and later young adult health: Exploration of opposing indirect effects via DNA methylation. , *Child Development*, 87, 111-121
- 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.
- 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.

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March 15

#### **Children in Poverty: Home, childcare, and neighborhoods**

- Levanthal, T., Fauth, R., & Brooks-Gunn, J. (2005). Neighborhood Poverty and Public Policy: A 5-Year Follow-Up of Children's Educational Outcomes in the New York City Moving to Opportunities. *Developmental Psychology*, 41, 6, 933–952
- Parke, R.D., Coltrane, S., Duffy, S., Buriel, R., Dennis, J., Powers, J., French, S., & Widaman, K.F. (2004) Economic Stress, Parenting, and Child Adjustment in Mexican American and European American Families. *Child Development*, 75(6), 1632 – 1656
- Votruba-Drzal, E., Coley, R. L., Maldonado-Carreño, C., Li-Grining, C., & Chase-Lansdale, P. L. (2010). Child Care and the Development of Behavior Problems among Economically Disadvantaged Children in Middle Childhood. *Child Development*, 81(5), 1460–1474.  
<http://doi.org/10.1111/j.1467-8624.2010.01485.x>



- 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

PRESENTERS: \_\_\_\_\_

March 22      **SPRING BREAK**

March 29      **Poverty, Biology, and Neuroscience**

- Farah, M. (2017). The Neuroscience of Socioeconomic Status: Correlates, Causes, and Consequences. *Neuron*, 96, 1, 56 – 71
- Lipina, S. & Farah, M. (2011). *CROP Brief*. Child Poverty under the Lens of Cognitive Neuroscience.  
<http://www.crop.org/viewfile.aspx?id=243>
- Noble, K. G., et al. (2015). Family Income, Parental Education and Brain Development in Children and Adolescents. *Nature Neuroscience*. 18, 5, 773-778.
- Lupien, S. J., McEwen, B. S., Gunnar, M. & Heim, C., (2009). Effects of stress throughout the lifespan on the brain, behaviour and cognition. *Nature Reviews Neuroscience* 10, 434–445 (1 June 2009). |
- Brody, G.H., Lei, M-K., Chae, D.H., Yu, T., Kogan, S.M., & Beach, S.R.H., 2014, Perceived discrimination among African American adolescents and allostatic load: A longitudinal analysis with buffering effects., *Child Development*, 85, 989-1002 doi:10.1038/nrn2639

April 5      **Research and Social Policies: What can we done? What do we do?**

- Zhai, F., Brooks-Gunn, J., Waldfogel, J. (2011). Head Start and Urban Children's School Readiness: A Birth Cohort Study in 18 Cities. *Developmental Psychology*, 47, 1, 134-152
- Duncan, Greg J., Katherine Magnuson, and Elizabeth Votruba-Drzal. "Boosting family income to promote child development." *The Future of Children* (2014): 99-120.
- 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.
- Conti, G., & Heckman, J. (2012). *The Economics Of Child Well-Being*. Working Paper 18466 <http://www.nber.org/papers/w18466> National Bureau Of Economic Research

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**OUTLINE OF RESEARCH PAPER DUE**

April 12

**The Effect of Interventions: Do they work?**

- Gormley, W.T. Jr., Phillips, D., Newmark, K., Welti, K., Adelstein, S. [Social-Emotional Effects of Early Childhood Education Programs in Tulsa](#). *Child Development* 82 (2011): 2095-2109.
- Kessler, R. C., Duncan, G. J., Genetian, 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.
- Nelson, C.A., et al., (2007). Cognitive recovery in socially deprived young children: the Bucharest Early Intervention Project. *Science*, 318(5858), 1937-1940.
- Kogan, S. M., Lei, M.K., Brody, G. H., Futris, T. G., Sperr, M., & Anderson, T. , 2016, Implementing family-centered prevention in rural African American communities: A randomized effectiveness trial of the Strong African American Families program. , *Prevention Science*, 17, 248-258
- 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.

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April 19

**The Effects of Social Policies and Interventions: Are there long-term effects?**

- Campbell, F., Ramey, C., Sparling, J. & Miller-Johnson, S. (2002). Early childhood education: Young adult outcomes from the Abecedarian project. *Applied Developmental Science*, 6, 1, 42-57,
- Campbell et al., (2014) Early Childhood Investments Substantially Boost Adult Health, *Science*, 343, 1478-1485
- Heckman, J. J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science*, 312, 1900–1902.
- Fox, N.A. (2011). The effects of severe psychosocial deprivation and foster care intervention on cognitive development at 8 years of age: findings from the Bucharest Early Intervention Project. *J of Child Psychology Psychiatry*, 52(9), 919-928.
- 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.

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April 26

**New models for intervention**

- Smyke, A. T. et al., (2009). A new model of foster care for young children: the Bucharest early intervention project. *Child Adolescence Psychiatry Clinical N Am*, 18(3)721-734.
- Ayoub, C., Vallotton, C., & Mastergeorge, A. (2011). Developmental Pathways to Integrated Social Skills: The Roles of Parenting and Early Intervention. *Child Development*, 82, 2, 583-600.
- Shonkoff, J. (2010). Building a New Biodevelopmental Framework to Guide the Future of Early Childhood Policy. *Child Development*, 81, 1, 357–367
- NAS report chapter 8

May 3            **No class**

May 10          **Student presentations and final research paper due**

### **Journal Critique**

Article citation:

Abstract:

**SUMMARY:**

Introduction (Goals)

Methods (Participants and procedure)

Results (Findings)

Discussion (Conclusions: So what?)

**YOUR ANALYSIS:**

Strengths

Limitations

New directions: