

EDUC 311-001 & SW 300-002

***Course Title: Home, School, and Community:
Realities, Interventions, and Policies for Young Children in Poverty***
Mondays, Wednesdays 10-11:30 Chem A859

Instructors:

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Content, Objectives. This course will take an ecological perspective on the experiences of young children in poverty (age 0-8) in the U.S. and the educational and family support policies meant to promote their care and development. The essential questions for the course are as follows: What are the daily lived realities for young poor children in the U.S. both at home and at school? What are the education, family benefits and early intervention policies intended to support them? Are these policies successful and for whom, under what conditions? In what areas do these policies fall short given children's daily realities and disparities in opportunities due to race, ethnicity, income and other social and economic resources, neighborhood conditions, etc.?

In addition to learning the content, students will gain understanding of the power and limitations of policy in addressing structural disparities that affect young children and their families in the current U.S. system. Students will become critical analysts of educational and family support policies. Also, they will hone their writing and speaking skills through course assignments.

Finally, we will intentionally offer models for how to get involved in issues affecting young children in poverty – e.g., showcasing the kinds of careers that can make a difference for young children in poverty at different levels (in direct service and education jobs, social work, public health and public policy, academic research in early childhood, etc.). The course will provide access to knowledge about child poverty and systems of intervention and practice and will help students make more informed decisions regarding how and whether the changing life prospects of disadvantaged young children will inform their own educational and career trajectories.

This course can be used toward the context cluster requirement for the Community Action and Social Change minor. To learn more about the CASC minor, [visit the website](#).

Readings/Class Texts

All readings will be posted to Canvas or will be available via a provided link. If you can't find a reading through one of these routes, google it and then email us (we will thank you!).

Attendance Expectations

We expect that students will be in class on time, engaged and ready to start at 10:10. We require that students come to class having read the materials and bring examples from the readings and from their experiences to share. Please email us in advance if you have an excused absence for a particular class session.

Technology policy

You may choose to bring computers/tablets/etc. to class. But we expect that you will not be using computers/social media/phones, and so forth, for things outside of class. We retain the right to lower an overall final grade by a minimum of ½ grade for any student who has excessive absences/tardiness or is highly disengaged in class (including ongoing/regular use social media during class time).

Assignment Expectations

Due dates are firm. We expect that assignments will be turned in on the day they are due unless there are extenuating circumstances. We will mark down papers ½ a grade for each day late in fairness to classmates who turn papers in on time unless there are extenuating circumstances.

Plagiarism

We take plagiarism seriously in accordance with UM policy. Plagiarism is when you attribute others' ideas and/or exact words as your own. This includes ideas and/or passages from the readings, class activities, peers, and from the Internet, among others. We expect that all sources used will be cited or referenced. If we suspect plagiarism, we will follow the University's protocol for disciplinary action. This could mean a loss of

points, failure of a grade, and/or other consequences. If you have questions, please do not hesitate to ask.

Learning Environment

This class is based on a collaborative learning model—one in which students are both “teachers and learners” in the classroom. During the class, we will have regular opportunities for peer-based learning and teaching activities. This model requires that students be prepared to participate, to take risks and share ideas, to respect diverse opinions, and be open to challenging yourself each class.

Personal Issues and Special Accommodations

Please see one of us if you have any concerns about the class, your participation in the class, or have personal issues that relate to the class. We are more than happy to meet with you at any point to discuss your situation or to address any special accommodations. We are also available to assist you with accessing school or university-based resources you may need during the semester.

As a reminder, if you require special accommodations for class and/or assignments, please see one of us as soon as possible. Any special needs or accommodations must be documented by the Office of Students with Disabilities and presented to us by the drop/add deadline to ensure proper accommodations can be made.

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may check <http://www.dpss.umich.edu/>

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

Grading Rubric

Scores on the preceding assignments are cumulative and will be converted to a final letter grade at the end of the semester according to the following scale:

94-100 = A
91-93 = A-
87-90 = B+
84-86 = B
81-83 = B-
77-80 = C+
74-76 = C
71-73 = C-
67-70 = D+
64-66 = D
60-63 = D-

Assignments

Reading responses (10% each; 20% total)

Two times over the course of semester, write a discussion question for the class on one of the required readings for the class session you choose and write a 1-page response to your discussion question (single-spaced, 12-pt font, 1" margins, Times New Roman, your name in the header). You must complete at least one reading response by Oct 17 (fall break).

Participation (10%)

Students are expected to participate in class. Generally, students are expected to come to class, having read the materials, and prepared with questions of their own, comments they'd like to make, a readiness to listen to and respectfully consider how others think about the material. We encourage students to bring examples to share, based on the readings, from their own experience, from current events, and from their historical knowledge. The class will include discussion, and small group and engaged activities.

Participation will be graded based on overall attendance, effort, engagement throughout semester, and completion of small outside of class activities meant to enhance in class discussion and engagement. This includes downloading and using the Vroom! app for our parenting-focused classes.

Posters (30%)

With a partner, you will prepare a poster on a class topic and a 3-minute “elevator speech.” Your poster must cover: 1) the current factual realities of the issue; 2) current policies and/or interventions to address it and shortcomings of those approaches; 3) How practitioners in two different careers may address the topic; (4) two specific recommendations for improving the conditions of young children in poverty in this area. Posters must include a list of academic and program or policy references from which your team drew your information and analysis. Students will present their posters in class on either 12/7 or 12/12.

Final: Essay exam (40% of final grade)

On Dec. 15 at 10 AM, students will receive via Canvas three essay exam questions. Students will write a short essay response to two of these three questions. The maximum length of each essay is two single-spaced pages (12 point font, Times New Roman). The exam is open book and open note. However, students may not discuss the questions or their answers with each other. The exam is due via Canvas by midnight on Saturday Dec. 17.

CLASS CALENDAR

**Chris lead, +Sandy lead, ~Eleanor lead*

Topic 1: Introduction - 9/7

We will play Spent in class: <http://playspent.org/html/>

Topic 2: Why does growing up poor matter?

~9/12 – Poverty and the developing brain

We will play the Brain Architecture game in class:

<http://developingchild.harvard.edu/resources/the-brain-architecture-game/>

Watch: Raising America documentary (available via a link on the course website)

Kristof, N. (2016, June 2). Building children's brains. *New York Times*.

Ostrander, M. (2015, June 4). What poverty does to the young brain? *The New Yorker*.

9/14 – 0-3 attachment, baby brains and moms mental health/attachment

Guest speaker: Julie Ribaldo (Social Work)

Thompson, R. A. (2014). Stress and child development. *The Future of Children*, 24(1), 41-59.

Center on the Social and Emotional Foundations for Early Learning. (n.d.) *Research synthesis: Infant Mental Health and Early Care and Education Providers*. Vanderbilt University CSEFEL

***9/19 – Other theories**

Chaudry, A., & Wimer, C. (2016). Poverty is not just an indicator: The relationship between income, poverty, and child well-being. *Academic Pediatrics*, 16(3), S23-S29.

Magnuson, K., & Votruba-Drzal, E. (2009). Enduring influences of childhood poverty, *Focus*, 26(2), available here: <http://www.irp.wisc.edu/publications/focus/pdfs/foc262f.pdf>

Topic 3: Defining realities

+9/21 – Introduction to child poverty in the U.S.

Dreyer, B., Chung, P. J., Szilagyi, P., & Wong, S. (2016). Child Poverty in the United States Today: Introduction and Executive Summary. *Academic Pediatrics*, 16(3 Suppl), S1.

New Census report on poverty (released on 9/13 – to be added)

Watch: Poor Kids documentary (available to stream at:
<http://www.pbs.org/wgbh/frontline/film/poor-kids/>)

9/26 – Severe deprivations

Guest speaker: H. Luke Shaefer (Social Work and Ford School of Public Policy)

Kalil, A., & Leininger, L. (2012). Economic hardship and children's behavioral health in the wake of the Great Recession: Findings from the Michigan Recession and Recovery Study- Child and Youth Study. UM National Poverty Center Policy Brief #32, June. *Ann Arbor, MI*.
http://npc.umich.edu/publications/policy_briefs/brief32/policybrief32.pdf

Edin, K., & Shaefer, H.L. (2015, September 1). Blood plasma, sweat, and tears. *The Atlantic*.

+9/28 – International comparisons

Sachs, J. D. (2016). High U.S. child poverty: Explanations and solutions. *Academic Pediatrics*, 16, 3S, 2016.

Lein, L., Danziger, S.K., Shaefer, H.L. & Tillotson, A. (2016). Social policy, transfers, programs and assistance. In Brady, D. & Burton, L.,M. (eds.) *The Oxford Handbook of the Social Science of Poverty*. New York, NY: Oxford University Press, pp. 733-750.

Topic 4: Families and parenting today

10/3 – What is a family?

Guest speaker: Natasha Pilkauskas (Ford School)

Angier, N. (2013). The Changing American family. *The New York Times*.
http://www.nytimes.com/2013/11/26/health/families.html?pagewanted=all&_r=0

Cherlin, A. J., & Seltzer, J. A. (2014). Family Complexity, the Family Safety Net, and Public Policy. *The ANNALS of the American Academy of Political and Social Science*, 654(1), 231-239.

Note: Dr. Danziger out this day.

~10/5– Family life across class lines

Lareau, A. (2011). *Unequal Childhoods: Class, race, and family life*. Berkeley, CA: University of California Press. Chapters 3-5.

10/10 – Fathering and discipline

Guest speaker: Shawna Lee (Social Work)

Readings TBA

Topic 5: Early family intervention

10/12 – Maternal depression

Guest speaker: Kate Rosenblum (Psychiatry, Medical School)

Readings TBA

Note: Dr. Danziger out this day.

10/17 – Fall break, no class

***10/19 – Engaging parents using technology**

Suskind, D. et al. (2015). Chapter 1 of *Thirty Million Words*. New York, NY: Penguin Random House.

Talbot, M. (2015, January 12). The talking cure. *New Yorker*. Download here: <http://www.newyorker.com/magazine/2015/01/12/talking-cure>

Watch the Vroom! Video (<https://www.youtube.com/watch?v=trm38G2e5NE>) and then download the Vroom! app here to your smart phone: <http://www.joinvroom.org/>. Enter a profile for your child (real or imagined – pick the child age (0-5) of your choice). For four days, check the app daily for a tip for interacting with your child. If you have a young child and like the tip, try it out.

Come to class prepared to discuss at least one of these tips – Did it sound like fun? What skill was it trying to build? (No smart phone? Complete the activity using examples of activities here: <http://www.joinvroom.org/tools-and-activities>)

***10/24 – Home visiting**

Boo, K. (2006, February 6). Swamp nurse. *New Yorker*.

Minkovitz, C. S., O'Neill, K. M., & Duggan, A. K. (2016). Home visiting: A service strategy to reduce poverty and mitigate its consequences. *Academic Pediatrics, 16*(3), S105-S111.

Topic 6: Early Care and Education and parental employment

***10/26 - Early Care and Education**

Zigler, E., & Muenchow, E., (1992). Chapter 1 of *Head Start: The inside story of American's most successful educational experiment*. New York: Basic Books.

Watch Kate Gallagher's TED talk on Abecedarian, here: <http://fpg.unc.edu/node/7577>

***10/31 – Pre-k**

Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M. R., Espinosa, L. M., Gormley, W. T., ... & Zaslow, M. J. (2013). Investing in Our Future: The Evidence Base on Preschool Education, Society for Research in Child Development. *Ann Arbor, MI*.

+11/2 Parent employment and work schedules

Currie, J. (2016). How can we reduce child poverty and support parental employment? *Academic Pediatrics, 16*(3), S13-S15.

Michel, Z.Z. & Ben-Ishai, L. (2016, March 31). *Racial inequalities in job quality*. Washington, D.C. Center for Law and Social Policy. Download here: http://www.clasp.org/resources-and-publications/publication-1/Race-and-Job-Quality-Brief-3_30ar.docx-FINAL.pdf

New York Times on work scheduling software at low-wage jobs (focuses on Starbucks, follow up on efforts to improve the problem at Starbucks):

<http://www.nytimes.com/interactive/2014/08/13/us/starbucks-workers-scheduling-hours.html>

<http://www.nytimes.com/interactive/2014/08/13/us/starbucks-workers-scheduling-hours.html? r=0>

Note: Dr. Weiland out this day.

Topic 7: Public assistance policies and programs for low income families

+11/7 – Selected assistance programs and participation

Shanks, T. & Danziger, S.K. (2016). Antipoverty policies and programs for families and children. In Jenson, J. & Fraser, M. (eds.) *Social Policy for Children & Families: A risk and resilience perspective, 3rd edition*.

Allard, S., Danziger, S. & Wathen, M. (2012). Receipt of public benefits and private support among low-income households with children after the Great Recession. UM National Poverty Center Policy Brief #31, April. *Ann Arbor, MI*
http://npc.umich.edu/publications/policy_briefs/brief31/PolicyBrief31.pdf

Note: Dr. Weiland out this day.

+11/9 – Policy interconnections – what comes next?

Ettman, L., Ettinger de Cuba, S., Sheward, R., Sandel, M., & Coleman, S. (2015, July 23). *When 2+2=5: How co-enrollment in public assistance programs leads to stable housing for America's young children*. Children's Health Watch Policy Action Brief, Download at <http://www.childrenshealthwatch.org/publication/coenrollment/>

Sandel, M. et al. (2016) Neighborhood-level intervention to improve child opportunity and lift children out of poverty. *Academic Pediatrics*, 16 (3), S128-S135.

Topic 8: Health

+11/14 – Health care access

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(3), S112-S120.

Wherry, L. R., Kenney, G. M., & Sommers, B. D. (2016). The role of public health insurance in reducing child poverty. *Academic Pediatrics*, 16(3), S98-S104.

+11/16 – Community-based health

Tough, P. (2011, March 21). The poverty clinic. *New Yorker*. Available here: <http://www.newyorker.com/magazine/2011/03/21/the-poverty-clinic>

11/21 - Flint lead/environmental exposure

Guest speaker: Alison Miller (Public Health)

Trentacosta, C. J., Davis-Kean, P., Mitchell, C., Hyde, L., & Dolinoy, D. (2016). Environmental Contaminants and Child Development. *Child Development Perspectives*.

COUNCIL, O. E. H. (2016). Prevention of Childhood Lead Toxicity. *Pediatrics*, 138(1).

Pupovac, J. (2016, August 3). Lead levels below EPA limits can still impact your health. *National Public Radio*.

11/23 – THANKSGIVING BREAK, NO CLASS

Topic 9: School reform

***11/28 - Elementary School Experiences, Policies, and Interventions**

Duncan, G. J., Magnuson, K., & Murnane, R. J. (2016). Reforming preschools and schools. *Academic Pediatrics*, 16(3), S121-S127.

Michigan General Education Leadership Network (GELN) Early Literacy Task Force (2016). *Essential Instructional Practices in Literacy, Grades K to 3*.

Topic 10: Policy

***11/30 - Tools and frameworks for program and policy analysis (1)**

Ellwood, David (1988). Chapter 2: Values and the helping conundrum. *In Poor Support: Poverty in the American Family* (pp 14-44).

Currie, J. M. (1997). Choosing among alternative programs for poor children. *The Future of Children*, 113-131.

+12/5 - Tools and frameworks for program and policy analysis (2)

Cook, J.T., Bovell, A., Poblacion, A., Cutts, D., ... Chung, R. (2016, May 20). *The \$1.2 Billion Child Health Dividend*. Children's Health Watch Policy Action Brief. Download at: <http://www.childrenshealthwatch.org/publication/1-2-billion-child-health-dividend/>

Center on the Developing Child (2007). *Early Childhood Program Evaluations: A Decision-Maker's Guide*. Retrieved from <http://developingchild.harvard.edu/resources/early-childhood-program-evaluations-a-decision-makers-guide/>

Topic 11: Wrap up and posters

12/7 -- Summary, overview for essay exam, Posters

12/12 -- Posters (LAST DAY OF CLASS)

12/15 -- POST ESSAY EXAM ON CANVAS SITE BY 10 AM, DUE BY EMAIL OR CANVAS UPLOAD ON OR BEFORE MIDNIGHT, DECEMBER 17