

**Master of Science in Education Program**  
**MS\_ED 405: Child and Adolescent Development**

Summer 2022, June 23 through July 30  
Thursdays, 1:30pm-5:30pm  
Kresge Centennial Hall 2-319



**Instructor:** Lauren Tighe, PhD

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**Office hours:** By appointment (Thursdays are best)

**Zoom office:** <https://northwestern.zoom.us/j/6014806842>

### **Course Description**

In this course, we explore the fundamental question of “what drives developmental change from early childhood to adolescence?”, by primarily drawing on an ecological framework in which development is based on the interplay between individuals and multiple spheres of influence.

The course is divided into two parts. First, students will learn about the foundations of human development including neurological, cognitive, social, emotional, and language development. Second, we will consider how context across systems, such as families, peers, teachers, schools, program, and policy, affect the wellbeing of children and adolescents. As each new topic is introduced, we will want to understand the quality of available evidence, how the evidence informs our understanding of child development, and how the science of child development can apply to the real world.

This course will combine lecture and seminar format. Class discussions will complement the material presented in the lecture, encourage you to reflect on your own developmental experiences, and focus on how you can apply the scientific knowledge of child development to your teaching and practice. These materials and discussion may help you to challenge assumptions you may unknowingly hold and gain insight on how it has shaped your perspective and behavior. As such, the course is designed to better prepare you for the diversity of students you will encounter, while remaining mindful of the larger contextual factors in their lives and your own practices as a teacher.

### **Course Objectives**

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

1. An orientation to the key human developmental theories from the 20<sup>th</sup> and 21<sup>st</sup> century for children and adolescents.
2. A basic understanding of the stages of development and key milestones across multiple domains (e.g., cognitive, language, social).
3. An understanding of the ecology of development and how context (e.g., families, schools) affects the development of children and adolescents.

### **Required Textbook**

Tamis-LaMonda, C. A. (2021). *Child development: Context, culture, and cascades*. Oxford University Press. (ebook is fine)

### **Canvas**

Additional course materials, including all other required readings, will be posted on Canvas. It is your responsibility to check the site frequently.

### **Classroom Community and Support**

One of the greatest breakthroughs in developmental science is that development takes place within context, and our own physical and mental well-being is inextricably tied to the settings in which we live and grow. Our classroom is designed with awareness and sensitivity to our current economic, health, and sociopolitical realities. I also recognize that we may not all experience the realities this year evenly and will work with you on an individual basis to make sure you can succeed in this course. I look forward to building a community with you all that acknowledges and supports each other.

To that end, to be a successful student, it is important to learn it is okay to ask for help. The deadlines and policies outlined can be adjusted for those who are having difficulties. Please reach out for an adjustment of a deadline as soon as you think you may need more time. We will work together to make a plan.

### **Class Structure**

Because we are only meeting once a week, it is critical that you come to class prepared, which means doing all of the reading and contributing to discussion. Class will be a mixture of lecture, discussion, videos, and individual/group activities. There will be several 5-15 minute breaks throughout the four-hour class period.

### **Course Requirements**

#### **A. Class Participation**

The success of this course depends on your active participation. The readings and discussion prompts should be done prior to class and you should come prepared with questions and an ability to contribute to the discussion based on what you have learned from the readings. You are responsible for all material in the assigned texts, even though we may not review all of it during class time. When determining grades for class participation, I value quality of comments much more than quantity. Attendance will be taken during each class. Each class will have individual/group activities in which I expect full participation.

\*Students may have one absence that will not count against their grade.\*

#### **B. Discussion Posts**

Each student will complete six discussion posts over the quarter. This is your opportunity to raise questions from the readings/lecture; highlight dilemmas posed; provide your assessment of the most important or innovative aspects of the

materials; respectfully critique the study's research design, methodology or conclusions; or integrate the findings with previous assigned readings and discuss any disparate findings. You are welcome to discuss the implications and applications to your classrooms/teaching.

Each discussion post should be 100 words at minimum (no references are needed). They should be written in complete sentences and proofread for clarity. Class discussion will incorporate the ideas and questions raised in these activities and each week students may be called upon to summarize their reactions for the class. Discussion posts are due to Canvas at midnight prior to the class that day. Late discussion posts will be reduced by two points from its original score.

\*I will drop the discussion post with the lowest score (i.e., five posts will count toward your grade).\*

### **C. Weekly Homework Assignments**

Each student will complete four homework assignments based on the theories, topics, concepts, and contexts. This is your opportunity to dig deeper into the areas of child development that catch your interest. Each homework assignment will be fully explained during class and is also detailed in the course outline. Assignments are due to Canvas at midnight prior to the class that day. Late homework assignments will be reduced by five points from its original score.

\*Students may have one "late pass" for a homework assignment. In order to be graded based the full points (15), the assignment must be turned in by the next class period. You cannot use this "late pass" on discussion posts or the final group presentation.\*

### **D. Final Group Presentation**

Each year, local, state, and federal governments spend billions of dollars designed to promote the lives of children and adolescents in the United States. Employing your new understanding of how children develop, your small group will give a 10-minute presentation to the class on one existing program/intervention or policy that holds promise for promoting children's outcomes. These presentations will take place during the latter half of Class #6. You will receive a rubric for this project as it draws closer.

This existing intervention or policy can be targeted toward early childhood through adolescence. The intervention should have an evidence base to improve the lives of children in contemporary society.

Please address the following questions:

- What is the key problem/issue the program/policy is trying to address? What is the social importance? Provide some background.

- What are the key features of the program/policy that you selected? Who is the target (e.g., age group, etc.)?
- Use at least two developmental theories to that support why the program/policy may promote children's well-being.
- What does the research say about the short- and long term-impacts of the program/policy on children's well-being and the problem you are trying to solve? Be honest when empirical support is absent or lacking. What is the likely success of this program/policy? How is it likely to be affected by context (e.g., family, school, neighborhood)?
- End with a summary recommendation to program providers or policy makers.

**E. Extra Credit**

You can gain up to two extra credit points by submitting an original meme related to the class’s content. I will share some examples during the first class. Each meme submission will count as one point. You may submit up to two memes by July 28 at midnight CST (i.e., before the last class) to Canvas.

**Course Grading**

<b>Assessments &amp; Assignments</b>	<b>Points</b>
Class Participation	60
<i>Attendance</i>	
<i>In-class discussions and activities</i>	
Discussion Posts	25
<i>Complete six discussion posts</i>	
<i>(the lowest score will be dropped)</i>	
Weekly Homework Assignments	60
<i>Complete all four assignments</i>	
<i>One “late pass” available</i>	
Final Group Presentation	55
<i>In-class 10-minute</i>	
<i>program/policy presentation</i>	
Extra Credit	2
<i>Meme 1</i>	
<i>Meme 2</i>	

Letter grades will be assigned based on the following scale:

<b>Grade</b>	<b>Points</b>	<b>Percent</b>	<b>Grade</b>	<b>Points</b>	<b>Percent</b>
A	186-200	93-100%	C+	154-159	77-79%
A-	180-185	90-92%	C	146-153	73-76%
B+	174-179	87-89%	C-	140-145	70-72%
B	166-178	83-86%	D	120-139	60-69%
B-	160-165	80-82%	F	0-119	59% or below

## Course Policies/Support

- 1. Student Attendance Policy:** “Student attendance at every class meeting is expected. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to retake the class at another time.”
- 2. Academic Integrity:** “Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: <https://www.northwestern.edu/provost/policies/academic-integrity/index.html>”
- 3. Accessibility:** “Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university’s established accommodation process (e: [accessiblenu@northwestern.edu](mailto:accessiblenu@northwestern.edu); p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.”
- 4. Student Enrichment Services (SES).** SES partners with FGLI students – first-generation, lower-income, and/or DACA/Undocumented. SES works with these students to foster identity development, navigate campus resources, and build community. Through campus-wide partnerships and advocacy, SES strives to build an inclusive Northwestern community that is welcoming, supportive, and accessible for all students.
- 5. Counseling and Psychological Services (CAPS):** For information, to make appointments, learn about self-help resources, etc.: <https://www.northwestern.edu/counseling/about/index.html>
- 6. Support for Wellness and Mental Health.** Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual

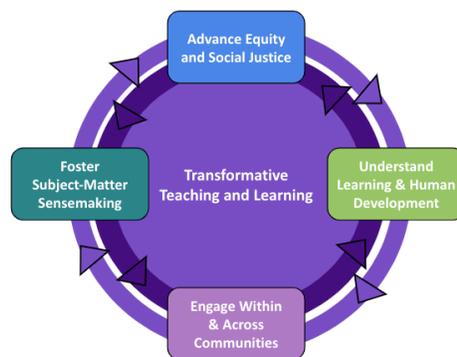
Life (RSL) and the Center for Awareness, Response and Education (CARE). Additional information on all of the resources mentioned above can be found here: <https://www.northwestern.edu/counseling/>  
<https://www.northwestern.edu/religious-life/>  
<https://www.northwestern.edu/care/>

7. **Prohibition of Recording of Class Sections by Students:** “Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact AccessibleNU. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.”
  
8. **COVID-19 Testing Compliance:** “To protect the health of our community, Northwestern University requires unvaccinated students who are in on-campus programs to be tested for COVID-19 twice per week. Students who fail to comply with current or future COVID-19 testing protocols will be referred to the Office of Community standards to face disciplinary action, including escalation up to restriction from campus and suspension.”
  
9. **COVID-19 Classroom Expectations:** “Students, faculty, and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the COVID-19 Code of Conduct (<https://www.northwestern.edu/coronavirus-covid-19-updates/>). With respect to classroom procedures, this includes:
  - Policies regarding masking and social distancing evolve as the public health situation changes. Students are responsible for understanding and complying with current masking, testing, Symptom Tracking, and social distancing requirements.
  - In some classes, masking and/or social distancing may be required as a result of an Americans with Disabilities Act (ADA) accommodation for the instructor or a student in the class even when not generally required on campus. In such cases, the instructor will notify the class.
  - No food is allowed inside classrooms. Drinks are permitted, but please keep your face covering on and use a straw.
  - Faculty may assign seats in some classes to help facilitate contact tracing in the event that a student tests positive for COVID-19. Students must sit in their assigned seats.

- If a student fails to comply with the COVID-19 Code of Conduct or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.”

**10. Exceptions to Class Modality:** “Class sessions for this course will occur in person. Individual students will not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by AccessibleNU. Maintaining the health of the community remains our priority. If you are experiencing any symptoms of COVID do not attend class and update your Symptom Tracker application right away to connect with Northwestern’s Case Management Team for guidance on next steps. Also contact the instructor as soon as possible to arrange to complete coursework. Students who experience a personal emergency should contact the instructor as soon as possible to arrange to complete coursework. Should public health recommendations prevent in person class from being held on a given day, the instructor or the university will notify students.”

### Northwestern Teacher Education Guiding Commitments



The Northwestern Teacher Education Program’s Guiding Commitments are:

- A statement of values about education for dignity, theories of learning as a social, cognitive, ethical and cultural process, and belief in the power of practices that create culturally sustaining & anti-racist learning environments
- Tools for strengthening our cultural life living through Course, “Discipline”, Program, and Community
- Opportunities to build knowledge, enact practices/ performances, cultivate dispositions

<p style="text-align: center;"><b>Part 1</b> <b>Foundations of Child Development</b></p>
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**Class #1: Introduction, Background, and Core Theories (June 23, 2022)**

**Read before Class #1**

- Vélez-Agosto, N. M., Soto-Crespo, J. G., Vizcarrondo-Opppenheimer, M., Vega-Molina, S., & García Coll, C. (2017). Bronfenbrenner's bioecological theory revision: Moving culture from the macro into the micro. *Perspectives on Psychological Science*, 12(5), 900-910.
- Mortenson, E., & Roberts, S. O. (in press). The view from somewhere: Challenging the white = neutral framework in psychology. *Perspectives on Psychological Science*.

**Do before Class #1 (due on June 23 at midnight CST)**

- Complete the pre-class survey on Canvas, which includes a discussion post covering the Class #1 readings.
  - This is under "Quizzes" on Canvas – it is not quiz, it is a survey.
  - The survey will count as your first discussion post.
  - You will automatically receive 5 points if you answer each question before the deadline (June 23 at midnight CST).

**Homework Assignments (due on June 30 at midnight CST)**

- Complete Class #2 required readings.
- Submit discussion post on Class #2 readings.
- Read the *Humans of New York* post from May 10, 2022 (it is posted in Canvas or you can find it on Instagram or Facebook).
  - The post describes the adolescence and young adulthood of Jonathan Conyers.
  - Applying Bronfenbrenner's bioecological theory, create a diagram of the multi-system factors influencing Jon's life.
  - Then explain the influence of two of these factors on Jonathan's life and how they relate to his development (250 word minimum; two factors total, not two factors within each system).
  - Submit your diagram and 250-word description to Canvas.
  - We will revisit this HONY post in one of our last classes so keep the story and your diagram handy.

## Class #2: Neurological and Cognitive Development (June 30, 2022)

### Read before Class #2

- *Cascades* textbook
  - *Constructivism: Piaget's Stage Theory* page 19 to *Sociocultural Theories* page 28
  - *Piagetian Theory* (Early Childhood) pages 329-337
  - *Piagetian Theory* (Middle Childhood) pages 459-461
  - *Piagetian Theory* (Adolescence) pages 589-591
  - *Timing of Experience* pages 80-81
- Frankenhuis, W. E., & de Weerth, C. (2013). Does early-life exposure to stress shape or impair cognition? *Current Directions in Psychological Science*, 22(5), 407-412.
- Listen to Within & Between Podcast, S3E9: What is Heritability Anyway?: <https://podcasts.apple.com/us/podcast/within-between/id1517310439>

### Optional Reading

- Child & Family Blog (2022). *Is there a female brain and a male brain? Science says no.*

### Do before Class #2 (due on June 30 at midnight CST)

- Post Class #2 discussion to Canvas.
- Submit *HONY* systems diagram and description to Canvas.
- *Think* of a question you want to ask a current Chicago Public Schools teacher about child development – you will submit your question during Class #3 (you do not have to do anything now).

### Homework Assignments (due on July 7 at midnight CST)

- Complete Class 3 readings.
- Submit discussion post for Class 3 readings.
- Read Blake, B., & Pope, T. (2008). Developmental psychology: Incorporating Piaget's and Vygotsky's theories in classrooms. *Journal of Cross-Disciplinary Perspectives in Education*, 1(1), 59–67. (article on Canvas in Files)
  - Think of ways you can incorporate either Piaget's or Vygotsky's theories (or both) in your classroom.
  - Now put yourself in a hypothetical situation:
    - Imagine there is an issue in the classroom or school in which you teach. Based on your training in child and adolescent development, you know a solution lies with one of these theories. You come up with a solution and want to share it with the principal.
    - You decide to write a one-page memo to persuade your school principal to adopt your idea to address this issue.
    - Use theory and research evidence to help your argument. You must cite at least three sources and two must be new, peer-reviewed journal articles (the other source can be from the *Cascades* book, Blake & Pope, 2008, or another article from class).

- The memo should be one page in length (size 12 font, 1-inch margins, single spaced). There will be an additional page that contains only the references.
- Memo necessities:
  - Identify yourself (What grade do you teach? Are you department head? Lead grade teacher? What kind of school do you teach in?),
  - Identify the problem,
  - Propose a solution,
  - Provide theory and research to back your ideas (use in-text parenthetical citations), and
  - Cite your sources on a separate References page.

### Class #3: Social, Emotional, and Language Development (July 7, 2022)

#### Read before Class #3

- Stern, J. A., Barbarin, O., & Cassidy, J. (2021). Working toward anti-racist perspectives in attachment theory, research, and practice. *Attachment & Human Development*, 1-31.
- New York Times (Feb 2016). *Testing for Joy and Grit? Schools Nationwide Push to Measure Students' Emotional Skills*.
- Read NPR article and listen to 3-minute podcast:  
<https://www.npr.org/sections/ed/2018/06/01/615188051/lets-stop-talking-about-the-30-million-word-gap>
- Golinkoff, R. M., Hoff, E., Rowe, M. L., Tamis-LeMonda, C. S., & Hirsh-Pasek, K. (2019). Language matters: Denying the existence of the 30-million-word gap has serious consequences. *Child Development*, 90(3), 985-992.

#### Optional Reading

- *Cascades* textbook
  - *Cognitive Development from an Information-Processing Perspective* (Early Childhood) pages 338-341
  - *Growing Language Skills* (Early Childhood) pages 356-359
  - *Literacy and Mathematical Understanding* (Early Childhood) pages 359-361
  - *Emotion Understanding* (Early Childhood) pages 379-383
  - *Attachment and Caregiver-Child Relationship Quality* (Early Childhood) pages 390-391
  - *Information Processing* (Middle Childhood) pages 461-464
  - *Information Processing* (Adolescence) pages 591-594

#### Do before Class #3 (due on July 7 at midnight CST)

- Post Class #3 discussion on Canvas.
- Submit memo to your school principal to Canvas.

#### Homework Assignments (due on July 14 at midnight CST)

- Complete Class #4 readings.
- Submit Class #4 discussion post to Canvas.
- Pick a concept related to social, emotional, or language development. This can include topics discussed in Class #3 or something from the *Cascades* book that we did not cover (the Optional Reading is a great place to start if you can't think of a topic!). This can also include attachment or differential susceptibility theories.
  - Your goal is to create a Twitter/Instagram/Tik Tok post to teach someone who did not take this class about the concept you choose.
  - I expect submissions will vary widely but they should demonstrate:
    - A thorough understanding of the concept or idea,
    - A clear articulation of why the concept is important,
    - Use of language that is accessible to non-experts outside this class,
    - Effort and thoughtfulness, and

- Evidence from a range of sources.
- You must cite at least three sources and two must be new, peer-reviewed journal articles (the other source can be from the *Cascades* book or articles from class). These must be cited in your post.
- Length minimums:
  - Twitter: 5 posts in one thread
  - Instagram: 5 carousel slides in one post
  - Tik Tok: 1 minute
- Make it interesting and engaging! Include gifs, pictures, hashtags, links, etc.
- Post to the class's social media page
  - Twitter: nudev405  
password: Tighe405
  - Instagram: nudev405  
password: Tighe405
  - Tik Tok: nudev405  
password: Tighe405!
- Don't forget to also submit your post to Canvas. Take screen shots of your tweets or Instagram, paste them in a PowerPoint or Word document, and upload to Canvas. Or download your Tik Tok as a movie/video clip and upload it to Canvas.
- Examples:
  - Twitter:  
<https://twitter.com/KatieDarden18/status/1280590626007011329>
  - Instagram: @mac\_psych394
  - Tik Tok: @6figga\_dilla
- Assignment inspiration thanks to Drs. Jamila Michener, Morgan Jerald, and Hakeem Jefferson.

## Part 2

### Students' Context In Ecological Systems

#### Class #4: Microsystem: Families and Peers (July 14, 2022)

##### Read before Class #4

- *Cascades* textbook (some of these sections will also connect to next week's class on teachers and schools)
  - *Contexts of Self-Identity Development* (Middle Childhood) pages 524-527
  - *Parenting Styles* (Middle Childhood) pages 528-530
  - *Contexts of Emotional Development* (Adolescence) pages 634-636
  - *Ethnic and Racial Identity* (Adolescence) page 640-643
  - *Gender Identity and Sexual Orientation* (Adolescence) pages 643-649
  - *Relationships with Parents and Siblings* (Adolescence) pages 651-655
  - *Relationships with Peers* (Adolescence) pages 655-658
- Brooks-Gunn, J., & Duncan, G. J. (1997). The effects of poverty on children. *The Future of Children*, 55-71.
- Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross Jr, W. E., Rivas-Drake, D., Schwartz, S. J., ... & Seaton, E.. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. *Child Development*, 85(1), 21-39.

##### Do before Class #4 (due on July 14 at midnight CST)

- Post Class #4 discussion on Canvas.
- Post your Twitter/Instagram/Tik Tok to the class's social media page.
- Submit your Twitter/Instagram/Tik Tok to Canvas.

##### Homework Assignments (due on July 21 at midnight CST)

- Complete Class #5 readings.
- Submit Class #5 discussion post to Canvas.
- Read at least one chapter from a parenting book and provide a one-page review.
  - Example books (you can choose a book that is not on this list):
    - Watson, J. (1928). *Psychological care of infant and child*. Norton.
    - Spock, B. M. (1946). *The common sense book of baby and child care*. Duell, Sloan, & Pierce.
    - Sears, W., & Sears, M. (2001). *The attachment parenting book: A commonsense guide to understanding and nurturing your baby*. Hachette Book Group.
    - Kohn, A. (2005). *Unconditional parenting: Moving from rewards and punishment to love and reason*. Simon & Schuster.
    - Druckerman, P. (2014). *Bringing up bébé: One American mother discovers the wisdom of French parenting*. Penguin Books.
    - Siegel, D & Bryson, T. (2014). *No drama discipline*. Bantam Books.

- Clarke-Fields, H. (2019). *Raising good humans: A mindful guide to breaking the cycle of reactive parenting and raising kind, confident kids*. New Harbinger Publications.
- Oster, E. (2020). *Cribsheet: A data-driven guide to better, more relaxed parenting, from birth to preschool*. Penguin.
- Rudik, J. A., & Brott, A. A. (2021). *The expectant father: The ultimate guide for dads-to-be*. Abbeville Publishing Group.
- Write a one-page review (size 12 font, 1-inch margins, single spaced) of your chosen parenting book that includes four main topics:
  - Introduction
  - Summary of content
  - Analysis and evaluation, linking the chapter to at least one topic we've covered in class so far (can be a topic from any class, not only Class #4)
  - Conclusion
- Use this resource as a guide: <https://writingcenter.unc.edu/tips-and-tools/book-reviews/>
- If your review is shorter than one page, read another chapter in your chosen parenting book for more content and analysis.

## Class #5: Microsystem + Exosystem: Teachers and Schools (July 21, 2022)

### Read before Class #5

- Listen to podcast or read transcript on Margaret Beale Spencer & PVEST: <https://turnaroundusa.org/the-180-podcast-margaret-beale-spencer-part-2/>
- Coll, C. G., Crnic, K., Lamberty, G., Wasik, B. H., Jenkins, R., Garcia, H. V., & McAdoo, H. P. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development, 67*(5), 1891-1914.
- read ONE of the following:
  - Baricevic, M. L., & Kashubeck-West, S. (2019). They matter: Sexual orientation microaggressions in high school. *Journal of LGBT Youth, 16*(1), 83-106.
  - Gale, A. (2020). Examining Black adolescents' perceptions of in-school racial discrimination: The role of teacher support on academic outcomes. *Children and Youth Services Review, 116*, 105173.
  - Gilliam, W. S., Maupin, A. N., Reyes, C. R., Accavitti, M., & Shic, F. (2016). Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions. *Yale University Child Study Center, 9*(28), 1-16
- read ONE of the following:
  - Day, J. K., Ioverno, S., & Russell, S. T. (2019). Safe and supportive schools for LGBT youth: Addressing educational inequities through inclusive policies and practices. *Journal of School Psychology, 74*, 29-43.
  - Johnson, A., Kuhfeld, M., & Soland, J. (2021). The forgotten 20%: Achievement and growth in rural schools across the nation. *AERA Open, 7*, 23328584211052046.
  - Seaton, E. K., & Douglass, S. (2014). School diversity and racial discrimination among African-American adolescents. *Cultural Diversity and Ethnic Minority Psychology, 20*(2), 156-165.

### Optional Reading

- Smith, C. (2017). *James Baldwin's lesson for teachers in a time of turmoil*. The New Yorker.

### Do before Class #5 (due on July 21 at midnight CST)

- Post Class #5 discussion on Canvas.
- Submit your parenting book review to Canvas.

### Homework Assignments (due on July 28 at midnight CST)

- Complete Class #6 readings.
- Submit Class #6 discussion post to Canvas.
- Submit program/policy group presentation to Canvas (even though this is a group project, each person should submit the presentation to Canvas individually).
- Your group will present your program/policy presentation during Class #6.

## **Class #6: Exosystem + Macrosystem: Programs and Policies (July 28, 2022)**

### **Read before Class #6**

- DeParle, J. (2022). *Cash aid to poor mothers increases brain activity in babies, studies find*. New York Times.
- Raz, M. (2022). *Reducing child poverty is a no brainer – but not because of effects on children’s brains*. Washington Post.
- Aceves, L., Crowley, D. M., Rincon, B., & Bravo, D. Y. (2022). Transforming policy standards to promote equity and developmental success among Latinx children and youth. *Social Policy Report*, 35(1), 1-35.
- Yu, T. (2006). Challenging the politics of the “model minority” stereotype: A case for educational equality. *Equity & Excellence in Education*, 39(4), 325-333.

### **Optional Reading**

- Sabol, T. J., Sommer, T. E., Chase-Lansdale, P. L., & Brooks-Gunn, J. (2021). Intergenerational economic mobility for low-income parents and their children: A dual developmental science framework. *Annual Review of Psychology*, 72, 265-292.

### **Do before Class #6 (due on July 28 at midnight CST)**

- Post Class #6 discussion on Canvas.
- Submit your group’s program/policy presentation to Canvas.
- Your group will present your program/policy presentation during Class #6.