

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK  
COURSE OUTLINE  
BASW**

**Childhood Inequalities 09:910:299:XX**

**Instructor:**

**Location:**

**Office Hours:**

**Email:**

**Term: Spring 2022**

**Course Outline**

**I. Catalog Course Description:**

This course focuses on understanding, and analyzing childhood (birth through 18) in the United States context, examine the multiple social systems that children/youth come into contact with and consider how these systems perpetuate inequitable outcomes. These include: the school system, child welfare and juvenile justice system, the health system and the immigration system. The course will use developmental theories and a social justice/equity lens to examine childhood and explore how race, gender and social class may influence inequality within these systems. Theory application in regards to social justice will also be explored. Particular consideration will be given to theories of change, culturally responsive practice, and privilege.

- II. Place of Course in Program:** There are no pre-requisites for this course.  
Course 299 is offered on a University-wide basis. It will also count as elective credit for the BASW degree.

**III. Course Overview:**

The purpose of this course is to help you learn about the impact of social inequalities on child development in the U.S. context. The course will consider how multiple social systems influence children's lives, including the education system, child welfare and juvenile justice system and the health system. Outside of the family unit, each of these systems has varying levels of

influence on the life outcomes of adolescents. In particular, the majority of children are impacted by the school/education system (which is mandatory until age 16-18 in most states), and a smaller (but still substantial) subset interact with child welfare, juvenile justice and health systems. We will consider how aspects of human diversity shape individuals' and communities' experiences of within these systems. We will utilize multidisciplinary research and social justice theories about how each of these systems contributes to disparities in outcomes for children and their families and perpetuate existing social inequalities along the lines of race, gender and social class, as well as investigate how these disparities are being addressed.

Due to the COVID-19 pandemic, all courses will be offered either fully online or synchronously during the originally on-the-ground designated day and time. The course will consist of a 90-minute synchronous lecture and other real-time classroom activities. The remaining 50 minutes will be spent completing asynchronous activities on your own time, such as writing a reaction paper, or participating in a discussion board related to the content and process of the synchronous portion of the session.

#### **IV. Course learning goals:**

In keeping with a social justice perspective on children within systems, the objectives of this course are to provide students with the ability to describe how the education system, child welfare and juvenile justice system and the health influence/contribute to inequality in childhood. In particular, students should be able to:

1. Discuss and analyze the major stages corresponding to children's development (birth through adolescence) including the major physical, social and cognitive changes and consider how larger social inequalities related to social groups (i.e., race, language, economic status, country of origin) may impact child development;
2. Analyze the major issues/problems that children face within the education system, child welfare and juvenile justice system and the healthcare system as social justice issues;
3. Evaluate how issues with each of the aforementioned systems contribute to inequalities in outcomes for children;
4. Identify and consider the application of effective interventions and systems reforms that ameliorate the impact of social inequalities on developmental outcomes.

#### **V. Program Level Learning Goals and the Council on Social Work Education's Social Work Competencies**

The Council on Social Work Education (CSWE) accredits the BASW Program at Rutgers, The State University of New Jersey. CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) for accreditation of baccalaureate social programs. These accreditation standards can be reviewed at [www.cswe.org](http://www.cswe.org).

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum.

*These competences serve as program level learning goals for the BASW Program and include the following. Upon completion of their BASW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individuals, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competency:

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: (1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and (2) engage in practices that advance social, economic, and environmental justice.

## **VI. School of Social Work Mission Statement and School-Wide Learning Goals:**

The mission of the Rutgers School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

Upon graduation all students will be able to:

- Demonstrate Ethical and Professional Behavior;

- Engage Diversity and Difference in Practice; and
- Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

## **VIII. Diversity Statement**

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

## **VII. Required Texts & Readings**

### **Course Textbook**

Kuther, T. L. (2021). *Child and Adolescent Development in Context*. SAGE Publications, Incorporated.  
[https://www.vitalsource.com/?utm\\_source=bookshelfonline&utm\\_medium=bookshelf](https://www.vitalsource.com/?utm_source=bookshelfonline&utm_medium=bookshelf)

*See Table Below for All Course Readings*

This course requires SAGE vantage from [SAGE Publishing](#). SAGE vantage is an online learning environment that includes access to an interactive integrated ebook with assignments including video activities, knowledge checks, and end of chapter test. As outlined in this syllabus, assignments will make up a significant portion of your overall course grade. You will access SAGE vantage through the link on Canvas.

### **Registering for Our Course**

You will need the following:

- A connection to the internet
- Your school email address
- Your SAGE amp Redemption Code (or completed online transaction if buying direct)
- The access link posted in your Canvas.

When you are ready to create your account, click on the SAGE vantage link in our Canvas. Click “Join Course”. Provide the Access code or follow the steps to purchase. If you need help, visit [www.sagepub.com/vantage](http://www.sagepub.com/vantage) and click ‘Register’ then chose the LMS option to see detailed instructions.

### **Technical Support**

If you are having any difficulties accessing the course, go to <https://study.sagepub.com/techsupport>. If you need to report an issue or speak to a Technical Support Representative, go to <https://study.sagepub.com/techsupport/contact>. Or you call **1 (800) 818-7243 ext. 7080** or **1 (805) 410-7080**. Live support is available

- Monday - Friday, 8:00 A.M. - 11:00 P.M. US EST
- Saturday & Sunday: 11:30 a.m. – 8:00 P.M. US EST

Be sure to have your account information ready so they may assist you.

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

## **VIII. Course Requirements**

Students are expected to read all assigned readings, complete all assignments, and participate in all class discussions. The final grade will be lowered for late work and missed assignments.

## **IX. Course Assignments and Grading:**

There are five graded course components for this class:

COMPONENT	Assessment of Objectives	DUE DATE	WEIGHTING
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Assignment #1 (Waiting for Superman Essay)	Course Learning Objective 1,2	Week 6	20%
Assignment #2 (Research Paper)	Course Learning Objective 1, 2, 3, 4	Week 11	30%
Assignment # 3 (Quiz)	Course Learning Objective 3, 4	Week 15	30%
Class Attendance		Ongoing throughout the semester.	10%
Class Participation		Ongoing throughout the semester.	10%

## **X. Grading Standards**

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C+=More acceptable work. Some problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

## **XI. Grading Criteria**

## Grade Percent

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	0-59

## **XII. Class Attendance**

The benchmarks below will be used to assess students' class attendance at the end of the semester:

A/B+ (87-100)	Misses up to two class sessions. Arrives on time. Returns from breaks on time. Stays through remainder of the class session. Attends course wrap-up session.
B/C+ (77-86)	Misses three class sessions or does not attend final course wrap-up session. Noticeable pattern of arriving to class late and/or leaving early.
C (70-76)	Misses three class sessions.
F (0-69)	Misses four class sessions or more.

### **XIII. Class Participation**

The rubric below will be used to assess students' class participation at the end of the semester:

A/B+ (87-100)	Demonstrates attentive listening while in class. Appropriately and consistently speaks up to answer and ask questions. Contributes to class discussion in thoughtful ways. Encourages classmates to fully participate as well. Participation in small group is focused and on topic. Not found on smart phone during class or using laptop inappropriately. Evidence of active listening.
B/C+ (77-86)	Demonstrates attentive listening while in class. Only occasionally speaks up to answer and ask questions in the large-group setting. Occasionally found on smart phone during class or using laptop inappropriately.
C (70-76)	Some regular observation of using smart phone and/or using laptop inappropriately. Rarely speaks up to answer and ask questions. Sometimes contributes to class discussion, or contributions to class discussion verge on dominating class time. Inconsistent or overbearing participation in small group activities. Signs of being "checked out" from class (e.g., falling asleep).
F (0-69)	Some regular observation of using smart phone and/or using laptop inappropriately. Oftentimes seems checked out while in class. Seen falling asleep in class. Never speaks up to answer and ask questions. Never contributes to



class discussion. Regularly observed as inactive in small group activities.
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**XIV. Course Evaluation:**

There will be an anonymous evaluation to be completed by all students on or about the next to last week of class. The instructor might also choose to conduct a mid-point evaluation.

**XV. School's Mission Statement**

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

**XVI. Writing Assistance**

Success in college and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all BASW students as described below.

**New Brunswick Campus**

All SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

**Additional Online Resources**

*APA Style*

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

### ***Email Etiquette for Students***

<https://owl.english.purdue.edu/owl/resource/694/01/>

## **1. Office on Violence Prevention and Victim Assistance:**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

## **X. Academic Integrity**

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results,

images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**"Plagiarism:** Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

**"Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at [lacurran@ssw.rutgers.edu](mailto:lacurran@ssw.rutgers.edu)). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#).

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

## **XI. Disability Accommodation**

"Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at

the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://webapps.rutgers.edu/student-ods/forms/registration>."

## **XVII. Attendance/Participation Policy:**

Although this is an online class, students are expected to attend all classes; that is, posting and completing work on time. Please note: The policy for late or missing work and exams is included in the Course Requirements section above.

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions. In addition, students are expected to take leadership roles in class discussions and exercises.

## **XII. Course Schedule and Readings**

<u>Module</u>	<u>Topic</u>	<u>Module learning objectives</u>	<u>Reaction, Discussion Paper, Self-Assessment, or Worksheet due Date</u>	<u>Readings &amp; Materials</u>	<u>Assignments Due</u>
Week 1	Course Introduction & Overview	Student Introductions.  Syllabus and course review.	See Canvas under Module 1	Syllabus	
Week 2	Prejudice, stereotypes, discrimination, social power etc.  &  Defining disparities, social justice, equity and other important concepts  &  Foundations of Development	1. Describe Prejudice, stereotypes, etc.  2. Define disparities, social justice, equity and language of inequality  3. Explain the various concepts addressed in this unit and relation to social work practice	See Canvas under Module 2	Ladhani, S., & Sitter, K. C. (2020). The Revival of Anti-Racism : Considerations for Social Work Education. <i>Critical Social Work</i> , 21(1), 55–65. Retrieved from <a href="https://ojs.uwindsor.ca/index.php/csw/article/view/6227">https://ojs.uwindsor.ca/index.php/csw/article/view/6227</a>  Fiske, S. T. (2000). Stereotyping, prejudice, and discrimination at the seam between the centuries : Evolution, culture, mind, and brain. <i>European Journal of Social Psychology</i> , 30, 299–322. <a href="https://doi.org/10.1002/(SICI)1099-">https://doi.org/10.1002/(SICI)1099-</a>	

				<a href="#">0992(200005/06)30:3&lt;299::AID-EJSP2&gt;3.0.CO;2-F</a>	
				Kuther, Chapter 1 (pages 2-21)	
Week 3	Historical Perspectives on Childhood Inequality  &  Prenatal Development and Birth	<ol style="list-style-type: none"> <li>1. Describe how conceptions of childhood have changed over time</li> <li>2. Describe current perspectives on childhood</li> <li>3. Explain how changes definitions of childhood have impacted that period in the lifespan</li> </ol>	See Canvas under Module 3	<a href="#">Childhood Through The Ages</a> by Roy Lowe  Kuther, Chapter 3 (pages 62-91)	
Week 4	Early Inequality: Focus on Infants and Toddlers  &  Cultural Differences in Family Structure	<ol style="list-style-type: none"> <li>1. Describe children's early beliefs about fairness.</li> <li>2. Discuss disparities in infant mortality &amp; maternal health and disparities</li> </ol>	See Canvas under Module 4	McAuliffe (2017) <a href="#">Do Kids Have a Fundamental Sense of Fairness?</a>  Infant Mortality & Maternal Health and Disparities <a href="https://www.apa.org/pi/ses/resources/indicator/2015/01/infant-mortality-disparities">https://www.apa.org/pi/ses/resources/indicator/2015/01/infant-mortality-disparities</a>	

		3. Explain how family structure and cultural differences can impact children		<p>Smock, P. J., &amp; Schwartz, C. R. (2020). The Demography of Families: A Review of Patterns and Change. <i>Journal of Marriage and Family</i>, 82(1), 9–34.  <a href="https://doi.org/10.1111/jomf.1261">https://doi.org/10.1111/jomf.1261</a></p> <p>Kuther, Chapter 4 &amp; 5 (pages 94-127).</p>	
Week 5	<p>Infants and Toddlers</p> <p>&amp;</p> <p>American Education System</p>	<p>1. Describe important features of middle childhood</p> <p>2. Discuss some of the disparities within the American Education System</p> <p>3. Review and discuss clips from “Waiting for Superman”</p>	See Canvas under Module 5	<p>Scherer (1992) Savage Inequalities (Interview with the author)  <a href="http://www.ascd.org/publications/educational-leadership/dec92/vol50/num04/On-Savage-Inequalities@-A-Conversation-with-Jonathan-Kozol.aspx">http://www.ascd.org/publications/educational-leadership/dec92/vol50/num04/On-Savage-Inequalities@-A-Conversation-with-Jonathan-Kozol.aspx</a></p> <p>“Waiting for Superman” Movie (Clips from movie will be shown in class)</p> <p><u>Kuther, Chapter 5 &amp; 6</u> (pages 128-188).</p>	
Week 6	Early Childhood	1. Describe features of early	See Canvas under Module 6		<p>ASSIGNMENT 1</p> <p>Four pages long, APA style</p>



	&  Social Categorization	childhood development.  2. Discuss human's propensity to use social categorization		Social Categorization and Stereotyping. Accessed at: <a href="https://opentextbc.ca/socialpsychology/chapter/social-categorization-and-stereotyping/">https://opentextbc.ca/socialpsychology/chapter/social-categorization-and-stereotyping/</a>  Kuther, Chapter 7 & 8 (pages 192-227).	Research paper in reaction to “Waiting for Superman” 102 minutes  “Waiting for Superman” examines the challenges of the American public-school system and displays how reformers have attempted to help improve the conditions of youth most impacted by these failings. The documentary also highlights the link between lack of educational opportunity and life outcomes.  Students will be required to answer the following questions: <ul style="list-style-type: none"> <li>• What are your initial              thoughts and feelings              about the movie?</li> <li>• Using course lectures              and readings please              discuss what issues of              social justice were              raised in “Waiting for              Superman”?</li> </ul>
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					<ul style="list-style-type: none"> <li>How do the proposed solutions impact the issues raised in the movie?</li> </ul>
Week 7	Gender & Childhood Inequality  &  Early Childhood	<ol style="list-style-type: none"> <li>Describe gender differences in childhood outcomes</li> <li>Discuss gender stereotypes and discrimination</li> <li>Describe features of early childhood development.</li> </ol>	See Canvas under Module 7	<p>Gender Stereotypes and Discrimination: How Sexism Impacts Development. <i>Access at:</i>  <a href="https://www.sciencedirect.com/science/article/pii/S0065240715000348?via%3Dihub">https://www.sciencedirect.com/science/article/pii/S0065240715000348?via%3Dihub</a></p> <p>Kuther, Chapter 8 &amp; 9 (pages 228-269)</p>	
Week 8	Race & Childhood Inequality  &  Middle Childhood	<ol style="list-style-type: none"> <li>Describe racial discrimination in childhood outcomes</li> <li>Discuss racial stereotypes and discrimination</li> <li>Describe features of middle</li> </ol>	See Canvas under Module 8	<p>Yip, T. (2008). Everyday experiences of ethnic and racial identity among adolescents. In S. M. Quintana &amp; C. McKown (Eds.), <i>Handbook of Race, Racism, and the Developing Child</i> (pp. 182–202). New Jersey: John Wiley &amp; Sons.  <a href="https://doi.org/10.1002/9781118269930.ch9">https://doi.org/10.1002/9781118269930.ch9</a></p>	

		childhood development.		<p>Bigler, R. S., Jones, L. C., &amp; Lobliner, D. B. (1997). Social categorization and the formation of intergroup attitudes in children. <i>Child Development</i>, 68(3), 530–43. Retrieved from <a href="http://www.ncbi.nlm.nih.gov/pubmed/9249964">http://www.ncbi.nlm.nih.gov/pubmed/9249964</a></p> <p>Kuther, Chapter 10 &amp; 11 (pages 273-307)</p>	
<b>Week 9 *****NO CLASS SPRING BREAK*****</b>					
Week 10	<p>Child welfare system/foster care system</p> <p>Juvenile Justice /Adult Prison System</p> <p>&amp;</p> <p>Middle Childhood</p>	<ol style="list-style-type: none"> <li>1. Describe the child welfare system/foster care system</li> <li>2. Discuss the crossover of youth from the Juvenile Justice /Adult Prison System</li> <li>3. Describe features of middle childhood development.</li> </ol>	See Canvas under Module 10	<p>NJ Department of Children &amp; Families (DCF) System of Care – explore the DCF website and familiarize yourself with the various services and components of NJ’s child welfare system – accessed at: <a href="http://www.nj.gov/dcf/about/divisions/dcsc/">http://www.nj.gov/dcf/about/divisions/dcsc/</a></p> <p>Mapping the social service pathways of youth to and through the juvenile justice system: A comprehensive review. Accessed at: <a href="https://www.sciencedirect.com/science/article/pii/S0190740908001059">https://www.sciencedirect.com/science/article/pii/S0190740908001059</a></p>	

				<p>Why Does the U.S. Sentence Children to Life in Prison?  Accessed at:  <a href="https://daily.jstor.org/u-s-sentence-children-life-prison/">https://daily.jstor.org/u-s-sentence-children-life-prison/</a></p> <p>Kuther, Chapter 11 &amp; 12  (pages 308-342)</p>	
Week 11	<p>Universal Pre-K/Charter Schools</p> <p>School Readiness</p> <p>&amp;</p> <p>Adolescence</p>	<ol style="list-style-type: none"> <li>1. Discuss Universal Pre-K</li> <li>2. Explain the ways that school readiness impacts later school outcomes</li> <li>3. Describe features of adolescent development.</li> </ol>	See Canvas under Module 11	<p>TED Talk on School Inequities  <a href="https://www.youtube.com/watch?v=7O7BMa9XGXE">https://www.youtube.com/watch?v=7O7BMa9XGXE</a></p> <p>School-to-Prison Pipeline:  <a href="https://www.youtube.com/watch?v=04pcSyzwoTg">https://www.youtube.com/watch?v=04pcSyzwoTg</a></p> <p>Where American Public Schools Came From. Accessed at:  <a href="https://daily.jstor.org/where-american-public-schools-came-from/">https://daily.jstor.org/where-american-public-schools-came-from/</a></p> <p>When School Choice Works. Accessed at:  <a href="https://daily.jstor.org/when-school-choice-works/">https://daily.jstor.org/when-school-choice-works/</a></p> <p>Kuther, Chapter 13 &amp; 14  (pages 350-390)</p>	

				Clips from Age 14 in America (Video Documentary)	
Week 12	US Immigration Policy and Child Immigrants (e.g., DACA)  &  Adolescence	<ol style="list-style-type: none"> <li>1. Consider how immigration policies can impact children's development</li> <li>2. Describe features of adolescent development.</li> </ol>	See Canvas under Module 12	<p>Mackenzie, M. J., Bosk, E., &amp; Zeanah, C. H. (2017). Separating Families at the Border — Consequences for Children's Health and Well-Being, 2314–2315. <a href="https://doi.org/10.1056/NEJMp1703375">https://doi.org/10.1056/NEJMp1703375</a></p> <p>Vaughn, M. G., Salas-wright, C. P., Huang, J., Qian, Z., Terzis, L. D., &amp; Helton, J. J. (2015). Adverse Childhood Experiences Among Immigrants to the United States. <a href="https://doi.org/10.1177/0886260515589568">https://doi.org/10.1177/0886260515589568</a></p> <p>Kuther, Chapter 14 &amp; 15 (pages 391-424)</p>	<p>Assignment 2</p> <p>The purpose of this assignment is to facilitate your deeper understanding of the stages of childhood covered in this course and how specific social systems can impact children's outcomes.</p>
Week 13	Racial and Ethnic Disparities in the Healthcare System	<ol style="list-style-type: none"> <li>1. Describe racial and ethnic disparities in health</li> <li>2. Discuss the role of healthcare system on</li> </ol>	See Canvas under Module 13	<p>Racial and Ethnic Disparities in the Health and Health Care of Children Accessed at: <a href="https://pediatrics.aappublications.org/content/pediatrics/125/4/e979.full.pdf">https://pediatrics.aappublications.org/content/pediatrics/125/4/e979.full.pdf</a></p>	

		racial and ethnic disparities		<p>COVID and Racial Inequalities</p> <p><a href="http://sitn.hms.harvard.edu/flash/2020/racial-disparities-in-covid-19/">http://sitn.hms.harvard.edu/flash/2020/racial-disparities-in-covid-19/</a></p> <p>Podcast from NPR (Vaccines).  <a href="https://www.npr.org/sections/health-shots/2019/05/20/724468630/the-other-reasons-kids-arent-getting-vaccinations-poverty-and-health-care-access">https://www.npr.org/sections/health-shots/2019/05/20/724468630/the-other-reasons-kids-arent-getting-vaccinations-poverty-and-health-care-access</a></p> <p>Williams, D. R., Lawrence, J. A., Davis, B. A., &amp; Vu, C. (2019). Understanding how discrimination can affect health. <i>Health Services Research</i>, 54(S2),  <a href="https://doi.org/10.1111/1475-6773.13222">https://doi.org/10.1111/1475-6773.13222</a> (13.75-677374-1388).</p>	
Week 14	Environmental Justice, Health, & Diseases Common to Childhood	<ul style="list-style-type: none"> <li>Describe racial and ethnic disparities in health</li> <li>Consider the link between</li> </ul>	See Canvas under Module 14	<p><a href="https://www.npr.org/sections/thetwo-way/2016/04/20/465545378/lead-laced-water-in-flint-a-step-by-step-look-at-the-makings-of-a-crisis">https://www.npr.org/sections/thetwo-way/2016/04/20/465545378/lead-laced-water-in-flint-a-step-by-step-look-at-the-makings-of-a-crisis</a></p>	<p>Final Quiz (Multiple choice 40 questions)          (Take Home/Open Book Due Week 15)</p> <p>This quiz will examine all course material.</p>

		socioeconomic status and health		<p>Assari S, Moghani Lankarani M. Poverty Status and Childhood Asthma in White and Black Families: National Survey of Children's Health. <i>Healthcare</i>. 2018; 6(2):62.</p> <p>Williams, D. R., Lawrence, J. A., Davis, B. A., &amp; Vu, C. (2019). Understanding how discrimination can affect health. <i>Health Services Research</i>, 54(S2), <a href="https://doi.org/10.1111/1475-6773.13222">https://doi.org/10.1111/1475-6773.13222</a> (13.75-677374-1388).</p>	
Week 15	Course Wrap-Up		See Canvas		