

HLTH 325 – Poor in America: Health and Well-being

Semester: Fall 2019
Classroom and Time: Room 0307 SPH, Tues/Thurs 3:30 to 4:45
Instructor: Barbara Curbow, Ph.D. (she/her/hers) **Office Hours:** Mondays 9:00-11:00 or by appointment
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Teaching Assistant: Meaza Belachew **Office Hour:** TBA

Course Description: Using the ecological framework, students in this course will explore the complicated relationship between poverty and health and well-being in the United States. The course will focus on five themes: (1) characterization of America’s poor; (2) explanatory models of poverty; (3) poverty’s relationship with physical, psychological, and social health; (4) explanations for the poverty—health relationship; and (5) approaches to breaking the poverty---health cycle.

Course Pre- and Co-requisites: Required: none; Recommended: HLTH 130 or HLTH 140

Course Learning Objectives: *Upon completing this course, the student will be able to:*

1. **Identify** the major socio-demographic characteristics associated with poverty in the US.
2. **Identify** the geographic locations where poverty is clustered in the US.
3. Use the ecological framework to **analyze** explanations for poverty from the macro (socio-economic) to the micro (individual) levels.
4. **Describe** the strengths and weaknesses of explanations for poverty.
5. **Identify** physical, psychological and social health outcomes commonly associated with poverty.
6. Use the ecological framework to **analyze** the major explanatory models for the relationship between poverty and health.
7. Use the ecological framework to **analyze** major approaches for breaking the poverty—health relationship.
8. **Demonstrate** an increased understanding of the complexities of poverty, poverty and health, and poverty solutions in the US.
9. **Demonstrate** an increased understanding of the quality of life, well-being, and health of people living in poverty in the US.

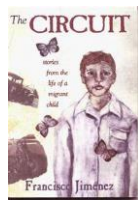
Program Competencies Addressed in this Course: *The following competencies for the Undergraduate Program in Community Health are addressed in this course:*

1. **Identify** individual and community level needs for health promotion and disease prevention.
2. **Identify** principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
3. **Identify** strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

Readings

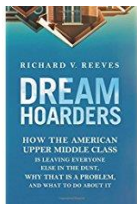
Required Text All Students

1. Jiménez, Francisco (1998). *The Circuit: Stories from the Life of a Migrant Child*. New York: Houghton Mifflin. ISBN: 978-0-8263-1797-1



Recommended Text for Class; Required for Honors Section

1. Reeves, Richard V (2017) *Dream Hoarders: How the American Upper Middle Class Is Leaving Everyone Else in the Dust, Why That Is a Problem, and What to Do about It*. Brookings Institution Press. ISBN: 9780815729129



Required Articles (in order of reading)

1. Grimes. S. What Poor Feels Like. *Huffington Post*, 3/15/2017.
2. Gabler, N. The Secret Shame of Middle-Class Americans. *The Atlantic Daily*, May 2016.
3. Beegle, DM (2003). Overcoming the silence of generational silence. *Talking Points*, 15, 11-20.
4. History.com Editors (2017). Eugenics <https://www.history.com/topics/germany/eugenics>
5. Video: *Chain Gang* lyrics
<https://www.bing.com/search?q=chain+gang+song&qs=SS&pg=chain+gang&sk=HS1SS1&sc=8-10&cvid=569B8613E6544C33A77B1C3672E9E610&FORM=QBRE&sp=3>
6. (skim) Pac, J, Nam, J, Waldfogel, Wimer, C (2017). Young child poverty in the United States: analyzing trends in poverty and the role of anti-poverty programs using the Supplemental Poverty Measure. *Children and Youth Services Review*, 74, 35-49.
7. (skim; we will watch video in class) The Rural Divide.
https://www.washingtonpost.com/graphics/2017/national/rural-america/?utm_term=.a963059c147f
8. Grusky, DB, Mattingly, M, Varner, C, & Garlov, S. (2019) Millennials in the United States. *Pathways*.
9. Hansen, H, Bourgois, P, & Drucker, E (2014). Pathologizing poverty: new forms of diagnosis, disability, and structural stigma under welfare reform. *Social Science & Medicine*, 103, 76-83.
10. Adler, NE & Newman, K (2002). Socioeconomic disparities in health: Pathways and policies. *Health Affairs*, 21, 60-76.
11. Halton, Neal (2016). Poverty, complexity, and new way forward. *Academic Pediatrics*, 16, S16-S18.
12. Lee, JGL, Landrine, H, Torres, E, Gregory, KR (2016). Inequities in tobacco retailer sales to minors by neighborhood racial/ethnic composition, poverty and segregation, USA, 2015. *Tobacco Control*, 25, 142-145.
13. Newman, CL, Howlett, E, & Burton S (2014). Implications of fast food restaurant concentration for preschool-aged childhood obesity. *Journal of Business Research*, 67, 1573-1580.
14. Wade, R. Shea, JA, Rubin, D, & Wood, J (2014). Adverse childhood experiences of low-income urban youth. *Pediatrics*, 134, e13-e20.
15. Shanahan, ME et al. (2017) The within poverty differences in the occurrence of physical neglect. *Children and Youth Service Review*, 75, 1-6.
16. Loignon, C, Boudreault-Fournier, A, Truchon, K, Labrousse, Y, Fortin, B (2014). Medical residents reflect on their prejudices toward poverty: a photovoice training project. *BMC Medical Education*, 14, 1050.
17. Yosjikawe, H, Aber, JL, Beardslee, W. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth. Implications for prevention. *American Psychologist*, 67, 272-84.
18. Blair, C & Raver, CC (2016). Poverty, stress, and brain development: new directions for prevention and intervention. *Academy of Pediatrics*, 16 (3 Suppl), S30-S36.

19. Reeves, RV (2015). The dangerous separation of the American upper middle class. Brookings Institute: *Social Mobility Papers*. <https://www.brookings.edu/research/the-dangerous-separation-of-the-american-upper-middle-class/>
20. Thoits, PA (2010). Stress and health: major findings and policy implications. *Journal of Health and Social Behavior*, 51 (S), S41-S53.
21. Barajas-Gonzalez, RG et al. (2014). Income, neighborhood stressors, and harsh parenting: Test of moderation by ethnicity, age, and gender. *Journal of Family Psychology*, 28, 855-866.

Recommended books

Students will choose **ONE** of the books listed below for an **in-class** book club.

1. Desmond, M. (2016). *Evicted: Poverty and Profit in the American City*. Crown Publishers.
2. Gauden, M (2017). *My way home: growing up homeless in America*. Salt Lake City: WiDo Publishing.
3. Goldstein, A. (2018) *Janesville: An American Story*. Simon and Shuster.
4. Horn, S. (2018). *Damnation Island: poor, sick, mad & criminal in 19th-century New York*. Chapel Hill: Algonquin Books.
5. Jack, AA (2019). *The privileged poor: How elite colleges are failing disadvantaged students*.
6. Vance, J.D. (2016). *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*

Additional Materials Required: Students will be asked to bring a laptop computer (or similar device) to selected classes. Students will be allowed to share a laptop with one or two peers.

Course Requirements: This course covers subject matter that some students may find uncomfortable – that is the unequal distribution of wealth in America and the effects of this inequality on health and well-being. It is expected that all opinions, beliefs, attitudes, and experiences will be respected and included in class discussions. Each class will consist of a variety of instructional techniques including brief lectures, media presentations, discussions, exercises, and in-class book club. Class attendance is expected as the class is largely experiential.

Major Graded Assignments

1. Exams

- a. Midterm 1: Session 9 (9/24/19) at the beginning of class; covers materials from sessions 1-8; total = 100 points.
- b. Midterm 2: Session 18 (10/24/19) at the beginning of class; covers materials from sessions 10-17; total = 100 points.
- c. Final: (TBA) One-third will be cumulative, two-thirds will cover materials from sessions 19 through 28; total = 150 points.

2. Book club

- a. 50-word summary and 2 discussion questions are due before each of the 8 book club sessions. Each submission is worth 5 points; total = 40 points. **Reports are due in class and participation in the book club is required to receive points. (No make-ups allowed.)**
- b. 500-word individual response to the book (an outline will be provided); due session 29 (12/5/19); 35 points
- c. Group in-class presentation of ideas and artifacts from the book. These will be presented during the last 6 sessions – presentation order will be through randomly drawing numbers. You must be at your group presentation to receive credit/points; 25 points.

3. Experiential Component

- a. Students will carry out some form of individual or group activity that is directly experiential (e.g., volunteering in a “soup kitchen,” mapping a nearby neighborhood for services for the poor). One suggested opportunity is to volunteer at SOME (so others might eat) for at least one shift. <https://someinc.volunteerhub.com/> This experience will be described in a 500 word reflection. Due session 22 (11/7/19) 50 points.

4. Bonus Assignment

- a. **Take a picture and build a power point slide of your vision of how a poor person looks. YOU CAN NOT TAKE A PICTURE FROM THE INTERNET. Send it to Dr. Curbow at bcurbow@umd.edu by 9 a.m. on 9/3/19. 5 bonus points to be added to your final grade.**

Total possible points for the course: 500(+5)

Course Policies

1. **Exams:** Students are expected to take exams when they are scheduled; make-up exams will only be allowed **with documentation** under these circumstances: (1) illness or injury, (2) death of an immediate family member, or (3) other circumstances specifically allowed by university policy. All instances falling under #3 **MUST** be approved by Dr. Curbow **in advance**.
2. **Assignments:** Book club summaries and questions must be turned in when due unless there is documentation of an illness or death in the immediate family. Other assignments will be docked **5% for each 24 hours they are late** unless there is documentation of an illness or death in the immediate family.
3. **Email – The Official University Correspondence:** Please **Verify your email address** by going to www.my.umd.edu. All enrolled students are provided access to the University’s email system and an email account. *All official University email communication will be sent to this email address* (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices. **Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc.** Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.
4. **Absence Policy:** In accordance with University policy if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance. Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or test) will require written documentation from an appropriate health care provider/organization.
A link to pull information on the new policy covering absences from class can be found at <http://www.president.umd.edu/policies/v100q.html>
5. **Classroom etiquette:** It is expected that all members of the class will be treated with respect at all times. This includes listening to the ideas of others, waiting one’s turn to talk, not engaging in verbal and nonverbal disparaging communications. Cell phones are not allowed to be out unless they are being used for a class purpose.
6. **Course Evaluations:** The University, the School of Public Health, and the Department of Behavioral and Community Health are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty,

renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. **The system can be viewed through canvas.**

7. **Grading Procedures:** As noted above, students may earn up to 500 points in the class. Grades will be based upon total points earned throughout the semester as follows:

Percent	Corresponding Points	Grade		Percent	Corresponding Points	Grade
100 to 96	500 to 480	A+		75 to 73	379 to 365	C
95 to 93	479 to 465	A		72 to 70	364 to 350	C-
92 to 90	464 to 450	A-		69 to 66	349 to 330	D+
89 to 86	449 to 430	B+		65 to 63	329 to 315	D
85 to 83	429 to 415	B		62 to 60	314 to 300	D-
82 to 80	414 to 400	B-		59 and below	299 and below	F
79 to 76	399 to 380	C+				

REQUIRED COURSE OUTLINE					
Session	Date	Topic	Objective	Competency	Assignment
# 1	8/27/19	(a) Introduction to course (b) Exercise and discussion (c) book selection	1	1	choose book
# 2	8/29/19	What does it mean to be poor? External view	1	1	
# 3	9/3/19	What does it mean to be poor? Internal view	1, 9	1	bonus
# 4	9/5/19	The Just World Belief: Rationalizing poverty	1, 3	1	Book club 1
# 5	9/10/19	Debate 1: Poverty in the news	8	1	
# 6	9/12/19	Historical view of the causes of and solutions for poverty in America, pre 1960	1, 4	3, 1	Book club 2
# 7	9/17/19	Historical view of the causes of and solutions for poverty in America, post 1960	1, 4	3, 1	
# 8	9/19/19	Where are the poor in America and how do they live? Urban, Suburban, Rural	1, 2, 8, 9	1, 3,	Book club 3
# 9	9/24/19	Exam 1 (Classes 1-8)			
# 10	9/26/19	How is it going Millennials?	1, 2, 8, 9	1, 3,	Book club 4
# 11	10/1/19	Where are the poor and how do they live? Special populations	1, 2, 8, 9	1, 3	
# 12	10/3/19	A social epidemiological view of social class, poverty, and health: Causal or correlation?	1, 2, 8, 9	1, 3	Book club 5
# 13	10/8/19	The ecological model: Why are things so complicated?	3	1	
#14	10/10/19	Poor Kids (movie)			
# 15	10/15/19	The ecological model #1: poverty and macro factors	3, 6, 8	1, 2	Book club 6
# 16	10/17/19	The ecological model #2: poverty, health, neighborhoods	3, 6, 8	1, 2	
# 17	10/22/19	The ecological model #3: poverty, health, communities	3, 6, 8	1, 2	
# 18	10/24/19	Exam 2 (Classes 9-17)			
# 19	10/22/19	The ecological model #4a: poverty, health, family	3, 6, 8	1, 2, 3	Book club 7
# 20	10/31/19	Guest speakers on becoming homeless	9	3	
# 21	11/5/19	The ecological model #4b: Other Relationships	3, 6, 8	1, 2, 3	Book club 8
# 22	11/7/19	The ecological model #5: Individual level	3, 6, 8	1, 2, 3	
# 23	11/12/19	The ecological model #6: biobehavioral	3, 6, 8	1, 2, 3	
# 24	11/14/19	Debate # 2 Can more money solve poverty? Book Club Report 1	7	3	
# 25	11/19/19	Honors presentation: Blame it on the upper middle class; Book Club Report 2	4, 7, 8	1	
# 26	11/21/19	The ecological model #7: The unifying constructs of stressor, stress, and strain; Book Club Report 3	5	1, 2, 3	Experiential Component
# 27	11/26/19	Stress, health, and mental health; Book Club Report 4	5	1, 2, 3	
---	11/28/19	Thanksgiving	7	1, 2, 3	Story/article
# 28	12/3/19	Seeking interventions; Book Club Report 5	8, 9	3	Book Club Report
#29	12/5/19	Summary Discussion; Book Club Report 6			
n/a	TBN	Exam 3			

Class Schedule And Description

Session 1 Learning Objectives: 1	8/27/19
<p>a. Topic: (a) Introduction to course; (b) Exercise and discussion; (c) Book selection</p> <p>b. Required readings: none</p> <p>c. Assignments: none</p>	
Session 2 Learning Objectives: 1	8/29/19
<p>a. Topic: What does it mean to be poor? External definitions</p> <p>b. Required readings</p> <p>https://www.forbes.com/sites/timworstall/2014/08/27/by-global-standards-there-are-no-american-poor-all-in-the-us-are-middle-class-or-better/#249fae9f5cb5</p> <p>https://www.bing.com/videos/search?q=who+calls+themselves+poor+in+america%3f&view=detail&mid=329F7EACABF335A4E8DD329F7EACABF335A4E8DD&FORM=VIRE</p> <p>c. Assignments: none</p>	
Session 3 Learning Objectives: 1, 9	9/3/19
<p>a. Topic: What does it mean to be poor? Internal definitions</p> <p>b. Required readings</p> <ol style="list-style-type: none"> 1. Grimes, S. What Poor Feels Like. <i>Huffington Post</i>, 3/15/2017. 2. Gabler, N. The Secret Shame of Middle-Class Americans. <i>The Atlantic Daily</i>, May 2016. 3. Jimenez, pages 1-44. (“Under the Wire” through “Miracle in Tent City”) <p>c. Assignments</p> <ol style="list-style-type: none"> 1. Your picture bonus assignment slide (YOU MUST TAKE THE PICTURE) due at 9 AM to bcurbow@umd.edu 	
Session 4 Learning Objectives: 1, 3	9/5/19
<p>a. Topic: The Just World Belief: Rationalizing Poverty</p> <p>b. Required readings</p> <ol style="list-style-type: none"> 1. Beegle, DM (2003). Overcoming the silence of generational silence. <i>Talking Points</i>, 15, 11-20. 2. Book Club 1 <p>c. Assignments:</p> <ol style="list-style-type: none"> 1. Book club response #1 (50-100 word response and 2 questions) – due at end of class 	
Session 5 Learning Objectives: 1, 4	9/10/19
<p>a. Topic: Debate on “Poverty in the News”: Is the Statue of Liberty Obsolete?</p> <p>b. Required reading</p> <ol style="list-style-type: none"> 1. Debate materials will be handed out in class 2. Jimenez, pages 45-83 (“El Angel de Oro” through “The Circuit”) <p>c. Assignment: Be prepared for debate</p>	
Session 6 Learning Objectives: 1, 4	9/12/19
<p>a. Topic: Historical view of the causes of and solutions for poverty in America, pre 1960</p> <p>b. Required readings</p> <ol style="list-style-type: none"> 1. History.com Editors (2017). Eugenics https://www.history.com/topics/germany/eugenics 2. Sam Cook (1960). Lyrics of <i>Chain Gang</i>. https://www.bing.com/search?q=sam+cooke+chain+gang&filters=ufn%3a%22sam+cooke+chain+gang%22+sid%3a%22ea81a539-5dc0-953d-a879-ea49cb31a955%22&FORM=SNAPST 3. Book Club #2 <p>c. Assignments</p> <ol style="list-style-type: none"> 1. Book club response #2 (50-100 word response and 2 questions); hard copy due at end of class 	
Session 7 Learning Objectives: 1, 4	9/17/19
<p>a. Topic: Historical view of the causes of and solutions for poverty in America, post 1960</p> <p>b. Required readings</p> <ol style="list-style-type: none"> 1. (skim) Pac, J, Nam, J, Waldfogel, Wimer, C (2017). Young child poverty in the United States: analyzing trends in poverty and the role of anti-poverty programs using the Supplemental Poverty Measure. <i>Children and Youth Services Review</i>, 74, 35-49. 2. Jimenez, pages 84-134 (“Learning the Game” through “Moving Still”) <p>c. Assignments</p> <ol style="list-style-type: none"> 1. None 	
Session 8 Learning Objectives: 1, 2	9/19/19

<p>a. Topic: Where are the poor in America and how do they live? Urban, Suburban, Rural differences</p> <p>b. Required readings</p> <ol style="list-style-type: none"> 1. The Rural Divide https://www.washingtonpost.com/graphics/2017/national/rural-america/?utm_term=.a963059c147f 2. Book Club 3 <p>c. Assignments:</p> <ol style="list-style-type: none"> 1. Book club response #3 (50-100 word response and 2 questions); hard copy due at end of class 		
Session 9	Exam 1 (Classes 1-8)	9/24/19
Session 10 Learning Objectives:		
<p>a. Topic: How is it going, Millennials? Discussion on how millennials are doing across life domains.</p> <p>b. Required readings</p> <ol style="list-style-type: none"> 1. (Note you will be assigned 1 chapter) Grusky, DB, Mattingly, M, Varner, C, & Garlov, S. (2019) Millennials in the United States. <i>Pathways</i>. 2. Book Club #4 <p>c. Assignments</p> <ol style="list-style-type: none"> 1. Book club response #4 (50-100 word response and 2 questions); due at end of class 		
Session 11 Learning Objectives:		
<p>a. Topic: Where are the poor in America and how do they live? Special Populations</p> <p>b. Required readings</p> <ol style="list-style-type: none"> 1. Hansen, H, Bourgois, P, & Drucker, E (2014). Pathologizing poverty: new forms of diagnosis, disability, and structural stigma under welfare reform. <i>Social Science & Medicine</i>, 103, 76-83. <p>c. Assignments</p>		
Session 12 Learning Objectives:		
<p>a. Topic: A social epidemiological view of social class, poverty, and health: causation or correlation?</p> <p>b. Required readings</p> <ol style="list-style-type: none"> 1. Adler, NE & Newman, K (2002). Socioeconomic disparities in health: Pathways and policies. <i>Health Affairs</i>, 21, 60-76. 2. Book Club #5 <p>c. Assignment:</p> <ol style="list-style-type: none"> 1. Book club response #5 (50-100 word response and 2 questions); hard copy due at end of class 		
Session 13 Learning Objectives: 3, 5, 6, 7		
<p>a. Topic: The ecological model. Why things are so complicated?</p> <p>b. Required readings</p> <ol style="list-style-type: none"> 1. Halton, Neal (2016). Poverty, complexity, and new way forward. <i>Academic Pediatrics</i>, 16, S16-S18. 2. Book Club #6 <p>c. Assignments</p> <ol style="list-style-type: none"> 1. Book club response #6 (50-100 word response and 2 questions); hard copy due at end of class 		
Session 14 Learning Objectives		
<p>a. Topic: An ecological view: Viewing of <i>Poor Kids</i> (video)</p> <p>b. Required readings: none</p> <p>c. Assignments: in class work sheet</p>		
Session 15 Learning Objectives: 3, 5, 6, 7		
<p>a. Topic: The ecological model. #1: poverty and macro factors</p> <p>b. Required readings</p> <ol style="list-style-type: none"> 1. Lee, JGL, Landrine, H, Torres, E, Gregory, KR (2016). Inequities in tobacco retailer sales to minors by neighborhood racial/ethnic composition, poverty and segregation, USA, 2015. <i>Tobacco Control</i>, 25, 142-145. <p>c. Assignments: none</p>		
Session 16 Learning Objectives: 3, 5, 6, 7		
<p>a. Topic: The ecological model #2: poverty, health, and neighborhood</p> <p>b. Required readings</p> <ol style="list-style-type: none"> 1. Newman, CL, Howlett, E, & Burton S (2014). Implications of fast food restaurant concentration for preschool-aged childhood obesity. <i>Journal of Business Research</i>, 67, 1573-1580. 		

c. Assignments: none		
Session 17 Learning Objectives: 3, 5, 6, 7		10/22/19
a. Topic: The ecological model #3: poverty, health, community b. Required readings <ol style="list-style-type: none"> 1. Wade, R. Shea, JA, Rubin, D, & Wood, J (2014). Adverse childhood experiences of low-income urban youth. <i>Pediatrics</i>, 134, e13-e20. 2. Book Cub #7 c. Assignments: <ol style="list-style-type: none"> 1. Book club response #7 (50-100 word response and 2 questions); hard copy due at end of class 		
Session 18	Exam 2 (Classes 10-17)	10/24/19
Session 19 Learning Objectives: 3, 5, 6, 7		10/29/19
a. Topic: The ecological model #4a: poverty, health, family b. Required readings <ol style="list-style-type: none"> 1. Shanahan, ME et al. (2017) The within poverty differences in the occurrence of physical neglect. <i>Children and Youth Service Review</i>, 75, 1-6. c. Assignments		
Session 20 Learning Objectives:		10/31/19
a. Topic: (1) Homeless Families – Guest Speaker b. Required readings: none c. Assignments: <ol style="list-style-type: none"> 1. Two questions 		
Session 21 Learning Objectives: 9		11/5/19
a. Topic: The ecological model #4b: Other Relationships b. Required readings <ol style="list-style-type: none"> 1. Loignon, C, Boudreault-Fournier, A, Truchon, K, Labrousse, Y, Fortin, B (2014). Medical residents reflect on their prejudices toward poverty: a photovoice training project. <i>BMC Medical Education</i>, 14,1050. 2. Book club reading 8 c. Assignments <ol style="list-style-type: none"> 1. Book Club response #8 (50-100 word response and 2 questions); hard copy due at end of class 		
Session 22 Learning Objectives: 3, 5, 6, 7		11/7/19
a. Topic: The ecological model #5: Individual Level b. Required readings <ol style="list-style-type: none"> 1. Yosjikawe, H, Aber, JL, Beardslee, W. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth. Implications for prevention. <i>American Psychologist</i>, 67, 272-284. c. Assignments: none		
Session 23 Learning Objectives: 3, 5, 6, 7		11/12/19
a. Topic: The ecological model #6: bio-behavioral b. Required readings <ol style="list-style-type: none"> 1. Blair, C & Raver, CC (2016). Poverty, stress, and brain development: new directions for prevention and intervention. <i>Academy of Pediatrics</i>, 16 (3 Suppl), S30-S36. c. Assignments: none		
Session 24 Learning Objectives: 9		11/14/19
a. Topic: Debate #2 Can more money alone solve poverty? Book club presentation Group 1 b. Required readings: <ol style="list-style-type: none"> 1. To be handed out in class c. Assignments: <ol style="list-style-type: none"> 1. Come with debate points 		
Session 25 Learning Objectives:		11/19/19
a. Topic: Blame it on the upper middle class: Presentation by honors section; Book club presentation Group 2 b. Required readings <ol style="list-style-type: none"> 1. Reeves, RV (2015). The dangerous separation of the American upper middle class. Brookings Institute: <i>Social</i> 		

Mobility Papers. <https://www.brookings.edu/research/the-dangerous-separation-of-the-american-upper-middle-class/>

c. Assignments

1. **Honors section only:** presentation and slides

Session 26 Learning Objectives: 3, 5, 6, 7

11/21/19

a. Topic: Ecological model Integration #7: Stressor, stress, social support & strain; **Book club presentation Group 3**

b. Required readings

1. Thoits, PA (2010). Stress and health: major findings and policy implications. *Journal of Health and Social Behavior, 51* (S), S41-S53.

c. Assignments

1. Experiential Component paper

Session 27 Learning Objectives: 3, 5, 6, 7

11/26/19

a. Topic: Stress, health, and mental health; **Book club presentation Group 4**

b. Required readings

1. Barajas-Gonzalez, RG et al. (2014). Income, neighborhood stressors, and harsh parenting: Test of moderation by ethnicity, age, and gender. *Journal of Family Psychology, 28*, 855-866.
2. Book Club 10

c. Assignments:

1. Book club response #10 (50-100 word response and 2 questions); hard copy due at end of class

Thanksgiving!!!

11/28/19

Session 28 Learning Objectives: 7

12/3/19

a. Topic: How can we intervene? Strategies by level of the SEM. **Book club presentation Group 4**

b. Required readings

1. none

c. Assignments

1. none

Session 29 Learning Objectives: 8, 9

12/5/19

a. Topic: Summary Discussion **Book club presentation Group 6;**

b. Required readings: none

c. Assignments

1. Summary paper on book club

FINAL TBA

Critical university policies

1. **Religious Observances:** The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.**
2. **Special Accommodations / Disability Support Services:** If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

Academic Integrity: The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty. For more information see: <http://www.shc.umd.edu/code.html>.

- **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

3. **Inclement Weather / University Closings:** In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.