

APSY-UE 1279
Child Development and Social Policy in a Global Society Spring Term, 2026
Tuesday and Thursday, 4:55 p.m.- 6:10 p.m.
806W, Kimball Hall

Course Instructor: Berta Bartoli (berta.bartoli@nyu.edu)
Office Hours: On Zoom (links on Brightspace) on Tuesday: 9:30 a.m. – 11:30 a.m., Thursday
2:00 p.m. - 4:00 p.m. by appointment

“The true character of a society is revealed in how it treats its children.” – Nelson Mandela

“No government can love a child, and no policy can substitute for a family’s care. But at the same time, government can either support or undermine families as they cope with moral, social and economic stresses of caring for children.” – Hillary Clinton

“The responsibilities of the researcher extend beyond pure investigation, especially in a time of national crisis. Scientists in our field must be willing to draw on their knowledge and imagination in order to contribute to the design of social interventions: policies and strategies that can help sustain and enhance our most precious human resources—the nation’s children.” – Urie Bronfenbrenner

Class Overview

Course Description:

How does social policy shape children’s lives? And how do children’s needs shape social policy? In this course, we will explore these questions using interdisciplinary, philosophical, theoretical, and historic lenses, at the national and global scales. This course will offer students tools to better understand the role that contextual forces play in children’s development, and how social policy can, in turn, foster such development. We will also examine aspects of policymaking, discussing the role that advocates, philanthropists, researchers, and policymakers play when addressing key issues. Throughout the class, we will discuss readings, engage in activities, and learn from experts. The goal of this course is for students to gain tools to critically engage with diverse perspectives underlying the policymaking process; effectively discuss the complexities of child development in complex policy contexts; and evaluate whether and how social policies can respond to children’s needs.

Course objectives:

By the end of this class, students will be able to:

1. Discuss the many forms of social policy and its connections to children’s development.
2. Draw evidence and use tools from different disciplines and fields when assessing contemporary issues and social policies relevant to children’s development.
3. Identify barriers to the effective implementation of policies.
4. Use the above skills to effectively advocate for equitable and evidence-based social policies.
5. Comprehend and design theories of change for programs and policies aimed at supporting children.
6. Map connections between actors embedded in the social policymaking process.
7. Identify national and international organizations and stakeholders involved in policymaking for children.

We will achieve these goals using a variety of instructional methods, including engagement with readings, lectures, videos, and podcasts, as well as assignments such as discussions, presentations, group projects, and reports. These diverse instructional and evaluation approaches are designed to engage students and optimize learning.

Required readings:

All required readings will be available on Brightspace. If you’re interested in exploring additional resources on specific topics, feel free to reach out.

Classroom Norms

Laptop-free lectures: This course will be run as a largely laptop/technology-free classroom. Laptops will be permitted during in-class assignments or activities, but I ask that electronic devices are put away and turned off for the remaining duration of class. The aim of this policy is to allow for greater engagement and retention of material as well as limit the use of AI during class time. Exceptions will be granted if you have accommodations granted by the Moses Center. You will be able to use laptops during class activities, when necessary.

Attendance: Attendance is a key component of your final grade in this course, as completion of in-class activities requires your attendance. Lecture recordings will not be provided, but slides will be posted. You will be graded based on (1) punctual attendance in class and (2) active engagement during lessons, which includes participating in class activities. Participation includes asking questions, contributing to discussions, and working collaboratively within your groups. I understand that participating in class discussions can feel intimidating for some students. If this applies to you, I encourage you to reach out to me so we can explore accommodations that support your learning and participation. Please note that missing more than 20% of class sessions (i.e., more than 6 sessions without a valid excuse) will result in failing the course.

Note: NYU policy permits members of any religious group to absent themselves from classes without penalty when required for compliance with religious obligations. The policy and principles may be found [here](#), in the NYU Policies and Guidelines online resources page.

Class participation: Students are expected to participate in all classes they attend (i.e., ask questions, contribute to discussions, relate concepts from class to your experiences and vice versa).

Note: In the interest of fostering an open and welcoming environment, as an instructor I pledge to make participation in class a harassment-free experience for everyone, regardless of age, disability, ethnicity, gender identity and expression, level of experience, nationality, personal appearance, race, religion, or sexual identity and orientation.

Examples of behavior that contributes to creating a positive environment:

- Using welcoming and inclusive language
- Being respectful of differing viewpoints and experiences
- Showing empathy towards other community members

*Examples of **unacceptable behavior** by participating students:*

- Trolling, insulting/derogatory comments, and personal or political attacks
- Public or private harassment
- The use of sexualized language or imagery and unwelcome sexual attention or advances

Class Assignment Expectations

Readings are considered assignments: Students are responsible for all material covered in class. It is important to complete reading assignments before class discussions on those same topics. I will do my best to keep readings light so that you can read them in advance of each class. Reading assignments as indicated by the syllabus will be especially helpful ahead of the two major evaluations of the course.

Assignment deadlines: The setting of deadlines for this course was determined to support your engagement and learning in the class. As such, deadline extensions – if absolutely necessary – will be granted given there is clear and transparent communication with me. I will likely provide 1-week extensions, no questions asked, but expect delays in grading and feedback.

Grading: If a student disagrees with the grading of a class assignment, a written appeal must be submitted within 24 hours of receiving the graded assignment that outlines (1) the point deduction the student is appealing and (2) any argument, with evidence from the slides or readings, to support the student's original answer.

ChatGPT and Generative AI Policy: In this class, we prioritize critical and analytical thinking– acknowledging the potential use of AI as a tool to deepen or expand such thinking. As such, use of ChatGPT and related tools is allowed outside class time. However, taking credit for writing you did not create is a violation of NYU's Academic Integrity policy. As with all assignments, *learning from the work is your responsibility*. You must use the tools in a way that involves effort you learn from. **Written assignments require a notation of tools used in their creation.**

Plagiarism: Cheating and plagiarism (including the unacknowledged use of material from websites) are not allowed. Use of another's work without citation can incur penalties up to and including expulsion from NYU.

Outside classroom matters

Email: Any emails please make sure to include "APSY 1279" in the subject line, otherwise it may be lost in my inbox!

Accommodations: Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at (212) 998-4980, 726 Broadway, 2nd and 3rd Floors.

Additional supports: Any student needing support for mental health-related concerns should reach out for counseling services at the [NYU Health and Wellness center](#). For NYU guidelines on compliance with the Family Educational Rights and Privacy Act (FERPA), see [here](#).

Assessment and grading

Your grade for this course will reflect your engagement with and mastery of the mechanisms underlying social policy as well as its design, evaluation, and implementation. Success in this course requires taking the time to thoroughly read and reflect on the materials presented in lectures, class discussions, and presentations. Your grade will be based on your performance in four key areas: participation, small assignments, an open-book oral exam, and a final report.

This class emphasizes growth and progress over time rather than expecting expertise from the outset. Your grade will account for your active participation, the quality of your individual work, and the quality and development of your collaborative contributions.

GRADING SUMMARY							
● Attendance + Participation in class activities – 24% ● Small assignments – 16% ● Oral exam – 25% ● Final policy-relevant product – 35%							
GRADING SCALE							
94-100	A	87-89	B+	77-79	C+	67-69	D+
90-93	A-	83-86	B	73-76	C	60-66	D
		80-82	B-	70-72	C-		

Attendance + Participation: Attendance and participation are essential components of your grade. You will be graded based on your punctual attendance in class and active engagement during lessons. Participation includes asking questions, contributing to in-class discussions, and working collaboratively within your groups. I understand that participating in class discussions can feel intimidating for some students. If this applies to you, I encourage you to reach out to me so we can explore accommodations that support your learning and participation.

Please note that missing more than 20% of class sessions (i.e., more than 6 sessions without a valid excuse) will result in failing the course.

Note: Attendance will not be taken every class. Instead, attendance will be graded through **Brightspace** during random sessions. Here's how it works: A quiz will be posted on Brightspace asking for a **key word** that I will reveal **after class**. If you are not in class that day, you will lose that attendance point, unless you have a **valid excuse**.

Small Assignments: Throughout the semester, small assignments will be announced and assigned during class. These assignments will be graded and will account for 16% of your final grade. Some of these assignments may include participation in Brightspace activities (such as quizzes and discussion boards).

1. Policy Wars Reflection

Assignment Required; Due on Jan 27, 2026 4:55 PM

Instructions

We just engaged in an interesting activity, where students chose a policy they would like enacted (relative to the other, similarly priced, policy option) and argued in its favor. In 200–400 words, reflect on what surprised you most about this activity. This might include the arguments others used to persuade you, how challenging it was to persuade others, or what you learned about the estimated costs of these policies. Be sure to draw on concepts from the last class.

2. Film review

Assignment Required; Due on Feb 26, 2026 4:55 PM

Instructions

Write a review for the documentary *Flee*. With the notes you took during the movie, use some of the social science lenses we have used in the class thus far to discuss the film and its themes, alongside the filmmakers' choices. I would love to read an honest review of what you thought and whether you thought the filmmakers appropriately and effectively communicated their story.

There are many examples of reviews online that discuss challenges facing children, especially as policies and norms surrounding immigration and displacement shifted around them. Some reviews (for inspiration, maybe) [here](#) (written by a critic at the 2021 BFI London Film Festival, ~800 words), [here](#) (written by two film professors, ~900 words), [here](#) (written by a cinema curator at BFI, ~700 words) and [here](#) (written by a critic at the 2021 Vancouver International Movie Festival, ~700 words).

Note: it is my strong preference that you do not use AI tools to complete this exercise. In fact, you have all the tools in your disposal to successfully complete this assignment: your opinion, critical thinking, and a lot of class readings. You got this!

3. Interdisciplinary research in education

Assignment Required; Due on Apr 21, 2026 4:55 PM

Instructions

Watch Professor Jo King's presentation in the link on Brightspace (using the password as indicated) and then respond to these four questions:

1. Describe one policy area intersection that Jo discussed.
2. Identify another policy area (one that Jo didn't talk about) and discuss how it intersects with education policy.
3. What theories/disciplines could be relevant to bring into Jo's work to make it more interdisciplinary?
4. Pick one of the discussion questions on Jo's slides and respond to it. Please indicate which question you chose.

Respond to these questions based on Professor Jo's presentation and the rest of the material we have covered in class thus far in a Word document or Google Docs. Submit your file or link, which should contain your name, the questions, and your answers. You will be graded based on your responses' depth and the extent to which they incorporate accurate and appropriate connections to material and concepts covered in Jo's presentation and in class. This assignment (including the recording watching time) should not take you longer than the length of one class period (1 hour, 15 minutes) and will be due before class.

4. Diffractive Reflection

Assignment Required; Due on May 5, 2026 4:55 PM

Instructions

In 400–600 words, use a diffractive lens to reflect on:

- How did the structure, material, exercises, and activities in this class affect and/or change your...
 - understanding of social policy and child development?;
 - recognition of the voices included/excluded in social policy/research?;
 - ability to verbalize connections between systems?
- Using examples from the Policy Wars exercise, how did your thinking change from the beginning of the class to today?

Remember: Diffractive pedagogy treats the classroom as an active site of knowledge production, where instead of asking only, “What did students learn?” it asks, “What did this teaching arrangement produce?” You may ask, well, how does this differ from “standard” learning and reflection?

- Diffractive pedagogy comes from Karen Barad’s work on diffraction and agential realism
 - Diffraction is about how differences are produced when things encounter one another
 - Borrowed from physics: waves bend, spread, and create patterns when they meet obstacles or other waves
- Barad contrasts diffraction with reflection
 - Reflection asks: What does this mirror or represent?
 - Diffraction asks: What differences are produced through this encounter?
- Diffractive pedagogy encourages thinking about:
 - What becomes visible through this learning activity?
 - What remains hidden or excluded?
 - Whose knowledge is centered?
 - What new meanings emerge when ideas, people, and materials come into contact?

Paired oral exam: Students will complete a **paired oral exam** during one class period. Each student will be evaluated **individually**. Students will be randomly paired. Each pair will have **approximately 7 minutes** total. One common question (which will also be randomly selected from a large pool of questions) will be posed to each pair, and students will take turns responding.

- Each student will have about 2 minutes to respond to the core question.
- I will then ask one brief follow-up question to each student.
- I will keep strict time to ensure fairness across students.

The paired oral exam will assess students’ ability to **apply multiple social science lenses** to understand how social policies shape children’s development. During the oral exam, students will be asked to **select and draw on one or two relevant lenses** to explain a policy, concept, or issue discussed in the course. Students are **not expected to cover all disciplines**, but rather to demonstrate thoughtful integration of course material. Students should be prepared to:

- Identify a social policy or policy-relevant issue affecting children
- Use one or two social science perspectives (e.g., economics, sociology, psychology, political science, philosophy, or history) to analyze the issue
- Explain how policy mechanisms or institutional arrangements shape children’s outcomes
- Reflect briefly on equity, distributional effects, or differential impacts across groups

This evaluation is designed to assess **conceptual understanding and the ability to connect policy ideas to children’s outcomes**, rather than presentation polish or speaking style. Different speaking styles will not be penalized and all students will be evaluated using the same criteria. Each student will be graded individually using a **5-point scale**, based on the following rubric:

	5 – Excellent	4 – Strong	3 – Adequate	2 – Limited	1 – Minimal
Understanding of the policy issue	Clearly and accurately identifies the policy issue and its relevance to children	Mostly accurate with minor gaps	Basic understanding, some imprecision	Limited understanding	Misunderstands or cannot identify the issue
Intended policy mechanism	Clearly explains how the policy or institution is intended to work	Explanation mostly clear but incomplete	Identifies a mechanism but lacks clarity	Mechanism vague or poorly articulated	No mechanism identified
Use of social science lenses	Effectively applies one or two lenses to deepen analysis	Applies lenses appropriately but descriptively	Mentions lenses with weak integration	Lenses referenced unclearly or incorrectly	No meaningful use of lenses
Depth of analysis and synthesis	Integrates ideas across policy and lenses thoughtfully	Some synthesis; mostly accurate	Limited synthesis; ideas remain fragmented	Minimal analytical depth	No synthesis or analysis
Connection to child development and equity	Strong, explicit connection to outcomes and equity	Clear connection, limited depth	Basic or implicit connection	Weak or unclear connection	No connection made

Students are encouraged to answer concisely and clearly. Notes are not required, but students may bring a **single index card** with key points if helpful.

Policy-facing, policy-relevant output: Starting after week seven, students will work in groups of three or four to create a resource – not a paper or brief – on a selected issue meant for an **audience involved in policymaking, social policy design, implementation, and evaluation, and social policy research funders/philanthropists** (specific examples outlined below). All group members are expected to contribute substantively to the project. This resource, focused on a specific **social policy issue that affects children’s development directly or indirectly**, should include:

1. An overview of the current state of the issue that:
 - a. Identifies the developmental stage(s) most affected (e.g., toddlers, adolescents)
 - b. Discusses whether and how the issue disproportionately impacts specific groups, considering factors such as race, ethnicity, gender, sexual orientation, or socioeconomic status
2. An analysis of the issue from *at least* two social science lenses (presented in the first half of the course) that:
 - a. Deepens our understanding of the issue
 - b. Examines how existing policies (or the lack thereof) have failed to address the issue, as well as their strengths and limitations in the specific context
 - c. Identifies a policy or program whose underlying mechanism (or theory of change) could potentially address the issue, and includes:
 - i. A visual theory of change illustrating how the proposed social intervention or policy is expected to address the issue and lead to desired outcomes
 - ii. A list of stakeholders, actors and institutions critical to a social intervention or social policy adoption and implementation

Students have the flexibility to choose the format of their resource, which should include a reference list of at least eight (8) peer-reviewed journal articles or articles from reputable journalistic sources (such as the New York Times, BBC, Reuters, Politico, the Economist, Chalkbeat, Pew Research Center, and Al Jazeera) and policy/data sources

(such as the World Bank, the United Nations, the OECD, the World Health Organization, and UNICEF). Options include, but are not limited to:

- A podcast with visual resources
- A website
- An infographic
- A video
- A magazine
- A presentation of:
 - A grant proposal by a research team to a funder
 - Policy recommendations from an advocacy team to policymakers in an advisory council environment

Note: As the “length” of the product is difficult to standardize across options, if your resource is a:

- presentation or a type of digital media (e.g., video, podcast, or media), aim for a length of 20-25 minutes;
- website, infographic(s), or other type of “physical” resource (e.g., a magazine), design the content so that a typical audience member could engage meaningfully with it in about 20-25 minutes.

The completed product will be presented on Tuesday, May 5th or submitted by the beginning of class (4:55 pm) as your final project. If more student groups choose a presentation option than time allows in one class session, an additional evaluation session will be scheduled. If, instead, fewer student groups choose the presentation option, we will use the extra time to explore submitted projects in their intended formats (e.g., by watching the videos, listening to podcasts, or otherwise engaging with any other creative products).

This product or resource will be graded based on the following points:

- Thorough engagement with all required components outlined above (40%)
- Effectiveness of the policy argument and theory of change (30%)
- Appropriateness of the product for its specific audience (20%)
- Clarity and coherence of communication (10%)

Note: Projects will be evaluated primarily on the quality of the analysis, use of evidence, and clarity of the policy logic, rather than on production value or technical sophistication. Different formats will be evaluated using the same criteria, with attention to how effectively each product would communicate to its intended audience. Intended audiences should be clearly indicated, and can include:

More policy-focused options:

Policymakers & government decision-makers:

- New York City Council
- U.S. Department of Health and Human Services
- California Department of Education

Policy designers & analysts:

- Urban Institute
- Brookings Institution
- OECD

Policy implementers:

- New York City Department of Education
- Head Start
- Child Care Aware of America

More research-focused options:

Public research funders:

- National Science Foundation
- National Institutes of Health
- World Bank

Philanthropic foundations:

- Bill & Melinda Gates Foundation
- Arnold Ventures
- Robin Hood Foundation
- W.K. Kellogg Foundation
- Robert Wood Johnson Foundation

Policy evaluators & evidence users:

- MDRC
- RAND Corporation
- Office of Planning, Research, and Evaluation (OPRE)

Class Structure

Class	Date	Weekday	Topic	Pre-class reading
1	01/20	Tuesday	Intro to Social Policy Class	
2	01/22	Thursday	What do we want social policy to do?	The International and Global Dimensions of Social Policy (2007). Deacon, Bob. <i>Global Social Policy and Governance</i> , SAGE Publications, Limited
3	01/27	Tuesday	Social policy goals I Activity #1 due	Davies, B. (2019). Chapter 14: 'John Rawls and "The Veil of Ignorance"' and Wooldridge, B..M. (2019). Chapter 21: 'Utilitarianism: Pros and Cons.' In N. Levin (Ed), Introduction to Ethics: An Open Educational Resource. N.G.E. Far Press. Carey, G., & Crammond, B. (2017). A glossary of policy frameworks: The many forms of 'universalism' and policy 'targeting.' J Epidemiol Community Health, 71(3), 303–307. https://doi.org/10.1136/jech-2014-204311
4	01/29	Thursday <i>Note: Add/drop deadline is 02/02</i>	Social policy goals II	Moynihan, D., Herd, P., & Harvey, H. (2015). Administrative Burden: Learning, Psychological, and Compliance Costs in Citizen-State Interactions. Journal of Public Administration Research and Theory, 25(1), 43–69. https://doi.org/10.1093/jopart/mtu009
5	02/03	Tuesday	Politics of childhood and childhood development	Aries, P. (2020). Centuries of Childhood. In J. Beck, C. Jenks, N. Keddie, & M. F. D. Young (Eds.), Toward a Sociology of Education (pp. 37–47). Routledge. https://doi.org/10.4324/9780429339530 Section 3 of Prag, E.-M., & Tendler, J. (2018). An Analysis of Philippe Aries's Centuries of Childhood. Macat Library. https://doi.org/10.4324/9781912281305
6	02/05	Thursday	Theories of human development mapped to social policy I Speaker: Pamela Morris-Perez	From the Lab to the Contexts in which Children Live and Grow: Historical Perspectives on the Field (2017). Morris, P., and Connors, M. <i>The Wiley Handbook of Early Childhood Development Programs, Practices, and Policies</i> . John Wiley & Sons, Ltd

Class	Date	Weekday	Topic	Pre-class reading
7	02/10	Tuesday	Theories of human development mapped to social policy II	Chapter 1 of Rogoff, B. (2003). The cultural nature of human development. Oxford University Press.
8	02/12	Thursday	Economics and social policy In-class activity #2	<u>The price of wealth, the cost of care</u> (Speech for Doctors without Borders) by Toni Morrison Available through NYU Libraries Chapter 2 in <i>Scarcity: Why having too little means so much</i> (2013) by Mullainathan, S., and Shafir E. Times Books/Henry Holt and Co. (Optional) Wisconsin IRP Summary of Heckman, James J and Pedro Carneiro. “Human Capital Policy,” in <i>Inequality in America: What Role for Human Capital Policy?</i> MIT Press, 2003.
	02/17	<i>Tuesday No class, Legislative Monday</i>		
9	02/19	Thursday	Global challenges affecting families and children Introduction to film (Flee, first half)	<u>Issues affecting children worldwide Save the children</u> <u>Forced Migration and Displaced People - How We Help Doctors Without Borders</u>
10	02/24	Tuesday	Film (Flee, second half) Introduction to displacement	Yoshikawa, H., Wuermli, A. J., & Aber, J. L. (2019). Mitigating the impact of forced displacement and refugee and unauthorized status on youth: Integrating developmental processes with intervention research. In M. M. Suárez-Orozco (Ed.), <i>Humanitarianism and Mass Migration</i> (1st ed., pp. 186–206). University of California Press. https://doi.org/10.2307/j.ctv9zchv9.13
11	02/26	Thursday	Refugee and host communities I Activity #3 due	<u>The Rohingya refugee crisis Doctors Without Borders - USA</u> <u>Rohingya refugees: Unable to return home, unable to find safety</u>
12	03/03	Tuesday	Refugee and host communities II	Hero, R. E. (2010). Immigration and Social Policy in the United States. <i>Annual Review of Political Science</i> , 13(Volume 13, 2010), 445–468. https://doi.org/10.1146/annurev.polisci.041608.135744
13	03/05	Thursday	Social policies, institutions, and the reproduction of inequality I	Hallinan, M. T. (2016). Tracking: From Theory to Practice. Oakes, J. (2016). More than Misapplied Technology: A Normative and Political Response to Hallinan on Tracking.
14	03/10	Tuesday	Social policies, institutions, and the	Labaree, D. (1997). Private Goods: The American Struggle over Educational Goals. <i>American Educational Research Journal</i> , 34(1). 39-81.

Class	Date	Weekday	Topic	Pre-class reading
			reproduction of inequality II	Chetty, Raj, John Friedman, Nathan Hendren, Maggie Jones and Sonya Porter. 2018. “The Opportunity Atlas: Mapping the Childhood Roots of Social Mobility.” Executive Summary.
15	03/12	Thursday	Mock Oral Midterm I	
	03/17	Tuesday, No class Spring Break		
	03/19	Thursday, No class Spring Break		
16	03/24	Tuesday	Mock Oral Midterm II	
17	03/26	Thursday	Oral Midterm	
18	03/31	Tuesday	Considering the importance of context and person when “tracking” students Speaker: Veronica Mesalles <i>Teaching at the Right Level</i>	Tomlinson, (2001): “Differentiated Instruction in Mixed Ability Classrooms”, Chapter 1-2 Kaffenberger et al (2026): “Core components of teaching at the right level”, Chapter 1 & Chapter 3 Ismail et al. (2024). “Teaching at the Right Level (TaRL) as a Potential Solution for Improving Middle School Education: A Systematic Review of the Literature.” <i>International Journal of Academic Pedagogical Research (IJAPR)</i>
19	04/02	Thursday	Final project check-in and Research-Practice partnerships	None.
20	04/07	Tuesday	Grappling with a broken healthcare system Speaker: Adam Benzekri <i>The Center for Latino Adolescent and Family Health: Addressing Latino Invisibility and Health Inequities</i>	2025 National Health Inequities Survey Report (Institute for Policy Solutions) Guilamo-Ramos, V., Thimm-Kaiser, M., & Benzekri, A. (2024). The US Latino HIV crisis—ending an era of invisibility. <i>New England Journal of Medicine</i> , 391(18), 1665-1668. Guilamo-Ramos, V., Thimm-Kaiser, M., Benzekri, A., & Dawes, D. E. (2025). Overcoming zero-sum thinking to advance US population health. <i>Nature medicine</i> , 31(11), 3593-3594.
21	04/09	Thursday	Educating children is complicated: A cross-sectoral effort that often misses the mark	None.

Class	Date	Weekday	Topic	Pre-class reading
			Speaker: Jo R. King <i>Education policy at the intersection of schooling, disability, and the judicial system</i>	
22	04/14	Tuesday	Interdisciplinary research in education assignment due. Practitioners in education systems Speaker: Daniel Hildreth <i>Running admissions in the largest centralized choice system in the USA</i>	None.
23	04/16	Thursday	Reviewing systems theory: An analysis of social policy in our backyard	
24	04/21	Tuesday	Community psychology applications: Resilience Speaker: Jarrell Daniels <i>Embedding interventions into neighborhoods and advocating for system-level change</i>	Burrows, B., Daniels, J., Starks, U. C., Amso, D., & Downey, G. (2023). The Ecological Resilience Framework: the Justice Ambassadors Youth Council as a model for community-based resilience. <i>Development and Psychopathology</i> , 35(5), 2560-2568. Project Restore: Bed-Stuy Evaluation. (2024) Report prepared by Geraldine Downey (PhD), Darragh McGee, Gabriel Feldman, Jarrell Daniels, and Brooke Burrows (PhD)
25	04/23	Thursday	Researchers embedded within government Speaker: Kaitlyn O'Hagan <i>School infrastructure within New York City</i>	None.
26	04/28	Tuesday	Foundations and early childhood support	None.

Class	Date	Weekday	Topic	Pre-class reading
			Speaker: Jocelyn Rodriguez <i>Early childhood education and care quality in practice</i>	
27	04/30	Thursday	Wrap-up class	None.
28	05/05	Tuesday <i>Last day of class</i>	Policy Wars and Class Reflection due Final project in-class presentations	

The child awakens to
 a universe. The mind
 of the child to
 a world of wonder.
 Imagination to a world
 of beauty. Emotions
 to a world of intimacy.
 It takes a universe
 to make a child both
 in outer form and inner
 spirit. It takes
 a universe to educate
 a child. A universe
 to fulfill a child.
 Each generation presides
 over the meeting of these
 two in the succeeding
 generation.
 So that the universe
 is fulfilled in the child,
 and the child is fulfilled
 in the Universe.
 While the stars ring out
 in the heavens!

– Thomas Berry