

CHILD AND FAMILY STUDIES (BRYN MAWR)

brynmawr.edu/childfamilystudies

The Child and Family Studies (CFS) minor provides a curricular mechanism for interdisciplinary work focused on the contributions of biological, familial, psychological, socioeconomic, political, and educational factors to child and family well-being. The minor not only addresses the life stages and cultural contexts of infancy through adolescence but also includes issues of parenting; child and family well-being; gender; schooling and informal education; risk and resilience; and the place, representation, and voice of children in society and culture.

Students may complete a Child and Family Studies minor as an adjunct to any major at Bryn Mawr, Haverford or Swarthmore pending approval of the student's coursework plan by the Director of Child and Family Studies, Leslie Rescorla.

MINOR REQUIREMENTS

The minor comprises six courses: one gateway course (PSYCH 206 Developmental Psychology, PSYCH 203 Educational Psychology, EDUC 200 Critical Issues in Education, or SOCL 201 Study of Gender in Society), plus five additional courses, at least two of which must be outside of the major department and at least one of which must be at the 300 level. Advanced Haverford and Swarthmore courses typically taken by juniors and seniors that are more specific than introductory and survey courses will count as 300 level courses. Only two CFS courses may be double-counted with any major, minor, or other degree credential.

Students craft a pathway in the minor as they engage in course selection through ongoing discussions with the CFS Director. Sample pathways might include: political science/child and family law; sociology/educational policy; child and family mental health; depictions of children/families in literature and film; child and family public health issues; social work/child welfare; anthropology/cross-cultural child and family issues; gender issues affecting children and families; social justice/diversity issues

affecting children and families; or economic factors affecting children and families.

The minor also requires participation in at least one semester or summer of volunteer, practicum, praxis, community-based work study, or internship experience related to Child and Family Studies. Students are expected to discuss their placement choices with the CFS Director.

To foster the interdisciplinary nature of Child and Family Studies, students enrolled in the minor must also complete the following requirements:

- Attendance at periodic CFS evening meetings for discussion sessions, guest speakers, "minor teas", etc.
- Participation during senior year in an annual CFS Poster Session during which students will share highlights of their CFS campus and field-based experiences.

(Note: it is important to check the Trico course guide for updated course information as not every course is taught every year. In some cases, courses relevant to the CFS minor will have changed, or been added. Students should explore freely and consult with their advisor on curricular choices).

COURSES THAT CAN BE COUNTED TOWARD THE CHILD AND FAMILY STUDIES MINOR

Bryn Mawr College Courses and Seminars

ANTH 102 Introduction to Cultural Anthropology
ANTH 268 Cultural Perspectives on Marriage and Family

ANTH 279 Anthropology of Childhood and Youth
ANTH 312 Anthropology of Reproduction

ARTS 269 Writing for Children

EDUC 200 Critical Issues in Education

EDUC 210 Perspectives on Special Education

EDUC 260 Multicultural Education

EDUC 266 Schools in American Cities

EDUC 302 Practice Teaching Seminar

EDUC 311 Fieldwork Seminar

ENGL 247 Shakespeare's Teenagers

ENGL 270 American Girl: Childhood in U.S.

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Literatures, 1690-1935
POLS 375 Gender, Work and Family
PSYC 203 Educational Psychology
PSYC 206 Developmental Psychology
PSYC 209 Abnormal Psychology
PSYC 250 Autism Spectrum Disorders
PSYC 303 Portraits of Maladjustment
PSYC 322 Culture and Development
PSYC 340 Women's Mental Health
PSYC 346 Pediatric Psychology
PSYC 350 Developmental Cognitive Disorders
PSYC 351 Developmental Psychopathology
PSYC 375 Movies and Madness
SOCL 102 Society, Culture, and the Individual
SOCL 201 The Study of Gender in Society
SOCL 205 Social Inequality
SOCL 217 The Family in Social Context
SOCL 225 Women in Society
SOCL 229 Black America in Sociological Perspective
SOCL 258 Sociology of Education
SOCL 266 Schools in American Cities
SOWK 552 Perspectives on Inequality
SOWK 554 Social Determinants of Health
SOWK 571 Education Law for Social Workers
SOWK 574 Child Welfare Policy, Practice, and Research
SOWK 575 Global Public Health

Haverford College Courses and Seminars

ANTH 103 Introduction to Anthropology
ANTH 209 Anthropology of Education
ANTH 263 Anthropology of Space: Housing and Society
EDUC 200 Critical Issues in Education
EDUC 275 English Learners in the U.S
PSYC 215 Introduction to Personality Psychology.
PSYC 223 Psychology of Human Sexuality
PSYC 335 Self & Identity
SOCL 204 Medical Sociology
SOCL 226 Sociology of Gender

Swarthmore College Courses and Seminars

ED 14 Introduction to Education
ED 21/Psych 21 Educational Psychology
ED 23/Psych 23 Adolescence
ED 23A Adolescents and Special Education
ED 26/Psych 26 Special Education
ED 42 Teaching Diverse Young Learners
ED 45 Literacies and Social Identities
ED 53 Language Minority Education
ED 64 Comparative Education
ED 68 Urban Education
ED 70 Outreach Practicum

ED 121 Psychology and Practice Honors Seminar
ED 131 Social and Cultural Perspectives Honors Seminar
ED 151 Literacies Research Honors Seminar
ED 167 Identities and Education Honors Seminar
PSYC 35 Social Psychology
PSYC 39 Developmental Psychology
PSYC 41 Children at Risk
PSYC 50 Developmental Psychopathology
PSYC 55 Family Systems Theory and Psychological Change
PSYC 135 Advanced Topics in Social and Cultural Psychology

FACULTY

Leslie Rescorla

Professor of Psychology on the Class of 1897 Professorship of Science and Director of Child and Family Studies and the Director of the Child Study Institute

Affiliated Faculty:

Dustin Albert

Assistant Professor of Psychology

Marissa Golden

Associate Professor of Political Science on the Joan Coward Chair in Political Economics

Alice Lesnick

Director and Term Professor in the Bryn Mawr/Haverford Education Program and Faculty Convener of International Programs

Heejung Park

Assistant Professor of Psychology

Deborah Roberts

Professor of Classics and Comparative Literature, Haverford College

Marc Schulz

Chair and Professor of Psychology and Rachel C. Hale Professor in the Sciences and Mathematics

Janet Shapiro

Dean and Professor of Social Work and Director of the Center for Child and Family Wellbeing

COURSES

ANTH B102 INTRODUCTION TO CULTURAL ANTHROPOLOGY

Melissa Pashigian, Leigh Campoamor

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An introduction to the methods and theories of cultural anthropology in order to understand and explain cultural similarities and differences among contemporary societies. (Offered Spring 2018)

ANTH B279 ANTHROPOLOGY OF CHILDHOOD AND YOUTH

Leigh Campoamor

This course will challenge you to think about childhood and youth as a diverse global experience by exploring a set of fundamental questions. How do children's daily lives differ from place to place, and how are race, class and gender linked to discourses and experiences of childhood? How do children stand in as symbols for broader political and cultural concerns? The course will explore these questions by considering the ways childhood is constructed and experienced in relation to controversial topics such as education, labor, migration, human rights, violence, consumerism, and media. (Offered Fall 2017)

ANTH B312 ANTHROPOLOGY OF REPRODUCTION

Melissa Pashigian

An examination of social and cultural constructions of reproduction, and how power and politics in everyday life shapes reproductive behavior and its meaning in Western and non-Western cultures. The influence of competing interests within households, communities, states, and institutions on reproduction is considered. Prerequisite: ANTH B102 (or ANTH H103) or permission of instructor. (Not offered 2017-2018)

EDUC B200 CRITICAL ISSUES IN EDUCATION

Jody Cohen

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students exploring an interest in educational practice, theory, research, and policy. The course examines major issues and questions in education in the United States by investigating the purposes of education. Fieldwork in an area school required (eight visits, 1.5-2 hours per visit). (Offered Spring 2018)

EDUC B210 PERSPECTIVES ON SPECIAL EDUCATION

Debbie Flaks

The goal of this course is to introduce students to a range of topics, challenges, dilemmas, and strategies to understand and educate all learners—those considered typical learners as well as those considered “special” learners. Students will learn about: how students' learning profiles affect their ability to learn in school from a functional perspective; how and why students' educational experience is affected by education law (especially special education law); major issues in special education; and how to meet diverse students' needs in an inclusive classroom. Two hours of fieldwork per week required. (Offered Fall 2017)

EDUC B266 SCHOOLS IN AMERICAN CITIES

Kelly Gavin Zuckerman

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required). (Offered Spring 2018)

EDUC B302 PRACTICE TEACHING SEMINAR

Heather Curl

Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching. (Offered Spring 2018)

ENGL B270 AMERICAN GIRL: CHILDHOOD IN U.S. LITERATURES, 1690-1935

Bethany Schneider

This course will focus on the “American Girl” as a particularly contested model for the nascent American. Through examination of religious tracts, slave and captivity narratives, literatures for children and adult literatures about childhood, we will analyze U. S. investments in girlhood as a site for national self-fashioning. (Offered Spring 2018)

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POLS B375 GENDER, WORK AND FAMILY *Staff*

As the number of women participating in the paid workforce who are also mothers exceeds 50 percent, it becomes increasingly important to study the issues raised by these dual roles. This seminar will examine the experiences of working and nonworking mothers in the United States, the roles of fathers, the impact of working mothers on children, and the policy implications of women, work, and family. (Not offered 2017-2018)

PSYC B203 EDUCATIONAL PSYCHOLOGY *Kimberly Cassidy*

Topics in the psychology of human cognitive, social, and affective behavior are examined and related to educational practice. Issues covered include learning theories, memory, attention, thinking, motivation, social/emotional issues in adolescence, and assessment/learning disabilities. This course provides a Praxis Level I opportunity. Classroom observation is required. Prerequisite: PSYC B105 (Introductory Psychology). (Offered Fall 2017)

PSYC B206 DEVELOPMENTAL PSYCHOLOGY

Dustin Albert

A topical survey of psychological development from infancy through adolescence, focusing on the interaction of personal and environmental factors in the ontogeny of perception, language, cognition, and social interactions within the family and with peers. Topics include developmental theories; infant perception; attachment; language development; theory of mind; memory development; peer relations, schools and the family as contexts of development; and identity and the adolescent transition. Prerequisite: PSYC B105 or PSYC H100. (Offered Fall 2017)

PSYC B209 ABNORMAL PSYCHOLOGY *Staff*

This course examines the experience, origins and consequences of psychological difficulties and problems. Among the questions we will explore are: What do we mean by abnormal behavior or psychopathology? What are the strengths and limitations of the ways in which psychopathology is assessed and classified? What are the major forms of psychopathology? How do psychologists study and treat psychopathology? How is psychopathology experienced by individuals? What causes psychological difficulties and what

are their consequences? How do we integrate social, biological and psychological perspectives on the causes of psychopathology? Do psychological treatments (therapies) work? How do we study the effectiveness of psychology treatments? Prerequisite: Introductory Psychology (PSYC B105 or H100). (Not offered 2017-2018)

PSYC B250 AUTISM SPECTRUM DISORDERS

Robert Wozniak

Focuses on theory of and research on Autism Spectrum Disorders (ASD). Topics include the history of autism; classification and diagnosis; epidemiology and etiology; major theories; investigations of sensory and motor atypicalities, early social communicative skills, affective, cognitive, symbolic and social factors; the neuropsychology of ASD; and current approaches to intervention. Prerequisite: Introductory Psychology (PSYC 105). (Offered Spring 2018)

PSYC B303 PORTRAITS OF MALADJUSTMENT IN CLASSIC CHILDREN'S NOVELS

Staff

This writing-intensive seminar (maximum enrollment = 16 students) .5 unit course deals with critical analysis of how various forms of psychological maladjustment and health are depicted in selected classic novels for children. Many such novels were written in the Victorian period. Long before developmental psychopathology was a scientific discipline, its main questions were insightfully probed by 19th and early 20th century novelists in books such as *The Secret Garden*. In this course, each book will be analyzed for the literary devices used to portray healthy adjustment and maladjustment, the implicit theories of psychological causation captured in the narratives, and the ways the novelist depicts life experiences that bring about mental health and personal growth. Each book will be discussed in its historical/literary contexts, and compared with current views drawn from psychological research. The course integrates literary analysis of classic children's novels with important concepts derived from the field of developmental psychopathology. (Not offered 2017-2018)

PSYC B322 CULTURE AND DEVELOPMENT

Heejung Park

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This course focuses on adolescents and their families in cultural, social, and ecological contexts. Topics include family dynamics, parent-adolescent relationship, socioeconomic status, immigration, social change, and globalization. Prerequisites: PSYC 105, and PSYC 206 or PSYC 224. (Offered Spring 2018)

PSYC B351 DEVELOPMENTAL PSYCHOPATHOLOGY

Staff

This course will examine emotional and behavioral disorders of children and adolescents, including autism, attention deficit disorder, conduct disorder, phobias, obsessive-compulsive disorder, depression, anorexia, and schizophrenia. Major topics covered will include: contrasting models of psychopathology; empirical and categorical approaches to assessment and diagnosis; outcome of childhood disorders; risk, resilience, and prevention; and therapeutic approaches and their efficacy. Prerequisite: PSYC 206 or 209. (Not offered 2017-2018)

PSYC B375 MOVIES AND MADNESS: ABNORMAL PSYCHOLOGY THROUGH FILMS

Leslie Rescorla

This writing-intensive seminar (maximum enrollment = 16 students) deals with critical analysis of how various forms of psychopathology are depicted in films. The primary focus of the seminar will be evaluating the degree of correspondence between the cinematic presentation and current research knowledge about the disorder, taking into account the historical period in which the film was made. For example, we will discuss how accurately the symptoms of the disorder are presented and how representative the protagonist is of people who typically manifest this disorder based on current research. We will also address the theory of etiology of the disorder depicted in the film, including discussion of the relevant intellectual history in the period when the film was made and the prevailing accounts of psychopathology in that period. Another focus will be how the film portrays the course of the disorder and how it depicts treatment for the disorder. This cinematic presentation will be evaluated with respect to current research on treatment for the disorder as well as the historical context of prevailing treatment for the disorder at the time the film was made. Prerequisite: PSYC B209. (Offered Fall 2017)

SOCL B201 THE STUDY OF GENDER IN SOCIETY

Piper Sledge

The definition of male and female social roles and sociological approaches to the study of gender in the United States, with attention to gender in the economy and work place, the division of labor in families and households, and analysis of class and ethnic differences in gender roles. Of particular interest in this course is the comparative exploration of the experiences of women of color in the United States. (Offered Fall 2017)

SOCL B217 THE FAMILY IN SOCIAL CONTEXT

Staff

A consideration of the family as a social institution in the United States, looking at how societal and cultural characteristics and dynamics influence families; how the family reinforces or changes the society in which it is located; and how the family operates as a social organization. Included is an analysis of family roles and social interaction within the family. Major problems related to contemporary families are addressed, such as domestic violence and divorce. Cross-cultural and subcultural variations in the family are considered.

(Not offered 2017-2018)

SOCL B225 WOMEN IN SOCIETY

Veronica Montes

A study of the contemporary experiences of women of color in the Global South. The household, workplace, community, and the nation-state, and the positions of women in the private and public spheres are compared cross-culturally. Topics include feminism, identity and self-esteem; globalization and transnational social movements and tensions and transitions encountered as nations embark upon development. (Offered Spring 2018)

SOCL B229 BLACK AMERICA IN SOCIOLOGICAL PERSPECTIVE

Staff

This course presents sociological perspectives on various issues affecting black America as a historically unique minority group in the United States: the legacy of slavery and the Jim Crow era; the formation of urban black ghettos; the civil rights reforms; the problems of poverty and unemployment; the problems of crime and other social problems; the problems of criminal justice; the continuing significance of race; the varied

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covert modern forms of racial discrimination; and the role of race in American politics. (Not offered 2017-2018)

SOCL B258 SOCIOLOGY OF EDUCATION

David Karen

Major sociological theories of the relationships between education and society, focusing on the effects of education on inequality in the United States and the historical development of primary, secondary, and post-secondary education in the United States. Other topics include education and social selection, testing and tracking, and micro- and macro-explanations of differences in educational outcomes. This is a Praxis II course; placements are in local schools. (Offered Fall 2017)