PY 031: FAMILY, SCHOOL AND SOCIETY

Spring, 2002

GASSON 206

Monday, 3:00-5:30 pm

Instructor: M. Brinton Lykes, PhD
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Office Hours: Tuesday: 11 am – 1 pm; Wednesday, 1-4 pm, or by appointment. Please use sign up sheets on door. Thank you.

COURSE DESCRIPTION

This is the second of a two-semester sequence designed to introduce students to the important issues in child development in today’s society. It will examine the challenges facing families, communities, and schools responsible for children and adolescent’s development into healthy, productive citizens. We will explore how families, communities and schools either encourage or hinder children through a critical examination of children’s and adolescent’s developmental and educational processes and social and cultural contexts.

The primary focus will be on understanding the nature of contemporary social problems such as racism, sexism, classism, ethnic prejudice, and violence, as they affect children, their families, and their schools. Attention will be given to the role of local institutions – including schools – in developing an integrated approach to these problems and to the possibilities of taking collective action against injustices in our personal and work lives.

REQUIRED READING

• PLUS: Articles and book chapters (as indicated below with an *) available in Lykes’s Professor’s Folder and on Reserve in O’Neill Library. All books can be purchased at the BC Bookstore.

COURSE REQUIREMENTS

Class attendance and participation (TOTAL: 20 %): The class will involve class participation. Critical reflection and discussion on the course readings is central. There will be regular “free writes” about readings during each class. These exercises CANNOT be substituted if you miss the class. Therefore, attendance and participation in class are mandatory. If you do not attend class and do not have a medical excuse you cannot pass this course with more than 75%

Two short reflection/discussion papers (TOTAL: 40%). PAPER 1: Genogram of your family – Due Monday, 11 February 2002. (see handout attached)(20%) PAPER 2: CHOOSE ONE OPTION (20%) Due Monday, 18 March 2002

A. Write a 3-4 page letter to a teacher or adult member of your community who influenced your development and your understanding of race, gender, social class, or diversity more generally. Describe in detail what s/he did and why it had an impact on you. Cite readings and research about race, social class, culture and gender to elucidate the issues discussed.

B. In its Mission Statement, Boston College reiterates its commitment to “the pursuit of a just society.” Using one of the major issues explored in this course, assess how well this aspect of the College’s mission is realized. In doing so, pay careful attention to the following: opportunities for undergraduates to work toward a just society; how and if you availed yourself of those opportunities; how effective the activities you participated in were in helping us pursue a just society. Cite readings and research to support your discussion. Your paper should be 3-4 pages.

GROUP PROJECT: DUE on day of class presentation. See PY031_GroupProject Handout. (20%)

FINAL EXAM: DUE MONDAY, MAY 6, 2002 AT 12 NOON (Questions will be distributed at last class)(20%) ALL WRITTEN WORK MUST BE TYPED AND DOUBLE-SPACED AND SUBMITTED ON THE DAY DUE. NO EXTENSIONS WILL BE GRANTED UNLESS THEY ARE ACCOMPANIED BY
WRITTEN MEDICAL DOCUMENTATION AS TO WHY THEY WERE NOT SUBMITTED ON TIME.

COURSE OUTLINE

Monday, 14 January 2002 Introduction – of course outline, objectives, participants

Monday, 21 January 2002 – Martin Luther King Holiday Extra Credit
Film ON Wednesday, 23 January 2002 – 4:30 pm PLACE TO BE ANNOUNCED

Monday, 28 January 2002 Children and youth in contemporary society: Thinking contextually about development –


Monday, 4 February 2002 Situating myself/ourselves: American identities


Monday, 11 February 2002 Class and inequality: People like us? Hidden injuries?


Monday, 18 February 2002 Class and inequality: Social systems and structures


Monday, 25 February 2002 Race, racism and schooling in America

Andersen & Collins (2001). Something about the subject ... pp. 90-124; 361-364; 376-389 In Race, class and gender: An

SPRING BREAK – NO CLASS Monday, 4 March 2002 Monday, 11 March 2002 Cultural contexts and development


Monday, 18 March 2002 Social institutions and diversities


Monday, 25 March 2002 Gender, cultural institutions, and the production and reproduction of inequalities


Monday, 1 April 2002– NO CLASS – Easter Break Monday, 8 April 2002 Families and parental engagement


Monday, 15 April 2002–NO CLASS –Patriot’s Day Monday, 22 April 2002 Making a difference

Andersen & Collins (2001). Organizing for change. Pp. 531-556; 573-583. In Race, class and gender: An anthology GROUP PRESENTATIONS (N=2)

Monday, 29 April 2002 GROUP PRESENTATIONS (N=5) Last Revised: 8/28/2003