

Teaching Portfolio

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Summary of Teaching Experience

Family School & Society (APSY 1031.99), Boston College

Role: Instructor
Semesters Taught: Spring 2016
Class Schedule: 1 class per week, 2 hour and 20 minute block
Enrollment & Student Profile: 32 undergraduate students from majors across the School of Education, School of Nursing, Business School, and School of Arts & Sciences
Course Description: The second part of a two-course sequence, Family, School & Society is an introductory course that familiarizes students to multiple dimensions of child development and the place of education in promoting healthy development for all children. Specifically, this course considers the social and cultural contexts that shape developmental and educational processes, focusing on contemporary social issues.

Teaching Responsibilities: Developed a new syllabus to more deeply address the ways developmental psychology addresses the contemporary social issues of oppression and development based on (1) race, (2) class, (3) immigration, language and culture, and (4) gender identity and sexual orientation. The syllabus was developed using principles of community psychology as an underlying framing – developing a historical understanding of the issues covered as well as select methodological contributions, including researcher reflexivity, and resources that facilitate the inclusion of voices of those who are oppressed. The course design prioritized students' exploration of topics and peer engagement with major theories and processes regarding each of the four contemporary social issues. A jigsaw methodology was used to allow students to engage the material and teach each other. As the instructor I designed and graded course assignments.

Participatory Action Research: Gender, 'Race' and Power (APSY/EDUC 8912), Boston College

Role: Teaching Assistant
Instructor: Dr. M. Brinton Lykes
Semesters Taught: Fall 2015
Class Schedule: 1 class per week, 2 hour and 20 minute block
Enrollment & Student Profile: 11 Master's and Doctoral students
Course Description: Introduction to theoretical and practical issues in the design and implementation of field-based participatory action research and activity scholarship. The course explores knowledge generation and praxis at the intersection of 'race', ethnicity and culture, gender, and class. It introduces theoretical and methodological knowledge.

Teaching Responsibilities: I worked with Dr. Lykes to introduce updated readings into the syllabus, develop reflection activities for students and provide up to date resources regarding activist research, anti-racist and other anti-oppression organizations and materials. I assisted in facilitating discussions throughout the semester and facilitating guest lectures by leading PAR scholars. I guided students through the timeline of a contemporary PAR project and ethical issues that arose.

Immigrant New York: 1800s to the present (HIS325), Wagner College

Role: Re-Occurring Guest Lecturer
Instructor: Dr. Lori Weintrob
Semesters Taught: Spring 2013
Class Schedule: 2 class per week, 1 hour and 30 minute block
Enrollment & Student Profile: Approximately 20 undergraduate students
Course Description: The course explores how and why diverse peoples were drawn to and built one of the world's most important global cities. Students compare the waves of immigrants who came to America, notably in the era of mass immigration from 1880-1924 and those arriving since 1965 as well as explore both sides of the current immigration policy debate.

Teaching Responsibilities: I worked with Dr. Weintrob on syllabus and class activity development. I taught four lectures covering, (1) Mexican New York, (2) Foreign Policy and Immigration, (3) Education and Labor Among Hispanic Immigrants, (4) DREAM Act and other Immigration Reform. These classes used video testimony, readings and small group discussion to better understand the contexts of Latino immigrants as well as contemporary policy.

Civic Engagement Leadership (MDS206), Wagner College

Role: Co-Instructor
Other Instructors: Samantha Siegel, Dr. Steve Preskill
Semesters Taught: Fall 2012
Class Schedule: 1 class per week, 2 hour and 10 minute blocks

Enrollment & Student Profile: 13 undergraduate students in their junior and seniors

Course Description: The course critically explores the meanings of education for citizenship, democratic leadership, and the public good through readings and discussion, community-based experiences, and systematic reflection. Students will develop a personal citizenship and leadership plan, and write a culminating paper that combines theory and practice to describe what citizenship in a democratic society entails.

Teaching Responsibilities: Alongside my co-instructors, I supported the development of the syllabus, particularly the inclusion of structured reflection activities that built upon themselves for student's use within the final paper. and lead classroom reflections and activities. Throughout the course I facilitated discussions on the readings. Finally, I engaged the students in reflection on their community-based placement with readings and theory and facilitated conversations that assessed Wagner College's Port Richmond Partnership as a community building within a democratic society.

Guest Lectures at Boston College

Lecture Title	Course Title (Student Profile)	Semester
• Understanding Intersectionality	Advanced Practicum (Master's)	Fall 2017
• Gender & Family Socialization	Family, School & Society (Undergraduate)	Spring 2016
• Race & Culture: Bilingualism in Families	Family, School & Society (Undergraduate)	Spring 2015
• Understanding Migration from Central America	Contemporary Issues in Applied Psychology Topics: Immigrant Children & Children of Immigrants (Undergraduate)	Fall 2015
• Introduction to Qualitative Research	Research Methods (Undergraduate)	Fall 2015, 2016
• A Historical Perspective on Immigration: Race, Policy and Current Realities	Family, School & Society (Undergraduate)	Spring 2016
		Spring 2014
		2017

Guest Lectures at Other Institutions of Higher Education

Lecture Title	Course Title (Student Profile)	Instructor (Institution)	Semester
• Race, History & Power: Understanding Immigration in the US	Class/Status/Power (Master's)	Dr. Jean Halley (College of Staten Island, CUNY)	Fall 2012; Spring 2013
• Allophilia: Promoting Diversity & Inclusion through Liking	Decisions & Persuasions (Diversity Core Course for Sophomore & Junior undergraduates)	Dr. Amy Eshleman (Wagner College)	Fall 2017

Summary of Professional Development Activities

Workshops || Apprenticeship in College Teaching program, Boston College

2015 - 2017

- Participated in the following workshops:
 - Teaching Portfolio
 - Teaching Observation
 - Syllabus Design
 - Grading
 - Classroom Management
 - Facilitating Difficult Dialogues
 - Assignment Design
 - Active Learning

Professional Development || Applied Developmental & Educational Psychology program, Boston College

2015 - 2017

- Teaching workshop on developing syllabi in Developmental Psychology that include multiple perspectives within the field of child development

Statement of Teaching Philosophy

Teaching provides an opportunity to collectively develop greater understanding of a subject with students. The classroom offers a space to critically examine empirical findings and theoretical concepts within the field of psychology within the larger contexts of our communities. Informed by developmental and educational psychology my approach to teaching scaffolds knowledge through both active learning and reflective activities. These methods allow students to apply theory and concepts to everyday contexts. I believe that students are agents of their learning process with the ability to articulate developmental and psychological processes, integrating them both within their own lives, and the larger relevant historical, institutional or policy contexts.

Courses I design are often framed in thematic units, allowing me to center multiple lessons around core concepts, such as gender and child development. Each new theme begins with an activity that allows students to explore their implicit assumptions or prior knowledge on the subject. This format allows me to gain insights into how I can meaningfully engage students throughout the unit. For example, starting a unit on gender and child development, students are asked to reflect on the ways that gender may be constructed in their own families. Students then share aloud as we co-construct a set of experiences and processes that socialize gender within the household. As they share I might notice that students can articulate how family structures (such as parent and sibling roles) may contribute to socialization but struggle identifying how specific processes (such as the selection of toys or different treatment in affect) influences gender socialization. This feedback allows me to adjust the lecture and future lessons to emphasize these processes in ways that resonates with their shared experiences. Furthermore, in these activities I revisit previous concepts discussed in class, such as when students talk about the differences of parent interactions around gender with children over time, they are reminded of the chronosystem and the function of time within Bronfenbrenner's bioecological model.

By opening units with opportunities for students to share their own experiences and implicit assumptions, I create a starting point for students to direct their learning. Minimally this takes the form of a think-pair-share activity, where time is given for students to discuss a prompt with a fellow classmate. These small group exchanges provide space to stimulate their thinking while not inviting the vulnerabilities of sharing one's thoughts to a large audience. On a larger scale, I have used project-based learning tasks that ask students to apply concepts to a complex phenomenon. In a recent course, students needed to address a community issue related to a unit theme (such as racism or poverty) and design an intervention that drew from empirical evidence. The assignment was scaffolded throughout the semester, (students gradually created elements in class related to the project) and culminated in a mock grant application which they presented to a panel of their peers. Students were able to determine the topic and the intervention design while gaining input from one-on-one meetings and feedback throughout the semester. This task drove them to engage theoretical material more deeply while fostering self-driven motivation throughout the course. Providing students the opportunity to direct their own learning allows them to address those areas that may be unrepresented within scholarship or the syllabus. For example, in the abovementioned project a Chinese-American student explored the ways that gentrification in an ethnic neighborhood impacted housing and access to educational institutions integrating literatures on neighborhood effects and acculturation in ways rarely addressed in the developmental literature. These activities provide students the resources to articulate developmental and psychological processes and integrate them to their own lives and the larger relevant historical, institutional and/or policy contexts.

My pedagogy draws heavily from developmental psychology while integrating central concerns of community and liberation psychology. Such concerns include the need for historical context, centering those who are most oppressed, using personal experiences to develop knowledge and examining the application of knowledge for social change. One way I apply these concerns is by teaching themes within their historical context. For example, when teaching research methods regarding participatory action research, I devote time to understanding the contexts of Fals Borda and Paolo Freire that sparked its emergence. Reintegrating history into the classroom aims to counter the ahistorical nature of contemporary psychology while making explicit the macrosystem influences that led to theoretical developments in psychology. Another such way I apply these concerns is by including the perspectives and voices of people of Color and other oppressed communities within the classroom. Moreover, I examine the way syllabus content frames specific populations and work with students to critically interrogate these perspectives. For example, in a recent developmental psychology course I taught, we addressed migration, culture and youth development. Developmental psychologists often use Berry's

theory of acculturation to discuss the process of adaptation that migrants go through as they encounter a new culture. In the course I pair Berry's foundational work on acculturation with a critical approach to acculturation that integrates concepts of race, culture, and historical context and draws from work with the Indian diaspora in the U.S. This allows students to engage fundamental questions about how youth develop in multiple cultural settings through conversation with multiple scholars while addressing concerns of representation in the field and in the classroom.

I draw on my experiences working in third sector and educational institutions to address inequity and diversity within my pedagogy. Working as a community organizer with majority Mexican-origin migrants in Staten Island's neighborhood of Port Richmond, I worked with the community in responding to a string of hate crimes against Latino residents. As part of a larger community-driven process I facilitated healing dialogues and community work sessions to address the rifts generated by these crimes and identify ways to move forward. Separately, in my role as Interim Director of Organizing at the Massachusetts Immigrant and Refugee Advocacy Coalition, I spoke with state legislators and community members across the Commonwealth on legislation to provide licenses to undocumented immigrants. These conversations often included responding to xenophobic and racist comments, as well as tense discussions about the role of state government, research and migration. These experiences - coupled with training in nonviolent communication and conflict resolution and my participation in anti-racism workshops such as the People's Institute for Survival and Beyond's Undoing Racism workshop - prepare me to facilitate conversations within the classroom on emotionally charged subjects.

Lastly, I challenge students to build upon their foundational knowledge by engaging in critical conversations within the field. For example, when discussing the relationship between poverty and child development, I had students examine various models - such as the Family Stress model, the New Risk Stress model, and the Family Resource & Investment Model - which posit different explanations for the relationship between poverty and negative developmental outcomes. In the Family, School and Society course I used the jigsaw method, a cooperative learning technique, where students were split up into "expert" groups and each assigned key theories for the course units. In this case, the expert groups were assigned these with the three aforementioned developmental models, the classic, "Culture of Poverty" material by Lewis, or a contemporary rebuttal on how to understand culture and poverty. Each group prepared a brief lesson plan on their readings to teach other students. After discussing any questions and reviewing their lesson plans and associated materials, new "jigsaw" groups were formed with one student from each expert group. Students then taught each other the models and then engaged in a discussion comparing the models and discussing their merits. Students were given a pass/fail quiz to assess their learning and thus the success of the lesson. Using this method students built upon their knowledge of the relationship between poverty and child development while engaging in critical conversations in the field. The subsequent discussion deepened their understanding through a presentation on antipoverty policies and their relation to the discussed models - we discussed how a policy emerging from the Family Stress model might provide rationale for a parenting workshop intervention, which would act to modify the relationship between economic stress and low-nurturing parenting, while the Family Resource & Investment Model would not. Such cooperative learning techniques that have been shown to promote intergroup understanding and greater apprehension of diverse material.

Overall, as a professor I attempt to build course content that provides students with the foundational knowledge necessary while engaging them in current debates in the literature. Creating opportunities for active learning, I seek to push students to apply course material to their own experiences in addition to educational, local and/or policy contexts. Teaching in this way allows me to critically examine current assumptions in the field, co-construct knowledge with students, and prepare students to critically examine their own contexts in hopes of positively transforming them. In the future, I hope to design courses that utilize service-learning, civic engagement or other applied experiences, such as internships, with the goal of fully integrating practical experiences and scholarship.

Sample Materials

Spring 2016 APSY 1031.99 Family, School & Society Syllabus

Please note that this syllabus should be regarded as only a general guide to the course. The instructor may have changed specific course content and requirements on subsequent postings of this syllabus.

Family, School & Society

APSY 1031.09

Instructor: Kevin Ferreira

Office Hours: Mondays 2-3pm, Thursdays 11-12pm & by appointment; Service Building 211A

Email: kevin.ferreira@bc.edu

Course Time: Mondays, 4:30 – 6:50pm; Campion Hall 200

Course Overview

Family, School & Society is the second part of a two-course sequence (APSY1030-APSY1031) that introduces students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children.

In this course, we consider the social and cultural contexts that shape developmental and educational processes. The focus will be on understanding the nature of contemporary social problems on development, including racism, ethnic prejudice, classism, xenophobia, language preference, sexism and heteronormativity. As a course that fulfills the [Cultural Diversity requirement within the Core Curriculum](#), this course will highlight the ways that race, ethnicity and culture affect children, families, schooling and society. Emphasis will be given to the role of schools, as an institution, as well as public policies and community change initiatives that have consequences for human development.

Learning Objectives

1. Articulate how social and cultural contexts shape developmental and educational processes.
2. Assess how policy, schools, and other interventions integrate developmental theory and empirical research
3. Assess the impact of social and cultural contexts on one's own life as well as narratives and case studies offered throughout the course.
4. Apply developmental theory and concepts, as well as empirical research in an integrative way to address social issues that influence children's educational outcomes.

Required Readings

1. *Americanah* - Chimamanda Ngozi Adichie
2. *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis* - J.D. Vance
3. *Lily and Duncan* – Donna Gephart
4. Additional Readings will be posted on the course CANVAS Site

Course Schedule

Date	Class Topic	Readings & Assignments
Introduction to Topics of Family, School & Society		
Jan 23	Introduction	
Jan 30	Theoretical Foundations: Bioecological Model &	Readings: <ul style="list-style-type: none">• Begin <i>Hillbilly Elegy</i>

	<p>Intersectionality</p> <p>Introduction to Poverty</p>	<ul style="list-style-type: none"> Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Postlethwaite (Eds.), <i>International encyclopedia of education</i> (2nd ed., Vol. 3, pp. 1643–1647). Oxford, England: Pergamon Press/Elsevier Science Cole, E. R. (2009). Intersectionality and research in psychology. <i>American psychologist</i>, 64(3), 170. <p>Optional Resources:</p> <ul style="list-style-type: none"> Kimberlé Crenshaw: The urgency of intersectionality TEDWomen 2016 Talk Video on Bronfenbrenner & Ecological Systems Theory <p>Analytic Autobiography I</p>
Poverty, Income Inequality & Development		
Feb 6	<p>Income Inequality in the United States</p> <p>Development in Context of Poverty</p>	<p>Readings:</p> <ul style="list-style-type: none"> Continue <i>Hillbilly Elegy</i> Jiang, Y., Ekono, M., & Skinner, C. (2016). Basic facts about low-income children. National Center for Children in Poverty, Columbia University, New York. <p>Jigsaw Group Readings:</p> <ol style="list-style-type: none"> Conger, R. D., Wallace, L. E., Sun, Y., Simons, R. L., McLoyd, V. C., & Brody, G. H. (2002). Economic pressure in African American families: a replication and extension of the family stress model. <i>Developmental psychology</i>, 38(2), 179. Lamont, M., & Small, M. L. (2008). How Culture Matters: Enriching Our Understandings of Poverty. In A. Chih Lin & D. R. Harris (Eds.), <i>The Colors of Poverty: Why Racial and Ethnic Disparities Persist</i> (pp. 76–102). New York: Russell Sage Foundation. Lewis, O. (1966). The culture of poverty. <i>Scientific American</i>, 215(4), 19–25. http://dx.doi.org/10.1038/scientificamerican1066-19 Foster, M. E. (2002). How Economists Think about Family Resources and Child Development. <i>Child Development</i>, 73(6), 1904–1914. Evans, G. W., Brooks-Gunn, J., & Kato Klebanov, P. (2011). Stressing Out the Poor: Chronic Physiological Stress and the Income-Achievement Gap. <i>Pathways: A Magazine on Poverty, Inequality and Social Policy</i>, 17–21. <p>Jigsaw Session I</p>
Feb 13	<p>Poverty & Schools</p> <p>Poverty & Policy</p>	<p>Readings:</p> <ul style="list-style-type: none"> Finish <i>Hillbilly Elegy</i>

		<ol style="list-style-type: none"> 1. Luthar, S. S. (2003). The Culture of Affluence: Psychological Costs of Material Wealth. <i>Child Development</i>, 74(6), 1581–1593. https://doi.org/10.1046/j.1467-8624.2003.00625.x 2. Aisch, G., Buchanan, L., Cox, A., & Quealy, K. (2017, January 18). Some Colleges Have More Students From the Top 1 Percent Than the Bottom 60. Find Yours. <i>New York Times</i>. Retrieved from https://www.nytimes.com/interactive/2017/01/18/upshot/some-colleges-have-more-students-from-the-top-1-percent-than-the-bottom-60.html?smid=fb-share&r=4 <p>Article Reflection (posted on canvas)</p>
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Race, Ethnicity & Development

Feb 20	<p>Race, Ethnicity & the United States</p> <p>White Privilege</p> <p>Race in our Professional Contexts</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Start <i>Americanah</i> <ol style="list-style-type: none"> 1. Alexander, M. (2012). Introduction. In <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> (Revised Ed, pp. 1–19). New York: The New Press. 2. Hally, J., Eshleman, A., & Vijaya, R. M. (2011). The Invisibility of Whiteness. In <i>Seeing White: An Introduction to White Privilege and Race</i> (pp. 1–23). Plymouth, UK: Rowman & Littlefield Publishers. 3. McIntosh, P. (200AD). White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women’s Studies. In A. Minas (Ed.), <i>Gender Basics: Feminist Perspectives on Women and Men</i> (Second, pp. 30–38). Belmont, CA: Cengage Learning. <p>Choose ONE from the following:</p> <ul style="list-style-type: none"> • Harper, S. R., Williams, C. D., & Blackman, H. W. (2014). Black Male Student-Athletes and Racial Inequalities in NCAA Division I College Sports. <i>Health Education Research</i>, 29(2), i3. https://doi.org/10.1093/her/cyt145 • Puzan, E. (2003). The unbearable whiteness of being (in nursing). <i>Nursing Inquiry</i>, 10(3), 193–200. https://doi.org/10.1046/j.1440-1800.2003.00180.x • Baldwin, J. (1985). A Talk to Teachers. In <i>The Price of the Ticket: Collected Nonfiction, 1948-1985</i> (1st ed., pp. 325–332). New York: St. Martin’s Press. Retrieved from https://zinnedproject.org/materials/a-talk-to-teachers/ • Harper, S. R. (2015). Success in These Schools? Visual Counternarratives of Young Men of Color and Urban High Schools They Attend. <i>Urban Education</i>, 50(2), 139–169.
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		https://doi.org/10.1177/0042085915569738
Feb 27	Racial Identity Development Children's Experiences of Prejudice	<p>Readings:</p> <ul style="list-style-type: none"> Continue <i>Americanah</i> <p>Jigsaw Group Readings</p> <ol style="list-style-type: none"> Cross, W. E., & Cross, B. T. (2008). Theory, Research, and Models. In S. M. Quintana & C. McKown (Eds.), <i>Handbook of Race, Racism and the Developing Child</i> (pp. 154–181). Hoboken, New Jersey: John Wiley & Sons, Inc. Cross Jr., W. E. (1995). The Psychology of Nigrescence: Revising the Cross Model. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, C. M. Alexander, & T. A. Parham (Eds.), <i>Handbook of Multicultural Counseling</i> (pp. 93–122). Thousand Oaks, California: SAGE Publications, Inc. Brown, C. S. (2008). Children's Perceptions of Racial and Ethnic Discrimination: Differences Across Children and Contexts. In S. M. Quintana & C. McKown (Eds.), <i>Handbook of Race, Racism and the Developing Child</i> (pp. 133–153). Hoboken, New Jersey: John Wiley & Sons, Inc. Aboud, F. E. (2008). The Social-Cognitive Developmental Theory of Prejudice. In S. M. Quintana & C. McKown (Eds.), <i>Handbook of Race, Racism and the Developing Child</i> (pp. 55–71). Hoboken, New Jersey: John Wiley & Sons, Inc. Helms, J. E. (1995). An Update of Helm's White and People of Color Racial Identity Models. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, C. M. Alexander, & T. A. Parham (Eds.), <i>Handbook of Multicultural Counseling</i> (pp. 181–198). Thousand Oaks, California: SAGE Publications, Inc. <p>Jigsaw Session II</p>
Mar 6	Spring Vacation – No Class	No Class
Mar 13	Race & Policy Introduction to Immigration & the United States	<p>Readings:</p> <ul style="list-style-type: none"> Continue <i>Americanah</i> <ol style="list-style-type: none"> Alexander, M. (2012). The New Jim Crow. In <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> (pp. 178–220). New York: The New Press. https://doi.org/10.1007/s10611-010-9266-1 <p>Book Analysis I</p>
Immigration, Culture, Language & Development		
Mar 20	Acculturation & Cultural Brokering	<p>Readings:</p> <ul style="list-style-type: none"> Finish <i>Americanah</i>

		<p>Jigsaw Group Readings:</p> <ol style="list-style-type: none"> 1. Bhatia, S., & Ram, A. (2009). Theorizing identity in transnational and diaspora cultures: A critical approach to acculturation. <i>International Journal of Intercultural Relations</i>, 33(2), 140–149. https://doi.org/10.1016/j.ijintrel.2008.12.009 2. Crockett, L. J., Iturbide, M. I., Torres Stone, R. A., McGinley, M., Raffaelli, M., & Carlo, G. (2007). Acculturative Stress, Social Support, and Coping: Relations to Psychological Adjustment Among Mexican American College Students. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 13(4), 347–355. https://doi.org/10.1037/1099-9809.13.4.347 3. Potochnick, S., Perreira, K. M., & Fuligni, A. (2012). Fitting in: The Roles of Social Acceptance and Discrimination in Shaping the Daily Psychological Well-Being of Latino Youth. <i>Social Science Quarterly</i>, 93(1), 173–190. https://doi.org/doi:10.1111/j.1540-6237.2011.00830.x 4. Fuligini, A., Witkow, M., Kiang, L., & Baldelomar, O. (2008). Stability and change in ethnic labeling among adolescents from immigrant families across the high school years. <i>Child Development</i>, 79(4), 944–956. https://doi.org/https://doi.org/10.1111/j.1467-8624.2008.01169.x 5. Berry, J. W., Phinney, J. S., Sam, D. L., & Vedder, P. (2006). Immigrant Youth : Acculturation , Identity , and Adaptation. <i>Applied Psychology: An International Review</i>, 55(3), 303–332. <p>Jigsaw Session III</p>
Mar 27	Immigration, Policies & Schools	<p>Readings:</p> <ul style="list-style-type: none"> • Start <i>Lily & Duncan</i> <ol style="list-style-type: none"> 1. Patel, L. (2012). Lina and Schooling. In <i>Youth Held at the Border: Immigration, Education and the Politics of Inclusion</i> (pp. 20–28). New York: Teachers College Press. 2. Patel, L. (2012). There's Learning and Then There's Schooling. In <i>Youth Held at the Border: Immigration, Education and the Politics of Inclusion</i> (pp. 48–56). New York: Teachers College Press. 3. Ghiso, M. P., & Campano, G. (2013). Coloniality and Education: Negotiating Discourses of Immigration in Schools and Communities Through Border Thinking. <i>Equity & Excellence in Education</i>, 46(2), 252–269. https://doi.org/10.1080/10665684.2013.779160
Gender Identity, Sexual Orientation & Development		

Apr 3	Gender Identity, Sexual Orientation & the U.S.	<p>Readings:</p> <ul style="list-style-type: none"> Continue <i>Lily & Duncan</i> <ol style="list-style-type: none"> Halley, J., & Eshleman, A. (2016). Privileged Thinking: Sex, Gender and Sexuality. In <i>Seeing Straight: An Introduction to Gender and Sexual Privilege</i> (pp. 1–28). London, UK: Rowman & Littlefield Publishers.
Apr 10	Gender Identity, Sexual Orientation & Development	<p>Readings:</p> <ul style="list-style-type: none"> Finish <i>Lily & Duncan</i> <p>Jigsaw Group Readings:</p> <ol style="list-style-type: none"> Pascoe, C. J. (2007). Becoming Mr. Cougar: Institutionalizing Heterosexuality and Masculinity and River High. In <i>Dude, You're a Far: Masculinity and Sexuality in High School</i> (pp. 52–114). Los Angeles: University of California Press. Diamond, L. M., Pardo, S. T., & Butterworth, M. R. (2011). Transgender Experience and Identity. In S. J. Schwartz, L. Koen, & V. L. Vignoles (Eds.), <i>Handbook of Identity Theory and Research</i> (Vol. 2, pp. 629–647). New York: Springer. Kane, E. W. (2006). "No Way My Boys Are Going to Be Like That!" <i>Gender & Society</i>, 20(2), 149–176. https://doi.org/10.1177/0891243205284276 Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. <i>Psychological Review</i>, 106(4), 676–713. https://doi.org/10.1037/0033-295X.106.4.676 Zosuls, K. M., Ruble, D. N., Tamis-lemonda, C. S., & Shrout, P. E. (2009). The acquisition of gender labels in infancy: Implications for sex-typed play. <i>Developmental Psychology</i>, 45(3), 688–701. https://doi.org/10.1037/a0014053. <p>Jigsaw Session IV</p>
Apr 17	Patriot's Day – No Class	
Apr 24	Gender Identity, Sexual Orientation & Schools	<p><i>Class Discussion</i></p> <p>Book Analysis II</p>
Thinking About Development: Social Change & Action		
May 1	Thinking about Development, Social Change & Action Reflexivity	<p>Readings:</p> <ol style="list-style-type: none"> Reinharz, S. (1997). Who am I?: The Need for a Variety of Selves in the Field. In R. Hertz (Ed.), <i>Reflexivity & Voice</i> (pp. 3–20). Thousand Oaks, California: SAGE Publications, Inc. Incite! Women of Color Against Violence. (2005). What is Participatory Action Research? In <i>Law Enforcement Violence</i>

		<p>against Women of Color & Trans People of Color: An Organizer's Resource and Toolkit (pp. 79–82). Redmond, VA.</p> <p>Pick ONE of the Readings Below:</p> <ul style="list-style-type: none"> • Douglas, C. (2002). Using co-operative inquiry with black women managers: Exploring possibilities for moving from surviving to thriving. <i>Systemic Practice and Action Research</i>, 15(3), 249–262. https://doi.org/10.1023/A:1016396526167 • McKenna, J., & Dunstan-Lewis, N. (2004). An Action Research Approach to Supporting Elite Student-Athletes in Higher Education. <i>European Physical Education Review</i>, 10(2), 179–198. https://doi.org/10.1177/1356336X04044070 • Wilson, N., Dasho, S., Martin, A. C., Wallerstein, N., Wang, C. C., & Minkler, M. (2007). Engaging Young Adolescents in Social Action Through Photovoice. <i>The Journal of Early Adolescence</i>, 27(2), 241–261. https://doi.org/10.1177/0272431606294834 • Nisker, J. (2008). Health-policy research and the possibilities of theater. In G. J. Knowles & A. L. Cole (Eds.), <i>Handbook of the arts in qualitative research</i> (pp. 613–623). SAGE Publications, Inc. <p>Analytic Autobiography II due</p>
May 8	Study Day – No Class	
May 15	Exam Period	Final Exam Grant Presentations

Course Requirements

Assignment	Percentage of Final Grade
Class Participation	10%
Analytic Autobiography	10%
Book Analyses	20%
Jigsaw Summaries, Lessons & Quizzes	40%
Change Action Project	20%

Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	Below 60

I. Attendance

Attendance is necessary for this course and attendance will be taken every class. If you are unable to attend, **please email me prior to class**. Excused absences are only in the situations of a serious illness, emergency situations or for religious observance. In these cases you are responsible for providing any necessary documentation within a reasonable time period.

You are expected to arrive on time, not to leave early and be respectful of the time allocated for breaks. Multiple unexcused late arrivals may be considered an unexcused absence.

II. Class Participation

As we will be learning from one another and sharing in small groups and whole class discussion participation is essential. Readings must be completed prior to the class that they are assigned, as they provide the basis for class discussion and participation.

During the first class we will collectively create participation guidelines. These guidelines will be adopted to direct how participation will be graded. The guidelines will be posted on Canvas and will be shared at the beginning of every class to serve as a reminder.

III. Analytic Autobiography

Human development is greatly influenced by changing, dynamic contexts. To begin to understand how various contexts may impact individuals over time, you will critically reflect on your own development in an analytic autobiography exercise. You will write this paper twice in the semester (note due dates below). Both papers should be no more than four pages double-spaced.

In the first version, due on January 30th, think about your own life and write about the key factors most salient to you that have impacted your human development and growth. As there are many social and cultural contexts that may have impacted your development it may be helpful to think of two to three key areas to focus on that stand out as most pertinent to you. **When writing about these impactful factors, go beyond just describing them; make sure to explain how these factors, and your interactions with them, have shaped your development.**

In the second version, due on May 1st, having gone through the course to examine and better understand several social contexts of development, you will write a second paper on your development. You may re-visit items from your first autobiography or you may write about new contexts or factors that have shaped your development. You may choose to include concepts and literature learned over the course to deepen your analysis, although this is not required.

IV. Book Analyses

You are required to write a critical analysis and reflection based on two of the three assigned books. An analysis topic will be provided for each book that will serve as the prompt for your papers; the prompts will be posted on Canvas. You will be expected to critically analyze broad themes addressed in the book and to incorporate information from other course readings and class discussions. Each paper should be about 3-5 pages. Papers are due on Canvas when noted on the syllabus.

V. Jigsaw Exercises

The jigsaw method is a cooperative learning method that we will be using throughout the course. Four times throughout the semester you will be divided into groups to learn and teach each other assigned material.

You will be assigned to an “expert group” where you and other members of your group will be assigned a reading. Each group’s reading will be available on Canvas one week before the Jigsaw activity. You will read the material independently and then meet with your “expert group” to summarize the main points of the article and develop a plan on how you will teach others the main points of the reading. Next, you will be assigned to a “jigsaw” group where one person from each expert group will join to form a new “jigsaw” group. In this group you are the only one who has been assigned your reading. Within this group you will teach the other group members your material as well as learn new material from each group member. During this time you will be able to ask each other clarifying questions. After everyone in the jigsaw group has

presented you then proceed to have a discussion on the material. Last, after the jigsaw groups have learned all the material and have had a discussion a short quiz on the material will be given.

Each “expert group” will have time inside the class to discuss how they will teach the material to the other groups. Despite time in class, it is recommended that expert groups collaborate outside of class time to summarize the main points of the article and beginning planning how to teach others. Collaboration and teaching techniques will be discussed in class.

Your participation in jigsaw activities will be assessed in multiple ways. Each “expert group” will be asked to turn in a one-page summary of the reading and a brief outline how they plan to teach the other groups. You will also be assessed on your participation within the group. Following meeting in the “jigsaw groups” a short quiz will be given to assess your understanding of the material.

VI. *Change Action Project*

You will select a contemporary social issue, examine how it influences a community or institution you belong to and develop a change action project to address the issue. In this assignment, you will describe the topic you will address, how it impacts your local community or institution and how you attempt to change it. You will be asked to integrate knowledge gained throughout the course. The assignment will have multiple components throughout the semester that will culminate in a final presentation given at the end of the semester as well as a final paper written as a grant proposal. More details on this assignment will be presented in class and will be available on Canvas.

VII. *Research Participation*

You are required to earn 3 research participation credits by April 28, 2017. You may earn research participation credit through (1) participating in research *and/or* (2) writing article critiques. One credit is equivalent to 30-minutes participation in research or one written article critique. For both options, you will need to create a Sona Systems account by January 31st, 2017. Instructions are listed on CANVAS in the document “Research Participation Credit Instructions.”

Failure to complete the research participation requirement in the manner and timeframe specified will result in an Incomplete (I) grade for the course. If the requirement is later completed, a new course grade will be submitted. If you have any question about this process at any point during the semester, please contact the CDEP Sona administrator at LSOESONA@bc.edu.

Paper Format & Deadlines

All assignments, unless otherwise noted, should be typed in 12 point Times New Roman font, and double spaces with 1” margins on all sides.

Assignments are to be uploaded to Canvas no later than the beginning of class (4:30pm). Unless you have the instructor’s permission, any assignment handed in after 4:30pm the day it is due will be considered one day late. **A deduction of 10% will be applied for each day late;** a new day is counted every 24 hours after the initial due date/time. Even if you are unable to attend the class, the assignment is still due on that day.

Extra Credit Opportunity

There are multiple talks, both on- and off- campus, that relate to the issues and topics covered in this course. These talks are opportunities to gain new insights about these subjects. Extra credit will be offered by preparing a written analysis of the event in which you include concepts covered in class. You may earn an additional 5 points depending on your integration of concepts learned in class and overall quality. **I must approve of the talk ahead of time and this extra credit assignment can only be done once.** I will keep the class updated on talks I approve of throughout the semester and you may alert me to talks you think would be appropriate.

Boston College Policies

I. Students with Disabilities

It is a Boston College policy that no qualified student with a disability shall be denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under any University program or activity. In response to a request made by a qualified student with an appropriately documented disability, the University will arrange for the provision of reasonable accommodations determined by the University to be necessary to afford the student the opportunity to participate in University programs. Procedure for documenting student disability and development of reasonable accommodation can be found at the BC website: <http://www.bc.edu/libraries/help/tutoring/specialservices/docinfo.html#spec>

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. It is the student's responsibility to present the form (at his or her discretion) to the instructor in order to receive the requested accommodation in class. In an effort to protect student privacy, Student Services will not discuss the accommodation needs of any student with instructors.

If you have a disability and will be requesting accommodations for this course, please register with either Kathy Duggan (Kathleen.duggan@bc.edu), Director, Academic Support Services, the Connors Family Learning Center (learning disabilities and ADHD) or Paulette Durrett (paulette.durrett@bc.edu), Assistant Dean for Students with Disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations.

II. Academic Honesty/Plagiarism Statement

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

The University seeks to foster a spirit of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment or exam or project and what sources may be used.

Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action up to and including dismissal from the University. For more information see: http://www.bc.edu/offices/stserv/academic/univcat/grad_catalog/grad_policies_procedures.html#rolesofcommunitymembers

III. Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the chairperson of the undergraduate or graduate department ([Dr. Penny Hauser-Cram](#)) or his or her associate dean ([Associate Dean Audrey Friedman](#)) to discuss the situation and to obtain information about relevant grievance procedures.

Week 4 – Feb 13: Lesson Plan

Topic: Income Inequality in the United States & Development in Context of Poverty

Objectives:

1. Clarify questions on models re: poverty covered in jigsaw
2. Discuss policies regarding poverty in the US
3. Ensure understanding based on readings
4. Give historical understanding of policy & poverty
5. Book discussion

Summary of Activities:

Segment	Description	Objectives Met	Materials	Time
Introduction to Class	Introduce class overview Review research participation & extra credit policies		Powerpoint	10 min 4:30-4:40pm
Covering Questions from Last Class	Review 5 major theories from jigsaw based on quiz feedback (Resource & Investment Model; New Risk-Stress Model; Parental Stress Model; Culture of Poverty; and Critique of Culture & Poverty)	1, 3	Powerpoint	20 min 4:40-5:00pm
Discussion about Affluence & Who is At Risk	Small group discussions on readings – Class, Income and how do we define “who is at risk” <i>10 min for discussion; 5 minutes to share out</i>	2, 3	Blackboard space for report outs	15 min 5:00-5:15pm
Policy	Overview of US Policies that address poverty and policies being reviewed/discussed within think-tanks and by political parties	2	Policy chart handout	15 min 5:15-5:30pm
Break				10 min 5:30-5:40pm
Activities: History of income	Embodied Activities to gain a sense of economic inequity in the United States (based on activities by United for Fair Economy). Comparing income growth from 1947-1979 & 1979-2014 using living timeline Examine family income by race & gender over time	4	Quintiles Handouts	30 min 5:40-6:10pm
Book discussion	Small group discussions: <ol style="list-style-type: none"> 1. What does this book bring to our discussion on class & development? 2. Can we apply the models we learned to Vance’s story 3. Critics of Hillbilly Elegy accuse Vance of “blaming the victim” rather than providing a sound analysis of structural issues left unaddressed by the government. How would you respond to this critique based on class readings and discussions? Share out	5	Blackboard space for report outs	30 min 6:10-6:40pm
End class	Change in course schedule		Powerpoint	10 min

	Readings due next week: <ul style="list-style-type: none"> - Alexander (2002) - Seeing White chapter 1 - McIntosh 1988 - Choose ONE of the other 4 readings provided Start Americanah			6:40-6:50pm
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Example of Student Work: Reading Summary & Teaching Plan for Jigsaw Activity

Context: In Family, School & Society course the jigsaw technique was used. The jigsaw technique splits students into small groups labeled, “expert groups.” These expert groups are assigned a portion of the lesson. For this lesson on poverty and development, expert groups were given one of the models developmental psychologists posit describes the relationship between poverty and child development; this group has been assigned a reading regarding the Family Stress Model. The expert group learns the material in preparation to teaching it to the rest of class. In the subsequent class, one member of each member group is assigned to form a new “jigsaw group”; this group has one student from every expert group. Within these jigsaw groups, each student teaches their model to the other students. A quiz is given afterwards to assess their comprehension. For this class, expert groups were asked to make a document that summarizes the main points of the model and a teaching plan that was shared with the instructor beforehand. The first part of the class was then used to address any misunderstandings in the summary, discuss their teaching plans and go over any other questions.

Excerpt from Expert Group Summary & Teaching:

Economic Pressure in African American Families: A Replication and Extension of the Family Stress Model

Expert Group #1: [REDACTED]

Family Stress Model

- **Claim:** proposes that hardship conditions (low family income and negative financial events) affect the degree of economic pressure experienced by the family and subsequent child adjustment
- Hardship will have an indirect influence on the emotions, behaviors, or relationships of family members through economic pressure
- Hardship conditions influence individual well-being and family functioning through strains or pressures they create in daily life
- Economic pressure reflects hardships of not being able to purchase necessary goods and services, having to make significant cutbacks in daily expenditures, and failing to pay bills
- Caretaker distress will decrease nurturant involved parenting both directly and indirectly
 - Nurturant involved parenting:
 - Involvement of parent with child through appropriate monitoring and discipline
 - Parent’s supportiveness of the child while avoiding overly harsh or punitive behavior
- Conflicts between caregivers can spill over and increase hostility and diminish parental involvement and support
- Positive parental involvement has a positive impact on child adjustment by promoting academic, personal or social competence, or by reducing risk for emotional/behavioral problems
- Low nurturant parenting will be negatively related to competence

Teaching Plan

1. Provide a handout including the key terms and the picture explaining the model below. Leave a few circles empty and have them fill out bubbles as we explain each term.
2. Explain the relation between each arrow and how one leads to another.
3. Begin discussion regarding key takeaways.

Key terms

- **Family stress model:** proposes that hardship conditions (low family income and negative financial events) affect the degree of economic pressure experienced by the family
- **Economic stress:** hardships of not being able to purchase necessary goods and services, having to make significant cutbacks in daily expenditures, failing to pay bills, etc...
- **Nurturant involved parenting:** involvement of parent with child through appropriate monitoring and discipline, parent’s supportiveness of the child while avoiding overly harsh or punitive behavior

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graph LR
    A[Low Family Per Capita Income] --> C[Caregiver Relationship conflict]
    A --> F[Parenting]
    B[Primary Caregiver Depression] --> C
    B --> D[Secondary Caregiver Depression]
    B --> F
    C --> E[Parenting]
    D --> E
    E --> G(( ))
            
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Key Takeaways

- Good fit between the theoretical family stress model and the study’s data
- Low per capita income and negative financial events were both significant predictors of economic pressure
- Economic pressure was positively related to both primary and secondary caregiver depressed mood
- Primary and secondary caregiver depressed mood were both associated with increased risk of caregiver relationship conflict-withdrawal
- Economic hardship and pressure are not directly related to child positive adjustment
- Caregiver conflict was positively related to low-nurturant involved parents
- Low-nurturant involved parents was negatively associated b bvv cf with child positive adjustment

Students summarized model, outlining main points

Students outlined their teaching plan, including engaging material

Described how study confirms relationships within the model

3

Evidence of Teaching Effectiveness

Student Evaluations for Family, School & Society (Spring 2017)

Each question was rated on a scale of 1-5 with 1 being strong disagree and 5 being strong agree. Higher values indicate more positive responses.

Category	Prompt	Mean	SD	Lynch School of Education Mean
Course	The course was well organized	3.90	0.90	4.33
Course	The course generally followed the syllabus	4.14	0.65	4.43
Course	Class attendance was necessary for learning course material	4.21	0.77	4.24
Course	The course was intellectually challenging	4.10	0.72	4.22
Instructor	The instructor was well prepared	4.48	0.51	4.59
Instructor	The instructor was available for help outside of class	4.57	0.63	4.47
Instructor	The instructor returned assignments/tests conscientiously	3.54	1.20	4.41
Instructor	The instructor showed enthusiasm about the subject matter	4.57	0.50	4.67
Instructor	The instructor stimulated interest in the subject matter	4.44	0.70	4.44
Instructor	The instructor's explanations were clear	4.43	0.63	4.33
Instructor	The instructor treated students with respect	4.89	0.31	4.69

The following question was rated on a scale of 1 to 5 with 1 being "much less effort," 3 "being about the same effort" and 5 "much more effort."

Category	Prompt	Mean	SD	Lynch School of Education Mean
Course	Compared to similar courses (ie core, major, etc) this course required	2.97	.68	3.31

The following question was rated on a scale of 1 to 5 with 1 being poor and 5 being excellent. Higher values indicate more positive responses.

Category	Prompt	Mean	SD	Lynch School of Education Mean
Instructor	How would you rate this course overall	3.79	.90	3.87
Instructor	How would you rate this instructor overall	4.10	.85	4.25

Qualitative student evaluation feedback

Prompt: *What are the strengths of this course?* Selected responses:

- "Activities to help students learn and be able to teach one another the material."
- "Very interesting course material and the professor is beyond qualified to discuss. He also showed great personal experience on the topics and interest making it easier for me to understand. He also broke the class up very effectively which made it seem a lot shorter than 2.5 hours."
- "The class did a great job including things from the real world. Also had us work in groups a lot, which helped me get what other people were thinking about what we were learning."
- "This course was incredibly interesting. The content was applicable to life, and was made accessible to everyone. Professor Ferreira did an excellent job of keeping us engaged throughout the entire 2 hours and 30 minutes of class with a lot of small group discussions and reflections."
- "This course made me truly think and view situations in a way I normally would not. It stimulated mindful thinking and thus interesting conversation."

Prompt: *Would you recommend this course to other students, majors, etc.? Why or why not?* Selected responses:

- Yes I would, it is was a major intellectual tool just for me to understand culture and reasons for certain things that are occurring in today's society.
- Yes, because the students don't really have the opportunity to talk about racism or sexuality or sensitive topics like these in other classes.
- yes, it was very interesting. Modern and applicable to the real world.