

# CHILD AND FAMILY STUDIES (BRYN MAWR)

## Department Website:

<https://www.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 (PSYC B206: Developmental Psychology; PSYC B203: Educational Psychology; EDUC B200/EDUC H200: Critical Issues in Education; or SOCL B201: 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 information sessions", 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

Code	Title	Credits
ANTH B102	Introduction to Cultural Anthropology	1.0
ANTH B268	Cultural Perspectives on Marriage and Family	1.0
ANTH B279		1.0
ARTW B269	Writing for Children	1.0
EDUC B200	Community Learning Collaborative: Practicing Partnership	1.0
EDUC B210	Perspectives on Special Education	1.0
EDUC B260		1.0
EDUC B266	Geographies of School and Learning: Urban Education Reconsidered	1.0
EDUC B311	Fieldwork Seminar	1.0
ENGL B247	Shakespeare's Teenagers	1.0
ENGL B270	American Girl: Childhood in U.S. Literatures, 1690-1935	1.0
ENGL B271	Transatlantic Childhoods in the 19th Century	1.0
POLS B375	Gender, Work and Family	1.0
PSYC B203	Educational Psychology	1.0
PSYC B206		1.0
PSYC B209	Clinical Psychology	1.0
PSYC B250		1.0
PSYC B303		0.5
PSYC B322	Culture and Development	1.0
PSYC B340	Women's Mental Health	1.0
PSYC B346	Pediatric Psychology	1.0

PSYC B350	Developmental Cognitive Disorders	1.0
PSYC B351	Developmental Psychopathology	1.0
PSYC B375		1.0
SOCL B102	Society, Culture, and the Individual	1.0
SOCL B201		1.0
SOCL B205	Social Inequality	1.0
SOCL B217		1.0
SOCL B225	Women in Society	1.0
SOCL B229		1.0
SOCL B235	Mexican-American Communities	1.0
SOCL B258	Sociology of Education	1.0
SOCL B266	Schools in American Cities	1.0
SOWK B552	Perspectives on Inequality	1.0
SOWK B554	Social Determinants of Health	1.0
SOWK B571	Education Law for Social Workers	1.0
SOWK B574	Child Welfare Policy, Practice, and Research	1.0
SOWK B575	Global Public Health	1.0

### Haverford College Courses and Seminars

Code	Title	Credits
ANTH H103	Introduction to Anthropology	1.0
ANTH H209	Anthropology of Education	1.0
ANTH B263	Anthropology of Space: Housing and Societ	1.0
EDUC H200	Community Learning Collaborative: Practicing Partnership	1.0
EDUC H275	Emergent Multilingual Learners in U.S. Schools	1.0
PSYC H215	Personality Psychology	1.0
PSYC H223	Psychology of Human Sexuality	1.0
PSYC H335		1.0
SOCL H204	Medical Sociology	1.0
SOCL H226	Sociology of Gender	1.0

### Swarthmore College Courses and Seminars

Code	Title	Credits
EDUC S014	Introduction to Education	1.0
EDUC/PSYC S021	Educational Psychology	1.0
EDUC/PSYC S023	Adolescence	1.0
EDUC S023A	Adolescents and Special Education	1.0
EDUC/PSYC S026	Special Education	1.0
EDUC S042	Teaching Diverse Young Learners	1.0
EDUC S045	Literacies and Social Identities	1.0
EDUC S053	Language Minority Education	1.0
EDUC S064	Comparative Education	1.0
EDUC S068	Urban Education	1.0
EDUC S070	Outreach Practicum	1.0

EDUC S121	Psychology and Practice Honors Seminar	1.0
EDUC S131	Social and Cultural Perspectives Honors Seminar	1.0
EDUC S151	Literacies Research Honors Seminar	1.0
EDUC S167	Identities and Education Honors Seminar	1.0
PSYC S034	Psychology of Language	1.0
PSYC S035	Social Psychology	1.0
PSYC S039	Developmental Psychology	1.0
PSYC S041	Children at Risk	1.0
PSYC S050	Developmental Psychopathology	1.0
PSYC S055	Family Systems Theory and Psychological Change	1.0
PSYC S135	Advanced Topics in Social and Cultural Psychology	1.0

### Faculty at Haverford

#### Ryan Lei

Associate Professor of Psychology

### Faculty at Bryn Mawr

#### Dustin Albert

Assistant Professor and Chair of Psychology

#### Jodie A. Baird

Visiting Assistant Professor of Psychology and Program Director of Child and Family Studies Minor

#### Amanda Barrett Cox

Assistant Professor of Sociology

#### Chloe Flower

Assistant Professor of Literatures in English on the Helen Taft Manning Professorship in British History

#### Alice Lesnick

Term Professor in the Bryn Mawr/Haverford Education Department and Associate Dean for Global Engagement

#### Veronica Montes

Associate Professor of Sociology and Co-Director of Latin American, Iberian, and Latina/o Studies

#### Cora E. Mukerji

Assistant Professor of Psychology

### Courses

#### Anthropology Courses

#### ANTH B102 INTRODUCTION TO CULTURAL ANTHROPOLOGY (1.0 Credit)

*Colin McLaughlin-Alcock, Susanna Fioratta*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This course will explore the basic principles and methods of sociocultural anthropology. Through

field research, direct observation, and participation in a group's daily life, sociocultural anthropologists examine the many ways that people organize their social institutions and cultural systems, ranging from the dynamics of life in small-scale societies to the transnational circulation of people, commodities, technologies and ideas. Sociocultural anthropology examines how many of the categories we assume to be "natural," such as kinship, gender, or race, are culturally and socially constructed. It examines how people's perceptions, beliefs, values, and actions are shaped by broader historical, economic, and political contexts. It is also a vital tool for understanding and critiquing imbalances of power in our contemporary world. Through a range of topically and geographically diverse course readings and films, and opportunities to practice ethnographic methodology, students will gain new analytical and methodological tools for understanding cultural difference, social organization, and social change. (**Offered:** Fall 2024, Spring 2025)

### **ANTH B213 ANTHROPOLOGY OF FOOD (1.0 Credit)**

*Susanna Fioratta*

Food is part of the universal human experience. But everyday experiences of food also reveal much about human difference. What we eat is intimately connected with who we are, where we belong, and how we see the world. In this course, we will use a socio-cultural perspective to explore how food helps us form families, national and religious communities, and other groups. We will also consider how food may become a source of inequality, a political symbol, and a subject of social discord. Examining both practical and ideological meanings of food and taste, this course will address issues of identity, social difference, and cultural experience. (**Offered:** Spring 2025)

### **ANTH B312 ANTHROPOLOGY OF REPRODUCTION (1.0 Credit)**

*Melissa Pashigian*

**Division:** Social Science

This course will examine how power in everyday life shapes reproductive behavior and how reproduction is culturally constructed. Through an examination of materials from different cultures, this course will look at how often competing interests within households, communities, states and institutions (at both the local and global levels) influence reproduction in society. We will explore the political economy of reproduction cross-culturally, how power and politics shape gendered reproductive behavior and how it is interpreted and used differently by persons, communities and institutions. Topics covered include but are not limited to the politics of family planning, mothering/parenting, abortion, pregnancy,

pregnancy loss, fetal testing and biology and social policy in cross-cultural comparison. Prerequisite: ANTH 8102 (or ANTH H103) recommended (**Offered:** Fall 2024)

### **Education Courses**

#### **EDUC B200 COMMUNITY LEARNING COLLABORATIVE: PRACTICING PARTNERSHIP (1.0 Credit)**

*Chanelle Wilson*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

One of the four entry-point options for student majoring or minoring in Education Studies, this course is open to students exploring an interest in educational practice, theory, research, and policy. The course asks how myriad people, groups, and fields have defined the purpose of education, and considers the implications of conflicting definitions for generating new, more just, and more inclusive modes of "doing school" informed by community-based as well as academic streams of educational practice. In collaboration with practicing educators, students learn practical and philosophical approaches to experiential, community-engaged learning across individual relationships and organizational contexts. Fieldwork in an area school or organization required (**Offered:** Spring 2025)

#### **EDUC B210 PERSPECTIVES ON SPECIAL EDUCATION (1.0 Credit)**

*Eshe Price*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

One of the four entry-point options for students majoring or minoring in Education Studies, this course has as its goal to introduce students to a range of topics, challenges and dilemmas that all teachers need to consider. Students will explore pedagogical strategies and tools that empower all learners on the neurological spectrum. Some of the topics covered in the course include how the brain learns, how past learning experiences impact teaching, how education and civil rights law impacts access to services, and how to create an inclusive classroom environment that welcomes and affirms all learners. The field of special education is vast and complex. Therefore, the course is designed as an introduction to the most pertinent issues, and as a launch pad for further exploration. Weekly fieldwork required.

#### **EDUC B250 LITERACIES AND EDUCATION (1.0 Credit)**

**Division:** Social Science

A critical exploration of what counts as literacy, who decides, and what the implications are for teaching

and learning. Students explore both their own and others experiences of literacy through reading and writing about power, privilege, access and responsibility around issues of adult, ESL, cultural, multicultural, gendered, academic and critical literacies. Fieldwork required. Priority given first to those pursuing certification or a minor in educational studies.

**EDUC B266 GEOGRAPHIES OF SCHOOL AND LEARNING: URBAN EDUCATION RECONSIDERED (1.0 Credit)**

*Kelly Zuckerman*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

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. Weekly fieldwork in a school required. **(Offered:** Spring 2025)

**EDUC B301 CURRICULUM AND PEDAGOGY SEMINAR (1.0 Credit)**

*Chanelle Wilson*

**Division:** Social Science

A consideration of theoretical and applied issues related to effective curriculum design, pedagogical approaches and related issues of teaching and learning. Fieldwork is required. Enrollment is limited to 15 with priority given first to students pursuing certification and second to seniors planning to teach. **(Offered:** Fall 2024)

**EDUC B310 REDEFINING EDUCATIONAL PRACTICE: MAKING SPACE FOR LEARNING IN HIGHER EDUCATION (1.0 Credit)**

*Kelly Zuckerman*

A course focused on exploring, developing, and refining pedagogical conceptions and approaches appropriate to higher education contexts. Three hours a week of fieldwork are required. Enrollment is limited to 20 with priority given to students pursuing the minor in educational studies.

**English Courses**

**ENGL B270 AMERICAN GIRL: CHILDHOOD IN U.S. LITERATURES, 1690-1935 (1.0 Credit)**

*Bethany Schneider*

**Division:** Humanities

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.

**ENGL B271 TRANSATLANTIC CHILDHOODS IN THE 19TH CENTURY (1.0 Credit)**

*Chloe Flower*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This class explores what we can see anew when we juxtapose American and British experiences of, and responses to, emergent ideas and ideals of childhood in the child-obsessed nineteenth century. After setting up key eighteenth-century concepts and contexts for what French historian Philippe Ariès called the "invention of childhood," we'll explore the ways in which children came to be defined between 1800 and 1900, in relation to such categories as law, labor, education, sex, play, and psychology, through examinations of both "literary" works and texts and artifacts from a range of other discourses and spheres. We'll move between American and British examples, aiming to track the commonalities at work in the two nations and the effects of marked structural differences. Here we'll be especially attentive to chattel slavery in the U.S., and to the relations, and non-relations, between the racialized notions of childhood produced in this country and those which arise out of Britain's sharply stratified class landscape. If race and class are produced differently, we'll also consider the degree to which British and American histories and representations of boyhood and girlhood converge and diverge across the period. We'll close with reflections on the ways in which a range of literary genres on the cusp of modernism form themselves in and through the new discourses of childhood and evolving figures of the child.

**(Offered:** Spring 2025)

**ENGL B348 MEDIEVAL CHILDHOODS (1.0 Credit)**

*Jamie Taylor*

**Division:** Humanities

This course examines childhood and adolescence in the Middle Ages, exploring both texts for children and those that portray childhood. We will consider adolescent sexuality, royal primogeniture, childhood education and apprenticeship, and theologies of infancy. Readings will include lullabies; early educational texts; nativity plays; chivalric training guides; poetry written by children; and instructional manuals for toys.

**Psychology Courses**

**PSYC B203 EDUCATIONAL PSYCHOLOGY (1.0 Credit)**

**Division:** Social Science



**Domain(s):** B: Analysis of the Social World  
 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 II opportunity. Classroom observation is required. Prerequisite: PSYC B105 (Introductory Psychology)  
**(Offered:** Spring 2025)

**PSYC B209 CLINICAL PSYCHOLOGY (1.0 Credit)**

*Sarah Conlin*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World  
 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). Please note that this course was previously known as "Abnormal Psychology" and has now been renamed "Clinical Psychology" and can not be repeated for credit.  
**(Offered:** Fall 2024, Spring 2025)

**PSYC B211 LIFESPAN DEVELOPMENT (1.0 Credit)**

*Lan Wang*

**Domain(s):** B: Analysis of the Social World  
 A topical survey of psychological development across the lifespan, 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 and the family as contexts of development; identity and the adolescent transition; adult personality; cognition in late adulthood; and dying with dignity. Prerequisite: PSYC B105 or PSYC H100. Interested students can take this course or PSYC B206, but not both

**(Offered:** Spring 2025)

**PSYC B322 CULTURE AND DEVELOPMENT (1.0 Credit)**

*Lan Wang*

**Division:** Social Science

This course focuses on children's development in cultural, social, and ecological contexts. Topics include socio-emotional development, parent-child relationship, socioeconomic status, immigration, social change, and globalization. Prerequisites: PSYC B205 and PSYC B211 or PSYC B224  
**(Offered:** Fall 2024)

**PSYC B327 ADOLESCENT DEVELOPMENT (1.0 Credit)**

*Dustin Albert*

Is adolescence a biologically distinct stage of life, or a social "holding ground" invented by modern culture for young people unready or unwilling to assume the responsibilities of adulthood? Are adolescents destined to make risky decisions because of their underdeveloped brains? At what age should they be held accountable as adults in a court of law? This course will explore these and other questions about the biological, social, and legal forces that define the boundaries and shape the experience of adolescents growing up in the modern world. Students will learn about: (1) historical changes in understanding and treatment of adolescents; (2) puberty-related biological changes marking the beginning of adolescence; (3) brain, behavioral, cognitive, and social development during adolescence; and (4) contemporary debates regarding age of adult maturity, and their implications for law and policy. Prerequisite: PSYC B206 (Developmental Psychology) or PSYC B211 (Lifespan Development) or permission of instructor. PSYC B205 is recommended.

**PSYC B344 EARLY CHILDHOOD EXPERIENCES & MENTAL HEALTH (1.0 Credit)**

*Cora Mukerji*

Development represents a unique period during which the brain shows enhanced plasticity, the important ability to adapt and change in response to experiences. During development, the brain may be especially vulnerable to the impacts of harmful experiences (e.g., neglect or exposure to toxins) and also especially responsive to the effects of positive factors (e.g., community resilience or clinical interventions). This seminar will explore how childhood experiences "get under the skin," shaping neurobiological systems and exerting lasting effects on mental health and well-being. We will examine theoretical models of how early experiences shape development, considering the proposed mechanisms by which different features of childhood

environments could shape psychological risk and resilience. We will evaluate the scientific evidence for these models and then apply this knowledge to consider what strategies for intervention-- at the level of the child, family, and society-- could help reduce psychopathology and promote well-being. There is no textbook required for this course. We will read, critically evaluate, and discuss empirical journal articles and explore the implications of this scientific literature for public policy. Prerequisites: PSYC B209 or PSYC B206 or PSYC B218 or permission from instructor; PSYC B205 highly recommended (**Offered:** Spring 2025)

### **PSYC B352 ADVANCED TOPICS IN DEVELOPMENTAL PSYCHOLOGY (1.0 Credit)**

*Jodie Baird*

**Division:** Social Science

This is a topics course. Topics vary. Prerequisite: PSYC 206 or PSYC B211 or the consent of the instructor.

**(Offered:** Fall 2024)

### **PSYC B354 ASIAN AMERICAN PSYCHOLOGY (1.0 Credit)**

This course will provide an overview of the nature and meaning of being Asian American in the United States. We will examine the history, struggle, and success of Asian Americans, drawing upon psychological theory and research, interdisciplinary ethnic studies scholarship, and memoirs. Students will also learn to evaluate the media portrayal of Asian Americans while examining issues affecting Asian American communities such as stereotypes, discrimination, family relationships, dating/marriage, education, and health disparities. Prerequisite: Introduction to Psychology (Psych 105) is required, Research Methods and Statistics (Psych 205) is recommended..

### **Sociology Courses**

#### **SOCL B205 SOCIAL INEQUALITY (1.0 Credit)**

*Amanda Cox*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

In this course, we will explore the extent, causes, and consequences of social and economic inequality in the U.S. We will begin by discussing key theories and the intersecting dimensions of inequality along lines of income and wealth, race and ethnicity, and gender. We will then follow a life-course perspective to trace the institutions through which inequality is structured, experienced, and reproduced through the family, neighborhoods, the educational system, labor markets and workplaces, and the criminal justice system.

**(Offered:** Spring 2025)

#### **SOCL B225 WOMEN IN SOCIETY (1.0 Credit)**

*Veronica Montes*

**Division:** Social Science

In 2015, the world's female population was 49.6 percent of the total global population of 7.3 billion. According to the United Nations, in absolute terms, there were 61,591,853 more men than women. Yet, at the global scale, 124 countries have more women than men. A great majority of these countries are located in what scholars have recently been referring to as the Global South - those countries known previously as developing countries. Although women outnumber their male counterparts in many Global South countries, however, these women endure difficulties that have worsened rather than improved. What social structures determine this gender inequality in general and that of women of color in particular? What are the main challenges women in the Global South face? How do these challenges differ based on nationality, class, ethnicity, skin color, gender identity, and other axes of oppression? What strategies have these women developed to cope with the wide variety of challenges they contend with on a daily basis? These are some of the major questions that we will explore together in this class. In this course, the Global South does not refer exclusively to a geographical location, but rather to a set of institutional structures that generate disadvantages for all individuals and particularly for women and other minorities, regardless their geographical location in the world. In other words, a significant segment of the Global North's population lives under the same precarious conditions that are commonly believed as exclusive to the Global South. Simultaneously, there is a Global North embedded in the Global South as well. In this context, we will see that the geographical division between the North and the South becomes futile when we seek to understand the dynamics of the "Western-centric/Christian-centric capitalist/patriarchal modern/colonial world-system" (Grosfoguel, 2012). In the first part of the course, we will establish the theoretical foundations that will guide us throughout the rest of the semester. We will then turn to a wide variety of case studies where we will examine, for instance, the contemporary global division of labor, gendered violence in the form of feminicides, international migration, and global tourism. The course's final thematic section will be devoted to learning from the different feminisms (e.g. community feminism) emerging out of the Global South as well as the research done in that region and its contribution to the development of a broader gender studies scholarship. In particular, we will pay close attention to resistance, solidarity, and social movements led by women. Examples will be drawn from Latin America, the Caribbean, the US, Asia, and Africa.

(Offered: Fall 2024)

**SOCL B232 A SOCIOLOGICAL JOURNEY TO IMMIGRANT COMMUNITIES IN PHILLY (1.0 Credit)**

*Veronica Montes*

This course will use the lenses of sociology to critically and comparatively examine various immigrant communities living in greater Philadelphia. It will expose students to the complex historical, economic, political, and social factors influencing (im)migration, as well as how migrants and the children of immigrants develop their sense of belonging and their homemaking practices in the new host society. In this course, we will probe questions of belonging, identity, homemaking, citizenship, transnationalism, and ethnic entrepreneurship and how individuals, families, and communities are transformed locally and across borders through the process of migration. This course also seeks to interrogate how once in a new country, immigrant communities not only develop a sense of belonging but also how they reconfigure their own identities while they transform the social, physical, and cultural milieus of their new communities of arrival. To achieve these ends, this course will engage in a multidisciplinary approach consisting of materials drawn from such disciplines as cultural studies, anthropology, history, migration studies, and sociology to examine distinct immigrant communities that have arrived in Philadelphia over the past 100 years. Although this course will also cover the histories of migrant communities arriving in the area in the late 19th and early 20th centuries, a greater part of the course will focus on recent migrant communities, mainly from Africa, Asia, Latin America, and the Caribbean and arriving in the area of South Philadelphia. A special focus will be on the Mexican American migrant community that stands out among those newly arrived migrant communities.

**SOCL B258 SOCIOLOGY OF EDUCATION (1.0 Credit)**

*David Karen*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

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.