



CIEE Global Institute – Cape Town

Course name:	Family, Schools and Child Development
Course number:	(GI) PUBH 3004 CTSA
Programs offering course:	Cape Town Open Campus
Open Campus Track:	Global and Community Health
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2019

Course Description

In this course, students will gain insight into a variety of approaches to ensuring that children grow up healthy and with opportunities to become contributing members of society. The historical roots, current issues, and future challenges related to children's well-being are addressed in this course. Students gain diverse knowledge and form opinions on a broad spectrum of related topics, including family life, the influence of the turbulent 20th century on youth and education, regional and national differences in educational systems, preventive youth health care, public policy on social services and divorce support, parental leave, and day care provision in the national context and as compared to other regional countries and the United States. Site visits to relevant museums / exhibitions will deepen students' theoretical learning. The course will incorporate guest talks in order to foreground the place of family, schools and child development across regional societies and cultures and specifically in the host country.

Learning Objectives

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

- Contextualise the historical roots of several regional family and youth cultures and educational systems, specifically the host culture.
- Demonstrate knowledge of current views and policies on child care, parenting and education.
- Recognize the importance of empathy and transparent accountability in health care discussions and settings.
- Compare approaches to youth policy in the host region and the U.S. and critically assess these different approaches while analyzing the complex relationship between child development and cultural context.
- Communicate awareness of future challenges concerning child development and debate possible solutions or new approaches



Course Prerequisites

Students should have completed a course in health studies, psychology, sociology, or education.

Methods of Instruction

This course is taught through interactive lectures, a guest lecture, discussions and small group or individual assignments. Audiovisual material and site visits will be used to augment the learning experience. Students will be expected to take copious notes during site visits in order to include details on later assignments.

Assessment and Final Grade

• Presentation	15%
• Family Outreach Group Project	20%
• Midterm Exam	20%
• Final Paper	25%
• Participation	20%
Total	100%

Course Requirements

Presentations

Students must conduct a 15-minute presentation in groups on one of the themes discussed. It should show a good understanding of a selected topic and the ability to put it in perspective. The topic should be presented in a concise yet comprehensive manner. They may use audiovisual media such as a video or film if it adds value and is incorporated well.

Family Outreach Group Project

Students are required to design a project that seeks to contextualise the relationship between family, schools and child development in a South African context. As part of this project, students will learn about the importance of ethical guidelines and accountability processes for projects that are framed as outreach projects.

Midterm Exam

All students will be required to take an essay based exam in order to measure their development midway through the course. Students will answer two long essay questions and two short essay questions.



Final Paper

A 1750 word final paper is required. This paper must be an in-depth analysis of one of the topics discussed in class. All papers are research papers and must therefore have proper annotation.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1 Orientation Week

Class 1:1 Introduction to ‘Family, Schools and Child Development’

This week’s session introduces youth policies in general and specifically in South Africa. We will focus in particular on the current debates surrounding the role of youth policies in schools and institutions and we will ask what is unique about the social and cultural context.

Readings: (Cieslik, 2013; Adamson, 2013)

Week 2

Class 2:1 The History of Family Life and Education in South Africa

We will study the development of family life and education in South Africa from the end of the 19th century to the beginning of the 20th Century.

Readings: (Bjerg, 1991; Guldberg, 2009 Ch.3)

Class 2:2 The History of Family Life and Education in South Africa (20th Century)

Readings: (Bjerg, 1991; Guldborg, 2009 Ch.3)

Presentations

Week 3

Class 3:1 Children and Childhood in a South Africa

How are for example maternity and parental leave arranged, or parental allowance, day care provision and preventive youth health care? How is this compared to the rest of the EU and the US?

Readings: (Elberling, 2000; Wieske, 2012)

Class 3:2 Pre-Schooling in South Africa

Mid term exam

Week 4

Class 4:1 Deviations and Problems While Growing Up

This class will focus on problematic childhoods. What is the influence of socio-economic and ethnic factors in a country like South Africa, as compared to EU and US? What is the current state of gay parenting, divorce care, foster care? What are the policies around child abuse?

Readings: (Liversage, 2012; Albertini, 2010; Szalma, 2013)

Family Outreach Group Project

Week 5

Class 5:1 African Educational Systems

In this class the students will explore regional and national variations of education systems, the so called PISA study outcomes and the philosophy of education. As always in the frame of reference of what the students know from their own situation back in the United States.

Readings: (OECD PISA results; Melnik, 2008)

Class 5:2 International Educational Systems

Site visit: visit to a local international school. In this class the students will explore international variations of education systems, study outcomes and the philosophy of education, and how these 'international schools' manage the national educational requirements.

Week 6

Class 6:1 Challenges in Contemporary South Africa

This class will be a discussion and debate class. What are the future challenges for youth policies both in South Africa and the rest of the world? How to best deal with modern issues, such as cyber bullying, violence and high school shootings, drugs and alcohol abuse among teenagers, social media, youth cultures in a globalizing world?

Readings: (OECD PISA results; Field, 2005)

Class 6:2 Summary and Discussion

This class offers students an opportunity to review the content of the course prior to making their submission of their final paper.

Final Paper

Readings

Adamson, Peter, "Child Well-being in Rich Countries: A comparative overview", *Innocenti Report Card 11* (2013), UNICEF Office of Research, Florence.

Albertini, Marco et al., "The Effect of Divorce on Parent-Child Contacts. Evidence on two declining effect hypotheses" *European Societies* 13.2 (2011) 257-278.

Bjerg, Jens, "Reflections on Danish Comprehensive Education 1903-1990," *European Journal of Education* 26.2 (1991) 133-144.

Cieslik, Mark et al., *Key Concepts in Youth Studies*, SAGE Publications, 2013.

Elberling M. et al., "Psychiatric disorders in Danish children aged 5-7 years: A general population study of prevalence and risk factors from the Copenhagen Child Cohort (CCC 2000)", *Nordic Journal of Psychiatry* 70.2 (2016) 146-55.

Field, Malcolm H and James Fegan, *Education Across Borders. Philosophy, Policy, Pedagogy. New Paradigms and Challenges*, Tokyo: Waseda University, 2005. ch. 11 157-174. Print.

Guldberg, Helene. *Reclaiming Childhood: Freedom and Play in an Age of Fear*. London: Routledge, 2009.

Liversage, Anika, "Gender, Conflict and Subordination within the Household: Turkish Migrant Marriage and Divorce in Denmark", *Journal of Ethnic and Migration* 38.7 (2012) 1119-1136.

OECD [Organisation for Economic Co-Operation and Development]. *PISA 2012 Results. 4. What Makes Schools Successful? Resources, Policies and Practices*. Paris: OECD, 2013. Print.

OECD [Organisation for Economic Co-Operation and Development]. *PISA 2012 Results. 2. Excellence Through Equity: giving Every Student the Chance to Succeed*. Paris: OECD, 2013. Print.

Szalma, Ivett, *Doing Families. Gay and Lesbian Family Practices* (2013).

Wieske, Rosemarie et al. "Preventive Youth Health Care in 11 European Countries: An Exploratory Analysis". *International Journal of Public Health* 57.3 (2012) 637-641. Print.

Recommended Readings

Buckingham, David. *The Material Child: Growing Up in Consumer Culture*. Cambridge: Polity Press, 2011. Print.

Buckingham, David. *Media Education: Literacy, Learning and Contemporary Culture*. Cambridge: Polity Press, 2003. Print.

Sanchez Sorondo, Marcelo et al. *Globalization and Education* New York: De Gruyter, 2007. Print.

Szalai, Julia. *Migrant, Roma and Post-Colonial Youth in Education Across Europe: Being 'Visibly Different'*. Basingstoke: Palgrave Macmillan, 2014. Print.