



CIEE Global Institute - Paris

Course name:	Family, Schools and Child Development in France
Course number:	(GI) PUBH 3004 PAFR / PSYC 3001 PAFR
Programs offering course:	Paris Open Campus
Open Campus track:	Global and Community Health
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Spring 2020

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 planning/codes, the influence of the turbulent 20th century on youth and education, between prevention and punishment. Students will also learn about alternative educational approaches, such as those developed by J.-J. Rousseau, Libertarian pedagogues, Modern School pedagogues such as Maria Montessori, Rudolf Steiner, Célestin Freinet, A. S. Neill, etc. They will learn about the myths and reality at stake in the contemporary French educational system.

Learning Objectives

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

- Put the French educational system in historical context
- Critically analyze social, political, economic and cultural factors in child development processes
- Demonstrate an appropriate use of specific vocabulary in the field of education
- Write critically about the French educational system and its methods
- Compare and contrast the U.S. and French educational systems
- Articulate informed knowledge around the concepts of 'Education Nouvelle' / 'Ecole



moderne' / 'Pédagogie active' and related notions such as independence, freedom, cooperation, creativity.

Course Prerequisites

There are no specific pre-requisites for this course.

Methods of Instruction

The focus of the course is broadly focused on child and family development, with a comparative focus on France and the US. We will discuss the historical context of public education in France, spearheaded by Jules Ferry and the concept of 'Ecole Républicaine', as compared with public school development in the US. Students will have an introduction to the educational approach developed by such alternative thinkers as Montessori, Freinet, Dolto, Pestalozzi, and Steiner.

Each class session will be 3 hours. A seminar-style method of instruction will be used in which discussion and group analysis will be privileged rather than lecture. Students will lead discussions to share their own research and thoughts. Film viewings and interpretation will be incorporated into the course. The class will visit exhibitions and other sites related to class themes. Guest speakers from the French educational system will be integrated into the program.

Scholarly Sources Policy

You are expected to use scholarly sources for all of your assignments in this course. If you are not sure what a "scholarly source" is or how to find them, please review the student resources section of the Canvas course page. Your home institution's library and/or writing center likely also has resources on this topic available. You must demonstrate the ability to understand and apply professional scholarly resources available via a library such as library databases and academic journals in addition to the class readings in your writing. Just using resources available via the internet does not demonstrate your ability to find and use scholarly sources. All of the sources used in your writing must be cited correctly in APA style. Failure to use scholarly sources and/or cite your sources correctly in APA style is considered plagiarism and will result in a grade of D or F, depending on the level of plagiarism.



Educational Accessibility

I am committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. If you experience a disability that will impact your ability to access any aspect of my class, please contact me as soon as possible (prior to the start of the course, if possible) so that we can work together to ensure that appropriate accommodations are available to you.

Assessment and Final Grade

Quick Quizzes:	10%
In-Class Essay:	20%
Group Presentation:	20%
Final Project proposal:	5%
Final Project presentation:	10%
Final Project paper:	15%
Participation:	20%

Course Requirements

Important: all course assignments must be turned in on time. While students will not be penalised for submissions up to and including 1 hour late,
- **Students submitting work from 1 hour and 1 minute late up to and including 24 hours late will be penalised 15% from the assignment;**
Student work submitted from 24 hours and 1 minute late onwards will receive a zero (0%) grade.

Quick Quizzes

Students will complete four “quick quizzes”, approximately one per week of the course. The quizzes are unannounced and will take place during the first 15 minutes of the class session. Quizzes are short essay questions based on the readings that are due for class that day or content discussed in previous classes. Absolutely no make up quizzes are given, and all quizzes must be completed during the allotted class time. That is, if you are not in class during the time the quiz is being given, you will not be able to make it up.



In-Class Essay

The in-class essay is a structured, in-class writing assignment based on a case study. Students will be provided with the case study during class and walk through a process individually and with a peer of crafting an essay that responds to specific questions. You will have 30 minutes of preparation and discussion time to read the case study, ask questions to the instructor, craft an outline for the essay, and discuss the outline with a classmate. You will then have one hour of work time in which you will write and submit your essay. Students must bring their own laptops to class that day to write and submit the essay during the class.

Group Presentation: Child Learning and Development Models

For this assignment, the class will be divided into five groups of two to three students per group. As a team, the groups will investigate the theory and philosophy of a prominent learning/educational theorist. The investigation of the theorist should include a review of his/her philosophy towards child development, how children learn, and the strategies s/he suggests using to help children develop in the educational environment. Each group will then present their research to the class, including a demonstration of a game or learning activity that applies the theorist's learning philosophy.

The group presentation should last one hour and include three primary sections: an overview of the assigned child-development theorist's learning philosophy, an activity that exemplifies the theorist's learning philosophy, and a class discussion of the theorist and learning activity. The discussion portion of the presentation should include at least one thoughtful discussion question to engage the class in a conversation on the topic and reflect on the learning activity.

Groups are expected to use scholarly sources for the development of their presentation. Sources should be cited correctly in APA format both in-text on the presentation slides as appropriate and full citations on a final references slide. Please include an initial slide with the title of the presentation and all of the team members' names. One member of the team should upload a PDF version of the presentation slides to Canvas on the day of the team's presentation.

Final Project: Paper and Presentation

The final project will consist of an oral presentation and a final paper on the same theme. For the project, you will analyze a current controversial issue or topic of your choice in the



field of education. You should rely primarily on scholarly, academic sources (academic journal articles, books, etc.), but may also incorporate additional materials such as primary and secondary narratives, popular media, and literary or artistic materials.

Examples of possible projects are listed below. Students are encouraged to select a topic that relates to their field of study and incorporate relevant ideas, concepts, and theories from that field into the project. Students should plan their research and background analysis to include an examination of their selected topic from a variety of lenses, such as medical, psycho-educational, sociopolitical/critical theory, and/or autobiographical/personal narrative. Your paper and final presentation must incorporate your response to the following questions:

- (a) How do the educational theories discussed in class inform or challenge our understanding of this topic?
- (b) Where are the gaps or silences in our knowledge related to this particular topic?
- (c) How do personal, historical, and cultural influences affect your/our response to the particular education issue?

The paper should be approximately 2000 words in length and use at least three scholarly sources cited in APA style. The oral presentation should be 30 minutes long. As part of your presentation, you should have at least one thoughtful discussion question to engage the class in a conversation on the topic. A one-page final project topic proposal is due during Session 7. The final paper is due during Session 13, and the associated presentation will be done during either Session 12 or 13 based on the schedule determined by the instructor.

List of Controversial Issues in Education

Comparative US-France	US-Focused
<ul style="list-style-type: none"> ● Graduation requirements ● Mandatory parent involvement ● Accessibility of education for disabled ● English/French only in schools ● Home schooling ● Teen pregnancy ● Drug and alcohol abuse intervention ● Truancy 	<ul style="list-style-type: none"> ● Identity-based clubs and support programs on campus ● Ban on school dances ● Distance learning and online courses ● Head Start funding and availability ● Native American reservation schools ● Religion in school ● Vouchers



<ul style="list-style-type: none">• Expulsion guidelines• Education for children in the criminal justice system• State and federal funding• Tracking students• Sex education• Cheating and plagiarism policies• Mandated repeat of grade• Nationalism in curriculum• Public support for private school• Class size• Teacher preparation requirements• School uniforms• Education for undocumented immigrants• Teacher unions• Student rights to expression• Student rights to privacy• Academic calendar (time spent in school)	<ul style="list-style-type: none">• No Child Left Behind• Big sports• Charter schools• Free meal programs• Ban on junk food on campus• Affirmative action
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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.

More specifically, and besides regular class attendance and punctuality (see below), students will be expected to do the required readings, participate in outings, lead class discussions on selected themes, and participate actively in discussions. Some classes will involve workshop-style participatory activities or exchanges. The participation grade will evaluate students' involvement in all these activities as well as focus and engagement



during class time and during outings. Simply attending class without engaging does not count as active participation in the class session.

Course Attendance and Punctuality

Regular class attendance is required throughout the program, and all unexcused absences* may 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 and the final course grade will be lowered by 3 percentage points.

*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 will 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.*

*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.

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.*

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

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	Possible reduction of the weekly participation grade
10 – 20%	2	Written warning; reduction of the final grade by 3%
More than 20%	3	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

Session 1.1: Course overview and introductions, Child growth and development, Family systems

Readings: Review syllabus

Assignments: None

Session 1.2: Child development theory: Jean Piaget, Erik Erikson, Lev Vygotsky

Readings: Matusov, 2015; de Ribaupierre, 2015; Zhang 2015

Assignments: None

WEEK 2



Session 2.1: Educational theory: From Rousseau to present day

Readings: Rousseau, 1921

Assignments: None

Session 2.2: History of education in US

Readings: Almeida, 1997; Boers, 2007; Cavanaugh, 1996; Kemmis & Edwards-Groves, 2018; Span & Anderson, 2005; Urban & Wagoner, 2013; U.S. Department of Education, 2005

Assignments: None

WEEK 3

Session 3.1: History of education in France (Visit: Lycée Jacquard)

Readings: Gunn, 2004; Maurin, 2005

Assignments: Final project proposal

Session 3.2: From theory to practice: Educational challenges in the 21st century

Readings: Review readings from sessions 2-5

Assignments: In-class essay

WEEK 4

Session 4.1: Childhood learning & development models: Johann Heinrich Pestalozzi, Critical issues in child development: Prenatal development and birth

Readings: Flanagan, 2006; Pestalozzi, 1908

Assignments: Heinrich group presentation

Session 4.2: Childhood learning & development models: Maria Montessori, Critical issues in child development: Infant and toddler development

Readings: Isaacs, 2018

Assignments: Montessori group presentation

Session 4.3: Childhood learning & development models: Françoise Dolto, Critical



issues in child development and education: Children of LGBTQ+ parents

Readings: American Psychological Association, 2005; Binet, 1999; Marks, 2012; Regnerus, 2012

Assignments: Dolto group presentation

WEEK 5

Session 5.1: Childhood learning & development models: Celestin Freinet, Critical issues in education: The US foster care system

Readings: Clemens, Helm, Myers, Thomas, & Tis, 2017; Koerrenz, Blichmann, & Engelmann, 2018

Assignments: Freinet group presentation

Session 5.2: Childhood learning & development models: Rudolph Steiner (Waldorf), Critical issues in education: Inequalities in schooling (Guest speaker)

Readings: Frödén & von Wright 2018; Williams, 2007

Assignments: Steiner group presentation

WEEK 6

Session 6.1: Final project presentations

Readings: None

Assignments: Final project presentations (group 1)

Session 6.2: Final project presentations

Readings: None

Assignments: Final project presentations (group 2), Final paper

Course Materials

Course materials include book chapters, journal articles, professional/organizational reports, websites, and videos. Assigned materials for each class are posted in the Canvas course site. Students are expected to come to class having



thoroughly reviewed all of the assigned materials for the day and be ready to discuss them.

Almeida, D. A. (1997). The hidden half: a history of Native American women's education. *Harvard Educational Review*, 67(4), 757-71.

American Psychological Association. (2005). Lesbian and gay parenting. Retrieved from <https://www.apa.org/pi/lgbt/resources/parenting>

Binet, E. (1999). Françoise Dolto. *Prospects*, 29(3), 445-454.

Boers, D. (2007). Chapter 5: Where have we been and where are we now. *History of American Education Primer*. New York, NY: Peter Lang.

Cavanaugh, M. P. (1996). History of Teaching English as a Second Language. *English Journal*, 85(8), 40-44.

Clemens, E. V., Helm, H. M, Myers, K., Thomas, C. & Tis., M. (2017). The voices of youth formerly in foster care: Perspectives on educational attainment gaps. *Children and Youth Services Review*, 79, 65-77.

Flanagan, F. (2006). Chapter 10: Jean Heinrich Pestalozzi (1746-1827): The education of the people. *The greatest educators ever*. London ; New York: Continuum.

Frödén, S. & von Wright, M. (2018). The Waldorf kindergarten. In M. Fleer, B. van Oers (Eds.), *International Handbook of Early Childhood Education* (pp. 1401-1420). Norwell, MA : Springer.

Gunn, T. (2004). Religious Freedom and Laïcité: A Comparison of the United States and France. *Brigham Young University Law Review*, 2004(2), 419-506.

Isaacs, B. (2018). Chapter 2: Montessori's views of children's development. *Understanding the Montessori approach early years education in practice*. London, England ; New York, New York : Routledge



- Koerrenz, R., Blichmann, A., & Engelmann, S. (2018). Chapter 7: Célestin Freinet and the Ecole moderne française. *Alternative schooling and new education: European concepts and theories*. Cham, Switzerland: Palgrave studies in alternative education.
- Kemmis, S. & Edwards-Groves, C. (2018). Chapter 2: The double history of schooling: the history of a practice and the history of an institution. *Understanding Education*. Singapore: Springer.
- Marks, L. (2012). Same-sex parenting and children's outcomes: A closer examination of the American psychological association's brief on lesbian and gay parenting. *Social Science Research*, 41(4), 735-751.
- Matusov, E. (2015). Vygotsky's theory of human development and new approaches to education. In J. Wright (ed.) *International encyclopedia of the social & behavioral sciences* (pp. 316-321). Amsterdam: Elsevier.
- Maurin, E. (2005). The French Educational System: Issues and Debates. *German Economic Review*, 6(3), 297-307.
- Osgood, R. (2008). Chapter 6: Voices of the present, echoes from the past: Considering the lives of children with disabilities. *The history of special education a struggle for equality in American public schools*. Westport, Conn.: Praeger.
- Pestalozzi, J. H. (1908). *Leonard and Gertrude* (E. Channing, Trans.). Boston: D. C. Heath & Co. (Original work published in 1781)
- Regnerus, M. (2012). How different are the adult children of parents who have same-sex relationships? Findings from the New Family Structures Study. *Social Science Research*, 41(4), 752-770.
- de Ribaupierre, A. (2015). Piaget's theory of cognitive development. In J. Wright (ed.) *International encyclopedia of the social & behavioral sciences* (pp. 120-124). Amsterdam : Elsevier.
- Rousseau, J-J. (1921). *Emile, or Education* (B. Foxley, Trans.). London & Toronto: J.M.Dent and Sons; New York: E.P. Dutton. (Original work published 1911)



Span, C. A. & Anderson, J. D. (2005). The quest for “book learning”: African American education in slavery and freedom. In A. Hornsby (ed.) *A companion to African American history (Blackwell companions to American history)*. Malden, MA: Blackwell Pub.

Urban, W., & Wagoner, J. (2013). Chapter 1: Education in precolonial america: Native American cultural traditions. *American education: A history* (5th ed.). New York : Routledge.

U.S. Department of Education. (2005). Education in the United States: A brief overview. Washington, DC: U.S. Department of Education. Retrieved from <http://www2.ed.gov/about/offices/list/ous/international/edus/index.html>.

Williams, K. (2007). Religious Worldviews and the Common School: The French Dilemma. *Journal of Philosophy of Education*, 41(4), 675-692.

Zhang, L. (2015). Erikson’s theory of psychosocial development. In J. Wright (ed.) *International encyclopedia of the social & behavioral sciences* (pp. 938-946). Amsterdam : Elsevier.

Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one’s own*.

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the



professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad.*

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another’s work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student’s



permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.