



CIEE Global Institute – Berlin

Course name:	Family, Schools and Child Development
Course number:	(GI) PUBH 3004 BRGE / PSYC 3001 BRGE
Programs offering course:	Berlin Open Campus (Global and Community Health Track)
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2018

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. Students will also learn about alternative educational approaches, such as those developed by Maria Montessori, Rudolf Steiner, Célestin Freinet, and A. S. Neill. 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 European societies and cultures.

Learning Objectives

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

- Contextualise the historical roots of several European family and youth cultures and educational systems.
- 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 Europe 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

None.

Methods of Instruction

This course is taught through interactive lectures, a guest lecture, discussions and small group or individual assignments. Audio-visual 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%
Attendance and Class Participation	20%

NB: Please note that students are expected to keep copies of their work. Software and/or hardware issues are not acceptable excuses for non-submission OR late submission.

Course Requirements

Presentations

Students must conduct a 15-minute presentation in small groups on one of the themes discussed. They may use other audio-visual equipment such as a film.



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 Berlin 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 a multiple choice exam in order to measure their development midway through the course.

Final Paper

A final paper of approximately 1,700 words (approximately 7 pages) 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

As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon 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. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group 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 sessions will also result in a lower final grade.



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 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

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	No academic penalty
10 – 20%	2	Reduction of final grade
More than 20%	3 content classes, or 4 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** **Introduction to ‘Family, Schools and Child Development’**
This week’s session introduces youth policies in the country of studies. 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.
- Week 2** **The History of Family Life**
We will study the development of family life in the country of studies from the second half of the 19th century to the present, tracing developments in the fin de siècle, during the First and Second World Wars, the Cold War, the post-Cold War era: How was it to be a child in a European country in these eras?
- Week 3** **Children and Childhood in a Welfare State**
Maternity and parental leave, parental allowance, day care provision, women’s employment, preventive youth health care in European countries

Site visit: Kindergarten
- Week 4** **Deviations and Problems While Growing**
Socio-economic and ethnic differences, gay parenting, divorce, foster care, child abuse
- Week 5** **European Educational Systems**



Regional and national variations, PISA study outcomes, the “dual education” system, philosophy of education

Readings: OECD PISA results, Melnik 2008
Site visit and volunteering at a local international school

Week 6

Challenges, Summary, and Discussion

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

Group presentations and final papers



Readings

- Ayre, Patrick, "Child Protection and the Media: Lessons from the Last Three Decades", *British Journal of Social Work* (see website details below for access)
- Nicholas Abercrombie and Alan Warde, *Contemporary British Society*, Polity Press; 3rd Edition (2000)
- Guldberg, Helene. *Reclaiming Childhood: Freedom and Play in an Age of Fear*. London: Routledge, 2009.
- 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.
- Mark Cieslik and Donald Simpson, *Key Concepts in Youth Studies*, SAGE Publications, 2013.
- Ian Shaw, Margaret Bell, Ian Sinclair, Patricia Sloper, Wendy Mitchell, Paul Dyson, Jasmine Clayden and Jackie Rafferty, "An Exemplary Scheme? An Evaluation of the Integrated Children's System", *British Journal of Social Work* (see website details below for access)
- K. Broadhurst, D. Wastell, S. White, C. Hall, S. Peckover, K. Thompson, A. Pithouse and D. Davey, Performing "Initial Assessment": Identifying the Latent Conditions for Error at the Front-Door of Local Authority Children's Services", *British Journal of Social Work* (see website details below for access)
- Richard Jenkins, *Hightown Rules: growing up in a Belfast housing estate*, National Youth Agency, 1982
- Eileen Munro, "A Systems Approach to Investigating Child Abuse Deaths", *British Journal of Social Work* (see website details below for access)
- Paul Willis, *Learning to Labor: how working class kids get working class jobs*, Columbia University Press, 1977



Karen Healy, Gabrielle Meagher and Joel Cullin, “Retaining Novices to Become Expert Child Protection Practitioners: Creating Career Pathways in Direct Practice”, *British Journal of Social Work* (see website details below for access)

Alan Rushton and Jack Nathan, “The Supervision of Child Protection Work”, *British Journal of Social Work* (see website details below for access)

Sue White, Chris Hall and Sue Peckover, “The Descriptive Tyranny of the Common Assessment Framework: Technologies of Categorization and Professional Practice in Child Welfare”, *British Journal of Social Work* (see website details below for access)

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.

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.

Online Resources

http://www.oxfordjournals.org/our_journals/social/childcare_articles.html

<http://www.family-action.org.uk/>

<http://www.educationengland.org.uk/history/>

www.savethechildren.org.uk/uk-child-poverty



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.