



## **CIEE Global Institute – Berlin**

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

- Contextualize 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 and their approaches to child development
- Recognize the importance of and analyse the effectiveness of preventive youth health care and social services
- Compare approaches to youth policy in Europe and critically assess these different approaches, while analysing 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**

The final grade will be made up of the following components:

1. Group Presentation:	15%
2. Family Outreach Group Project:	20%
3. Midterm Exam:	20%
4. Final Paper:	25%
5. Participation:	20%
TOTAL:	100%

### **Course Requirements**

#### **Group Presentation**

Students must create and deliver a 15-minute presentation in small groups on a selected theme from the course. They must use audio-visual equipment such as a film, graphics and diagrams to present the information in an engaging format.

#### **Family Outreach Group Project**

Students are required to design a realistic outreach project that seeks to contextualise the relationship between family, schools and child development in the city of Berlin. As part of this project, students will learn about the importance of ethical guidelines and accountability processes for outreach projects, while understanding the interconnectedness of the family, schools and child development. Furthermore, they will improve their applied writing skills by formatting their submission as a formal proposal.



### **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 1,900-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**

As part of your work in this course, students should demonstrate learning beyond the submission of essays, tests, 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 Canvas.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials where directed. This includes informed engagement in, for example, 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 3% reduction in the final course grade and a written warning from the Academic Director, including notification to the student's home school. Unexcused absences that constitute more than 20% of the total course will result in automatic course failure and possible expulsion.

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.

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 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	<b>Final course grade is marked down by 3%</b> ; written warning; Participation graded as per class requirements
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion; student is notified in writing



## **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**

Class 1.1 Introduction to child and youth studies  
Introduction to youth policies in Germany. Focus is on the current debates surrounding the role of youth policies in schools and institutions and answer: what is unique about the social and cultural context?

Reading:

Cieslik and Simpson, *Key Concepts in Youth Studies*, SAGE Publications, 2013.

### **Week 2 The History of Family Life in Western Europe**

Class 2.1 Family life and industrialization  
Study the development of family life and education in Western Europe from the second half of the 19th century to the end of the First World War. Analyze the different trends with a clear focus on the effects of industrialization.

Reading:

Doepke, Matthias and Fabrizio Zilibotti. "Part Two: Raising Kids throughout History," *Love, Money & Parenting: How Economics Explains the Way We Raise Our Kids*, Princeton, NJ: Princeton University Press, 2019.

Accampo, *Industrialization, Family Life, and Class Relations: Saint Chamond, 1815-1914*, Berkeley: University of California Press, 1989.

<http://ark.cdlib.org/ark:/13030/ft8f59p261/>

Class 2.2 Family life and urbanization  
Analyze and compare the effects of the First and Second World Wars on family life. Continue to trace the developments from the end of WWII to the present with a focus on the effects of urbanization. Answer the question: How was it to be a child in a European country in these eras?



Reading:

OECD, *Doing Better for Families, Chapter 1: Families are Changing*, OECD, 2011. <https://www.oecd.org/els/family/47701118.pdf>

Gillard, Derek. *Education in England: A History*. 2018.  
[www.educationengland.org.uk/history](http://www.educationengland.org.uk/history)

### **Due Date for Submission of Group Presentations**

#### **Week 3 Children and Childhood in a Welfare State**

Class 3.1

The life of the parents

Study the different models and the development of maternity and parental leave, parental allowance and day care provisions. Discuss relevant issues such as women's employment and preventive youth health care in European countries

Reading:

Ben-Arieh, et al., "Family-Related Factors Influencing Child Well-Being,"  
*Handbook of Child Well-Being: Theories, Methods and Policies in Global Perspective*, Dordrecht: Springer Netherlands, 2014. (selection assigned by the instructor)

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

#### **Midterm Exam**

Class 3.2

Site visit: Kindergarten

Reading:

Doepke, Matthias and Fabrizio Zilibotti. "Chapter Nine: The Organization of the School System," *Love, Money & Parenting: How Economics Explains the Way We Raise Our Kids*. Princeton, NJ: Princeton University Press, 2019.

#### **Week 3 Challenges While Growing**



- Class 3.1      Socio-economic and ethnic differences
- Outline and analyze the differences that result from varying socio-economic backgrounds. Explore the different challenges facing families from different backgrounds and the effects on child development.
- Reading:
- Szalai, *Migrant, Roma and Post-Colonial Youth in Education Across Europe: Being 'Visibly Different'*. Basingstoke: Palgrave Macmillan, 2014.
- Zilanawala, et al., "Ethnic Differences in Children's Socioemotional Difficulties: Findings from the Millennium Cohort Study," *Social Science & Medicine* 134 (2015): 95-106. doi:10.1016/j.socscimed.2015.04.012.
- Class 3.2      Unconventional family structures
- Exploring unconventional family structures including LGBTI parenting, divorced and separated families, and foster care/adopted children. Examine the specific developmental, psychosocial, and other challenges that can arise for children from these backgrounds.
- Reading:
- Ben-Arieh, et al., "Family-Related Factors Influencing Child Well-Being," *Handbook of Child Well-Being: Theories, Methods and Policies in Global Perspective*, Dordrecht: Springer Netherlands, 2014. (selection assigned by the instructor)
- Kiss, et al., "Early childhood self-regulation in context: Parental and familial environmental influences," *Cognition, Brain, Behaviour: An Interdisciplinary Journal*, XVIII, 62-72, 2014.
- Optional:
- Rushton and Nathan, "The Supervision of Child Protection Work," *British Journal of Social Work*. (see website details below for access)
- Week 5      European Educational Systems**
- Class 5.1      Introduction to the varying educational systems in Europe



Discuss regional and national variations including the “dual education” system in Germany. Analyse the effectiveness of these systems through PISA study outcomes and breaking down the different philosophies of education and their relation to child development.

Reading:

Doepke, Matthias and Fabrizio Zilibotti. “Chapter Nine: The Organization of the School System,” *Love, Money & Parenting: How Economics Explains the Way We Raise Our Kids*. Princeton, NJ: Princeton University Press, 2019.

Optional:

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

Class 5.2      Site visit: service learning at a local international school

Reading:

OECD, *PISA 2012 Results, 4. What Makes Schools Successful? Resources, Policies and Practices*, Paris: OECD, 2013.

### **Family Outreach Group Project Due**

## **Week 6      Challenges, Summary, and Discussion**

Class 6.1      Current Issues

Examine the contributing factors leading to bullying, violence, drugs and alcohol abuse among teenagers; Analyze affects of social media and our globalizing world; Discuss efforts being made to address current issues

Reading:

Doepke and Zilibotti, “Part One: Raising Kids in the Age of Inequality,” *Love, Money & Parenting: How Economics Explains the Way We Raise Our Kids*, Princeton, NJ: Princeton University Press, 2019.



Class 6.2      Summary and Future Predictions

Reading:

OECD, *The Future of Families to 2030*, OECD Publishing, 2012.

Doepke and Zilibotti, "Chapter Ten: The Future of Parenting," *Love, Money & Parenting: How Economics Explains the Way We Raise Our Kids*, Princeton, NJ: Princeton University Press, 2019.

**Due Date for Submission of Final Paper**

**Readings**

Accampo, Elinor. *Industrialization, Family Life, and Class Relations: Saint Chamond. 1815-1914*.

Berkeley: University of California Press, 1989. <http://ark.cdlib.org/ark:/13030/ft8f59p261/>

Ben-Arieh, Asher, Asher Ben-Aryeh, Ferran Casas, Ivar Frønes, and Jill E. Korbin. "Family-Related Factors Influencing Child Well-Being." *Handbook of Child Well-Being: Theories, Methods and Policies in Global Perspective*. Dordrecht: Springer Netherlands, 2014.

Cieslik, Mark and Donald Simpson. *Key Concepts in Youth Studies*. SAGE Publications. 2013.  
<https://uk.sagepub.com/en-gb/eur/key-concepts-in-youth-studies/book233956#contents>

Doepke, Matthias and Fabrizio Zilibotti. *Love, Money & Parenting: How Economics Explains the Way We Raise Our Kids*. Princeton, NJ: Princeton University Press. 2019.

Gillard, Derek. *Education in England: a history*. 2018. [www.educationengland.org.uk/history](http://www.educationengland.org.uk/history)

Kiss, Melinda, Gabriela Fechete, Mirela Pop, and Geogiana Susa. "Early childhood self-regulation in context: Parental and familial environmental influences." *Cognition, Brain, Behaviour: An Interdisciplinary Journal*. XVIII. 62-72. 2014.  
[https://www.researchgate.net/publication/279954552\\_Early\\_childhood\\_self-regulation\\_in\\_context\\_Parental\\_and\\_familial\\_environmental\\_influences](https://www.researchgate.net/publication/279954552_Early_childhood_self-regulation_in_context_Parental_and_familial_environmental_influences)

OECD [Organisation for Economic Co-Operation and Development]. *Doing Better for Families. Chapter 1: Families are Changing*. OECD. 2011. Online.  
<https://www.oecd.org/els/family/47701118.pdf>

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.

OECD [Organisation for Economic Co-Operation and Development]. *The Future of Families to 2030*. OECD Publishing, 2012.

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

Szalai, Julia. *Migrant, Roma and Post-Colonial Youth in Education Across Europe: Being 'Visibly Different'*. Basingstoke: Palgrave Macmillan, 2014. Print.  
<https://www.palgrave.com/de/book/9781137308627>

Wieske, Rosemarie et al. "Preventive Youth Health Care in 11 European Countries: An Exploratory Analysis". *International Journal of Public Health*. 2012. Print.  
<https://link.springer.com/content/pdf/10.1007%2Fs00038-011-0305-1.pdf>

Zilanawala, Afshin, Amanda Sacker, James Nazroo, and Yvonne Kelly. "Ethnic Differences in Childrens Socioemotional Difficulties: Findings from the Millennium Cohort Study." *Social Science & Medicine* 134 (2015): 95-106. doi:10.1016/j.socscimed.2015.04.012.  
<https://www.sciencedirect.com/science/article/pii/S0277953615002415>

### **Online Resources**

[http://www.oxfordjournals.org/our\\_journals/social/childcare\\_articles.html](http://www.oxfordjournals.org/our_journals/social/childcare_articles.html)

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

[www.savethechildren.org.uk/uk-child-poverty](http://www.savethechildren.org.uk/uk-child-poverty)

### **Recommended Readings**



Ayre, Patrick. "Child Protection and the Media: Lessons from the Last Three Decades". *British Journal of Social Work*

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

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

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