



CIEE Prague, Czech Republic

Course title:	Family, Schools, and Child Development
Course code:	(GI) PUBH 3004 PRCZ / (GI) PSYC 3001 PRCZ
Programs offering course:	Business, Arts and Sciences, Central European Studies, Communication, New Media, and Journalism
Open Campus Track:	Global and Community Health
Language of instruction:	English
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Fall 2023

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 completing this course, students will:

- Contextualize 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 childcare, 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

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

Course Requirements

Presentation

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. Audiovisual media such as a video or film may be used if it adds value and is incorporated well.

Family Outreach Group Project

Students are required to design a project that seeks to contextualize the relationship between family, schools and child development in a local context. As part of this project, the importance of ethical guidelines and accountability processes for projects that are framed as outreach projects will be considered.

Midterm Exam

Students will undertake an essay-based exam midway through the course in order to measure their development and understanding. The exam will include two long essay questions and two shorter written responses.

Final Paper

Students will submit a final paper of 1750 words. The paper will consist of an in-depth analysis of one of the topics discussed in class. Submissions are required to be of academic research quality with appropriate annotations and literature support.

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

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 1.0 Introduction to 'Family, Schools and Child Development'

This week's session introduces youth policies in general and specifically in The host country. Provocations such as 'the lucky country' a paradise for children? Will be debated. Students 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

Class: 2.0 The History of Family Life and Education in the host country (19th-20th century)

Students will study the development of family life and education in The host country from the end of the 19th century through to the early 20th century. Tracing developments from the turn of the century and prompted by the wars and the industrial revolution, students consider what it was to be a child during those eras, and the resulting changes in family life.

Reading:

Cieslik, M. & Simpson, D. (2013). Key Concepts in Youth Studies. London: SAGE Publications.

Class: 3.0 The History of Family Life and Education in the host country (1980-2010)

This class traces developments as we've entered the 21st century and the enormous changes The host country society has undergone. We investigate the changing nature of The host country family life over the turn of the millennium, examine the trends and transitions that have contributed to these changes, and reflect on some of the key ways in which family functioning has changed.

Reading:

Cieslik, M. & Simpson, D. (2013). Key Concepts in Youth Studies. London: SAGE Publications.

Due Date for Submission of the Presentation

Week 3

Class: 4.0 Children and Childhood in a Welfare State (I)

Concepts and provocations around allowing equal opportunities and supporting the underdog in the context of The host country culture are discussed. These 'ideologies are discussed in terms of whether they translate into the nation's youth policies.

Reading:

Cieslik, M. & Simpson, D. (2013). Key Concepts in Youth Studies. London: SAGE Publications.

Class: 5.0 Children and Childhood in a Welfare State (II)

Questions such as whether the national (and/or state) policies allow fair access to benefits, including maternity and parental leave, parental allowance, child care provision and preventive youth health care are debated. Comparisons with other countries and the effect these policies have on societies are discussed.

Reading:

Cieslik, M. & Simpson, D. (2013). Key Concepts in Youth Studies. London: SAGE Publications.

Due Date for Submission of the Mid-Term Assessment

Week 4

Class: 6.0 Growing Up with Irregularities and Issues

This class will focus on problematic and unconventional childhoods. Influences of socio-economic and ethnic factors in a country like The host country, are compared to others, particularly in Europe and North America. The current state of affairs in areas including gay parenting, foster care, divorce/separation, refugees/migrants, as well as the policies around child protection, neglect and abuse are examined.

Due Date for Submission of Family Outreach Group Project

Week 5

Class: 7.0 Educational Systems

In this class, students will explore regional and national variations of education systems, the PISA (Programme for International Student Assessment) study outcomes and the philosophy of education. As always, the content will be framed using a reference of what students know from their own situation at home to gain comparative perspectives.

Class: 8.0 International Educational Systems

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

Reading:

Clark, N. (2014). The Booming International Schools Sector. New York, USA: World Education News & Reviews (WENR). Retrieved from <https://wenr.wes.org/2014/07/the-booming-international-schools-sector>

Week 6

Class: 9.0 Challenges in the Contemporary Host Country

This class will be a discussion and debate class. What are the future challenges for youth policies both in The host country and the Western world? How do we best deal with modern issues, such as cyber-bullying, violence and terrorism, drugs and alcohol abuse among teenagers, social media, and youth cultures in a globalizing world?

Reading:

UNICEF Office of Research. (2013). Child Well-being in Rich Countries: A comparative overview.

Class: 10.0 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.

Due Date for submission of the Final Paper

Course Materials

Readings

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

Cieslik, M. & Simpson, D. (2013). Key Concepts in Youth Studies. London: SAGE Publications.

Clark, N. (2014). The Booming International Schools Sector. New York, USA: World Education News & Reviews (WENR). Retrieved from <https://wenr.wes.org/2014/07/the-booming-international-schools-sector>

UNICEF Office of Research. (2013). Child Well-being in Rich Countries: A comparative overview. (Innocenti Report Card 11). Florence Italy: Peter Adamson. Retrieved from https://www.unicef-irc.org/publications/pdf/rc11_eng.pdf