Course name: Family, Schools, and Child Development  
Course number: (GI) PSYC 3001 CTSA / PUBH 3004 CTSA  
Programs offering course: Cape Town Open Campus  
Open Campus Track: Family, Schools & Child Development  
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 in South Africa. The historical roots, current issues, and future challenges related to children’s well-being are addressed. Students gain diverse knowledge and form opinions on a broad spectrum of related topics, including family life, the influence of apartheid policies on education and development, preventive health care, public policy regarding social services and child care provisions in the national context. Site visits and guest lecturers will ensure that students integrate their theoretical learning with experiential learning.

Learning Objectives

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

- Contextualize the historical roots of several regional 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 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, discussions, small group activities, and collective/individual assignments. Audio-visual material and site visits will augment the overall learning experience. Wherever possible, the course weaves in the voices of children, and the perspectives of families. This said, the scope of the course cannot accommodate the wide diversity of family and kinship structures in South Africa.

**Assessment and Final Grade**

- Class Presentations  20%
- Public Service Announcement  20%
- Midterm Exam  20%
- Final Paper  20%
- Participation  20%

Total  100%

**Course Requirements**

**Presentations**

Throughout week four, we will be discussing alternative approaches to education as well as institutions which are alternatives to current governmental educational systems (and amenities). This includes international and/or private schooling, as well as home schooling. Other discussions will evolve around vocational training and entrepreneurial education. Lastly, the idea of decolonising the education system, as well as multilingual learning will be highlighted. Students must conduct a 10-minute presentation in pairs or triads on any one of the highlighted approaches. In the presentation, students are expected to highlight both a positive and a negative aspect of the chosen educational approach/institution. In addition, it is important to note that a comparative approach is required – each presentation must conclude with a reflection and comparison to an equivalent approach in the United States (or the student’s home country in the case of international students studying in the US). The presentation should show a good understanding of this topic and the ability to put it in perspective. Students may use audio-visual media such as a video or power point if it adds value to the overall presentation.

**Public Service Announcement (PSA)**

In pairs, students will video-record a public service announcement that will be uploaded to Flip Grid. Each pair chooses an area of concern and divvies up the amount of background research to the
relevant topic. The total word count of this announcement should amount to 2000 words. The PSA must include adequate contextualization of a particular social issue and it must contain a message that aims to raise awareness of, and change, public attitudes, opinion and behaviour towards the issue. In addition to exposing the issue, the PSA must also offer advice on how the issue can be addressed. While students are required to submit a video-version of this announcement, each team must also submit the script (2000 words). The script must end with two to three paragraphs (not included in video) through which each student team positions itself and elaborates on ethical considerations and accountability processes that were relevant in the completion of the project.

Midterm Exam

This online exam comprises several questions that require short paragraph answers. This exam will cover material from the first three weeks of class and it will take place during the last 80 minutes of session 3.2. The exam will be proctored, but it is also open-book and open-notes. Students are required to bring a functional laptop to class for this purpose, and they must notify instructor immediately if they are having technical difficulties of any sort.

Final Paper

The final paper of 2000 words should be a research paper that closely ties to each student’s area of focus and academic interest. Students will be required to articulate a research question by session 4.1, and upon approval/ feedback, students should begin the process of archival research. While it is encouraged to design individual and highly specific research questions, students are required to stick to the major themes of the course. All papers must show proper citations and accurate referencing.

Citation Style

Students are advised to cite using the Chicago Style for referencing. The footnoting referencing system involves two key components:

1. Footnotes: Footnote should be placed at the foot of the page in question (not at the end of the essay). Number footnotes consecutively.
2. Bibliography: This appears at the end of your work and lists all the sources used. Do not include items in the bibliography which have not been read or which have been read but not used for the essay. Students will be expected to show familiarity with all the items in the bibliography.
Examples:


**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:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>1 content class, or up to 2 language classes</td>
<td>no warning or grade penalty, but participation may be impacted depending on the lesson format.</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>2 content classes, or 3-4 language classes</td>
<td>warning letter must be sent, and the student gradebook is marked down by 3%. Participation may have an additional grade impact depending on the lesson formats.</td>
</tr>
<tr>
<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td>student fails course and is notified in writing</td>
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**Weekly Schedule**

**Week 1  Orientation Week**

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

In this first session of class, we will begin by conceptualising interlinked and foundational concepts such as family, school, care, development etc. To initiate this, we will discuss a global study by Macionis & Plummer who attempt to define several of these terms across a variety of contexts and cultures.

**Recommended reading:**

Week 2

Family Life in South Africa

Class 2:1

Diversity in South Africa

This session provides an overview of ethnic, linguistic and cultural diversity in South Africa. Within each cultural context, ‘family’ means different things, thus making it quite impossible to do justice to a term like ‘the South African family.’ The lecture component of this session highlights key historical events that significantly altered family and kinship structures, most notably South Africa’s history of forced racial categorization and (re)classification, the history of forced removals and the instalment of labour regimes that collaterally, or arguably systematically, fragmented the majority of South African families. The discussion component of this session then revolves around the challenge of generational and structural poverty, and how this has caused an uneven and disjointed social development, marked by extreme levels of inequality and inequity.

Required Reading:


Class 2:2

A Historiography of Health Care and Education

This session continues to expose students to key events in the history of South Africa’s health care system and its formal education system. As with anything systemic in South Africa, it is necessary to understand how the colonial and apartheid regimes set up systems for health care and education in order to fully appreciate how much work has to be done since ’94 to democratize both systems. In the case of health care and education, it is important to better comprehend the role that the church and missionaries played during the founding of South Africa’s first hospitals and schools. The session will conclude with an overview of basic aspects of both systems, and students will become familiar with major educational policies as well as major features of the health care system.

Required Reading:

Suggested Reading:


The Bantu Education Act of 1953

Class 2:3 Reforming/ Transforming Education and Health Care

This session further examines the consequences of the Bantu Education Act and the ripple effects of health problems that are specifically linked to the mining sector and environmental racism. This week concludes with a deliberate connection between health, health care, health care access and education overall. How does health insurance work in South Africa? What are day hospitals, and what is the relationship between private vs public hospitals and health care providers? Does every child have the right to be enrolled in school? How are such rights reinforced? The discussion component of this session will pivot around the question of how a lack of health (care) and a deprivation of education contributes to the poverty cycle in South Africa. The session will end with an inspiring lecture on how ordinary South Africans have organized at the civic level in recent years in order to demand nothing less than a complete transformation of education systems and health care. Most notably, students will be introduced to Equal Education and the Treatment Action Campaign.

Required Reading:


Required Viewing

Some Children are More Equal than Others: Education in South Africa by Stefan Gottfried, 2015. Available at: https://www.youtube.com/watch?v=hiEUu-Is0Ao

Suggested Reading

Online newspaper article (with short video) http://time.com/4365138/soweto-anniversary-photograph/
Week 3  Transitions to Democracy

Class 3:1  Curriculum Reform

As South Africa transitioned from apartheid to democracy, changes in the political landscape shaped successive waves of curriculum reform over a relatively short period of time. The lecture component of this session will critically examine the trial of Curriculum 2005 (C2002/NCS) and Outcomes Based Education (OBE) amongst several other proposals that were popular during Mandela’s, then Mbeki’s and Zuma’s administrations. The lecture will also introduce students to the ways in which the discourse around democratization and curriculum reform changed on both, national and international levels, especially as a result of the #RMF and $FMF movements.

Required Reading:


Online newspaper article: https://www.parent24.com/Learn/Primary-school/how-sas-many-languages-can-improve-education-and-unlock-the-youths-potential-20180221

Suggested Reading:


Class 3:2  Major Debates about Children’s Lives

Now that students have gained a thorough understanding of health and education systems in South Africa, this session clarifies viewpoints within some of the major debates in South Africa that pertain to children’s well-being. At the top of the list are questions around adoption policies (should the state make it easy to adopt, or should it make it harder? And what of inter-racial adoption?), questions around divorce policies, custody regulations, child support laws (also known as maintenance regulations in South Africa), and questions around how much power, and what kind of power, child protective services should have. What are the current debates around sex education, HIV/AIDS
awareness campaigns and gender (in)equality in schools? During the discussion component of this session, students will practice taking positions and defending their respective viewpoints with well-articulated and well-substantiated arguments. The last 80 minutes of this session are set aside for the Mid-Term exam.

**Required Reading:**


**Suggested Reading:**


**Class 3:3** Advocating for Equal Education in South Africa

Co-Curricular site visit to Equal Education Offices and Equal Education Law Centre

The aim of this visit is to hear from the people fighting socio-economic disparities on the ground every day.

“We build an understanding of the educational system, whilst drawing attention to problems faced by schools and their communities. Equipped with this knowledge, EE offers a new way for people to participate in the democratic system and bring change to education and society.” – Equal Education (2019)

**Required Browsing**

[https://equaleducation.org.za/](https://equaleducation.org.za/)

*Due: Mid-Term Exam*

**Week 4** Alternative, Supplemental and Informal Education Approaches

**Class 4:1** Overview of Educational Systems

This session provides students with a comprehensive overview of various educational systems that are, arguably, in competition with each other. We will consider the differences between private schools and public schools, the history of so-called Model C schools, the
Montessori model, the Waldorf model, policies around home-schooling, vocational training and entrepreneurial education. While the lecture component will cover the differences between the Independent Examination Board (IEB), the National Senior Certificate (NSC) and the Cambridge systems (GCE and IGCE), the discussion component will further help students develop their debate skills. About half the class will be scheduled to present their debate topics during the second part of this session. In preparation for the debates, students are expected to research and accurately reference their own sources.

Required Reading/ Browsing:


Class 4:2 Debates Continued and Midterm Exam Feedback

During the first part of this session, we will complete the debate presentations. As with session 4:1, presenters are required to assign any readings or viewings with enough advance notice. The session then concludes with a feedback and review work-shop during which the instructor will point out highlights from both, the mid-term exam and the debates.

Class 4:3 Co-Curricular Excursion

Due: Debate Presentations

Week 5 Child Development and Welfare in South Africa
Class 5:1 Guest Lecturer: Early Childhood Development (ECD) in South Africa
Overall, ILifa Labantwana is a renowned resource for ECD knowledge. Be sure to browse their website [http://ilifalabantwana.co.za/](http://ilifalabantwana.co.za/) prior to class.

**Required Reading:**


**Class 5:2 Child Welfare Crisis**

This session highlights some of the realities around child welfare in South Africa today. Some of the major challenges have to do with a governance system which has mutated from socialism (Mandela); to neo-liberalism (Mbeki); to Developmentalism (Zuma). The goal of this session is to better understand how the various ideologies have impacted child welfare, and how Child Welfare South Africa (CWSA), in particular, has tackled social problems like drug abuse/addiction, gang violence, bullying, malnutrition, child abuse (including trafficking, rape and child labour) and health hazards.

**Required Reading:**


**Due: Public Service Announcement**

**Week 6 Thinking about the way forward**

**Class 6:1 Guest Speaker: Social Grants for Children**

The guest speaker will introduce us to the various grants which the government currently avails for children, including The Child Support Grant, The Care Dependency Grant, the Foster Child Grant, and the Social Relief or Distress Grant. The aim of the session is to critically evaluate each grant and gain a deeper appreciation for both, limitations and possibilities.

**Required Reading:**

Class 6:2 Co-Curricular Excursion

Class 6:3 Summary and Discussion

This class offers students an opportunity to review the content of the course. The concluding lecture will offer a synthesis of the course and address any outstanding questions. We will discuss the future challenges for youth policies in South Africa, how to best deal with contemporary socio-economic disparities, and the role that government should/should not play. Participants will reflect on what they learned in the course and how they will speak of their experience in Cape Town when they return to the United States.

Due: Final Essay

Readings

The Bantu Education Act of 1953


**Online newspaper articles**

http://time.com/4365138/soweto-anniversary-photograph/


