CIEE Global Institute - Madrid

Course name: Family, Schools and Child Development
Course number: (GI) PSYC 3001 MASP
Programs offering course: Open Campus
Open Campus Track: Global and Community Health Track
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 the Spanish approach 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 in Spanish communities, the current educational system, different familiar patterns, preventive youth health care, public policy on social services and divorce support, parental leave, and day care provision.

Site visits to different Spanish institutions will deepen students' theoretical learning. The course will also incorporate guest talks in order to foreground the place of family, schools and child development across Spanish society and culture.

Learning Objectives

By participating in this course, you will:

- Contextualize the historical roots of Spanish family and youth culture and the educational system
- Explore the child development as well as the possible childhood adversities and psychosocial disorders
- Demonstrate knowledge of current Spanish views and policies on childcare, parenting and education
- Recognize the importance of empathy and transparent accountability in health care discussions and settings
- Understand the impact of social media and technology on children and youth generation
• Compare approaches to youth policy in Spain, Europe and the US 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 in London 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**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Family Outreach Group Project</td>
<td>20%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>100%</strong></td>
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**Course Requirements**

Student's evaluation will be based on the five elements listed above.

**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**

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A 7-page 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.

**Oral Presentation**

Students must conduct a 15-minute presentation in small groups on one of the themes discussed. They may use other audiovisual 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 Spanish 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.

**Class 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>
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</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>1 content classes, or up to 2 language classes</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>2 content classes, or 3-4 language classes</td>
<td>Participation graded as per class requirements; <strong>written warning</strong></td>
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<tr>
<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td><strong>Automatic course failure</strong>, and possible expulsion</td>
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**Weekly Schedule**

**Week 1**

**Class 1:1**
Introduction to the course. What is this course about?
Introduction to the Spanish educational system to students. In this context, related youth policies will be examined.

**Week 2**
We will focus on current debates around the importance of educating children from an early age, the influence of the family context in child development and the different education styles. In addition, the documentary screening will help to understand the importance of the “critical period” hypothesis.

**Readings:**
Martínez, Ull and Aznar, 2003  
Arranz, De Miguel, Olabarrieta and Richards, 2010  
Film: Wild Child: The story of feral children.

The History of Spanish family life
This week the class will explore the history of modern Spanish family life via discussions of the following time periods: Spanish Second Republic, Civil War, Franco Dictatorship and today.

**Readings:**  
Meil, 2006; Moreno, Ortega and Gamero, 2016

The idea of children’s need of protection.

**Guest Speaker:** Guest talk on Attachment Theory

**Week 3**

**Class 3:1**  
Spanish childhood.  
This week’ sessions will focus on the current debates around Spanish childhood and new family models.

**Readings:**  
Davia and Legazpe, 2014  
Rajmil, Siddiqi, Taylor-Robinson and Spencer, 2015

**Class 3:2**  
The emergence of the Welfare State, motherhood, day care provision, women’s employment, LGBTQ parenting and the impact of the economic crisis in Spain.
Midterm exam

Readings:
Álvarez, Romo and Garcia, 2017

Class 3:3 Site visit: Brains Nursery Schools Madrid

Week 4
Class 4:1 Deviations and Problems While Growing Up: The Spanish “Answer”
Lectures and class discussions will study current debates on socio-economic and ethnic differences, divorce, foster care, child abuse and child-to-parent violence.

Presentations

Readings:
Calvete et al., 2014

Class 4:2 Recent debates on school integration, police records and hospital reports in order to ‘protect’ children and families in an effective way.

Presentations

Short film: Removed

Week 5
Class 5:1 New approaches in Spanish Education.
General overview of inclusive schooling in Spain, differences between public and private educational institutions, family participation in school education and the emergence and implementation of new educational models around the world such as Montessori schools or free democratic schools in Spain.

Family Outreach Group Project

Readings:
Lillard and Else-Quest, 2006
Rogero and Andrés, 2014

Class 5:2 Site Visit: Madrid Montessori School

**Week 6**

Class 6:1 Challenges, Summary, and Discussion.
Current debates around policies to protect children and young people and to guarantee their safety will introduce students to social problems related to children and youth as bullying, gender identity, drug abuse, social media dangers, and sexism and violence in the globalized world

**Readings:**
OECD PISA results 2013

Class 6:2 The Digital Age and Internet Addiction.

Documentary: Screenagers

Final papers due

**Readings:***
Del Rey, Elipe, Ortega-Ruiz, 2012

**Readings**

**Textbook Readings**


Online Resources
https://www.msssi.gob.es/
http://www.inmujer.gob.es/
https://www.savethechildren.es/
http://www.tandfonline.com
http://www.naeyc.org/woyc/resources
https://www.cdc.gov/ncbddd/childdevelopment/freematerials.html
http://www.oecd.org/pisa/

Additional Readings