Course name: Family, Schools and Child Development
Course number: (GI) PUBH 3004 CPDK /PSYC 3001 CPDK
Programs offering course: Open Campus (Health Sciences 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 a variety of approaches to ensuring that children grow up competent and healthy human beings. 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 in the Danish context and as compared to other European countries and the United States. Site visits to relevant institutions, 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 and specifically in Denmark.

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, specifically the Danish.
- 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. 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**

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Presentation</td>
<td>15%</td>
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<tr>
<td>Family Outreach Group Project</td>
<td>20%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Paper</td>
<td>25%</td>
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<tr>
<td>Attendance and Class Participation</td>
<td>20%</td>
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**Course Requirements**

**Presentations**
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 contextualize the relationship between family, schools and child development in a Copenhagen 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 larger (1875-3750 words) 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.
Class Participation
Students are expected to fully participate in all activities relating to the course, including site visits, guest lectures, and other events. Students are encouraged to bring observations developed outside of class time (based on their living experiences in Copenhagen) into the discussions in class. Small group work projects will arise during class time, for which students are expected to make full contributions.

Class Attendance
Regular class attendance is required throughout the program. Students must notify their instructor via Canvas, beforehand, if possible, if they will miss class for any reason. Students are responsible for any materials covered in class in their absence. Students who miss class for medical reasons must inform the instructor and the Academic Director (or a designated staff member) and provide appropriate documentation as noted below. A make-up opportunity will be provided to the extent this is feasible.

Due to the intensive nature of the block schedule, all unexcused absences will result in a lower final grade for the course. If students have more than 10% unexcused absence each class will cause 3 percentage points to be dropped from the final grade. For example, a student with an 88% final grade (B+) and 1 unexcused absence will see it reduced to 85% (B).

Students who transfer from one 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.

CIEE program minimum class attendance standards are as outlined below. Center-specific attendance policies may be more stringent than the policies stated below. The Center / Resident Director sets the specific attendance policy for each location, including how absences impact final grades. Such policies are communicated to students during orientation and via Study Center documents. In the event that the attendance policy for host institution courses differs from CIEE’s policy, the more stringent policy will apply.

- Excessively tardy (over 15 minutes late) students will be marked absent.
- Students who miss class for personal travel will be marked as absent and unexcused. No make-up opportunity will be provided.
- An absence 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.
  - Evidence is provided of a family emergency.
- Attendance policies also apply to any required co-curricular class excursion or event.
Persistent absenteeism (students approaching 20% or more of total course hours missed, or violations of the attendance policies in more than one class) may lead to a written warning from the Academic Director or Resident Director, notification to the student’s home school, and/or dismissal from the program in addition to a reduction in class grade(s).

**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**

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

Introducing the central aspect of the course and talking with students about expectations for the course and what they are to learn. Introducing youth policies in general and specifically in Denmark. Is the country of one of the most famous kids’ toys, lego, a paradise for children? 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.

Readings:

Online:
http://denmark.dk/en

**Week 2**

**Classe 2:1**  
**The History of Family Life and Education in Denmark**

This week we will study the development of family life and education in Denmark from the end of the 19th century to the present, tracing developments in the fin de siècle, promoted by thinkers such as Nicolai Grundtvig, 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?

Readings:

Class 2:2
We look at the school's physical design and examine how the school's buildings, design and architecture from the 19th century onwards tell us about the view of the child. At the end of the 60s, there were great apprehensions in the Danish school system. We examine how Danish young people in their 70s and 80s perceive their schooling.

Readings:

Presentations

Class 2:3
Site visit: Museum

Week 3

Class 3:1
Children and Childhood in a Welfare State
Denmark knows a culture of ‘hygge’: trying to make life comfortable and cosy. Does this translate into youth policies in the country? How are for example maternity and parental leave arranged, or parental allowance, day care provision and preventive youth health care? How is this compared to the rest of the EU and the US?

Readings:

Online:
Report Danish Health Authority: https://www.sst.dk/en/news/2014/~/media/7B4250C3B5C04B6D9D7D374AB13752A4.ashx
Safety for babies and toddlers: https://www.sst.dk/en/publications/2010/~/media/5F365A1FFE9D4002A01FB6B5E2C0AC78.ashx

**Class 3:2** We examine the Danish daycare institutions in a contemporary context. What values and views of the child shape the upbringing of the children?

Readings:

Mid-Term Exam

**Class 3:3** Site visit: Kindergarden

**Week 4**

**Class 4:1** *Deviations and Problems While Growing Up*
This week will focus on problematic childhoods. What is the influence of socio-economic and ethnic factors in a country like Denmark, as compared to EU and US? What is the current state of gay parenting, divorce care, foster care? What are the policies around child abuse?

Readings:

Online:
Danish Health Authority guidelines for new immigrants with children: https://www.sst.dk/en/publications/2016/~/media/CACB5C2DE21040B99308D0173C75D87B.ashx

**Class 4.2**

We continue our focus on problematic childhood with a focus on divorce and gay parenting.

Readings:

**Family Outreach Group Project**

**Class 4:3**

Guest lecture from VIVE – The Danish National Centre for Social Research

**Week 5**

**Class 5:1**

**European Educational Systems**
This week the students will explore regional and national variations of education systems, the so called PISA study outcomes and the philosophy of education. As always in the frame of reference of what the students know from their own situation back in the United States.

Readings:

Online:
OECD PISA results

**Class 5:2**

Site visit: An international School
Week 6

Class 6:1  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.

Class 6:2  Final Paper
Course Materials

Readings


**Online Resources**

http://denmark.dk/en


https://www.sst.dk/en/publications/2010/~/media/5F365A1FFE9D4002A01FB6B5E2C0AC78.ashx


**Recommended Readings**


Print.
