

The American University
School of International Service
International Development Program

CHILDREN IN INTERNATIONAL DEVELOPMENT

Fall 2008, SIS 624

Wednesdays 5:30 – 8:00PM

Ward 301

Professor:

Dr. Loubna Skalli Hanna

Office: Hurst 201A

Phone: 202- 885- 1658

Email: hanna@american.edu

Wright:

Office Hours:

Wednesday 2:00 - 4:00PM

Friday 2:00-4:00

For all appointments, please contact Crystal

Crystal Wright/idpsis/AmericanU

Tel: 202 885 1657

For all questions related to readings and Blackboard issues, please contact my research assistant:

"Hans Louis-charles" <hl1209a@student.american.edu>

Course Description

This is an introductory course to children in International Development. The purpose of the course is to examine the lives, conditions and roles of children by looking at specific case studies from the different regions of the developing world. The course also analyzes inter/national conventions, programs and policies that seek to either protect children's rights and/or improve their living conditions in developing countries. Topics covered include street children, child labor, child soldier, children victim of conflict, sex exploitation, HIV/AIDS and Orphans of AIDS.

Ultimately, the course objectives are to encourage students to:

- a) Understand and critically analyze the complex realities that define and shape childhood in the developing world; and,
- b) Understand and evaluate the strengths and/or limitations of current policies and programs that target children
- c) Make a contribution to the field by developing creative approaches and effective strategies for meaningful change.

REQUIRED READINGS

No book is ordered for this course. However, students are required to read ALL the documents assigned for each session. Reading materials will be posted on the Blackboard, unless the syllabus indicates a direct web link for downloading them.

Students are strongly encouraged to use the list of recommended books below to supplement the class readings and assignments.

REPORTS TO DOWNLOAD

1. UNICEF. *State of the World's Children 2007*. Report PDF check a “world fit for children: children forum report on unicef”
<http://www.unicef.org/>
2. EFA Global Monitoring Report 2007: Strong Foundations.
<http://gsed.wordpress.com/2006/10/30/report-the-2007-efa-global-monitoring-report/>
3. Winrock International 2008: *Best Practice in Eliminating Child Labor through Education* <http://www.crin.org/docs/BestPracticesWinrock.pdf>
4. World Vision. “Children and Peace-building: Experiences and Perspectives.”
<http://www.childrights.org/PolicyAdvocacy/pahome2.5.nsf/allreports/1E8007AEAFCD797688256E46008360AC?OpenDocument>
5. Samuel A. Morley and David Coady. 2003. From Social Assistance to Social Development: Targeted Education Subsidies in Developing Countries. Center for Global Development,
<http://www.ifpri.org/pubs/cp/socialassist.htm#download>

RECOMMENDED TITLES

- Graca Machel. Impact of War on Children. Palgrave, 2001.
Report to the UN: <http://www.unicef.org/graca/>
- Jo Boyden and Joanna de Berry. (Eds.) Children and Youth on the Front Line: Ethnography, Armed Conflict and Displacement. New York, NY: Berghahn Books, 2004.
- Peter Singer. Children at War. Pantheon, 2005.
- Rurevo, Rumbidzai. Girls on the Street. Harare, Zimbabwe: Weaver Press, 2003.
- Rachel Hastie. Disabled Children in a society at war: a Casebook from Bosnia. Oxfam UK and Ireland: 1997.
- Sorajjakool, Siroj. Child Prostitution in Thailand. New York, NY: Haworth Press. 2003.
- Szanton Christina, Blanc (with Contributors). Urban Children in Distress: Global Predicaments and Innovative Strategies. UNICEF, 1994.

POLICIES

- No late work will be accepted. 10 points will be subtracted for each day late, unless the delay is fully justified.
- Make-up work will be allowed only if you have a medical or University excuse. Let me know the circumstances prior to the absence.
- If you should use the computer in class, please restrict the usage to class work. NO email checking and Internet browsing is tolerated.
- If you decide to keep your cell on, please make sure it is on “silent” or “vibrate” mode.
- Be a courteous and respectful listener/participant: this is the only way to encourage all others to participate and learn in this class.
- The course schedule is tentative. If changes are made you will be notified verbally and in writing in a timely manner.
- All your written assignments should be carefully edited/proofread before submitting them. Please respect the page limit set for each assignment!
- All assignments should be submitted in hard copy: **No electronic submission is accepted.**

GRADING SCALE

The following scale is used for all assignments:

A	95 - 100
A-	90 - 94
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D	67- 69

PLEASE NOTE: the University’s Academic Integrity is **strictly observed** in this course. All students are governed by American University’s Academic Integrity Code. The Code details specific violations of ethical conduct that relate to academic integrity. By registering you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the code.

All of your work (whether oral or written) in this class is governed by the provisions of the Academic Integrity Code. Academic violations include but are not limited to: plagiarism, inappropriate collaboration, dishonesty in examinations whether in class or take-home, dishonesty in papers, work done for one course and submitted to another, deliberate falsification of data, interference with other students’ work, and copyright violations. The adjudication process and possible penalties are listed in American University’s Academic Integrity Code booklet, which is also available on the American University website.

COURSE REQUIREMENTS AND EVALUATION

-I- Class Participation & Presentations: 20% of the final grade (including peer evaluation)

This is an intensive reading/writing/thinking course. The class is NOT based on lectures only: group work, students' short presentations, and video screenings are designed to complement and reinforce the lectures. Students are expected to create a dynamic and intellectually stimulating environment by coming to class prepared to engage with the readings and discuss the materials they are exposed to.

Further guidelines on individual/group assignments and/or presentations will be discussed in class and posted on the Blackboard.

Each student's grade for class participation will be determined through the combined evaluation from the group members (50%) as well as the teacher's (50%).

Guidelines for peer evaluation are posted under Assignments.

-II- Critical/Analytical Paper: September 24, (20% grade)

This is a short reflection paper of no more than 5 pages long. It is based on assigned readings for the class and requires the students to demonstrate a thorough knowledge of the issues/questions raised by different authors and their ability to integrate ideas from the readings with their own personal views in a constructive and critical fashion.

Specific guidelines and a sample paper will be posted on blackboard

-III- Case Study Analysis: October 22 (25% including peer evaluation)

This assignment takes a case study as a starting point. Each student dyad will choose 2 cases (programs/interventions) related to a child related issue (readings from September 24 thru October 22) and provide a close analysis and assessment of the two programs in terms of their effectiveness in responding to the issue at hand.

Additional guidelines will be posted on the blackboard

-IV- Final Group project: Due December 9 (35%, including peer evaluation)

Projects will be assigned early in the semester. Each group of 2-3 students should share a common interest in a specific child research topic and/or regional area (as a focus of their study). The group is expected to document, discuss and write a final project report on the selected topic.

Groups will be formed **October 1**: please complete and turn in, ONE week prior to this date, the Student Information sheet attached to your syllabus. Make sure you specify your regional focus and 3 topics of your interest in the order of priority.

Once the groups are formed, a one-page initial proposal for the research should be submitted no later than **October 15**. It should include the topic selected for the research, the reasons for the selection and the research method(s) to be used. Once I approve of the proposal, students should coordinate their time and efforts to prepare for the final presentation and paper.

Presentations of the group work are scheduled for the **December 3rd**, the final report is due **December 9** by 6:00 in my office.

A more detailed guideline on the project will be posted on BB.

NB: All assignments for this course must use embedded citations with complete list of references, full footnotes or endnotes for all sources including the internet material. All material you use, that was originally written by someone else, must be put in quotation marks. Assignments containing plagiarized material will automatically receive an F.

COURSE OUTLINE AND READINGS

August 27: Introduction to the course

Allison James and Adrian L. James. "Childhood: toward a Theory of Continuity and Change." In The Annals of the American Academy of Political and Social Science. Sage Publications: May, 2001, pp. 25-37.

Hawes M. Joseph and N. Ray Hiner. (eds.) Children in Historical and Comparative Perspective. Greenwood Press: 1991.

Chapter 7: Elizabeth Anne Kuznesof, "Brazil"

Chapter 9: Sara Harkness and Charles M. Super. "East Africa"

Chapter 17: Eliabeth Fernea. "Muslim Middle East"

September 9: Children's Rights and International Conventions?

The Convention on the Rights of the Child. "Full Text of the Convention" available at:

<http://www.unicef.org/crc/fulltext.htm>

Katheleen Alaimo. "Historical Roots of Children's Rights in Europe and the United States." In Children as Equals: Exploring the Rights of the Child, pp. 1-24, in

Kathleen Alaimo and Brian Klug, Eds. Lanham, MA: University Press of American, 2002.

Stephen Parker. "The Best Interests of the Child- Principles and Problems" Pp. 26-41.

Abdullah An-Na'Im. "Cultural Transformation and Normative Consensus on the Best Interests of the Child." Pp. 62-81, in Philip Alston. (Ed.)

Case Study:

1. Innocenti Digest. "Birth Registration: Right from the Start." 2002.

2. "Count me in": <http://www.comminit.com/en/node/134900>

3. Francis Chigunta. 2005. "Report on the Evaluation of the Children's Rights Club in Zambia" Save the Children.

http://www.unicef.org/evaldatabase/files/Zambia_Child_Rights_Clubs_2005.pdf

September 10: Child Labor I: Concepts and Consequences

Group Assignment -1-

Amy R. Ritualo, Charita L. Castro and Sarah Gormly. "Measuring Child Labor: Implications for Policy and Program Design." *Comparative Labor Law and Policy Journal*, Vol. 24, No. 2, pp. 401-434, Winter 2004

Accessible at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=592723

Basu Kaushik. "Child Labor: Cause, Consequence, and Cure, with Remarks on Internatinal Labor Standards." Journal of Economic Literature, Vol. 37, No. 3 (Sep., 1999), 1083-1119.

Hick Steven Hick and Edward Halpin. "The Right Rights? Child labor in a Globalizing World." In The Annals of the American Academy of Political and Social Science. Sage Publications: May, 2001, pp. 38-57.

Skinner Benjamin. 2008. "A World Enslaved." *Foreign Policy* March/April, pp. 62-67

Recommended:

Public Health Reports: Hazardous Child Labor. Volume 120, N. 6. Nov/Dec 2005.

The Department of Labor's 2001 Findings on "the Worst Forms of Child Labor" Trade and Development Act 2000. INTRODUCTION, pp. 13-26, available at;

<http://www.dol.gov/ilab/media/reports/iclp/TDA2001/Findings.pdf>

Defining Bonded Labor: South Asian Task Force on Bonded Child Labour

http://www.cwa.tnet.co.th/Network/TF-Bonded/tf_bonded2.html

September 17: Child labor II: Projects and Prospects

Group Presentations

Geeta Chowdhry and Mark Beeman. "Challenging Child Labor: Transnational Activism and India's Carpet industry." In *The Annals of the American Academy of Political and Social Science*. Sage Publications: May, 2001, pp. 158-175

Rachel Baker and Rachel Hinton. "Approaches to Children's Work and Rights in Nepal." In *The Annals of the American Academy of Political and Social Science*. Sage Publications: 575, May 2001, pp. 176-193.

Saadia Tor. "Child labor In Pakistan: Coming of Age in the New World Order." In *The Annals of the American Academy of Political and Social Science*. Sage Publications: May 575, 2001, pp.

Nandana, Reddy. "The Right to Organize: The Working Children's Movement in India" Cultural Survival Strategy, 24. 2. (June) 2000, pp. 52-55

Fair Trade. "The Chocolate Industry: Abusive Child Labor and Poverty behind the Sweetness." Available at:

<http://www.globalexchange.org/campaigns/fairtrade/cocoa/background.html>.

John Ungerleider, (Ed.) Challenging Child Labor: Education and Youth Action to Stop the Exploitation of Children. School of International Training, 2004. Selected Chapters.

Recommended:

Winrock International 2008: *Best Practice in Eliminating Child Labor through Education*

<http://www.crin.org/docs/BestPracticesWinrock.pdf>

September 24: Street Children

Analytical Paper Due Today

Final Deadline for submitting the Student Information Sheet

Video: Banking on the Future

Part -1: <http://youtube.com/watch?v=8zMV-NTrsok>

Part -2: http://youtube.com/watch?v=yJGlx7MNC_s

Le Roux Johann. "The Worldwide Phenomenon of Street Children: Conceptual Analysis." *ADOLESCENCE*, Vol. 31, No. 124, Winter 1996, pp. 965-971.

Thomas de Benitez, Sarah. "Reactive, Protective and Rights-Based Approaches in Work with Homeless Street Youth" *Children, Youth and Environment* 13(1):6-7.

Le Roux Johann and Cheryl Sylvia Smith. "Public Perception of, and Reactions to, Street Children" *ADOLESCENCE*, Vol. 33, No. 132, Winter 1998, 901-913.

Cleary Edward. "Life and Death on the Streets: From Street Children to Children at Risk." In *Mobilizing for Human Rights in Latin American*. Kumarian: 2007.

Josephine Ensign. "Ethical issues in qualitative health research with homeless youths." *Journal of Advanced Nursing*, Blackwell Publishing, 2003, pp. 43-50.

Case Study

O'Kane, Claire. 2003. "Street and working children's participation in programming for their rights" *Children Youth and Environment* 13 (1): Spring 2003

Olga Nieuwenhuys. "By the Sweat of their Brow? 'Street Children', NGOs and Children's Rights in Addis Ababa." *Africa*, 71 (4), 2001, 539-557

Saini Asha and Shernavaz Vakil. "Migration in India: Education and outreach for Street Children." *Childhood Education*, Vol. 78, No. 2 (Winter) 2001/2002, pp. 91-95.

Recommended:

Elena Volpi. "Street Children: Promising Practices and Approaches." *Children, Youth and Environment*, Volume 13, Issue 1, Spring 2003.

Badreddine Serrokh. "Microfinance and street Children." Executive summary. 2006.

October 1: Education for All -1-

End of Semester Group Formation

UNESCO. Education for All: The Quality Imperative. Summary. EFA Global Monitoring Report 2005.

Accessible: http://portal.unesco.org/education/en/ev.php-URL_ID=35939&URL_DO=DO_TOPIC&URL_SECTION=201.html

EFA Global Monitoring Report 2003/4. Chapter 3. "Why are girls still held back?" pp. 115-153.

Katarina Tomasevski. "Schooling as Brainwashing." In Children and Peace Building: Experiences and Perspectives. pp. 15-16.

State of the World Children 2004. Annex A: A solution to Almost Every Problem." Pp. 83-89.

Case Study:

Christian Andrew Denes. "Bolsa Escola: Redefining Poverty and Development in Brazil." *International Education Journal*, Vol 4, No. 2, 2003, pp. 137-147.

CEDPA. 2006. "Mobilizing Communities for Girls' Education in Egypt: The New Horizons and New Visions Programs."

Barefoot College: <http://www.barefootcollege.org/>

Barefoot College: The Night Schools <http://www.yesmagazine.org/article.asp?ID=2414>

October 8: Education in Emergency II- Post/Conflict Context

Guest Speaker/Group discussion

Susan Nicolai and Carl Ripplehorn. 2003. "The Role of Education in Protecting Children in Conflict." Humanitarian Practice Network, 2003.

Judy Hanawalt in Slobig. "Peace Education in Montenegro" In Children and Peace Building: Experiences and Perspectives." pp. 9-13.

Sommers Marc. "Children, Education and War: Reaching Education for All (EFA) Objectives in Countries Affected by Conflict" CPR Working Papers. Paper No. 1, May 2002, pp.1- 40.

Recommended:

"Reshaping the future: Education and Post-Conflict Reconstruction." Chapters 4-6, the World Bank, 2005.

The Inter-Agency Network for Education in Emergencies (INEE): www.ineesite.org,

October 15: Child Soldiers

1-Page Research Proposal Due today

Video

Ismael Beah. 2007. A Long Way Gone: memoirs of a boy soldier. Farrar, Straus and Giroux, 2007_NPR. Fresh Air:

<http://www.npr.org/templates/story/story.php?storyId=7519542>

JO de BERRY. 2001. "Child Soldiers and the Convention on the Rights of the Child", The Annals of the American Academy, AAPSS, 575, May 2001, pp. 92-105.

Volker Druba. 2002. "The Problem of Child Soldiers." International Review of Education, 48 (3-4) pp. 271-277.

Kirsten Gislesen. "A childhood Lost? The Challenges of Successful DDR: Case of West Africa. 2006

Susan Shepler. "Globalizing Child Soldier in Sierra Leone".

Edward C. Green. "Indigenous Healing of War Affected Children in Africa." IK Notes, World Bank, 1999.

"Girls formerly associated with fighting forces and their children: returned and neglected." 2006, Coalition to stop the use of child soldiers. Pp, 1-12.

Recommended:

Child Soldiers Global Report 2008. <http://www.childsoldiersglobalreport.org/>

Keairns Yvonne, "The Voices of Girl Child Soldiers: Summary."

October 22: Impact of War on Children

Assignment 2 due today: Case Study Analysis

Speaker or Video

Westmeyer Joseph and Karen Wahmanholm, "Refugee Children" in Roberta J. Apfel. And Bennett Simon (Eds.). Minefields in Their Hearts: The Mental Health of Children in War and Communal Violence. Yale University Press: 1996, 75-103

Hinton Rachel. "Seen but not heard: refugee children and models for intervention." In Abandoned Children. Eds. Catherine Panter-Brick and Malcolm T. Smith. Cambridge University Press, 2000, pp. 199- 212.

- Simon Turner. "Angry young men in camps: gender, age and class relations among Burundi Refugees in Tanzania." Center for Documentation and Research, 1999
- Feeny, T. 2004. "Caught Between a Crocodile and A Snake: Childhood in Rohingya Camp, Bangladesh" in Childhood in South Asia edited by Jyotsna Pattnaik.
- A. Velicaria and M. C. Laguardia. "Building Bridges of Peace in Mindanao: A role for Children." In Children and Peace Building: Experiences and Perspectives. pp. 17-21.
- S. Botero and A. Zacipa. "Colombia's Children: Agents of a New Culture of Peace." In Children and Peace Building: Experiences and Perspectives. pp. 22- 27.

Recommended:

"Why in the World Are we Waging War on Children": www.handicap-international.org
<http://www.handicap-international.us/our-fight-against-landmines-and-cluster-bombs/mines/>

Charli Carpenter. "Protecting children born of sexual violence and exploitation in war zones: existing practices and knowledge gaps." 2005

Gillian Straker. "Ethical Issues in Working with Children in War Zones." In Roberta J. Apfel. And Bennett Simon (Eds.). Minefields in Their Hearts: The Mental Health of Children in War and Communal Violence. Yale University Press: 1996, 18-31.

October 29: Trafficking/Sexual Exploitation of Children

Guest Speaker (?)

"The Facts about Child Sex Tourism." Department of State, office to Monitor and Combat Trafficking in Persons

Flowers, R. Barri. "The Sex Trade Industry's Worldwide exploitation of Children." In *The Annals of the American Academy of Political and Social Science.* Sage Publications: May, 2001, pp. 147-157.

Lim Lin Lean. (ed.) "Child Prostitution" in The Sex Sector: The Economic and Social bases of prostitution in Southeast Asia. Geneva: International Labor Office, 1998.

Victims of Trafficking and Violence Protection Act of 2000: Trafficking in Persons Report 2006. *Especially* sections 2, 3, 5

<http://www.state.gov/g/tip/rls/tiprpt/2006/>

"The International Criminal Court and Children's Rights"

<http://www.iccnw.org/documents/FS-AMICC-ICCnChildRights.pdf>

Case Study:

Worldvision. 2004. "Taking the Journey Together: A United Response to Trafficking in the Mekong Region"

Montgomery Heather. "Abandonment and Child prostitution in a Thai slum community." Abandoned Children. Eds. Catherine Panter-Brick and Malcolm T. Smith. Cambridge University Press, 2000, pp. 182- 198.

Recommended:

John Hopkins Report. 2007. "International Child Sex Tourism. Scope of the Problem and Comparative Cases"

Save the Children. 2008. "No one to turn to: sexual abuse by aid workers"

November 5: HIV/AIDS and OVCs

Speaker

Helen Epstein. "The Lost Children of Aids."

Deevia Bhana, Farhara Farook. 2006. "Young Children, HIV/AIDS and Gender: A summary Review.

Save the Children. Children in a World of Aids. 2004

http://www.savethechildren.org/publications/World_of_AIDS_1004.pdf

UNICEF 2007. "The Impact of Social Cash Transfer on Children with HIV/AIDS: Evidence from Zambia, Malawi and South Africa."

Case study:

1. "The Heart (Helping Each Other Act Responsibly Together Campaign,"
John Hopkins Bloomberg School of Public Health Center for Communication Programs.
2. Projects and country programs: <http://www.jhuccp.org/africa/projects.shtml>
3. Soul City. South Africa: <http://www.soulcity.org.za/>

Recommended:

C. Desmond and Gow. 2006. "The Cost Effectiveness of Six Models for OVC in South Africa."

"We will bury ourselves: A study of child-headed households on commercial Farms in Zimbabwe." Farm Orphan Support Trust of Zimbabwe, 2002

"Our Voice, Our Future: Young People Report on Progress Made on the UNGASS Declaration of Commitment on HIV/AIDS." UNFPA

"Children on the Brink 2004" A Joint Report on Orphan Estimates and Program Strategies, UNICEF and UNAID.

http://www.unicef.org/publications/index_22212.html

November 12: Early Marriage/Health

Guest Speaker/Video

Save the Children. Children Having Children. State of the World's Mothers 2004.

http://www.savethechildren.org/mothers/report_2004/index.asp

Refugee Law Project. 2008. 'Giving out their daughters for their survival' refugee self-reliance, vulnerability, and the paradox of early marriage

Roger Thurow. "The Promise" *The Wall Street Journal*, June 13, 2005.

Sajeda Amin and Mary A. Kuenning. 2000. "The Effects of Schooling Incentive Programs in Bangladesh." N. 133

November 19: Class Presentations

December 3: Class Presentations

Student Information Sheet

Full Name: _____

Please state your specific area(s) of research interest related to Children in International Development: If more than one please put them in the order of priority

Any previous research on/work with children/development? Please specify:

What do you expect to get from/achieve in this course

THANK YOU.