

The American University  
School of International Service  
International Development Program

Youth and International Development  
Fall 2006  
Wednesday 5:30PM – 8:00PM

**Youth and International Development**

Professor:

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Office Hours:

Monday 3:00 – 5:00

Tuesday 3:00 – 5:00

Or by appointment

**Course Description**

There is a growing recognition in the development field that peace, prosperity and stability will remain illusive in the current global order if youth, from both the industrialized and poorer countries, are left out of clear and effective consideration in inter/national development policies and programs. Youth are increasingly seen as major actors and potential innovators in national and community development as well as key players in civil society, peace and stability. The potential of youth participation, however, is severely undermined by poverty, the HIV/AIDS pandemic, violence, crime, exploitation, forced migration, insecurity, and lack of access to education and health facilities. Engaging youth in a constructive manner is becoming a development necessity.

The objective of this interdisciplinary course is to provide students with adequate tools for understanding the intersections between youth cultures and development concerns primarily in developing but also in industrialized countries. Students will examine, varying attitudes towards, and treatment of, youth in different societies, trends among youth in political engagement, community development, responses to new information technologies and participation in the development work, advancement of social justice and peace building. They will also explore the various challenges youth face with respect to education, employment, health, security and identity concerns. The approach will be interdisciplinary, combining theoretical and practical components.

The course has many objectives which can be summarized in the following key points:

1. Provide students with adequate grounding to understanding different youth related issues by situating them both in their specific and broader analytical and policy context;

2. Engage students in a critical overview of changing ideas and debates on young people's role in the development process;
3. Enhance students' ability to understand and analyze youth as international, transnational and national development challenges, as victim and agent, as problem and as opportunity; and as both a distinct category of people, but also a disaggregated one, differentiated, for example, by gender, ethnicity religion and class.
4. Enhance students' ability and confidence to participate in social assessment, policy analysis and debates, as well as in designing development initiatives and research undertakings targeting youth.

### **Required Readings**

#### **A. Books ordered for the class \$\$**

Brown Bradford (ed.) (2002). *The World's Youth: Adolescence in Eight Regions of the Globe*. Cambridge University Press. (Hereafter referred to as: TWY)

Tienda, M. et al., (eds.) (2002) *Youth in Cities: A Cross-National Perspective*. Cambridge University Press. (Hereafter referred to as: WIC)

#### **B. Recommended Readings downloadable for free**

World Bank. 2007. Development and the Next generation.  
<http://www.worldbank.communityzero.com/ydp>

United Nations World Youth Report 2005  
<http://www.un.org/esa/socdev/unyin/wyr05.htm>

2004. "Youth and the Millennium Development Goals: Challenges and Opportunities for Implementation." UNESCO  
<http://www.unesco.org/wfeo/mdgyouthpaper.pdf>

### **Course Requirements**

#### **1. Participation: 20% of the final grade**

This is an intensive reading/writing course. Class lectures, reading, group work and discussions are designed to complement and reinforce each other. Regular and active participation of ALL students in ALL activities is mandatory. 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.

Participation includes at least 1-2 page reflection papers on case studies and one presentation (excluding final project).

## **2. TWO Reflection Essays: (50%)**

You are expected to write two take-home reflection essays of no more than eight pages long each.

Each essay should focus on a specific topic covered by the course material – lecture, readings and class discussions. Each paper should demonstrate the student's

- a) Understanding of the key concepts and debates related to the focus,
- b) Critical and analytical skills
- c) Ability to integrate ideas from the readings with personal views/voice

The first paper is due **October 4** and counts **20% of the final grade**. The second is due **November 1** and counts **30% of the grade**. Each paper will be graded according to the following grading scheme:

1. Depth and breath in analyzing key development concepts/debates (30%)
2. Sophistication in using/integrating readings in the overall argument of the paper (30%)
3. Clarity, coherence and readability (20%)
4. Overall organization of the paper (20%)

Carefully edit your papers before submitting them. All papers should be submitted in hard copy.

5 points will be subtracted for each day late, unless the delay is fully justified.

Since reflection papers are not expected to use outside sources, direct quotes, paraphrases and other references to readings from the syllabus should be in-text.

## **3. End of Semester Project: 30% grade**

Students may choose ONE assignment among the following three options:

1. Paper: Publishable 20-page academic paper: focus on one specific region and one main development-youth related issue.
2. Group Policy Project: 2 to 3 students (no more) can conduct an in-depth analysis of a development-youth issue, evaluate existing program(s) and inter/national interventions. Research will result in writing a 10-15 page policy brief.
3. Practicum: each student may choose to engage in one of the following activities
  - a. Job shadowing observation and analysis: establish contact with a DC-based NGO and professionals in the area of youth development, invest a minimum of 15 hours (including on-site observation, interviewing, multiple visits, etc). The student will submit a 15-page final report.
  - b. Community event: the student will be responsible for all the stages of a youth-related activity, from design, development and implementation to post-activity evaluation report. Activities could include, but are not limited to, on-campus awareness-raising event, panel discussion with minimum of 2 speakers, Video-conferencing with other students/universities from different regions of the world, etc.

A detailed explanation of each of the above assignments will be handed in the early weeks of the semester. Students are expected to work closely with the professor during every stage of the assignment.

Students should submit a 1-page draft of a proposal no later than **September 27**. This initial proposal *should include* the following information:

1. The student's final choice of his or her end of semester assignment
2. Initial ideas about the topic/region (if paper or brief); description of activity to be organized
3. The method of research and initial bibliography (if paper or brief); list the NGO(s) and their orientation, the name(s) and contact(s) of professionals, speakers, panelists to be invited
4. An initial bibliography if applicable
5. A realistic timeline for the completion of the assignment

### **Please Remember**

- The course schedule is tentative: changes will occur to accommodate additional activities as well as the schedules of potential guest speakers. If changes are made you will be notified verbally and/or in writing in a timely manner.
- No work will be accepted after 1-week delay.
- Make-up work will be allowed only if you have a medical or University excuse. Let me know the circumstances prior to the absence.
- All your written assignments should be carefully edited/proofread before submitting them. Unnecessary mistakes will affect your grade.
- All assignments should be submitted in hard copy: **No electronic submission is accepted**, unless otherwise specified.
- All assignments should have a title, course number, use **font 12** and double space.

### **Academic Integrity Code**

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.

**Grading Scale:** The following scale will be 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  
F Below 67, Failure

### **August 30: Introduction to the Course**

### **September 6: The Youth Bulge in Question**

Bradford Brown and Reed W. Larson. "The Kaleidoscope of Adolescence: Experiences of World Youth at the Beginning of the 21<sup>st</sup> Century." In *TWC*, Introduction, pp. 1-20.

Craig Jeffery and Linda McDowell. "Youth in a Comparative Perspective: Global Change, Local Lives." *Youth and Society*, Vol. 36, No. 2, 2004: 131-142.

Elizabeth Fussell and Margaret Greene. "Demographic Trends Affecting Youth Around the World." in *TWC*, Chapter 2, 21-60.

Anne Hendrixson. "The "Youth Bulge": Defining the Next Generation of Young Men as a Threat to the future." *Publication of the Population and Development Program*, N. 19, 2003.

Lisa Mastny. 2004. "The Hazards of Youth." *World Watch*, Sept/October 2004.

Hassan Fattah. 2002. "The Middle East Baby Boom." *American Demographics*, Sept 2002.

Bridge Report 2006. "The World's Youth 2006 Data Sheet." BRIDGE 2006.

<http://www.prb.org/pdf06/WorldsYouth2006DataSheet.pdf#search=%22The%20World%E2%80%99s%20Youth%202006%20Data%20Sheet.%E2%80%9D%20%22>

"Youth in Numbers Series" World Bank: The Children and Youth Unit, 2004.

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTCY/0,,contentMDK:20333408~menuPK:631181~pagePK:148956~piPK:216618~theSitePK:396445,00.html>

### **September 13: Youth, Policy, and Development Institutions**

Class Seminar & Presentations

### **September 20: Education, Skills and Un/Employment**

"Learning for Work and Life." WB. World Development Report 2007: Chapter 3.

Tarik Youssef. "Youth in the Middle East and North Africa: Demography Employment and Conflict." *Youth Explosion in Developing World Cities*, Edited by Blair Ruble et al., Woodrow Wilson, 2003.

"Serving Youth with Microfinance." 2005. MicroReport # 30

### **Case Study:**

1. "Micro Finance, Youth and Conflict: Central Uganda Case Study." 2006. MicroReport #38. USAID, 2006
2. Craig Jeffrey, Patricia Jeffery & Roger Jeffery. "When Schooling fails: young men, unemployment and low caste politics in rural North India." Proceedings of the 2003 Edinburgh Conference on *Uncertain Transitions: Youth in a Comparative Perspective*

### **September 27: Youth & Migration**

Reagan, Patricia and Randall Plsen. 2000 "You can go Home Again." *Demography*, Vol. 37, 3.

Mali Mann. 2004. "Immigrant Parents and Their Emigrant Adolescents: the Tension of the Inner and Outer Worlds." *American Journal of Psychoanalysis* 64, 2.

Sunaina Maira. "The Intimate and the Imperial: South Asian Muslim Immigrant Youth After 9/11." *Youthscapes*, pp. 64-84.

### **Case Study:**

1. Rivka. 2000. "Gender Differences in Cross-cultural Adaptation Styles of Immigrant Youths from the former USSR in Israel." *Youth and Society* Vol. 31, N. 3.
2. Ruth Mandel. "Second Generation Noncitizens: Children of the Turkish Migrant Diaspora in Germany." In *Children and the Politics of Culture*, ed. Sharon Stephens. Princeton University Press, 1995
3. Agnete Wiborg. 2004. Place, Nature and Migration: Students' Attachment to their Rural Home Places.

### **October 4:: Identity Concerns, Identity Politics**

The World's Youth: Chapter 5, 6

Richard Werbner. "Multiple Identities, Plural Arenas." In *Postcolonial Identities in Africa*, Eds. Richard Werbner and Terence Ranger Zed Books, 1996.

Brain Donal Cruise. "A lost Generation? Youth Identity and State decay in West Africa." In Postcolonial Identities in Africa. Eds. Richard Werbner and Terence Ranger, Zed books, 1996

Powell Bill. 2005. Generation JIHAD. *Time Europe Magazine*, October 2005, 2005

Yunus Samad. 1998. Media and Muslim Identity: Intersections of Generation and Gender." *Innovation* Vol. 11, 4

### **Case Study**

1. Kathleen Hall. "There's a Time to Act English and a time to Act Indian": The Politics of Identity among British Sikh Teenagers." In *Children and the Politics of Culture*, ed. Sharon Stephens. Princeton University Press, 1995.
2. Bennani-Chraïbi, Mounira. "Youth in Morocco: An indicator of a changing society." In *Alienation or Integraion of Arab Youth: Between Family, State and Street*. Eds. Roel Meijer. Surrey: Curson, 2000.

## **October 11: Indigenous Youth and their Discontents**

- Jasmine Bruce. "Indigenous Youth and Globalization." OXFAM International Youth Parliament Commission into Globalization.
- Kathleen Fox, et al. 2005. "Native American Youth in Transition: The Path from Adolescence to Adulthood in Two Native American Communities." *National Indian Child Welfare Association*
- Elizabeth Rappaport. "Working to end Violence Against Indigenous Women." *MADRE and the International Indigenous Women Forum*.  
<http://www.madre.org/articles/int/vaiw206.html>
- Farrell, Rosen. 1999. "Reaching Youth with Reproductive Health Information and Services." Family Health International

### **Case Study:**

- Skye Warren. 2002. "ELDERS Gathering for Native American Use: Continuing Native American Traditions Curbing Substance Abuse in Native American Youth." *Journal of Sociology & Social Welfare*, Vol. 29, Issue 1.
- Watkinson, Amanda. 2000. "Working with indigenous young people." *Youth Studies Australia*, Vol. 19, 2.
- Manuela Carneiro Da Cunha. "Children, Politics and Culture: The Case of Brazilian Indians" in *Children and the Politics of Culture*, ed. Sharon Stephens. Princeton University Press, 1995.

## **October 18: Gangs, Gender and Violence**

### **Guest Speaker and/or Video**

- W. Heitmeyer. "Have Cities Ceased to Function as "Integration Machines" for Young People?" in *YIC*: chap. 5.
- Geoff Thale. 2005. "International Assistance in Responding to Youth Gang Violence in Central America."
- Meda Chesney-Lind and Randall G Shelden. 1998. "Girls and Gangs." In *Girls, Delinquency and Juvenile System*. West/Wadsworth. Chapter 4.

### **Case Study:**

- Bell, James and Lim Nicole. 2005. "Young Once, Indian Forever." *American Indian Quarterly* Vol. 29, 3/4.
- Caroline Moser and Bernice van Bronkhorst. 1999. "Youth Violence in Latin America and the Caribbean: Costs, Causes and Interventions." World Bank
- Mclure Richard and M. Sotelo. 2004. "Youth Gangs in Nicaragua: Gang Membership as Structural Individualization." *Journal of Youth Studies* Vol. 7, 4.

## **October 25: Juvenile Justice, Social Justice**

- R. White. "Youth Crime, Community Development and Social Justice." In *YIC*: chap. 7
- Carolyn Hamilton and Rachel Harvey. 2004. "The Role of Public Opinion in the Implementation of International Juvenile Justice Standards." *The International Journal of Children's Rights*, 11.

Meda Chesney-Lind and Randall G. Shelden. 1998. "Girls and the juvenile justice System" *Girls, Delinquency and Juvenile System*. West/Wadsworth. Chapter 7.

**Case Study:**

Deborah P. Stith. "Youth Violence Prevention in America: Lessons from 15 Years of Public Health Prevention Work." In YIC: chap. 8

Curtis Rhodes, et al. "Social Learning and Community Participation with Children at Risk in Two Marginalized Urban Neighborhoods in Amman, Jordan." YIC: chap. 9

**November 1: Youth Leadership and Political/Civic Engagement**

Guest Speaker

World Youth Report 2005. Part II, Chapter 6

James Youniss, et al. 2002. "Youth Civic engagement in the 21<sup>st</sup> century." *Journal of Research on Adolescence*, Vol. 12, 1.

Stepick, A. and C. D. Stepick. 2003. "Becoming American, constructing Identity: Immigrant youth and civic engagement." *Applied Developmental Science*, 4.

"Speaking for Ourselves: A Youth Assessment of Local News Coverage." Youth Media Council.

**Case Study:**

Youth as Catalyst for Peace: Helping Youth Develop the Vision, Skills and Behaviors to Promote Peace.

Ankomah, Baffour. 2005. "Mano River youth from warriors to peace builders." *New African* Feb.

Sellers, Jeff M. 2001. A Child Shall Lead Them. (Columbia, gang violence, and a young female leader for peace twice nominated for peace noble price." copy

**November 8: Youth/Culture, ICTs and Global Media**

Guest Speaker

World Youth Report 2005. Chapt. 5. "Impact of global Media on Youth Culture."

Grixti Joe. 2006. "Symbolic transformations: youth, global media and indigenous culture in Malta." *Media, Culture and Society*, Vol. 21 (1).

Jorgen Baek Simonsen. 2005. *Youth and Youth Culture in Contemporary Middle East*. Selected Chapters.

**Case Study:**

D. Wheeler. 2006. "Women, Gender, the Internet in Kuwait." In *The Internet in the Middle East*. SUNY Press

Fereshteh N-S. 2005. "Wings of Freedom: Iranian Women, Identity, and Cyberspace." In *On Shifting Ground: Muslim Women in the Global Era*. Feminist Press, CUNY.

**November 15: Youth, Health and Sustainable Development**

Marta Tienda and William Julius Wilson. 2002. "Prospect and Retrospect: Options for Healthy Youth Development in Changing Urban Worlds." In YIC.

“Youth Suicide Fact Sheet.” *National Youth Violence Prevention*.

Zwicker C. et al. 2004. “Commitments: Youth Reproductive Health, the World Bank and the Millennium Development Goals.” Washington, DC. Global Health Council.

“Troubled Youth: China’s Student Suicide Crisis.” *Radio Free Asia*, August, 2006.

**November 22**

**THANKSGIVING**

**NO CLASS**

**November 29:**

Presentations -I-

**December 6:**

Presentations –II-