

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 23
Discipline:	International Education
Course Number and Title:	IE 471 Children and Youth in Global Context
Division:	Upper
Faculty Name:	Diego Vega, PhD.
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

This course will examine key issues affecting the well-being of children and youth from a global perspective. The interface of cultural values with dominant areas of social concern will be considered within the contexts of family, school, and community. Childhood socialization during an era of rapid global change will be explored, and particular attention will be given to gender issues. The UNCRC (United Nations Convention on the Rights of the Child) will be studied and integrated throughout the course as major challenges and opportunities for children and youth are discussed.

Models of effective intervention for at-risk youth will be explored, and factors related to positive development will be identified.

In addition, we will compare and contrast the transition process from youth to adulthood from a personal point of view and in the context of the countries visited on the voyage. We will take advantage of our opportunities on Semester at Sea to observe and interact directly with children and youth from diverse cultures during field experiences. Classes will be engaging and full of hands-on activities.

LEARNING OBJECTIVES

By the end of this course, you should be able to:

- Learn about key global issues and trends affecting children, youth, and families.
- Examine the impact of global change on the everyday lives and perceived futures of children and youth.
- Become familiar with concepts related to risk and resilience across cultures and contexts.
- Identify and deepen understanding about current challenges and opportunities facing children and youth world-wide and the participation of children in addressing these issues.

- Examine current prevention and intervention programs targeting children and youth in diverse countries and regions.
- Review data on gender differences and explore the differential needs and impact of education and intervention programs.
- Develop skills in conducting country-specific observations and documenting relevant needs of children and youth.
- Examine and critique programs and resource material related to global education.
- Learn about opportunities for international involvement working with children and/or youth.

REQUIRED TEXTBOOKS

AUTHOR: Wells, K.
 TITLE: Childhood in a Global Perspective
 PUBLISHER: Polity Press
 ISBN #: 978-1-509-54172-0
 DATE/EDITION: 2021 (3rd)

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

1: Introduction and overview of the course

Learning outcomes, expectations, syllabus and learning projects
 Discussion of Field Work: Field Class and Comparative Experiential Project.
 Voyage Community Values

Reading: none

2: Changing Views of the Youth: what we know about Generation Z

Reading: Parker, K. & Igielnik, R. (May 14, 2020). On the Cusp of Adulthood and Facing an Uncertain Future: What We Know About Gen Z So Far. Pew Research Center.

Reading: Dimock, Michael. (January 17, 2019). *Defining generations: Where Millennials end and Generation Z begins.*

Experiential Assignment #1 Due

3: India's changing family structure

Reading: Evans, J., Sahgal, N., Salazar, A., Jo Starr, K., & Corichi, M. (March 2, 2022) How Indians View Gender Roles in Families and Society. *Pew Research Center*.

Reading: Dhami, M. (June 24th, 2020). Changing family structure in India. *The Times of India*

Tentative: interport student from India

4: Young adults and the transition to adulthood.

Reading: Ciabattari, T. (2017). Chapter 4: Young adults and the transition to adulthood.

5: Young adults and the transition to adulthood.

Reading: Arnett, J. J. (2017). Adolescence and Emerging Adulthood. (*Chapter 1*)

6: Children and Youth Rights in Kenya

Reading: Human Rights Watch. (2022). Kenya Events of 2021.

7: The Convention on the Rights of the Child

Reading: UNICEF (2021). *Convention on the Rights of the Child*. <https://www.unicef.org/child-rights-convention>

Reading: Gran, B. (2021). Institutions and Children Rights. In B. Gran (ed). *The Sociology of Children's Rights*. Cambridge, UK: Polity. (*Chapter 2*)

Reading: Kilkelly, U. (2016). The Convention on the Rights of the Child after twenty-five years: challenges of content and implementation. (*Chapter 6*)

Experiential Assignment #2 Due

8: The Convention on the Rights of the Child: What Do Children's Rights Do?

Reading: Gran, B. (2021). What Do Children's Rights Do? (*Chapter 5*)

Reading: Clark, E.D. (n.d.). No CRC for USA: Protecting our children from a dangerous U.N treaty. Retrieved from: www.nocrc.org.

9: Exam 1 (up to Class 8)

10: Childhood in a Global Context

Reading: Wells, K. (2021). Childhood in a Global Perspective. Chapter 1

11: Children and Youth in Jordan: violence against children and transition to adulthood

Reading: UNICEF. (November 2021). Executive summary. Youth Transitions to Adulthood in Jordan: High Aspirations, Challenging Realities. *UNICEF*.

Reading: UNICEF. (December 2021). National Study on Violence against children in Jordan. *UNICEF*.

Reading: Arab Barometer. (February 27, 2020). What Arabs think about the status of women in society.

12: Children and Families

Reading: Wells, K. (2021). Childhood in a Global Perspective. Chapter 4

13: Children and Migration in Europe

Reading: Wells, K. (2021). Childhood in a Global Perspective. Chapter 10

14: Policy and Practice

Reading: Wells, K. (2021). Childhood in a Global Perspective. Chapter 2

15: Exam 2 (from Class 9 to Class 14)

16: Children and Youth at War

Reading: Wells, K. (2021). Childhood in a Global Perspective. Chapter 8

Experiential Assignment #3 Due

Tentative: interport student from Greece

17: Gender, Race and Class

Reading: Wells, K. (2021). Childhood in a Global Perspective. Chapter 3

18: Abortion Laws around the world

Reading: Center for Reproductive Rights. (February 21, 2021). The world's abortion laws Map. Center for Reproductive Rights.

19: Preparation for Field Class

20: School and Work

Reading: Wells, K. (2021). *Childhood in a Global Perspective*. Chapter 5

21: Risk and Resilience in childhood

Experiences and Insights that make the world better

Readings: Hall, W.J, Lanier, P., Jenson, J. M. & Fraser, M. (2021). A multisystem risk and resilience approach to social policy for children, youth, and families

Readings: UNICEF. (October 2021). *The State of the World's Children 2021: On My Mind – Promoting, protecting, and caring for children's mental health.*

22: Rescuing Children and Children's Rights

Reading: Wells, K. (2021). *Childhood in a Global Perspective*. Chapter 11

23: Children and Youth in Morocco: education during the Pandemic

Reading: Loudghiri, K., Fazouane, A. & Zaoujal, N. (2021). *The Well-Being of Children in Morocco: What Barriers? Child Indicators Research*

Reading: Arab Barometer. (January 21, 2022). *What Arabs think about education during the covid-19 pandemic.*

Field Class Paper DUE

24: Exam 3 (from class 16 to class 23)

25—FINAL CLASS: Summing up and what we have learned from our voyage

Disembarkation Day – April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.
Field Classes constitute 20% of the contact hours for each course.

Field Class Title: Effective interventions for at-risk youth

Outcomes: A desired outcome for the field class would be to increase students' understanding of a model of effective intervention for at-risk youth. The field class should give the students the opportunity to examine a prevention or intervention program targeting children and youth in a country we visit during the voyage. Ideally, students will learn about opportunities for international involvement in working with children and/or youth.

Activities: I would like the field class to be an experience, a day that provide students with the opportunity to know and collaborate with an NGO that works with children and youth or that promote a human rights agenda. I would like students to have direct contact with children and youth from a country that is not their own country. As much as possible, I would like the field class to provide hands on activities. If possible, we will work with an NGO called SOS Children Villages. Prior to the visit, we learned about the objectives and organization of SOS Children Villages.

Assessment: The evaluation will include:

Completing a short report about the NGO we will visit: goals, structure, target population, etc.

A self-evaluation of student's attitudes during the field class

A reflection on the field class experience and its connection to specific course topics

A reflection on the field class at a personal level: how was the experience of this field class

The self-evaluation can be revised by the professor, and it is worth at least 5% of the 20%.

ATTITUDES: During the field class, it was expected that you demonstrated the following attitudes in your interaction with children, youth, and staff: empathy, enthusiasm, and collaboration. Assign yourself a grade in each of these attitudes:

Attitude	Grade (1-100)
Empathy	
Enthusiasm	
Collaboration	

Due date is the second day of class after the field class.

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

Throughout this course, students will complete three experiential assignments.

Experiential Assignment #1a will help to introduce many of the different topics we will discuss this semester. Before the second class, students will write and submit a two or three page typed biographical profile. Introduce yourself by sharing something about your background and interests (e.g., academic major, international experience, career goals). What other courses are you taking in this voyage? In reviewing the syllabus, what topics or countries are you most interested in learning about and why? (5% of grade).

Experiential Assignment #1b will ask students to reflect on their own transition process from youth to adulthood, where or how do you see yourself in terms of transitioning from being a young person into adult life? How do you think your culture has influenced this transition? After discussing this material in class, students will then write a short reflection paper integrating the concepts with their own process of transition into adulthood. Detailed instructions will be given in class. (5% of grade).

Experiential Assignment #2 has two objectives. The first one is to involve the student in the research process. The second one is to help the student understand the contemporary situation of the world that we live in and understand the impact that some of the forces of globalization have on our lives. Students will complete a “mini-research” exercise on race and ethnicity following chapter 11 of the book “Sociological Research: Exercises for the global age”. Detail instructions will be given in class. Students may form small groups to work together for this assignment. (10% of grade).

Experiential Assignment #3. Students will pick a research question and test this question using observation, survey, interview, and/or experimental methods. Students will then write a paper that introduces their research question, discusses the method they chose and how they conducted their study, discusses the findings, and provides thoughts on any limitations and where the study could go in the future. The research question should be related with a one of the major topics covered in the course. Students will conduct their study in three different ports (ideally one from each larger area we will visit: East Asia, South Asia, Africa and South America). Students will have time in class, following each port, to share what they discovered. We will compare and contrast ports as we move along on the voyage. Students may form small groups to work together for this assignment (10% of grade).

Possible topics to investigate are, but not limited to:

- ✓ Toys
- ✓ Use of Technology
- ✓ Fashion, dress
- ✓ Popular Music
- ✓ Childrearing Practices
- ✓ Legal age to Use Alcohol and Drinking Habits
- ✓ Youth's perception of safety, fears
- ✓ Children's perception of safety, fears
- ✓ Youth's opinion toward same-sex relationships, religion, family, abortion, immigrants, war, army,
- ✓ The use (or not) of categories like race, ethnicity, nationality. How do they define themselves?

METHODS OF EVALUATION

Final grades in this course will be calculated based on the following components:

- 5% Attendance and Participation
- 45% Exams (three)
- 20% Field Class and Reflection paper
- 30% Comparative Experiential Project (three)

Attendance and Participation:

Students are expected to attend class on a regular basis, complete assigned readings, and actively participate in class discussions. Evaluation will be based on the quality of contributions of each student. In order to be a full and active participant, students must come to class with the material read (5% of grade).

Exams:

Three exams will be given during the voyage to assess understanding, integration, and application of material from the text and research articles assigned. Exams could include a combination of multiple-choice, True/False, short answer, and essay questions. Each exam is worth 15% of your grade.

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Cregan, K. & Cuthbert, D.
TITLE: Global Childhoods: Issues and Debates
PUBLISHER: Sage
ISBN #: 978-1-4462-0899-1
DATE/EDITION: 2014

AUTHOR: Mapp, S.C.
TITLE: Global Child Welfare and Well-Being
PUBLISHER: Oxford
ISBN #: 978-0-19-533971-0
DATE/EDITION: 2011

AUTHOR: Chirico, J.
TITLE: Sociological Research Exercises for the Global Age
PUBLISHER: Sage
ISBN #: 978-1-4129-7765-4
DATE/EDITION: 2009

FILMS

Gandhi. (1982) USA. 191 mins

Half the Sky: Turning Oppression into Opportunity for Women Worldwide. 112 mins. 2012.

Slumdog Millionaire (2008). Pathé Pictures International

Beast of No Nation (2015). Netflix

Through a child's eyes (2005). Martin Guinness

ELECTRONIC COURSE MATERIALS

- Arab Barometer. (January 21, 2022). What Arabs think about education during the covid-19 pandemic. *Arab Barometer*. (<https://www.arabbarometer.org/2022/01/what-arabs-think-about-education-during-the-covid-pandemic/>)
- Arab Barometer. (February 27, 2020). What Arabs think about the status of women in society. *Arab Barometer*. (<https://www.arabbarometer.org/2020/02/what-arabs-think-about-the-status-of-women-in-society/>)
- Arnett, J. J. (2017). Introduction. In J.J. Arnett (ed). *Adolescence and Emerging Adulthood: a cultural Approach*. (6th Ed.). US.: Pearson Education. (*Chapter 1*)
- Ciabattari, T. (2017). Chapter 4: Young adults and the transition to adulthood. In T. Ciabattari (Ed.), *Sociology of families: Change, continuity, and diversity*. (pp. 5-21). Thousand Oaks, CA: Sage Publications
- Center for Reproductive Rights. (2021). The world's abortion laws. Center for Reproductive Rights. (https://reproductiverights.org/wp-content/uploads/2021/12/WALM_2021update_V1.pdf)
- Clark, E.D. (n.d.). *No CRC for USA: Protecting our children from a dangerous U.N treaty*. Retrieved from: www.nocrc.org.
- Dhami, M. (June 24th, 2020). Changing family structure in India. *The Times of India* <https://timesofindia.indiatimes.com/readersblog/manisha-dhami/changing-family-structure-in-india-22129/>
- Dimock, Michael. (January 17, 2019). *Defining generations: Where Millennials end and Generation Z begins*. Pew Research Center. (<https://www.pewresearch.org/fact-tank/2019/01/17/where-millennials-end-and-generation-z-begins/>)
- Evans, J., Sahgal, N., Salazar, A., Jo Starr, K., & Corichi, M. (March 2, 2022) How Indians View Gender Roles in Families and Society. Pew Research Center. (https://www.pewresearch.org/religion/wp-content/uploads/sites/7/2022/02/PF_03.02.22_gender.India_.report.pdf)
- Gran, B. (2021). Institutions and Children Rights. In B. Gran (ed). *The Sociology of Children's Rights*. Cambridge, UK: Polity. (*Chapter 2*)
- Gran, B. (2021). What Do Children's Rights Do? What Children's Rights Are Missing?. In B. Gran (ed). *The Sociology of Children's Rights*. Cambridge, UK: Polity. (*Chapter 5*)
- Hall, W.J, Lanier, P., Jenson, J. M. & Fraser, M. (2021). A multisystem risk and resilience approach to social policy for children, youth, and families. In Hall, W.J, Lanier, P., Jenson, J. M. & Fraser, M. (Eds.) *Social policy for children and families: A risk and resilience perspective*. (4th ed.) (pp. 1-26). Los Angeles, CA: Sage Publications

- Human Rights Watch. (2022). Kenya Events of 2021. (<https://www.hrw.org/world-report/2022/country-chapters/kenya>)
- Kilkelly, U. (2016). The Convention on the Rights of the Child after twenty-five years: challenges of content and implementation. In Martin D. Ruck, Michele Peterson-Badali, and Michael Freeman(eds.). *Handbook of Children's Rights: Global and Multidisciplinary Perspectives*. New York: Taylor & Francis. (Chapter 6)
- Loudghiri,K., Fazouane, A. & Zaoujal, N. (2021). The Well-Being of Children in Morocco: What Barriers? *Child Indicators Research*, 14, 2285–2324. (<https://doi.org/10.1007/s12187-021-09844-x>)
- Parker, K. & Igielnik, R. (May 14, 2020). On the Cusp of Adulthood and Facing an Uncertain Future: What We Know About Gen Z So Far. Pew Research Center. (<https://www.pewresearch.org/social-trends/2020/05/14/on-the-cusp-of-adulthood-and-facing-an-uncertain-future-what-we-know-about-gen-z-so-far-2/>)
- UNICEF. (November 2021). Executive summary. Youth Transitions to Adulthood in Jordan: High Aspirations, Challenging Realities. *UNICEF*. (<https://www.unicef.org/jordan/media/8551/file/Executive%20summary:%20Youth%20Transitions%20to%20Adulthood%20in%20Jordan.pdf>)
- UNICEF. (December 2021). National Study on Violence against children in Jordan. *UNICEF*. (<https://www.unicef.org/jordan/media/9181/file/UNICEF%20VAC%20Report-ENG.pdf>)
- UNICEF. (2021). *Convention on the Rights of the Child*. <https://www.unicef.org/child-rights-convention>
- UNICEF. (October 2021). The State of the World’s Children 2021: On My Mind – Promoting, protecting, and caring for children’s mental health. (<https://www.unicef.org/media/114636/file/SOWC-2021-full-report-English.pdf>)